

## Written Testimony

| First Name | Last Name       | Testimony  |
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| Doreen     | Scott           | PARENT STATEMENT Dear Sir/Madam, My name is Doreen Scott, current Board Member of CAPA's Home & School Association. I also am a parent of a current & former student of The High School for Creative & Performing Arts (CAPA). My oldest daughter is an alumna of the class of 2005, & my youngest will be graduating next school year. Both have proudly majored in Creative Writing. One may question why I am providing this testimony, given my daughter will be leaving after next school year. I do so because my family is deeply invested in CAPA & holds it future success in extremely high regard. Recently, there have been troubling reports in print and verbalized about CAPA & its leadership. As with many schools, I am certain that CAPA could benefit from directional support. The testimonies I have witnessed have the potential to harm CAPA's reputation. They may deter talented students from wanting to attend. More importantly, these accounts do not align with my personal experiences or observations. My daughter absolutely loves CAPA. She transferred from the Archdiocese to attend CAPA. However, I am dismayed that she has not had the same principal for more than one school year, which does not instill confidence in the school's leadership for stability. When Principal Fulton was introduced as the leader of CAPA, the excitement and expectation were promising. My daughter & family still believe in that promise. Principal Fulton has been open and receptive when contacted. During my visits to CAPA, I have observed Principal Fulton's interactions with students & staff, which have been respectful & tension-free. When my daughter was asked if she felt unsafe at CAPA, she indicated that she did not. We do not agree with the concerns voiced by others regarding the school's safety or leadership deficiencies. In closing, this year has presented numerous challenges for some. However, their concerns & experiences are not those of my daughter or our family. CAPA remains a wonderful institution with leadership that, given the opportunity, can restore hope & promise. Core values. I look forward to collaborating with Principal Fulton next school as he leads CAPA. Should any additional information be needed, please do not hesitate to reach out to me directly. Respectfully, Doreen L Scott CAPA HSA Board Member   |
| Lynda      | Rubin           | An article by the Center for American Progress (CAP) Investing in School Libraries and Librarians To Improve Literacy Outcomes (April 18, 2024) "More than 50 years of research across more than 60 studies show that students with access to well-resourced school libraries with certified librarians consistently perform better academically.Indeed, a nationwide study using NCES and NAEP scores found that losses of school librarians are associated with decreases or lack of substantial increases in scores.28" Link to article below: <a href="https://www.americanprogress.org/article/investing-in-school-libraries-and-librarians-to-improve-literacy-outcomes/">https://www.americanprogress.org/article/investing-in-school-libraries-and-librarians-to-improve-literacy-outcomes/</a>  |
| Lisa       | Haver           | Vare Middle School is a neighborhood public school and can only be closed by a public vote of the Board of Education.  |
| Diana      | Tucker Harrison | Dear Members of the Philadelphia Board of Education: My name is Diana Tucker Harrison, and I proudly serve on the KIPP Philadelphia Board of Trustees. I joined the Board for the 2024–2025 school year and will continue in the 2025–2026 school year as Treasurer and Chair of the Finance Committee. My commitment to KIPP's mission spans nearly a decade, including service as an Ambassador Board Member for KIPP DC from 2012 to 2020. As a longtime advocate of KIPP and its national network—supported by the KIPP Foundation and held to a high standard of academic excellence—I write today to express my full support for the five-year renewal of the charters for KIPP North Philadelphia Academy (KNPA) and KIPP Philadelphia Charter School (KPCS). I understand and respect the School Board's role in holding public schools to rigorous standards. I also believe the leadership team at KIPP Philadelphia Public Schools (KPPS) has responded with urgency and purpose. The team has developed and begun executing a robust academic improvement plan focused on student achievement, aligned with the Foundation's One KIPP national academic initiative. Early indicators show promising progress. The leadership's commitment to transparency and accountability is evident in its regular reporting to the KPPS Board of Trustees and its clear-eyed focus on results. As a board member, I have reviewed performance data, observed classrooms in person, and engaged with dedicated educators and staff. What I've seen is inspiring: engaged students, thoughtful instruction, and a school culture grounded in care, inclusion, and continuous improvement. A five-year renewal will provide the stability necessary for KPPS to continue building on this momentum and serving students and families with excellence. I respectfully urge the Board to approve the Charter Schools Office recommendation for the five-year renewal of KNPA and KPCS. Thank you for your leadership and commitment to public education in Philadelphia. Respectfully, Diana Tucker Harrison Board of Trustees, KIPP Philadelphia Public Schools   |
| Amanda     | Keyes           | Dear School Board of Philadelphia: KIPP Philadelphia has been a part of my life for the past 14 years. All four of my sons have attended KIPP Philadelphia Charter School (KPCS) and my youngest son is currently a 6th grader at KPCS. During this time, I have had the privilege of being a part of the KIPP Philadelphia community which has helped my children grow both academically and emotionally. They have become a second family. Over the years, I have been very involved with the school community, and I now serve as a parent representative on the KIPP Philadelphia Public Schools Board of Trustees. KPCS is a charter that works hard to meet the needs of their students as well as the families. I am confident that we will continue to improve our schools so that we can serve our students in the best way possible. Thank you for your time. Amanda Keyes Secretary, KIPP Philadelphia Public Schools Board of Trustees   |
| Susanna    | Tagoe           | To the Esteemed Members of the Philadelphia Board of Education, My name is Susanna Tagoe, and I have the immense privilege of serving as the Principal of KIPP North Philadelphia Charter School (KIPP North), a school rooted in the heart of North Philadelphia resilience of the community we serve. I write to you not just as an educator, but as a lifelong learner, a proud daughter of an immigrant father from Accra, Ghana, and a first-generation college graduate who is preparing to pursue my second master's degree in School Leadership at the University of Pennsylvania's Graduate School of Education this fall. KIPP North matters. To our students. To our families. To our community. And today, I ask you to see what we are building together as not just a school, but a transformational and full of potential, brilliance, and promise, one that is already being fulfilled. When I stepped into leadership at KIPP North, the school was in a state of urgent need. As a second-time turnaround principal, I knew the path wouldn't be easy. Successful school turnarounds typically take 3–5 years, and they demand courage, consistency, and deep community commitment. But in just one year, we've made measurable, meaningful progress. Together, we implemented three new core curricula, CKLA Skills in ELA, Eureka Math <sup>2</sup> , and Fishtank ELA and built a new turnaround leadership team and staff that believe deeply in our students' ability to achieve at the highest levels. And the results speak for themselves: •Our Kindergarten students increased "at or above benchmark" performance by 40% in one school year ending with 60% of students on track in foundational reading skills. •We reduced the number of students well below benchmark in Kindergarten by 36%, proving that literacy is not only being taught it is being learned. •Schoolwide, KIPP North students achieved 45% typical growth on the End-of-Year NWEA MAP test, with kindergarten leading the entire region in growth. This is what educational equity in action looks like. It is focused. It is urgent. And it is rooted in love and high expectations. But KIPP North's story is not just about numbers. It's about students who now raise their hands with confidence. Families who feel seen and heard. Teachers who feel equipped and empowered. And a community that believes again in the power of a public school that is theirs. I am not in this work for accolades. I am here because education changed the trajectory of my life. My father came to this country from Ghana with \$50 to his name and a belief in the transformative power of education. He instilled in me the values of perseverance, discipline, and faith in future generations. As a result, I became the first in my family to graduate college, the first to pursue graduate studies, and the first to lead a school. Now, I fight every day to ensure that our KIPP North students don't have to wait generations to see their dreams come true. I lead because every child in North Philadelphia deserves a school that knows their name, sees their potential, and prepares them for the world. As I head into my second year as KIPP North's leader, it marks my sixth year as a school leader, I know the journey of turning around a school isn't linear. But I ask you to look at the unmistakable trajectory we are on at KIPP North and what another year, another investment, another opportunity could and will mean for this community, our community. Thank you for your consideration, for your service to our city, and for believing in what's possible when we pour into our children. With hope and unwavering commitment, Susanna Tagoe Principal, KIPP North Philadelphia Charter School |

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| Malanna | Simmons  | <p>Testimony in Support of People for People Charter School: A Beacon of Hope, Equity, and Promise in North Philadelphia Distinguished Members of the Board, Esteemed Members of the Community, and Valued Stakeholders, My name is Malanna Simmons. I am a Licensed Clinical Social Worker, an educational leader, a mentor, a therapist, and a proud servant of the students, families, and faculty of People for People Charter School. But more than that—I am a witness. A witness to resilience. To brilliance. To transformation. And I am here to say, unequivocally and from the depths of my heart: People for People Charter School is more than just a school—it is a sanctuary, a launching pad, a legacy, and a lifeline for North Philadelphia. To consider closing its doors would not only sever vital support for our children but would dismantle a structure painstakingly built over decades to serve a population far too often neglected, underestimated, and underserved. Let me be clear: our school matters. A Place Where Children Are Seen In a city where children of color often struggle to be seen for more than their zip code or last name, People for People is one of the few institutions where students are consistently recognized for their potential—not their perceived limitations. Our scholars don't enter our building with labels; they walk in with purpose. And even on the days when they can't see that purpose in themselves, we carry it for them. We scaffold dreams. We mentor out of love and discipline. We craft intentional academic and social-emotional interventions. We hold a mirror to our students and show them what they can become, even when the world outside insists on reducing them to statistics. What do you call a place like that? We call it home. Not just a School—A Family People for People is not just a place where learning happens. It is where community grows. We know our students—not as data points or enrollment numbers—but as whole children. We know who's being raised by Grandma, who just lost a parent, who hasn't eaten since yesterday. We check up on missed assignments, but we also check up on mental health, on bruises, on heartbreak. We're not clocking out when the bell rings. We're staying late, answering weekend phone calls, showing up at court dates, advocating through IEP meetings, helping with prom dresses, and lending our own shoes on graduation day. What other school system gives you that? We're not exaggerating when we say our school is a village. And in a world that continues to attack the very fabric of community in underserved neighborhoods, this school stands as one of the few bastions left of collective care. Data Can't Capture Destiny We've been reviewed. We've been critiqued. We've had our data analyzed under microscopes. And to be fair, no school is perfect. We don't claim to be. But what the reports and spreadsheets won't tell you is this: A 4th grader, who came to us without the ability to read, now cries tears of joy because he's reading aloud to his baby sister at bedtime. A elementary schooler, unhoused and couch-surfing for a year, finally finds the one place where she feels safe—room 508, where her English teacher keeps snacks in the drawer and always asks how her poetry is coming along. A middle school student, once suspended three times in public school for "disruptive behavior," is now an honors student because someone finally took the time to ask, "Are you okay?" There's no metric for hope. There's no rubric for belonging. There's no standardized test that will tell you what it means to finally feel seen. But ask our students. Ask their families. Ask the staff who pour into them each and every day. We are changing lives. And we are doing it despite being under-resourced, over-scrutinized, and under threat of closure. Imagine what we could do if we were truly supported. A Safe Harbor in a Storm We exist in one of the most economically and socially disenfranchised areas of Philadelphia. Our students face challenges far beyond the classroom—gun violence, food insecurity, housing instability, systemic racism. And yet, every morning, they show up. With backpacks and hope and hunger for something more. And we meet them where they are. Not only with curriculum—but with counseling, mentorship, a shoulder to cry on, and a hand to hold. As a Licensed Clinical Social Worker, I can speak directly to what this kind of institutional consistency does for a child's sense of identity and safety. Trauma isn't just a buzzword—it's a lived reality for many of our students. And People for People offers them trauma-informed care, mental health access, emotional safety, and a culturally responsive education that honors who they are while equipping them to become who they were born to be. To shutter our school is to remove one of the few protective factors in an otherwise chaotic system. It is to knowingly sever lifelines for children navigating trauma and hardship. It is to amplify the ache of abandonment. We are not just a school. We are a safe harbor. Teachers Who Choose Us Our teachers don't work here by accident. They choose us. They stay with us. They believe in this mission. We don't just hire for qualifications—we hire for heart. For grit. For vision. And even when the work is exhausting—even when we're navigating pay gaps, broken HVAC systems, and outdated tech—our educators stay because they know they are making a difference that cannot be replicated in larger systems where students too easily fall through the cracks. Our culture is one of restoration, not punishment. Of accountability with compassion. Of expectations with equity. We don't just talk about anti-racism, restorative justice, or culturally sustaining pedagogy—we embody it. And our teachers do it all while building curriculum, attending professional development, taking phone calls from worried parents, and investing in each student like they were their own. You don't get that everywhere. You get that at People for People. Generational Impact, Not Just Graduation Rates We've seen our students graduate, go to college, start businesses, serve in the military, return to their communities to give back. Some come back to teach. Some come back to volunteer. Many come back just to say, "Thank you." We are creating generational change. It may not show up neatly on a bar graph. But ask the mother who never finished school herself, who now watches her son cross the graduation stage. Ask the student who had never heard the words "You matter" until they walked into our building. Ask the young scholar who dreams of medical school because her science teacher believed in her when no one else did. You'll find out that our success isn't defined by what can be measured. It's defined by what endures. The Cost of Closure Let us not pretend that closing this school comes without consequence. Where will our students go? To overcrowded public schools already operating under duress? To institutions where they are seen as burdens rather than blessings? To environments untrained and unequipped to meet their needs? Let me be very clear: if People for People closes, we will not just lose a building. We will lose decades of trust. We will lose the sacred bonds formed between students and mentors, parents and educators, dreams and opportunity. We will lose children to systems that never truly wanted them in the first place. And we will signal, once again, that their lives, their futures, and their voices don't matter. But they do. Our students matter. Our families matter. Our legacy matters. And if we truly believe in equity, in justice, in education as the great equalizer—then we must fight to preserve institutions that are doing the work. That are not perfect, but are willing to grow, to improve, to rise. People for People is one of those institutions. We are not disposable. We are indispensable. A Call to Action So I stand here today—not just as an advocate, but as a protector of what is good. As someone who has seen firsthand the miracles that occur when a child is given a fighting chance. As someone who believes that we cannot afford to lose one more school that dares to love our children boldly, educate them fiercely, and lift them unapologetically. This school is worth saving. And not just saving—but investing in. The work we do is sacred. The children we serve are precious. The future we're shaping is worth every ounce of our fight. Do not let fear, bureaucracy, or political calculus rob this community of one of its greatest pillars. Choose courage. Choose hope. Choose People for People. Because this city—this nation—does not rise or fall based on rhetoric. It rises or falls based on what we choose to value. And I ask you now: Value us. Value our students. Value People for People Charter School. Thank you.</p> |
| Brianne | Moyer    | <p>Dear Members of The Board of Education, I am writing to express my strong support for the five-year renewal of KIPP Philadelphia Charter School (KPCS) and to respectfully urge you to approve this renewal. As a former parent of two students at KIPP Philadelphia Charter School, I have had the unique privilege of experiencing firsthand how this school impacts students academically, socially, and emotionally. As a parent, KPCS set the foundation for my sons to thrive in a school environment that fosters creativity, inclusion, and connection. From very early on, even before my sons began their Kindergarten school years, KPCS began building and facilitating a school-home connection that was anchored in working together, problem solving, and frequent communication about strengths and areas for growth. Teachers were always there, during school hours and beyond, to work with my family on meeting the diverse needs of my sons and ensuring both were academically, socially, and emotionally prepared to spread their wings and fly when they moved on from their time at KIPP and took on new adventures. As a parent, I always felt valued and heard during every interaction with teachers and staff. I trusted that the teachers and staff were meeting my sons where they were and pushing them to achieve by identifying their strengths to support their areas of need and differentiating instruction to help them succeed at high levels. Most importantly, I had the honor of watching my sons thrive as people who care about others, take initiative, and feel confident and proud of who they are. Because of KPCS, my sons have a deep love of learning, understand and value the perspectives of others, and have both developed passions in art, music, and technology that allowed them to tap into their creative sides. Although they are now in high school, my sons frequently reflect on their time at KPCS positively, often expressing gratitude for their teachers and teammates who never gave up on them during their moments of challenge and highlighting events and milestones that celebrated their growth, creativity, and allowed them to shine as individuals. As a teacher at KPCS since 2008, I have had the deep honor of witnessing how a student-centered education, combined with academically rich content and curriculum, truly makes a difference. Our school celebrates the academic victories and growth of our students, and we take great pride in recognizing where our data shines. However, we are also aware that there are areas of academic improvement that need to be addressed and require thoughtful, intentional planning to improve student performance, and we have prioritized grade level planning time, coaching sessions, and observations to drive stronger instruction school-wide. Our school team takes great pride in the time we work together in collaborative ways to improve our student outcomes. Our teachers value participating in teachbacks of lessons, internalizing units and lessons to consider misconceptions and target areas that require reinforcement and digging deep into data with our coaches to analyze trends and areas of need and create reteach plans that support students where they are. Beyond academics, there are many non-scale victories that aren't always reflected in numbers but hold strong significance in fostering a school culture where students feel safe, valued, and inspired to reach their full potential. For KPCS, these victories show up in the quiet confidence of a once-shy student proudly showcasing their art project in the Art Show, in the peer-to-peer support and teamwork seen on the playground, classes working together to create songs that feature their own beats and rhythms and lyrics, or in students recognizing their personal needs and advocating using the Calm Down Corner or asking for more time on an assignment. They are reflected in the strong relationships built between staff, students, and families – and in the KPCS alumni that choose to send their students to KPCS year after year because of their experiences and they ways they felt supported when they attended KPCS previously. These everyday moments may not make it onto a spreadsheet, but they are foundational to student growth and well-being, and they are a direct result of the intentional, compassionate, and inclusive environment KPCS prides itself on locally and nationally. A five-year renewal would give KPCS the stability it needs to continue growing and serving its students with excellence, striving to expand on the recent progress we have made and forging ahead confidently to do even more. It would also send a powerful message to families and staff that the incredible work being done at KPCS, some of which is tangible and some of which is not, is valued and recognized as we aim to develop the whole child and support all students who choose to enroll with KPCS. Thank you for your continued dedication to our students and for recognizing the value KIPP Philadelphia Charter School brings to our community. With the approval of the five-year charter renewal, we look forward to continuing our shared work of building a strong, inclusive, and high-achieving future for all our children. Best, Brianne Moyer Kindergarten Teacher/Former KPCS Parent</p>  |
| James   | Robinson | <p>Bishop J. Darrell Robinson June 25, 2025 Board of Education School District of Philadelphia I am writing to wholeheartedly express my support for People For People Charter School (PFPCS), a beacon of hope and opportunity in the Philadelphia community. As a seasoned minister with over 30 years of experience, including 24 years as Pastor of the Philadelphia Revival Temple Church, I have had the privilege of witnessing firsthand the transformative impact of this institution on the lives of our young citizens. As you may know, PFPCS was founded by the late Reverend Herbert H. Lusk II, a pioneering figure in our community who left an indelible mark on the city of Philadelphia. His legacy extends far beyond his remarkable achievements; it is a testament to his unwavering commitment to empowering the next generation. As a respected leader and visionary, Reverend Lusk's impact on our community continues to inspire and motivate us to strive for excellence. People For People Charter School is more than just an educational institution – it is a community anchor that embodies the values and principles that Reverend Lusk held dear. By providing a nurturing and supportive environment, PFPCS equips our young people with the knowledge, skills, and character necessary to succeed in life. The school's dedication to academic excellence, coupled with its emphasis on social responsibility and community engagement, makes it an invaluable asset to our city. As a community leader, I have seen the positive impact that PFPCS has had on the lives of countless students and families. The school's commitment to extending and deepening Reverend Lusk's legacy is evident in its tireless efforts to provide high-quality education, promote personal growth, and foster a sense of community and belonging. I strongly believe that PFPCS is essential to the well-being and prosperity of our city. By supporting this esteemed institution, we are not only honoring the legacy of Reverend Lusk but also advancing the future of our young citizens. I urge you to join me in supporting People For People Charter School, ensuring that it continues to thrive and serve as a beacon of hope for generations to come. Please feel free to contact me if you require any additional information or support. I would be more than happy to discuss this matter further. Sincerely, Bishop James D. Robinson Yesha Ministries Worship Center</p>  |

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| Tienne                | Martin  | My name is Tienne Martin, and I proudly serve as a six-year Assistant Principal at KIPP North Philadelphia Academy (KNPA). I was a founding kindergarten teacher when we opened our doors in 2018, and I have been rooting for this school ever since—through every shift, change, and hardship. Like many underfunded urban schools, we faced profound challenges after returning from COVID—compounded by being a newer, growing charter school located in one of the most under-resourced zip codes in Philadelphia. And yet, through it all, our community never gave up. For the 2024–2025 school year, KNPA experienced a powerful shift. We welcomed a dynamic new principal, with a proven track record of school transformation, and built an all-Black female leadership team that has brought fresh vision, consistency, and deep care to our school. We hired a new cohort of dedicated teachers who show up every single day with urgency and purpose. They stay late, lean in, and step in front of our scholars with relentless belief in their potential. This year, we adopted three new, high-impact curricula, and while the transition required a great deal of commitment, the results have been transformational. Our scholars began the year facing serious academic deficits—but with a school-wide focus on student achievement and school culture, we saw major growth. This didn't happen by accident; it happened because we had a team of hardworking, heart-led educators who never lost sight of what our scholars deserve. At KNPA, we know our families and our community are special. We serve children and families who deserve a school that believes in their brilliance, invests in their future, and reflects the strength of the neighborhood around us. We are that school—and we are just getting started. Please know that a five-year renewal KNPA's charter is not just an administrative decision—it is a lifeline for the children and families we serve. Our scholars need and deserve the continued opportunity to learn and thrive in a school that is fully committed to their greatness. I love our scholars. I love our families. I love our leadership team, our teachers, and every part of our school community. We are rooted here. We are invested. And we are committed to building something extraordinary for North Philadelphia. Thank you for your consideration. With gratitude and purpose, Tienne Martin   |
| Tanya                 | Gordon  | Members of the School Board of Philadelphia: Thank you for this opportunity to share my compassion and support for KIPP Philadelphia Charter School (KPCS). I have been employed by KPCS as a special education ELA teacher since the last school year. I am a retired parole agent, and started teaching in 2020, and although I enjoyed it, I did not have a desire to make it a second career until I arrived at KPCS. After witnessing the commitment to students' academic and behavioral growth, the high-level expectations from all staff, and the nurturing interaction between staff and students, it was obvious to me that KPCS is a valuable resource, and a great asset to our students, families, and community. KPCS' level of dedication has encouraged me to obtain a teaching certificate, and strive for excellence in everything I do, especially when educating our scholars. KPCS's ongoing professional development training, classroom monitoring, and expectation of excellence forces teachers to deliver true grade-level content, focus on student goals, and intervene when students are struggling in any area. KPCS's commitment to the students' academic and behavioral growth is impressive and imperative for the community we serve. What KPCS provides is exactly what our young people need. KPCS's teachers are dedicated and knowledgeable, we encourage our scholars to think critically and work collaboratively, we promote autonomy but offer guidance, we celebrate diversity, and KPCS' social work teamwork like magic in the lives of some students. Additionally, KPCS offers a wide variety of extracurricular activities, including girl scouts, sports, arts, tutoring, and community service opportunities – programs that help students develop important skills like leadership, teamwork, and responsibility; as well as allow them to explore broader interests and talents beyond the classroom. The direction in which KPCS' leadership team is heading will provide successful outcomes for our scholars. Thank you for reading. Sincerely, Tanya Gordon, MBA, M.Ed Candidate   |
| Aishia                | Stanley | Dear School Board of Philadelphia, I write to you as a long-time and deeply committed KIPP Philadelphia parent. When my family relocated from Clarksville, TN in 2018, my three oldest children began their educational journey in Philadelphia at KIPP Philadelphia Charter School (KPCS). From day one, we felt the difference. KPCS is more than just a school, it is a community rooted in love, advocacy, and empowerment. In a world where the voices of Black and Brown children are too often silenced or ignored, KPCS has been intentional in teaching its students not just that they have a voice, but that their voice is powerful, and it can change the narrative. If the five-year charter renewal KPCS is not approved, it would be more than a procedural decision, it would be an intentional stifling of those young voices in North Philadelphia and beyond. KPCS does not just talk about advocacy, they live it. The adults at KPCS consistently use their voices to advocate for the students they serve. This school has gone above and beyond the call of academics. KPCHA has partnered with local organizations to provide meals, haircuts, and braiding services for students. Last year, they even ensured that students in grades 5 through 8 had formal outfits for their end-of-year dance. These may seem like trivial things to some, but to our children, they mean everything. They affirm dignity, joy, and belonging. I recognize there are concerns about academic outcomes, and those concerns are not lost on the school's leadership. But what I know for sure is this: KPCS is putting in the work. The principal and leadership team are deeply committed to ensuring that every educator is highly qualified and ready to meet students where they are, while taking them to where they can be, college ready, career ready, and future ready. As a parent who has walked this journey with KPCS for four years, I have witnessed transformation, both in my own children and in the school itself. The growth is evident. The effort is relentless. The commitment is real. We, the families, the staff, the community, and most importantly, the students, stand with KPCS. We believe in the plan they have in place. And now, we are asking you to stand with us. Support the five-year renewal of KPCS. Stand with the children of North Philadelphia. Stand for equity, for hope, and for the bright future our students deserve. Sincerely, Aishia Stanley Aishia Stanley Assistant Principal, K-4 Math, KIPP North Philadelphia Charter School Proud KIPP North Philadelphia and KPCS Parent |
| Aishia                | Stanley | I write to you not just as the Assistant Principal of K-4 Math at KIPP North Philadelphia Charter (KNPCS), but as a mother, a former teacher, and a firm believer in what's possible when schools are rooted in purpose, community, and high expectations. This past school year was my first at KNPCS. I stepped into this role fully aware of the challenges, but even more confident in the potential. What I witnessed from day one confirmed exactly what I believed: KNPCS is worth believing in, investing in, and fighting for. My decision to join the leadership team was bold. Bolder still was my decision to enroll my own child as a kindergartner at KNPCS. Why not choose a school that believes every child in North Philadelphia deserves access to a joyful, rigorous, and affirming education? Why not invest in a place where educators are deeply committed to student success, and where leadership refuses to accept mediocrity as the norm? Why not model, as both a parent and a school leader, what it means to lead with hope, intention, and belief? My son just finished kindergarten at KNPCS, and he is thriving. He ended the year in the 96th percentile on the MAP assessment for math. He is reading fluently, growing confidently, and building deep connections, not just with classmates, but with the teachers, staff, and leaders who see him, hear him, and believe in him. That is the KNPCS difference. This year, our team did what many thought was impossible. We did not just stabilize the school, we transformed it. We re-built a culture of high expectations, launched targeted interventions, and coached teachers with clarity, consistency, and compassion. We developed a strong, data-informed academic plan and prioritized the students most in need and we saw results. Did we undo years of struggle in one school year? No. But we broke through, made undeniable progress, and laid the groundwork for lasting success. The evidence is clear in our classrooms, our climate, and our student outcomes. With your support for a five-year renewal, KNPCS will continue to rise. We will show you what's possible when belief meets strategy, when families are truly engaged, and when students are told, every single day, that they are brilliant and capable of achieving at the highest levels. Do not count KNPCS out! We beat the odds this year, and with your partnership, our students will keep winning. Sincerely, Aishia Stanley Aishia Stanley Assistant Principal, K-4 Math Proud KIPP North Philadelphia and KPCS Parent  |
| Samaya                | McQueen | My name is Samaya McQueen, and I recently graduated from college after graduating from the People for People class of 2017 and 2021. I'm writing this statement to you not just as a graduate but also as someone whose academic path was influenced by the education I got there. The faculty, staff, and community at People for People were some of the first to see my potential before I even stepped foot on a college campus. They taught me to believe in myself and to overcome all obstacles. That school established an environment where students could grow not just academically, but as individuals as well. Closing this school would mean more than just closing a building. For many students, like myself, it would mean removing a school that encourages kids before society tells them that they aren't able to be successful. I urge you to consider this decision as there are students that attend People for People who deserve the same chance I had to be seen, supported, and guided into a future full of success. Thank you for your time and considering what this school truly means to its families and students.  |
| Hershel               | Richman | My name is Hershel Richman and I have lived in Philadelphia for over 80 years and have been engaged in and a member of many Philadelphia Institutions dedicated to the education of the youth of Philadelphia including KIPP Philadelphia Public Schools. I have observed and have been engaged in the work of KIPP Philadelphia for over 15 years, having served on its board for the past 6 years. I am fully aware of the challenges of educating the youth of our city and am fully dedicated to supporting the work of KIPP Philadelphia in achieving educational excellence. We have all been suffering the consequences of the COVID-19 epidemic and its aftermath. Despite those challenges, I am confident that with KIPP's new educational leadership, with the support of the KIPP Foundation, and with the firm resolute support of our Board the Trustees, we will provide the education and the support that our young people deserve. I urge the Board of Education to renew The KIPP Philadelphia and KIPP North Philadelphia charters for the full 5-year terms. Thank you, Hershel Richman KIPP Philadelphia Public Schools Trustee  |
| Elaine                | Vicioso | Está es una excelente escuela donde mis hijos estuvieron por 6 años , tienen unos excelente maestros . Mis hijos no sabían inglés y gracias a ellos mis hijos hoy hablan dos idiomas , está escuela merece crecer más , más aulas y más personal. Para que sigan brindando esa excelencia que los caracteriza.   |
| Councilmember Jeffery | Young   | Dear Members of the School Board of Philadelphia: I am pleased to write this letter in support of KIPP North Philadelphia Charter School's recommended five-year renewal. As the representative for the 5th Councilmanic District, I have had the pleasure of seeing the KIPP model in action first-hand at KIPP North Philadelphia Charter School and experience the impact of the KIPP as a KIPP parent. I remain extremely impressed by the hard work of KIPP students and the dedication of the staff and leadership of KIPP Philadelphia. When visiting KIPP North Philadelphia Charter School, I was especially inspired by the students who led my tour. Their investment in their learning and pride in their school shone through. Their confidence and leadership are a testament to the strong culture and educational foundation being built within those walls. I also observed classrooms filled with students who were actively engaged in their lessons and with teachers clearly committed to their students' academic success and growth. KIPP North Philadelphia Charter School's new principal, Susanna Tagoe's leadership is especially impressive. She has an unwavering belief in every child's potential and has a proven track record of achieving academic success for students. Although the school is young, KIPP North Philadelphia Charter School is already playing a vital role in the community. Its investment in academic success, partnership with families, and commitment to fulfilling its commitment to students and families make it a school worth supporting. I strongly urge the School Board of Philadelphia to approve KIPP North Philadelphia's five-year renewal. I look forward to continuing to work with KIPP for years to come as they are an important member of the 5th district community and the City of Philadelphia. Sincere Regards, Jeffery Young, Jr. Councilmember, 5th District   |
| Jennifer              | Baldwin | Members of the School District of Philadelphia Board: My name is Jennifer Baldwin, and I am the proud Assistant Principal of KIPP Philadelphia Elementary Academy, part of the larger KIPP Philadelphia Charter School. As I enter my 20th year in education—with 19 of those years spent serving the incredible students of this city—I stand before you today not only as a leader, but as someone deeply committed to the success, growth, and potential of every child who walks through our doors. KIPP Philadelphia Charter School is my home. It's where I've found a community of educators who are more than just colleagues—they are mission-driven, relentless, and whole-heartedly committed to putting children first in every decision we make. Our teachers and leaders show up every single day with one clear goal: to serve. To educate. To grow the whole child. Academically, emotionally, socially—we see our children, we believe in them, and we support them to rise. This past year, we implemented a new ELA curriculum with fidelity and care. And even in year one, we saw incredible results: 52% of our students are now reading at or above grade level. That's not just a number—it's a reflection of the quality of instruction, the dedication of our staff, and the brilliance of our students. And we're just getting started. With continued focus, these numbers will soar, because our children are capable, and we are unwavering in our belief in them. Our mission is clear: to cultivate the intellect, foster the character, and ignite the imagination of our students so they can become leaders who choose their own futures—in college and beyond. That is the promise we make to every student and family we serve. And it's a promise we live out every single day through the values that define us: Teamwork, Determination, Excellence, Intelligence, Joy, and Love. We are not just a school—we are a family, a safe haven, and a launching pad for greatness. And with your support, we will continue to fulfill our mission for another five years—and beyond. On behalf of our team, our families, and most importantly, our students, I ask that you grant KIPP Philadelphia Charter School the five-year renewal. Allow us to continue the work we are doing—with excellence, with love, and with an unshakeable belief in what's possible for our children. Thank you for your time, your service, and your consideration.   |

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| Janelle           | Harris     | Dear Members of the Philadelphia Board of Education, My name is Janelle Harris, and I proudly serve as one of the Deans of Student Culture at KIPP North Philadelphia Charter School (KNPA). As I prepare to enter my sixth year with KNPA in the 2025–2026 school year, I write to you not only as an educator but as someone who deeply understands the value of this school within our community—because I grew up here. I attended M. Hall Stanton in the late 1980s, the building that KNPA now calls home, and I remember what it meant to have a strong school community—one that uplifted, nurtured, and believed in its children. That is exactly what we are doing at KNPA today, and I am asking you to help us continue this vital work by ensuring our school remains open. KIPP North Philadelphia Charter School is more than just a school. It is a community. We have teachers and staff who are fully invested—working tirelessly from the ground up to build something lasting for our students and families. Over the past year, I have witnessed significant growth in student achievement, confidence, and engagement. Our students are excited to come to school each day because they feel safe, supported, and valued. Our school culture is rooted in love, safety, and high expectations. We celebrate our students and families, and we intentionally build bridges between school and home. Throughout the year, we host events that bring our community together, such as: Parent Café Winter Wonderland Toy Giveaway Monthly Donuts with a Grown-Up Family Game Night Community Concerts and Performances Cultural Celebrations Back-to-School Bashes and End-of-Year Field Days Ongoing partnerships with local organizations to provide wraparound services and resources We are not only providing an education—we are cultivating future leaders and creating generational change. Our teachers are achieving milestones they once thought impossible, and our families are deeply engaged in school life. Parents frequently express how much they look forward to the next event and how grateful they are to have a school that truly sees and supports their children. It would be devastating to take away this beacon of hope and progress from our community. We are doing the work—one child, one family, one breakthrough at a time. I humbly ask that you allow us to continue serving our students, because they deserve the same access to a high-quality, empowering education as any other child in the city. Thank you for your time, your leadership, and your commitment to equity in education. Please stand with us—and with our students—by keeping KIPP North Philadelphia Charter School open. Sincerely, Janelle N. Harris Dean of Student Culture KIPP North Philadelphia Academy  |
| Rachel            | Skerritt   | Dear Members of the School District of Philadelphia Board, I write to you as a Chief Strategy Officer at Attuned Education Partners. Founded in 2016, Attuned is a national education support organization that builds the capacity of PK-12 school systems to accelerate achievement outcomes for students furthest from opportunity. This school year, we had the privilege of collaborating closely with KIPP Philadelphia Public Schools to design and launch an ambitious, community-informed, and data-driven five-year strategic plan. The multi-month discovery phase of the work involved engaging educators, school leaders, board members, community partners, families, and students to define the network's Portrait of a Graduate and inform the key priorities in the strategic plan: 1. Know What We Stand For: Assert a clear and unified organizational identity with shared values and goals that are consistently implemented across KIPP Philadelphia. 2. Prioritize Excellence in Teaching: Ensure that all students engage in challenging, grade-level, and culturally sustaining instruction that prepares them for post-secondary success. 3. Provide Safe and Engaging Schools: Cultivate high expectations, affirming relationships, and social-emotional well-being for students, families, and staff by fostering positive learning environments and ensuring quality physical spaces. 4. Support and Sustain the Educator Experience: Attract, develop, and retain a diverse team of educators who possess the core skills and growth mindset necessary to accelerate outcomes for every student. Their approach considered their specific context as well as alignment with national expectations from the KIPP Foundation. The team identified mission measures and implementation measures that set targets for annual improvements across areas of student performance, school culture, and talent recruitment and retention. As they prepare for the first full school year of their strategic plan, KIPP has retained Attuned to support the plan's successful implementation and the change management necessary for their work ahead. We will continue our partnership with their leadership team to translate strategy into stronger academic and operational outcomes. We look forward to the ongoing collaborative work of the KIPP Philadelphia community over the next five years in service of strategic and significant school improvement. Sincerely, Rachel Skerritt Chief Strategy Officer Attuned Education Partners   |
| Stephanie         | White      | Good evening, My name is Stephanie White, and I have the privilege of serving as the School Leader of KIPP Philadelphia Charter School elementary—known in our community as KPEA. KPEA is more than a school. It is a place of belonging, a safe space for learning, joy, and growth for over 400 students in North Philadelphia. Our families choose KPEA not only because of our academic programming, but because we are a school that sees their children for all they are—brilliant, capable, and full of promise. Our team of educators shows up every day deeply committed to student success. We prioritize strong instruction, supportive relationships, and a school culture grounded in love, consistency, and high expectations. We've made significant academic gains, expanded our special education programming to better meet student needs, and invested in mental health supports—all while celebrating the whole child. But our impact extends far beyond the classroom. We are a trusted partner to our families. We host literacy nights, community events, and provide critical resources when our families face hardship. We are a hub of connection, care, and consistency in a city where too many schools are facing instability. We truly believe in dreaming without limits and disrupting the systems that continuously perpetuate dysfunction in underserved communities. Our mission is not just about preparing students for middle school—it's about preparing them to lead, to advocate, and to transform the world around them. Renewing our charter means continuing to provide high-quality education to the students who need it most. It means honoring the dreams of families who've chosen us year after year. And it means preserving a school that not only teaches reading and math, but also builds confidence, character, and a strong foundation for a life of choice and opportunity. We are proud of the work we've done—and we know there is more ahead. With your support, we will continue to grow, improve, and serve as a model of what is possible in public education. Thank you for your time and consideration.   |
| George            | Tomlin     | I support charter renewal for Frederick Douglass. It's a good school and my son is doing very well at the school.   |
| PFFCS Social Work | Team       | Attached is the data we collect on our unhoused student population. People For People Charter School has experienced a significant uptick in students with housing challenges. The 2024-25 intake captured the vast majority of students on the very first day of school—evidence of an efficient front-end screening process—yet a handful of late identifications through March signal the need for year-round vigilance. Economic shock remains the dominant hardship: parental job or income loss triggered support for 40 % of the cohort, outpacing every other precipitating factor combined. Trauma at home is also clear—domestic violence, divorce/separation, and hospitalization events collectively affect nearly one-third of students. Identification is almost entirely family-driven (98 %), suggesting robust parent trust but also highlighting gaps in staff-initiated referrals. Housing data shows that most students are “doubled-up,” and two-thirds of this population lacks school-provided transportation, a barrier that erodes good school attendance. Finally, the burden skews young: Kindergarten through Grade 5 account for over 70 % of cases, underscoring how instability affects learners at the most foundational stages. We have strengthened our social work team. Our licensed clinical social worker has a team of 6 Master’s level interns, supervising their practicum. We have had to shift focus and develop our capacity to meet these needs. Retaining these students throughout the school year is a significant objective  |
| Latesha           | Strickland | Douglass should be renewed as at Mastery Charter School. They are very hands on my twin daughters been there since Kinder now they are going to fourth grade. they love the school and so do I they're like family to us.   |
| Lisa              | Cruz       | Board Meeting June 26, 2025: Concerns about Ranked Choice and the School Selection Process - Dear School Board of Philadelphia, I am a parent of a rising 10th grader at CAPA who has been affected by the lack of PE, Health & Algebra 2 instruction and unsubstantiated grading. I am also a parent of a rising 8th grader who is interested in applying to CAPA and other Criteria-based schools this Fall. The first item I'd like to address in this letter is the drop in enrollment, which is not only happening at CAPA, but other Criteria-based schools as well. For specifics on my concerns with CAPA's drop in enrollment, due to the mismanagement of its audition process, please refer to my Speaker Comments at the June 26, 2025 Board Meeting. Per enrollment drops at any Criteria-based school, I feel it is a gross injustice to the students and families of this district when seats go unfilled despite the overwhelming number of qualified applicants. The district has a responsibility to ensure that there is a system in place for seats to be filled with qualified applicants each and every year at all Criteria-based schools even if the current system of enrollment still has deficiencies. I would also like to express my concern about the newly added Ranked Choice to the application process. Ranked Choice is problematic because families do not have enough time to weigh their school options before having to rank their choices. The time in which families are able to visit and explore school options is very tight. Even if ample time was given, ranking one school over another can be extremely challenging when individuals, even adults, in the same family may not agree on their #1 choice. No two schools are exactly alike, so different schools may be a good fit for different reasons. I encourage the Board to reconsider the fact that students and families are only able to be waitlisted for schools that rank higher than their highest-ranking lottery match. I would like to know all of the schools that my child has won the lottery for and is waitlisted for. When my child applied in Fall 2023, we were only able to accept one waitlisted school. I think we should be able to choose more than one waitlist school to try to achieve the best fit for our child. To help make the process go more smoothly, and as was suggested in the "2022-2023 School Selection Evaluation Report by the District of Philadelphia, families should be able to remove themselves from the waitlists at each school. Schools with open seats should be able to contact families who are undecided, missed their school offer, or are on the waitlist and meet their eligibility requirements. Schools such as CAPA should uphold their standards, only accepting students who pass the audition and eligibility requirements. If numerous students missed the audition window, especially if it is due to a lack of communication from the school, or if the school needs more qualified applicants to fill its seats, then a second set of auditions should be offered and communicated in an effective way to prospective families. Lastly, I'd like to say that I agree with the students surveyed by the School District in 2023* that students and families should not be limited to applying to only 5 schools. There are a lot of great high schools to choose from and our choices should not be limited, especially in the age of electronic applications. It is a lot to ask these young children to envision where they see themselves thriving the following year and beyond. Thank you for your time and consideration in continuing to adjust the school selection application process in order to maximize the number of students who are attending schools that will nurture them academically, socially and emotionally. Once again, we will be holding our breath and hoping for the best this Fall. Sincerely, Lisa Cruz |
| Mitata            | Gbondo     | They are Awesome. They Work Wonderful with the family and children. They help my household out the best way they can. they are awesome teachers advisors and tutors IEP Staffs are Great. Please support Douglass Elementary's charter renewal.   |
| Nylah             | Watson     | Good evening, esteemed board members and community partners. My name is Nylah Watson, and I am both a proud alumna and current staff member of People for People Charter School (PFP). Picture a first-grader carrying worries heavier than her backpack—fear at home, knots in her stomach—until the doors of this school opened. A teacher knelt, met my eyes, and said, "I'm so glad you're here." Those five words slowed my racing pulse and taught me to love my peers without condition. Fast-forward: senior year. Ten classes, a family crisis, and the night I almost quit. Before dawn, PFP staff filled my phone: "We've got you." They stayed after dark, fed me hope, and turned despair into a 4.0 GPA and a diploma. When college forms felt like hieroglyphics, counselors walked me through every line until an acceptance letter arrived. Now I study Early Childhood Education at night and give back by day, telling students the same words that once saved me. Close these doors, and you don't just lose classrooms—you rip away the heartbeat that steadies children in chaos. You silence the voice that calls them brilliant before they believe it themselves. I am not an exception; I am the proof. Invest in this school, and it will keep turning struggle into scholars and scholars into leaders. Keep People for People open, and you keep hope alive for every child who walks through warm light seeking their first deep breath of safety. Thank you for listening—and for keeping that light on.   |
| Jessica Alexandra | Rosa       | Hello All, I am a mother of two boys whom I admire deeply and only want the best for. I say that with the highest pride and Deep Roots has also showed me the same towards my boys. With that being said, Deep Roots Charter School is like home away from home for me and my little family. The school year of 2024 to 2025 changed our lives for the better when we chose to enroll our children at Deep Roots Charter School. My youngest son had his first year in kindergarten, it was such an honor to be with him on this journey and also have such a supportive school have his back for his first year. Also, we had a sixth grader enrolled and it was an incredible year. My son, Mason, made so many friends, improved his grades in many ways, came out of his shell creative writing wise, (Teacher: Ms Byrd) and so much more. His teachers were nothing short of Amazing. I can go on and on about all of the goodness, but most of all I want to express how included I felt this year in both of my child's education more than ever before. I enjoyed being a part of something so closely, that I cherish it and respect it. I look forward to helping out again this year, as a mother to a first grader with DCRS. Thank you so much, to every single person who is a part of keeping Deep Roots Charter School still standing and going on for many more years to come. Their values and beliefs are the same as those of the parents of the community, and they deserve recognition in all the right ways. Especially, the opportunity for a renewal of the next five years to continue to implement positive growth and change to all.  |

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| Tamika           | Dubose                   | The school has been instrumental in my children's growth I'm grateful for their support! I love how they fosters community, my kids feel valued and encouraged! The school provides a nurturing space for my kids to learn and succeed I'm impressed! Please renew the charter.  |
| Janiya           | McQueen                  | During my time at People for People Charter School, I've had the opportunity to encounter teachers and staff who were truly invested in my future. From the moment I became a student at People for People, it was clear that they believed in me. Being placed in special education classes shows that it was an effort to give me the best chance possible. Receiving that help pushed me to start believing in myself. I was able to gain confidence in what I could do academically. The growth I experienced didn't happen overnight. It happened at a pace that suited me best. I never felt rushed or overlooked. I always felt seen and supported. The structure that People for People provided influenced my choice of colleges. I wanted to continue to be at a school that saw me. This decision led me to choose Gwynedd Mercy University. I recently graduated with my Bachelor of Science in Psychology. Throughout my journey in undergrad, everything I learned at People for People stayed with me. People for People has been more than just a school to me; it's been a community that helped me grow.   |
| Kiara            | Braswell                 | My kids love going there to learn and make new friends. They love their teachers. I want Douglass to continue to be a Mastery Charter School.  |
| Monique          | Dolcy                    | Monique Dolcy, Principal Mastery Charter Frederick Douglass Elementary School Testimony submitted to the Philadelphia Board of Education June 26, 2025 Members of the Board of Education at the School District of Philadelphia, My name is Monique Dolcy, and I am the proud principal of Mastery Charter Frederick Douglass Elementary. When I started at Douglass, we were at the beginning of a global pandemic. For nearly a year and a half, there were students, families, and teachers I had never met in person. Coming out of the pandemic, I became principal over the full K-8 continuum and quickly experienced the same challenge as districts all across the nation...a higher rate of teachers and staff leaving the profession altogether than was true in 2019. My team and I took this challenge on and have turned it around. As a result of the trust I have garnered over the last three years, we have seen growth in several domains. More than 90% of my teachers are returning next year, and that's been true for the last three years. At Douglass, 27% of the students we serve have IEPs. Of those students, 75% are hitting or exceeding their annual IEP goals. Attendance is stronger than ever, and enrollment has improved with solid systems and protocols in place. With these improvements, we are now witnessing what I call "the game changer." Fifty-five percent of students in grades K-2 are reading and achieving on grade level. I fully expect that when these students begin to take PSSA tests in 3rd grade, we will see them achieve academic proficiency. As a school and network, we are aligning all our systems to ensure that they can sustain that through to 8th grade. I am confident that the strides we've made in student achievement will continue into the next five years and beyond. Thank you for your favorable recommendation in support of Douglass' five-year renewal.   |
| Akhirah          | Gray                     | Frederick Douglass Elementary Mastery Charter School is a great school. I'm glad my child goes there and i wouldn't want to that to change.  |
| Denean           | Suie                     | I am a member of the Social & Emotional Support Team at People for People Charter School. As such, I am well aware of the Philadelphia Board of Education disbelief that we have the ability to bring our grade levels and attendance up to the Districts' standards. But we can! PFP has been and continues to work at improving the attendance and academics of our students. Childhood learning is the most basic human right of children. —"The Hurried Child." The entire PFPSCS along with our parents are understandably eager to see our children succeed. We have demonstrated effort by enrolling (with parents' permissions) children in after-school activities, ranging from arts and crafts, sports to lessons in music all of which we have actively pursued for all of our children to engage. These and other activities acted as incentives for attendance. In addition, academics are a heavy part of our social and emotional skill practices. SEL practices are lifetime tools that teach our children how to build emotional resilience, how to form friendships and how to effectively communicate with teachers and classmates. For our teachers, the SEL Team has improved classroom behavior such as lowered student aggression which allows teachers to focus more on teaching. While I know that there is still work needed, we have the Team of Teachers and a strong Administration Team that will continue to work hard at bringing our numbers up in both areas to meet The Districts' expectations. Lastly, it would be a devastation to the community, families and our children to have their school shutdown due to non-renewal. I make the heartfelt appeal to renew our charter and watch us sore!   |
| Frank            | MCAFEE                   | I want Douglass charter to be renewed because it's a great school, and the environment the teachers and Dean C. provides. he's been great for my child's development.  |
| Catina           | Anastasiadis             | I am writing this statement in full support of the renewal of Deep Root Charter School. As a parent, a community member, and a social worker by profession, I can wholeheartedly say that Deep Root Charter School provides much more than educational advancement for the children enrolled there. The school's foundation is built on the values of practice, service, and purpose, which it consistently offers to both students and the community. Deep Root Charter School fosters an environment that is safe, diverse, and supportive, giving children a clear sense of purpose and opportunity. From the moment you walk through the front door, you are greeted by the office manager, who shows compassion and attentiveness to every child and parent who enters the building. The school is deeply rooted in service, teaching children that their impact and reach extend far beyond the school's walls and into the communities they inhabit. The educational instruction is tailored to meet each child where they are, recognizing that all children are unique and learn through different materials, platforms, and styles. The DRCS Leadership Team practices servant leadership, supporting parents and assisting children in reaching their educational and developmental goals. Their mission is to provide quality education in an environment that may not always have those opportunities. Deep Root Charter School aims to provide experiences that children can look back on and cherish, such as the first time they attended a concert or visited an amusement park. The purpose and hope that Deep Root Charter School instills in its students are priceless. This school is essential and serves as a lifeline for a community that is struggling. I sincerely hope that the renewal of Deep Root Charter School is approved, allowing children like my two students—who are thriving and excelling—to continue to grow and shine. Over the past two years, my 7-year-old and 11-year-old have achieved their goals and developed as individuals within the nurturing environment of this school. This school is vital for a community in need and truly serves as a lifeline. Submitted by Catina Anastasiadis (Parent)   |
| Lynn             | Miller                   | LYNN MILLER PARENT FREDERICK DOUGLASS MASTERY CHARTER School Board Testimony June 12, 2025 Dear Philadelphia School Board, I am writing to urge the Board of Education to renew the charter for my granddaughter's school – Frederick Douglass Elementary. Douglass Mastery has been a wonderful school! My granddaughter Khloe receives special education services, and I cannot express how much progress she has made since enrolling. Her confidence has soared. She's reading independently now -- something we were once told might take years. The teachers and staff have never treated her as anything less than capable and full of promise, and that belief in her has made all the difference. I feel it and Khloe feels it. I am also writing on behalf of hundreds of Douglass families who love the Doug! We have signed petitions, come to Board meetings, met with our elected officials. We have letters of support from our State Senator Sharif Street, from our City Councilmember Jay Young and from our State Rep Keith Harris. Why? Because Douglass is a great school and it is lifting up our children and community. The hundreds of petitions signed by Douglass parents tells a story, a story of a family who has found a partner in this school, a place where they feel their child is safe, supported, and given every opportunity to thrive. Please hear us. Please renew the charter for Frederick Douglass Mastery Charter School. For me, the story is deeply personal. This school doesn't just meet students where they are, it's in the business of lifting them up. It builds them. And it builds families and communities alongside them. Today, I am representing hundreds of Mastery Douglass families who want our voices to resonate. We are calling for continuity, for growth, and for the chance to keep building on the success this school has already achieved. Please hear us. Please renew our charter. Thank you.   |
| Kressent         | Pottenger                | Good afternoon Board Members, Thank you for making time to read my concerns. This year the CAPA parent community has advocated for support across a spectrum of challenges. The new academic school year begins in a few short months, and we would like a timeline of accountability put in place. Parents are concerned about students returning to a supportive environment in which they can focus on their learning without teacher vacancies, and under capable leadership. We would appreciate ongoing communication on what we can expect in the new academic year. Thank you, K.Pottenger   |
| Barbara          | Dowdall                  | A. Philip Randolph and Swenson Skills Centers (now Career Tech High Schools) opened at the same time 50 years ago: Swenson was built as a school and Randolph was converted from an asbestos factory." Randolph has neither an auditorium nor a gymnasium. Classrooms are odd sizes and most lack windows. There are no outside grounds or playing fields. The inequity between the two schools persists but they are equal on one regard: neither has a librarian. *Confirmed by Al Fitzpatrick, grandson of namesake for Fitzpatrick Elementary School, who worked there as a teen.  |
| Tanya            | Winder                   | Yes, please renew Douglass. They care for the students.  |
| Kareem           | Goodwin                  | My name is Kareem Goodwin, and I am the proud middle school leader of KIPP Philadelphia Charter School, lovingly known as KPPA. Since joining the team nearly three years ago, it was easy for me to see how special of a community KIPP Philadelphia Charter is. Everything we do is student centered, defined by our belief that all children have the right to a rigorous, affirming school environment and where families are partners in the work. While there is still work to be done to improve the outcomes for our students, in a short period of time I am proud that under my leadership that MAP growth has increased every year. In fact, we have doubled the percentage of students on grade level. We have also tripled the number of students who are who advanced or proficient on the PSSA and decreased the percentage of students in the below basic category by 8%. We've also experienced impressive teacher retention because we know that the longer teachers stay the better, they get at their craft and that directly impacts positive student outcomes. This is just the beginning of what we know we can do, and I that is why I am asking for the Board to support the five-year renewal of KIPP Philadelphia Charter School.   |
| Iyishea          | Gaymon                   | I support Mastery Douglass charter renewal because it's an amazing school and it has amazing teachers.   |
| Shakita          | McCall                   | Please support the Douglass charter renewed. It is an amazing school and has amazing staff.  |
| African American | Charter School Coalition | To the Members of the Philadelphia Board of Education: On behalf of the African American Charter School Coalition (AACSC), we respectfully submit this letter urging your full support for the renewal of the three Black-founded and Black-led charter schools currently under review Richard Allen Preparatory Charter School and People for People Charter School. As a coalition of leaders, educators, families, and advocates representing over 15,000 students across Philadelphia, we remain steadfast in our mission to eliminate systemic bias in public education and champion high-quality, culturally affirming schools for Black children. Our member schools have long stood as safe havens for students and families seeking not just academic excellence, but identity-affirming spaces where Black culture is reflected, celebrated and empowered. Black-Led Schools Matter. Decades of research affirm what we know from experience: students—especially Black students—thrive when they are taught by educators who look like them and understand their lived experiences. Black teachers not only raise academic expectations and outcomes, but also significantly influence student self-esteem, motivation, and long-term success. Black-led schools are often the only places in our city where students consistently see themselves reflected in leadership, curriculum, and school culture. The schools up for renewal have demonstrated commitment to innovation, academic growth, and holistic support for students—especially those who have historically been underserved by traditional systems. These schools are not just educational institutions; they are pillars of hope and change in their communities, offering opportunity and inspiration where it is needed most. As a city that champions equity and racial justice, we ask that the Board affirm this commitment by ensuring fair, transparent, and unbiased renewal decisions. It is critical that we preserve and uplift the voices, institutions, and leadership that have earned the trust of families and have made measurable impact despite systemic challenges. We remain committed to collaboration with the Board and District leadership to ensure all Philadelphia students—regardless of race, zip code, or background—have access to excellent public education options. Supporting the renewal of these schools is not just an affirmation of their impact, but a necessary step toward a more inclusive and equitable educational system. Thank you for your time, your service, and your commitment to Philadelphia's children. With urgency and appreciation, African American Charter School Coalition (AACSC) |

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| Jeremy  | Morgan      | <p>The Morgan Family June 19th 2025 School District of Philadelphia 440 N. Broad Street Philadelphia, PA 19130 To Whom It May Concern, We are writing as proud parents and members of the Green Woods community to express our strong support for Green Woods Charter School. Our family's experience with Green Woods has been overwhelmingly positive, and we believe it stands out as a model of excellence within Philadelphia's public school landscape. Green Woods is a true community school, deeply rooted in its local catchment area. It fosters a welcoming, supportive environment where families and neighbors work together to nurture student success. However, we would love to see even more students from across the city have the opportunity to attend Green Woods. Expanding enrollment beyond the current catchment boundaries would allow for greater diversity, enriching the school's already inclusive culture and providing an even broader representation of races, religions, and backgrounds. One of the features we value most is sibling preference in enrollment. This thoughtful policy has helped families like ours stay connected and engaged with the school long-term, ensuring a consistent and stable educational path for our children. Green Woods also offers an exceptional curriculum, particularly in science and environmental studies. The emphasis on environmental stewardship and hands-on scientific exploration has deeply engaged our children and sparked curiosity that extends far beyond the classroom. Additionally, Green Woods provides robust resources for students with learning disabilities or developmental delays. Our daughter, who struggled with a reading delay early in her academic journey, received targeted support and services from skilled educators. Thanks to their dedicated efforts, she is now reading at grade level and thriving both academically and socially. In short, Green Woods Charter School is a gem in our city's educational system. We urge the School District to continue supporting its growth and success, and to consider policies that expand access so even more families can experience the benefits of such an outstanding school. Sincerely, Jeremy Morgan Sr. (On behalf of the Morgan Family)</p>  |
| Andre   | Williams    | <p>To the School District of Philadelphia Board of Education. My name is Andre Williams and I serve as the Vice Chair and Secretary of the Board of Directors of People For People Charter School. It has been an honor to serve the school and community as the Director of Operations/Principal and Board Member. I commend the earnest work and love that the administration and staff members deliver to the students and their parents.</p>   |
| Andre   | Williams    | <p>To the SDP Board of Education, Continuation of my remarks. Andre Williams. The fundamental task of educating and developing the minds and hearts of our students for not only today's opportunities and struggles in life but also for the future opportunities to serve in their communities and the world is a major goal of all of the staff at People For People Charter School. I pray that the school will be allowed to continue to enlighten our students and families and encourage them to strive for the best that they can do for not only them but for the world.</p>  |
| Brandi  | Stewart     | <p>June 18, 2025 To whom it may concern, My name is Brandi Stewart. My wife and I have two children in Green Woods Charter School (GWCS). My children, who are going into the 5 th and 7 th grades, both began their elementary school education at GWCS in Kindergarten. I am writing to express my strong support of GWCS increasing enrollment and expanding educational opportunities to the students they serve. GWCS has not only been a strong support and guidance for the educational development of the students, but their emphasis on healthy emotional growth for each of the children has always stood out as exemplary. As most of us know, these go hand in hand, and Green Woods' teachers understand the importance of creating a safe (emotionally and physically) learning environment to allow for the maximum educational growth for each student. As you walk the halls of GWCS, the place is filled with fun learning activities, smiles, and a sense of community that can only be felt if teachers and staff are dedicated to making the school the absolute best learning place for every child they serve. Both of my children have been blessed with amazing teachers who support them as individuals and who push them to grow outside their comfort zone (and feel safe to do so). They love going to school, and as a parent, I always feel a sense of security sending them to Green Woods. In talking to other GWCS families, I am not alone in this sentiment. Communication to parents is clear and candid and ALL STAFF are welcoming to comments, suggestions, and even complaints. This is unique and sets GWCS apart from many. In addition, the numerous afterschool and extracurricular activities are a bonus! One of my children, who has tic disorder and is often shy and passive, has found his voice in the choir and drama club. These activities continue to build a community for a kid who might otherwise struggle to find this. Having an opportunity to increase enrollment and expand their extracurricular programs would enhance the growth of other children as well. Above all the greatness that GWCS provides, there is nothing more powerful than the sense of inclusiveness and community they have successfully built within this small school. My kids have two moms, and our family has never felt anything but welcomed, accepted, and respected. This sense of community is shown through the numerous turn-out at fundraisers and events. Just recently, the GWCS community was devastated with the loss of both a mother and father to children at GWCS. The condolences, support, and donations were immense. A true "community" showed up and wrapped their arms around this family. That's what makes Green Woods Charter School unique and place that I want my kids to attend. Sincerely, Brandi Stewart Green Woods Charter School parent and supporter</p> |
| Therese | Lockard     | <p>Dear Members of the Philadelphia School Board, As a proud parent of two students at Green Woods Charter School, I am writing to express my strong support for the proposed enrollment increase for Green Woods Charter School. Green Woods really is something special. Our family joined the Green Woods community in 2020, and from the start, it has felt just like that – a community. This isn't just a school where children go to class; it's a place where families, teachers and staff come together to support one another and work toward a shared goal – giving our kids the best possible start in life. We could not be more grateful for the experience our children have had. The school is committed to building well-rounded, thoughtful, and environmentally conscious kids. My children are learning so much more than just what can be found in textbooks – they're developing a deep understanding of the world around them and how to care for it. The leadership team, teachers, and staff go above and beyond, and the learning is meaningful and exciting for the kids. This year, my oldest (in fourth grade) raised trout in their classroom and released them into the Wissahickon Creek as part of the Earth Day celebration. They also took a trip to Cape May, NJ to study habitats and environmental impact up close. Meanwhile, my second grader helped plant a perennial garden to attract wildlife right on the school grounds. These are the kinds of experiences that bring learning to life – and they happen all throughout the school year at Green Woods. I've spoken with many other parents who feel the same way we do: incredibly fortunate to be part of this school community. The success of Green Woods is reflected not only in student outcomes, but in the growing demand for what the school offers. The proposed enrollment increase would allow more children (particularly siblings on the waitlist) to benefit from the incredible education and community that Green Woods provides. I have full confidence in the school's ability to grow responsibly. The leadership team has shown careful planning, oversight, and an unwavering commitment to maintaining the quality and integrity of its programs as the school seeks this limited expansion. I respectfully urge the School Board to approve the proposed enrollment increase for Green Woods Charter School. Doing so would open the doors for more Philadelphia students to access the amazing education and supportive community that Green Woods has to offer. Thank you for your time and thoughtful consideration. Therese Lockard Parent, Green Woods Charter School</p>   |
| Kyle    | Bosket, esq | <p>June 18, 2025 To Whom It May Concern, I am writing to express my enthusiastic support for Green Woods Charter School in Philadelphia as it seeks funding to advance its mission of providing high-quality, equitable education to students across the city. Green Woods Charter School is more than just a place of learning—it is a beacon of opportunity for students and families who have historically faced educational disparities. The school serves a diverse student body with an unwavering commitment to academic excellence, social-emotional growth, and community engagement. Its track record of student success, innovation in teaching, and responsiveness to community needs make it a deserving candidate for funding support. With additional financial investment, Green Woods can: <input type="checkbox"/> Expand access to critical academic and enrichment programs <input type="checkbox"/> Invest in technology and learning resources that enhance instruction <input type="checkbox"/> Provide professional development for educators to continue delivering high-impact teaching <input type="checkbox"/> Support family engagement initiatives and wraparound services for students Green Woods' leadership team demonstrates fiscal responsibility, strategic planning, and a clear vision for growth. Any funding awarded will directly support the school's ability to close opportunity gaps and prepare students for college, careers, and civic life. As a parent of a student with exceptional needs, I have seen firsthand the positive impact Green Woods has on its students and the surrounding neighborhood. Supporting this school means investing in the future of Philadelphia. I strongly encourage you to support Green Woods Charter School with the funding it needs to continue and expand its transformative work. Sincerely, Kyle F. Bosket, Esq. Green Woods Parent</p>   |

From: Horace Clouden

June 25, 2025

To: The Board of Education

### Willful Neglect

Willful Neglect, knowing and not knowing. Facilities and Student Achievement, some things and some people can recover with time but when the time expires through sale or graduations those items and students are lost.

We're getting to the point where some people can say "I told you so". Current actions display the same patterns continuing from the previous administration. The same adult and student performance with small increases, lack of accountability, start and stopping of ideals from management constantly changing directions, support from BOE on projected figures (2030) continuing to support one area of the city (Northeast) while everyone else has to make due.

I understand that this is new for everybody, Mayor, City Council Education Committee, BOE, Superintendent and his administration all with three years or less with Student Achievement and Facility Usage, but with each year learning and usage is lost. The community has pointed out the issues to this new administration (3 yrs worth), the staff (daily obstacles) has pointed out their issues.

So far, the District hasn't showed or discussed one drastic change. To except the understanding of what is needed a "Highly qualify teacher overtime and a well-supported principal" along with student attendance improving, fewer dropout and graduations are up. Taking credit for more students enrolling, BOE there was a charter school right across the street that closed with at least 1,000 students and I'm sure there were a few others. Should not give the superintendent a pass on willfully neglecting over half of the student population and facility usage. Again, too many people are new at this. Keep it simple BOE.

The "Facility Planning Process" has change direction to many times with revolving presentations, repeating the problems (Desired Outcomes) but failing to address how Student Achievement affects Student Occupancy. Rating; School Building Score, Project Alignment, Capacity Utilation and Neighborhood Vulnerability with fair, poor, good and excellent does a disservice to the process and still leaves everyone in the dark.

Once again, the District has address only one issue of overcrowding to the public with over 700 in occupancy. Applying 22 trailers falling way short with other sites following right behind in Learning Networks 10 & 11. This matter should had been brought to the Facility Planning Process.



How can the groups be asked to “trust in the process” when so much is left out? There is no community plan, the process is still being dictated to the groups. When the basic landscape changes show a reduction in configurations but the majority of K-8 remain in a high number. The Middle School Building models remain the same and a reduction of High Schools and all of this with no identifying schools or mention of athletic spaces. With each passing summer break the opportunity for change is push back and students are moving on and out.

1. 80% goes toward salaries and benefits. No matter how you slice it the District proficiency has to go up (better test scores and maintenance). They keep showcasing the same schools. To the BOE, each member takes a Learning Network from the SPREE and read the fine print. The actual numbers of the students. You’ll see that 3-6% point increase represent 3 to 6 students in a school. Falling way short of noticeable progress. You were just deeply concerned about charter schools’ academic success. You have the same issues in most of your public schools. You decide on renewal for charters but what do you do for the public school that duplicates the charter school? Could you imagine if you put every public school on public display to understand their lack of growth. These schools have been in existence much longer than charter schools. How long, BOE, do you keep allowing the District to keep failing the public school students?
2. Get to know the job descriptions of the employee when there is an issue, then ask the question. What is the problem?
3. Accountability – too many speakers showed up and testified this year for things that should have been resolved at a lower level. What is going on with the chain of command? It’s nice to show-case the people responsible for community contact or talk about a call-In system (Let’s Talk!), you have your employees using it as well, something is still missing.
4. Rush to judgment, trying to preserve status quo, there were better solutions
  - a. Trailers – Enrollment placement has to be looked at.
5. There are two sets of timelines: immediate (overnight action, ex. trailers) and long-term (min two-four years, ex. Sayre pool, willful neglect) this timeline is cheating the students a community out of fulfillment, they wind up moving on and graduating, missing their development years and opportunity for scholarships and pleasure.
  - a. Athletic spaces (pools and fields)
6. IEP’s Vs Unqualified teacher - second opinions /authentic assessments are needed.
7. Special Education – an overhaul of the entire system.

“The children are not well”, “A mind is a terrible thing to waste”, “It takes a village”, “Teenage crime is a direct result of the lack of Education”, “There are good things happening in the School District” “It’s a heavy lift”, “We hear you”, “If you were selling snake oil I would buy it”, “We’re not just kicking the can down the road” “To prepare students to imagine and realize any future they desire”

I’m sure you have heard of these famous quotes used through-out the year. What has the BOE done for the students of the Philadelphia School District? Just waiting for a plan to be submitted in December of 2025 to improve Student Achievement is not enough.

A new curriculum is not enough when you have a problem with your teachers; attendance and productivity. With your Program Alignment, School Building Score, Capacity/Utilization and Neighborhood Vulnerability once they were identified two to three years ago. You’ve boxed yourself into a future corner by allowing the Superintendent to submit to you at the same time a five-year plan and to decide if he should have a second five-year contract.

BOE did any of your school visits aid you in discussing how to improve Student Achievement?

BOE did you see any thing in those visits that should be duplicated in other parts of the city?

BOE do you understand being part of the 8<sup>th</sup> largest school District in the country that more equity should be provided to the underserved (which easily can be identified)?

Three years of listening sessions was a true community exchange, but did it fall on deaf ears with note taking.?

Was all of this too much for the new people (superintendent and his administration)?

On the Junior High School topic:

To the BOE ask yourself what is better; K-8 or Junior High School (7<sup>th</sup>,8<sup>th</sup> & 9<sup>th</sup>), with the data that was presented to you throughout the year.

1. Drop out start in the 7<sup>th</sup> grade with the highest number.
2. Low test scores, poor student achievement (SPREE). K-8
3. IEPs on the rise K-8
4. Little exposure or no interest to CTE (location is a factor, bring the CTE to the student) K-8
5. Limited access to Middle Grade Sports with the K-8 model (not enough students in schools to form an interest)
6. Low mental health supports K-8
7. School Building Score doesn’t fix the student (retrofit were not enough, forcing a larger body that wasn’t design for them. 7 & 8 graders) K-8

8. Full-service vs satellite kitchens in K-8.
9. Busing creating a barrier to after school programming (affects after school tutoring, creating more of a divide) K-8
10. Too many grades to manage (poor project alignment shown in current reports) K-8
11. A well supported need to separate the older children (stop at 6 grade) from the younger children, in your underperforming schools (staff) K-8
12. Limited exposure to all six forms of the Arts because of School Building Score (facilities where design to accommodate, it's missing in the K-8 schools) K-8
13. 104 projected number of K-8 locations. How do you have parity? It doesn't exist today, downsizing isn't the answer.
14. Poor transition from 8<sup>th</sup> grade to High School (creating 9<sup>th</sup> grade academies never met the demand) K-8
15. Keep the ones that are working but what is that number? K-8

Enough of the K-8 let's describe the Junior High School (7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>) and its benefits:

1. Separates the smaller student from the larger one, creating a better learning environment.
2. Can improve student achievement by testing them in the beginning the help they need (checks and balances). Improving test scores.
3. IEPs – let's not rush to judgment test the student again in a new environment.
4. CTE recruitment, what better way but to get the student to use the right side of their brain. Hands on applications, there is a proven program going on 5 yrs at the Mayfair school (K-8). The only school that offers hands on skills in, carpentry, plumbing and power tools. In my opinion this can be duplicated in your Junior High Schools. What is really amazing is the positive peer support. Next year visit that school.
5. Middle Grade Sports, the problem is lack of good coaches. What was brought out was the coaching abilities. Building seniority got in the way. By establishing J.H.S. you can better manage that within a cohort of 17 schools. Converting the middle school buildings you currently have to J.H.S and add 5 more locations.
6. Mental Health supports, by limiting the locations the staff the professional can better address the issues of the students. One of the complaints was too much traveling, again too many K-8 locations.
7. School building Score, these reports never gave the school a fair chance to represent themselves. Just concern on making a school unfit to serve. No matter the condition they are your number one resource. It's their location.
8. Full-service vs Satellite kitchen, all J.H.S. buildings have full-service kitchens. The additional five would be picked from a list that offers that. No structural change needed.

9. Busing, there would be a different skill set of traveling with the older student. Taking advantage of any after school programs.
10. With the transfer of the J.H.S. will affect the program alignment by reducing their administration to 3 grades. Which makes it more equitable for state testing results.
11. You can ask anybody in an underperforming K-8 what is the number one thing that has to happen? They all would say you have to separate the older student from the younger. The next time you are in one just ask.
12. The Arts with all the six forms, research it to understand what is missing. These J.H.S. building provided the space, again the number resource is the building. The auditorium, the music room, the stage and the stage crew forgotten usage.
13. 104 projected K-8 for up coming Facility Planning Process, what is better 104 or 17 which will bring parity across the entire school District with the concept of putting all the 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup> under the same umbrella addressing all of your "Desired Outcomes". A true community plan.
14. Transitioning from 8<sup>th</sup> grade to High School. In some of the listening sessions parents said their children were having a hard time going into High School. The District knows this and has created 20 9<sup>th</sup> grade academies. The issue is that the projected High School number is 47. What better way to prepare the 9<sup>th</sup> grade than to put them in 17 J.H.S that's even lower than the 20 academies.

What the community needs is for you the B.O.E. to represent the community in understanding what is put in front of you coming from District and the Community. This is a large operation with 19,000 employees not customers. When the schools were closed back in 2012-13 the PFT just walked away leaving everything to Facilities to do the heavy lifting.

So far you heard the same issues that's been presented for years. The problem is that nothing has change. One of your board members had ask; what was a charter school mission statement.

What is your mission statement: "To prepare students to imagine and realize any future they desire"

Stop defending a failing school District, give the students something. If you take the time to look at a Learning Network and read the fine print you would say some the same things you said to the charter school office to the superintendent (going on 4 years).

Give the students something:

1. Bring back Junior High School.
2. Open up the remaining pools only 4, you don't need partnerships. No matter the cost.
3. Bring back Driver's Education, surrounding school districts offer it.

This is what I've observed this school year.

Thank you,

Horace Clouden

Dear Members of the School District of Philadelphia Board:

I am writing to express my full support for the renewal of both the KIPP Philadelphia Charter School and the KIPP North Philadelphia Charter School for five years. Under the leadership of CEO Natalie Wiltshire and her team, this has been a pivotal year of progress and promise for our students—and one that reflects the bold accountability and support now driving all KIPP regions, including Philadelphia.

As the new CEO of the KIPP Foundation, I want to share a few critical ways we have elevated our expectations and supports for our 28 regions across the network:

- **A clear North Star for student achievement:** All KIPP regions are now accountable for annual progress on 14 rigorous anchor metrics aligned to our 2030 goal of 75% of students on track for college and career readiness. Regions submit goals (that meet the Foundation's rigorous bar), action plans, and mid-year progress updates to ensure we are on track—and KIPP Philadelphia is fully participating in this new system.
- **Data-driven national standards:** We have raised the bar by setting region-specific goals based on top-tier KIPP growth rates (75th–90th percentile), and we are now developing monthly dashboards to track real-time leading indicators of student progress. These tools allow us to identify bright spots, address gaps early, and monitor fidelity to our network strategy.
- **Increased regional oversight and coaching:** Our Regional Superintendents—a new role that was created last year—now engage in monthly check-ins with CEOs/Executive Directors, coordinate site visits, and co-lead three-way meetings with local KIPP Board Chairs to ensure aligned goal-setting and performance monitoring. Our Regional Superintendents also co-own the performance management of our CEOs/Executive Directors, weighing in heavily on hiring and termination in each region.
- **Differentiated support with higher expectations:** We are investing in direct support of KIPP Philadelphia—such as funding for a Managing Director of Culture in Philadelphia—and holding regions accountable for implementing research-based curriculum, assessments, and academic recovery strategies.
- **Importantly, we are already seeing the early impact of these efforts.** One strong indicator is student performance on the DIBELS assessment (Dynamic Indicators of Basic Early Literacy Skills), a nationally normed tool used to measure foundational reading skills and monitor whether students are on track to read fluently by third grade—a critical predictor of long-term academic success.
- **At KIPP Philadelphia Charter School,** 67% of Kindergarteners were at or above benchmark on the end-of-year DIBELS assessment, a dramatic improvement from just 26% at the beginning of the year. In addition, 80% of 4th graders demonstrated average, above average, or well above average growth in reading from beginning to end of year.
- **At KIPP North Philadelphia Charter School,** 60% of Kindergarteners were at or above benchmark by year's end, up from only 20% at the start of the year.

Furthermore, 69% of Kindergarteners demonstrated average or better growth across the year—clear evidence that the supports in place are driving academic momentum.

- **Confidence in Philadelphia's leadership and trajectory:** The Philadelphia team has focused on bringing in fresh talent with a track record of success. The appointment of Corey Williams as Chief Schools Officer—bringing deep turnaround experience—and the launch of a bold five-year strategic plan grounded in academic excellence, safe and engaging schools, and educator support are just some of the reasons we believe in this team's path forward.

This is not the KIPP of three years ago. Today, we are clearer in our expectations, tighter in our monitoring and subsequent rewards and consequences, and stronger in our shared commitment to excellence. The plans in place and the progress underway in Philadelphia reflect what public charter renewal should reward: leadership readiness, accountability, and a relentless focus on results.

Thank you for your continued stewardship on behalf of students and families.

For the children,  
Shavar

| First Name | Last Name       | Testimony  |
|------------|-----------------|--|
| Doreen     | Scott           | PARENT STATEMENT Dear Sir/Madam, My name is Doreen Scott, current Board Member of CAPA's Home & School Association. I also am a parent of a current & former student of The High School for Creative & Performing Arts (CAPA). My oldest daughter is an alumna of the class of 2005, & my youngest will be graduating next school year. Both have proudly majored in Creative Writing. One may question why I am providing this testimony, given my daughter will be leaving after next school year. I do so because my family is deeply invested in CAPA & holds it future success in extremely high regard. Recently, there have been troubling reports in print and verbalized about CAPA & its leadership. As with many schools, I am certain that CAPA could benefit from directional support. The testimonies I have witnessed have the potential to harm CAPA's reputation. They may deter talented students from wanting to attend. More importantly, these accounts do not align with my personal experiences or observations. My daughter absolutely loves CAPA. She transferred from the Archdiocese to attend CAPA. However, I am dismayed that she has not had the same principal for more than one school year, which does not instill confidence in the school's leadership for stability. When Principal Fulton was introduced as the leader of CAPA, the excitement and expectation were promising. My daughter & family still believe in that promise. Principal Fulton has been open and receptive when contacted. During my visits to CAPA, I have observed Principal Fulton's interactions with students & staff, which have been respectful & tension-free. When my daughter was asked if she felt unsafe at CAPA, she indicated that she did not. We do not agree with the concerns voiced by others regarding the school's safety or leadership deficiencies. In closing, this year has presented numerous challenges for some. However, their concerns & experiences are not those of my daughter or our family. CAPA remains a wonderful institution with leadership that, given the opportunity, can restore hope & promise. Core values. I look forward to collaborating with Principal Fulton next school as he leads CAPA. Should any additional information be needed, please do not hesitate to reach out to me directly. Respectfully, Doreen L Scott CAPA HSA Board Member   |
| Lynda      | Rubin           | An article by the Center for American Progress (CAP) Investing in School Libraries and Librarians To Improve Literacy Outcomes (April 18, 2024) "More than 50 years of research across more than 60 studies show that students with access to well-resourced school libraries with certified librarians consistently perform better academically.Indeed, a nationwide study using NCES and NAEP scores found that losses of school librarians are associated with decreases or lack of substantial increases in scores.28" Link to article below: <a href="https://www.americanprogress.org/article/investing-in-school-libraries-and-librarians-to-improve-literacy-outcomes/">https://www.americanprogress.org/article/investing-in-school-libraries-and-librarians-to-improve-literacy-outcomes/</a>  |
| Lisa       | Haver           | Vare Middle School is a neighborhood public school and can only be closed by a public vote of the Board of Education.  |
| Diana      | Tucker Harrison | Dear Members of the Philadelphia Board of Education: My name is Diana Tucker Harrison, and I proudly serve on the KIPP Philadelphia Board of Trustees. I joined the Board for the 2024–2025 school year and will continue in the 2025–2026 school year as Treasurer and Chair of the Finance Committee. My commitment to KIPP's mission spans nearly a decade, including service as an Ambassador Board Member for KIPP DC from 2012 to 2020. As a longtime advocate of KIPP and its national network—supported by the KIPP Foundation and held to a high standard of academic excellence—I write today to express my full support for the five-year renewal of the charters for KIPP North Philadelphia Academy (KNPA) and KIPP Philadelphia Charter School (KPCS). I understand and respect the School Board's role in holding public schools to rigorous standards. I also believe the leadership team at KIPP Philadelphia Public Schools (KPPS) has responded with urgency and purpose. The team has developed and begun executing a robust academic improvement plan focused on student achievement, aligned with the Foundation's One KIPP national academic initiative. Early indicators show promising progress. The leadership's commitment to transparency and accountability is evident in its regular reporting to the KPPS Board of Trustees and its clear-eyed focus on results. As a board member, I have reviewed performance data, observed classrooms in person, and engaged with dedicated educators and staff. What I've seen is inspiring: engaged students, thoughtful instruction, and a school culture grounded in care, inclusion, and continuous improvement. A five-year renewal will provide the stability necessary for KPPS to continue building on this momentum and serving students and families with excellence. I respectfully urge the Board to approve the Charter Schools Office recommendation for the five-year renewal of KNPA and KPCS. Thank you for your leadership and commitment to public education in Philadelphia. Respectfully, Diana Tucker Harrison Board of Trustees, KIPP Philadelphia Public Schools   |
| Amanda     | Keyes           | Dear School Board of Philadelphia: KIPP Philadelphia has been a part of my life for the past 14 years. All four of my sons have attended KIPP Philadelphia Charter School (KPCS) and my youngest son is currently a 6th grader at KPCS. During this time, I have had the privilege of being a part of the KIPP Philadelphia community which has helped my children grow both academically and emotionally. They have become a second family. Over the years, I have been very involved with the school community, and I now serve as a parent representative on the KIPP Philadelphia Public Schools Board of Trustees. KPCS is a charter that works hard to meet the needs of their students as well as the families. I am confident that we will continue to improve our schools so that we can serve our students in the best way possible. Thank you for your time. Amanda Keyes Secretary, KIPP Philadelphia Public Schools Board of Trustees   |
| Susanna    | Tagoe           | To the Esteemed Members of the Philadelphia Board of Education, My name is Susanna Tagoe, and I have the immense privilege of serving as the Principal of KIPP North Philadelphia Charter School (KIPP North), a school rooted in the heart of North Philadelphia resilience of the community we serve. I write to you not just as an educator, but as a lifelong learner, a proud daughter of an immigrant father from Accra, Ghana, and a first-generation college graduate who is preparing to pursue my second master's degree in School Leadership at the University of Pennsylvania's Graduate School of Education this fall. KIPP North matters. To our students. To our families. To our community. And today, I ask you to see what we are building together as not just a school, but a transformational and full of potential, brilliance, and promise, one that is already being fulfilled. When I stepped into leadership at KIPP North, the school was in a state of urgent need. As a second-time turnaround principal, I knew the path wouldn't be easy. Successful school turnarounds typically take 3–5 years, and they demand courage, consistency, and deep community commitment. But in just one year, we've made measurable, meaningful progress. Together, we implemented three new core curricula, CKLA Skills in ELA, Eureka Math <sup>2</sup> , and Fishtank ELA and built a new turnaround leadership team and staff that believe deeply in our students' ability to achieve at the highest levels. And the results speak for themselves: •Our Kindergarten students increased "at or above benchmark" performance by 40% in one school year ending with 60% of students on track in foundational reading skills. •We reduced the number of students well below benchmark in Kindergarten by 36%, proving that literacy is not only being taught it is being learned. •Schoolwide, KIPP North students achieved 45% typical growth on the End-of-Year NWEA MAP test, with kindergarten leading the entire region in growth. This is what educational equity in action looks like. It is focused. It is urgent. And it is rooted in love and high expectations. But KIPP North's story is not just about numbers. It's about students who now raise their hands with confidence. Families who feel seen and heard. Teachers who feel equipped and empowered. And a community that believes again in the power of a public school that is theirs. I am not in this work for accolades. I am here because education changed the trajectory of my life. My father came to this country from Ghana with \$50 to his name and a belief in the transformative power of education. He instilled in me the values of perseverance, discipline, and faith in future generations. As a result, I became the first in my family to graduate college, the first to pursue graduate studies, and the first to lead a school. Now, I fight every day to ensure that our KIPP North students don't have to wait generations to see their dreams come true. I lead because every child in North Philadelphia deserves a school that knows their name, sees their potential, and prepares them for the world. As I head into my second year as KIPP North's leader, it marks my sixth year as a school leader, I know the journey of turning around a school isn't linear. But I ask you to look at the unmistakable trajectory we are on at KIPP North and what another year, another investment, another opportunity could and will mean for this community, our community. Thank you for your consideration, for your service to our city, and for believing in what's possible when we pour into our children. With hope and unwavering commitment, Susanna Tagoe Principal, KIPP North Philadelphia Charter School |



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| Malanna | Simmons  | <p>Testimony in Support of People for People Charter School: A Beacon of Hope, Equity, and Promise in North Philadelphia Distinguished Members of the Board, Esteemed Members of the Community, and Valued Stakeholders, My name is Malanna Simmons. I am a Licensed Clinical Social Worker, an educational leader, a mentor, a therapist, and a proud servant of the students, families, and faculty of People for People Charter School. But more than that—I am a witness. A witness to resilience. To brilliance. To transformation. And I am here to say, unequivocally and from the depths of my heart: People for People Charter School is more than just a school—it is a sanctuary, a launching pad, a legacy, and a lifeline for North Philadelphia. To consider closing its doors would not only sever vital support for our children but would dismantle a structure painstakingly built over decades to serve a population far too often neglected, underestimated, and underserved. Let me be clear: our school matters. A Place Where Children Are Seen In a city where children of color often struggle to be seen for more than their zip code or last name, People for People is one of the few institutions where students are consistently recognized for their potential—not their perceived limitations. Our scholars don't enter our building with labels; they walk in with purpose. And even on the days when they can't see that purpose in themselves, we carry it for them. We scaffold dreams. We mentor out of love and discipline. We craft intentional academic and social-emotional interventions. We hold a mirror to our students and show them what they can become, even when the world outside insists on reducing them to statistics. What do you call a place like that? We call it home. Not just a School—A Family People for People is not just a place where learning happens. It is where community grows. We know our students—not as data points or enrollment numbers—but as whole children. We know who's being raised by Grandma, who just lost a parent, who hasn't eaten since yesterday. We check up on missed assignments, but we also check up on mental health, on bruises, on heartbreak. We're not clocking out when the bell rings. We're staying late, answering weekend phone calls, showing up at court dates, advocating through IEP meetings, helping with prom dresses, and lending our own shoes on graduation day. What other school system gives you that? We're not exaggerating when we say our school is a village. And in a world that continues to attack the very fabric of community in underserved neighborhoods, this school stands as one of the few bastions left of collective care. Data Can't Capture Destiny We've been reviewed. We've been critiqued. We've had our data analyzed under microscopes. And to be fair, no school is perfect. We don't claim to be. But what the reports and spreadsheets won't tell you is this: A 4th grader, who came to us without the ability to read, now cries tears of joy because he's reading aloud to his baby sister at bedtime. A elementary schooler, unhoused and couch-surfing for a year, finally finds the one place where she feels safe—room 508, where her English teacher keeps snacks in the drawer and always asks how her poetry is coming along. A middle school student, once suspended three times in public school for "disruptive behavior," is now an honors student because someone finally took the time to ask, "Are you okay?" There's no metric for hope. There's no rubric for belonging. There's no standardized test that will tell you what it means to finally feel seen. But ask our students. Ask their families. Ask the staff who pour into them each and every day. We are changing lives. And we are doing it despite being under-resourced, over-scrutinized, and under threat of closure. Imagine what we could do if we were truly supported. A Safe Harbor in a Storm We exist in one of the most economically and socially disenfranchised areas of Philadelphia. Our students face challenges far beyond the classroom—gun violence, food insecurity, housing instability, systemic racism. And yet, every morning, they show up. With backpacks and hope and hunger for something more. And we meet them where they are. Not only with curriculum—but with counseling, mentorship, a shoulder to cry on, and a hand to hold. As a Licensed Clinical Social Worker, I can speak directly to what this kind of institutional consistency does for a child's sense of identity and safety. Trauma isn't just a buzzword—it's a lived reality for many of our students. And People for People offers them trauma-informed care, mental health access, emotional safety, and a culturally responsive education that honors who they are while equipping them to become who they were born to be. To shutter our school is to remove one of the few protective factors in an otherwise chaotic system. It is to knowingly sever lifelines for children navigating trauma and hardship. It is to amplify the ache of abandonment. We are not just a school. We are a safe harbor. Teachers Who Choose Us Our teachers don't work here by accident. They choose us. They stay with us. They believe in this mission. We don't just hire for qualifications—we hire for heart. For grit. For vision. And even when the work is exhausting—even when we're navigating pay gaps, broken HVAC systems, and outdated tech—our educators stay because they know they are making a difference that cannot be replicated in larger systems where students too easily fall through the cracks. Our culture is one of restoration, not punishment. Of accountability with compassion. Of expectations with equity. We don't just talk about anti-racism, restorative justice, or culturally sustaining pedagogy—we embody it. And our teachers do it all while building curriculum, attending professional development, taking phone calls from worried parents, and investing in each student like they were their own. You don't get that everywhere. You get that at People for People. Generational Impact, Not Just Graduation Rates We've seen our students graduate, go to college, start businesses, serve in the military, return to their communities to give back. Some come back to teach. Some come back to volunteer. Many come back just to say, "Thank you." We are creating generational change. It may not show up neatly on a bar graph. But ask the mother who never finished school herself, who now watches her son cross the graduation stage. Ask the student who had never heard the words "You matter" until they walked into our building. Ask the young scholar who dreams of medical school because her science teacher believed in her when no one else did. You'll find out that our success isn't defined by what can be measured. It's defined by what endures. The Cost of Closure Let us not pretend that closing this school comes without consequence. Where will our students go? To overcrowded public schools already operating under duress? To institutions where they are seen as burdens rather than blessings? To environments untrained and unequipped to meet their needs? Let me be very clear: if People for People closes, we will not just lose a building. We will lose decades of trust. We will lose the sacred bonds formed between students and mentors, parents and educators, dreams and opportunity. We will lose children to systems that never truly wanted them in the first place. And we will signal, once again, that their lives, their futures, and their voices don't matter. But they do. Our students matter. Our families matter. Our legacy matters. And if we truly believe in equity, in justice, in education as the great equalizer—then we must fight to preserve institutions that are doing the work. That are not perfect, but are willing to grow, to improve, to rise. People for People is one of those institutions. We are not disposable. We are indispensable. A Call to Action So I stand here today—not just as an advocate, but as a protector of what is good. As someone who has seen firsthand the miracles that occur when a child is given a fighting chance. As someone who believes that we cannot afford to lose one more school that dares to love our children boldly, educate them fiercely, and lift them unapologetically. This school is worth saving. And not just saving—but investing in. The work we do is sacred. The children we serve are precious. The future we're shaping is worth every ounce of our fight. Do not let fear, bureaucracy, or political calculus rob this community of one of its greatest pillars. Choose courage. Choose hope. Choose People for People. Because this city—this nation—does not rise or fall based on rhetoric. It rises or falls based on what we choose to value. And I ask you now: Value us. Value our students. Value People for People Charter School. Thank you.</p> |
| Brianne | Moyer    | <p>Dear Members of The Board of Education, I am writing to express my strong support for the five-year renewal of KIPP Philadelphia Charter School (KPCS) and to respectfully urge you to approve this renewal. As a former parent of two students at KIPP Philadelphia Charter School, I have had the unique privilege of experiencing firsthand how this school impacts students academically, socially, and emotionally. As a parent, KPCS set the foundation for my sons to thrive in a school environment that fosters creativity, inclusion, and connection. From very early on, even before my sons began their Kindergarten school years, KPCS began building and facilitating a school-home connection that was anchored in working together, problem solving, and frequent communication about strengths and areas for growth. Teachers were always there, during school hours and beyond, to work with my family on meeting the diverse needs of my sons and ensuring both were academically, socially, and emotionally prepared to spread their wings and fly when they moved on from their time at KIPP and took on new adventures. As a parent, I always felt valued and heard during every interaction with teachers and staff. I trusted that the teachers and staff were meeting my sons where they were and pushing them to achieve by identifying their strengths to support their areas of need and differentiating instruction to help them succeed at high levels. Most importantly, I had the honor of watching my sons thrive as people who care about others, take initiative, and feel confident and proud of who they are. Because of KPCS, my sons have a deep love of learning, understand and value the perspectives of others, and have both developed passions in art, music, and technology that allowed them to tap into their creative sides. Although they are now in high school, my sons frequently reflect on their time at KPCS positively, often expressing gratitude for their teachers and teammates who never gave up on them during their moments of challenge and highlighting events and milestones that celebrated their growth, creativity, and allowed them to shine as individuals. As a teacher at KPCS since 2008, I have had the deep honor of witnessing how a student-centered education, combined with academically rich content and curriculum, truly makes a difference. Our school celebrates the academic victories and growth of our students, and we take great pride in recognizing where our data shines. However, we are also aware that there are areas of academic improvement that need to be addressed and require thoughtful, intentional planning to improve student performance, and we have prioritized grade level planning time, coaching sessions, and observations to drive stronger instruction school-wide. Our school team takes great pride in the time we work together in collaborative ways to improve our student outcomes. Our teachers value participating in teachbacks of lessons, internalizing units and lessons to consider misconceptions and target areas that require reinforcement and digging deep into data with our coaches to analyze trends and areas of need and create reteach plans that support students where they are. Beyond academics, there are many non-scale victories that aren't always reflected in numbers but hold strong significance in fostering a school culture where students feel safe, valued, and inspired to reach their full potential. For KPCS, these victories show up in the quiet confidence of a once-shy student proudly showcasing their art project in the Art Show, in the peer-to-peer support and teamwork seen on the playground, classes working together to create songs that feature their own beats and rhythms and lyrics, or in students recognizing their personal needs and advocating using the Calm Down Corner or asking for more time on an assignment. They are reflected in the strong relationships built between staff, students, and families – and in the KPCS alumni that choose to send their students to KPCS year after year because of their experiences and they ways they felt supported when they attended KPCS previously. These everyday moments may not make it onto a spreadsheet, but they are foundational to student growth and well-being, and they are a direct result of the intentional, compassionate, and inclusive environment KPCS prides itself on locally and nationally. A five-year renewal would give KPCS the stability it needs to continue growing and serving its students with excellence, striving to expand on the recent progress we have made and forging ahead confidently to do even more. It would also send a powerful message to families and staff that the incredible work being done at KPCS, some of which is tangible and some of which is not, is valued and recognized as we aim to develop the whole child and support all students who choose to enroll with KPCS. Thank you for your continued dedication to our students and for recognizing the value KIPP Philadelphia Charter School brings to our community. With the approval of the five-year charter renewal, we look forward to continuing our shared work of building a strong, inclusive, and high-achieving future for all our children. Best, Brianne Moyer Kindergarten Teacher/Former KPCS Parent</p>  |
| James   | Robinson | <p>Bishop J. Darrell Robinson June 25, 2025 Board of Education School District of Philadelphia I am writing to wholeheartedly express my support for People For People Charter School (PFPCS), a beacon of hope and opportunity in the Philadelphia community. As a seasoned minister with over 30 years of experience, including 24 years as Pastor of the Philadelphia Revival Temple Church, I have had the privilege of witnessing firsthand the transformative impact of this institution on the lives of our young citizens. As you may know, PFPCS was founded by the late Reverend Herbert H. Lusk II, a pioneering figure in our community who left an indelible mark on the city of Philadelphia. His legacy extends far beyond his remarkable achievements; it is a testament to his unwavering commitment to empowering the next generation. As a respected leader and visionary, Reverend Lusk's impact on our community continues to inspire and motivate us to strive for excellence. People For People Charter School is more than just an educational institution – it is a community anchor that embodies the values and principles that Reverend Lusk held dear. By providing a nurturing and supportive environment, PFPCS equips our young people with the knowledge, skills, and character necessary to succeed in life. The school's dedication to academic excellence, coupled with its emphasis on social responsibility and community engagement, makes it an invaluable asset to our city. As a community leader, I have seen the positive impact that PFPCS has had on the lives of countless students and families. The school's commitment to extending and deepening Reverend Lusk's legacy is evident in its tireless efforts to provide high-quality education, promote personal growth, and foster a sense of community and belonging. I strongly believe that PFPCS is essential to the well-being and prosperity of our city. By supporting this esteemed institution, we are not only honoring the legacy of Reverend Lusk but also advancing the future of our young citizens. I urge you to join me in supporting People For People Charter School, ensuring that it continues to thrive and serve as a beacon of hope for generations to come. Please feel free to contact me if you require any additional information or support. I would be more than happy to discuss this matter further. Sincerely, Bishop James D. Robinson Yesha Ministries Worship Center</p>  |

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| Tienne                | Martin  | My name is Tienne Martin, and I proudly serve as a six-year Assistant Principal at KIPP North Philadelphia Academy (KNPA). I was a founding kindergarten teacher when we opened our doors in 2018, and I have been rooting for this school ever since—through every shift, change, and hardship. Like many underfunded urban schools, we faced profound challenges after returning from COVID—compounded by being a newer, growing charter school located in one of the most under-resourced zip codes in Philadelphia. And yet, through it all, our community never gave up. For the 2024–2025 school year, KNPA experienced a powerful shift. We welcomed a dynamic new principal, with a proven track record of school transformation, and built an all-Black female leadership team that has brought fresh vision, consistency, and deep care to our school. We hired a new cohort of dedicated teachers who show up every single day with urgency and purpose. They stay late, lean in, and step in front of our scholars with relentless belief in their potential. This year, we adopted three new, high-impact curricula, and while the transition required a great deal of commitment, the results have been transformational. Our scholars began the year facing serious academic deficits—but with a school-wide focus on student achievement and school culture, we saw major growth. This didn't happen by accident; it happened because we had a team of hardworking, heart-led educators who never lost sight of what our scholars deserve. At KNPA, we know our families and our community are special. We serve children and families who deserve a school that believes in their brilliance, invests in their future, and reflects the strength of the neighborhood around us. We are that school—and we are just getting started. Please know that a five-year renewal KNPA's charter is not just an administrative decision—it is a lifeline for the children and families we serve. Our scholars need and deserve the continued opportunity to learn and thrive in a school that is fully committed to their greatness. I love our scholars. I love our families. I love our leadership team, our teachers, and every part of our school community. We are rooted here. We are invested. And we are committed to building something extraordinary for North Philadelphia. Thank you for your consideration. With gratitude and purpose, Tienne Martin   |
| Tanya                 | Gordon  | Members of the School Board of Philadelphia: Thank you for this opportunity to share my compassion and support for KIPP Philadelphia Charter School (KPCS). I have been employed by KPCS as a special education ELA teacher since the last school year. I am a retired parole agent, and started teaching in 2020, and although I enjoyed it, I did not have a desire to make it a second career until I arrived at KPCS. After witnessing the commitment to students' academic and behavioral growth, the high-level expectations from all staff, and the nurturing interaction between staff and students, it was obvious to me that KPCS is a valuable resource, and a great asset to our students, families, and community. KPCS' level of dedication has encouraged me to obtain a teaching certificate, and strive for excellence in everything I do, especially when educating our scholars. KPCS's ongoing professional development training, classroom monitoring, and expectation of excellence forces teachers to deliver true grade-level content, focus on student goals, and intervene when students are struggling in any area. KPCS's commitment to the students' academic and behavioral growth is impressive and imperative for the community we serve. What KPCS provides is exactly what our young people need. KPCS's teachers are dedicated and knowledgeable, we encourage our scholars to think critically and work collaboratively, we promote autonomy but offer guidance, we celebrate diversity, and KPCS' social work teamwork like magic in the lives of some students. Additionally, KPCS offers a wide variety of extracurricular activities, including girl scouts, sports, arts, tutoring, and community service opportunities – programs that help students develop important skills like leadership, teamwork, and responsibility; as well as allow them to explore broader interests and talents beyond the classroom. The direction in which KPCS' leadership team is heading will provide successful outcomes for our scholars. Thank you for reading. Sincerely, Tanya Gordon, MBA, M.Ed Candidate   |
| Aishia                | Stanley | Dear School Board of Philadelphia, I write to you as a long-time and deeply committed KIPP Philadelphia parent. When my family relocated from Clarksville, TN in 2018, my three oldest children began their educational journey in Philadelphia at KIPP Philadelphia Charter School (KPCS). From day one, we felt the difference. KPCS is more than just a school, it is a community rooted in love, advocacy, and empowerment. In a world where the voices of Black and Brown children are too often silenced or ignored, KPCS has been intentional in teaching its students not just that they have a voice, but that their voice is powerful, and it can change the narrative. If the five-year charter renewal KPCS is not approved, it would be more than a procedural decision, it would be an intentional stifling of those young voices in North Philadelphia and beyond. KPCS does not just talk about advocacy, they live it. The adults at KPCS consistently use their voices to advocate for the students they serve. This school has gone above and beyond the call of academics. KPCHA has partnered with local organizations to provide meals, haircuts, and braiding services for students. Last year, they even ensured that students in grades 5 through 8 had formal outfits for their end-of-year dance. These may seem like trivial things to some, but to our children, they mean everything. They affirm dignity, joy, and belonging. I recognize there are concerns about academic outcomes, and those concerns are not lost on the school's leadership. But what I know for sure is this: KPCS is putting in the work. The principal and leadership team are deeply committed to ensuring that every educator is highly qualified and ready to meet students where they are, while taking them to where they can be, college ready, career ready, and future ready. As a parent who has walked this journey with KPCS for four years, I have witnessed transformation, both in my own children and in the school itself. The growth is evident. The effort is relentless. The commitment is real. We, the families, the staff, the community, and most importantly, the students, stand with KPCS. We believe in the plan they have in place. And now, we are asking you to stand with us. Support the five-year renewal of KPCS. Stand with the children of North Philadelphia. Stand for equity, for hope, and for the bright future our students deserve. Sincerely, Aishia Stanley Aishia Stanley Assistant Principal, K-4 Math, KIPP North Philadelphia Charter School Proud KIPP North Philadelphia and KPCS Parent |
| Aishia                | Stanley | I write to you not just as the Assistant Principal of K-4 Math at KIPP North Philadelphia Charter (KNPCS), but as a mother, a former teacher, and a firm believer in what's possible when schools are rooted in purpose, community, and high expectations. This past school year was my first at KNPCS. I stepped into this role fully aware of the challenges, but even more confident in the potential. What I witnessed from day one confirmed exactly what I believed: KNPCS is worth believing in, investing in, and fighting for. My decision to join the leadership team was bold. Bolder still was my decision to enroll my own child as a kindergartner at KNPCS. Why not choose a school that believes every child in North Philadelphia deserves access to a joyful, rigorous, and affirming education? Why not invest in a place where educators are deeply committed to student success, and where leadership refuses to accept mediocrity as the norm? Why not model, as both a parent and a school leader, what it means to lead with hope, intention, and belief? My son just finished kindergarten at KNPCS, and he is thriving. He ended the year in the 96th percentile on the MAP assessment for math. He is reading fluently, growing confidently, and building deep connections, not just with classmates, but with the teachers, staff, and leaders who see him, hear him, and believe in him. That is the KNPCS difference. This year, our team did what many thought was impossible. We did not just stabilize the school, we transformed it. We re-built a culture of high expectations, launched targeted interventions, and coached teachers with clarity, consistency, and compassion. We developed a strong, data-informed academic plan and prioritized the students most in need and we saw results. Did we undo years of struggle in one school year? No. But we broke through, made undeniable progress, and laid the groundwork for lasting success. The evidence is clear in our classrooms, our climate, and our student outcomes. With your support for a five-year renewal, KNPCS will continue to rise. We will show you what's possible when belief meets strategy, when families are truly engaged, and when students are told, every single day, that they are brilliant and capable of achieving at the highest levels. Do not count KNPCS out! We beat the odds this year, and with your partnership, our students will keep winning. Sincerely, Aishia Stanley Aishia Stanley Assistant Principal, K-4 Math Proud KIPP North Philadelphia and KPCS Parent  |
| Samaya                | McQueen | My name is Samaya McQueen, and I recently graduated from college after graduating from the People for People class of 2017 and 2021. I'm writing this statement to you not just as a graduate but also as someone whose academic path was influenced by the education I got there. The faculty, staff, and community at People for People were some of the first to see my potential before I even stepped foot on a college campus. They taught me to believe in myself and to overcome all obstacles. That school established an environment where students could grow not just academically, but as individuals as well. Closing this school would mean more than just closing a building. For many students, like myself, it would mean removing a school that encourages kids before society tells them that they aren't able to be successful. I urge you to consider this decision as there are students that attend People for People who deserve the same chance I had to be seen, supported, and guided into a future full of success. Thank you for your time and considering what this school truly means to its families and students.  |
| Hershel               | Richman | My name is Hershel Richman and I have lived in Philadelphia for over 80 years and have been engaged in and a member of many Philadelphia Institutions dedicated to the education of the youth of Philadelphia including KIPP Philadelphia Public Schools. I have observed and have been engaged in the work of KIPP Philadelphia for over 15 years, having served on its board for the past 6 years. I am fully aware of the challenges of educating the youth of our city and am fully dedicated to supporting the work of KIPP Philadelphia in achieving educational excellence. We have all been suffering the consequences of the COVID-19 epidemic and its aftermath. Despite those challenges, I am confident that with KIPP's new educational leadership, with the support of the KIPP Foundation, and with the firm resolute support of our Board the Trustees, we will provide the education and the support that our young people deserve. I urge the Board of Education to renew The KIPP Philadelphia and KIPP North Philadelphia charters for the full 5-year terms. Thank you, Hershel Richman KIPP Philadelphia Public Schools Trustee  |
| Elaine                | Vicioso | Está es una excelente escuela donde mis hijos estuvieron por 6 años , tienen unos excelente maestros . Mis hijos no sabían inglés y gracias a ellos mis hijos hoy hablan dos idiomas , está escuela merece crecer más , más aulas y más personal. Para que sigan brindando esa excelencia que los caracteriza.   |
| Councilmember Jeffery | Young   | Dear Members of the School Board of Philadelphia: I am pleased to write this letter in support of KIPP North Philadelphia Charter School's recommended five-year renewal. As the representative for the 5th Councilmanic District, I have had the pleasure of seeing the KIPP model in action first-hand at KIPP North Philadelphia Charter School and experience the impact of the KIPP as a KIPP parent. I remain extremely impressed by the hard work of KIPP students and the dedication of the staff and leadership of KIPP Philadelphia. When visiting KIPP North Philadelphia Charter School, I was especially inspired by the students who led my tour. Their investment in their learning and pride in their school shone through. Their confidence and leadership are a testament to the strong culture and educational foundation being built within those walls. I also observed classrooms filled with students who were actively engaged in their lessons and with teachers clearly committed to their students' academic success and growth. KIPP North Philadelphia Charter School's new principal, Susanna Tagoe's leadership is especially impressive. She has an unwavering belief in every child's potential and has a proven track record of achieving academic success for students. Although the school is young, KIPP North Philadelphia Charter School is already playing a vital role in the community. Its investment in academic success, partnership with families, and commitment to fulfilling its commitment to students and families make it a school worth supporting. I strongly urge the School Board of Philadelphia to approve KIPP North Philadelphia's five-year renewal. I look forward to continuing to work with KIPP for years to come as they are an important member of the 5th district community and the City of Philadelphia. Sincere Regards, Jeffery Young, Jr.   |
| Jennifer              | Baldwin | Members of the School District of Philadelphia Board: My name is Jennifer Baldwin, and I am the proud Assistant Principal of KIPP Philadelphia Elementary Academy, part of the larger KIPP Philadelphia Charter School. As I enter my 20th year in education—with 19 of those years spent serving the incredible students of this city—I stand before you today not only as a leader, but as someone deeply committed to the success, growth, and potential of every child who walks through our doors. KIPP Philadelphia Charter School is my home. It's where I've found a community of educators who are more than just colleagues—they are mission-driven, relentless, and whole-heartedly committed to putting children first in every decision we make. Our teachers and leaders show up every single day with one clear goal: to serve. To educate. To grow the whole child. Academically, emotionally, socially—we see our children, we believe in them, and we support them to rise. This past year, we implemented a new ELA curriculum with fidelity and care. And even in year one, we saw incredible results: 52% of our students are now reading at or above grade level. That's not just a number—it's a reflection of the quality of instruction, the dedication of our staff, and the brilliance of our students. And we're just getting started. With continued focus, these numbers will soar, because our children are capable, and we are unwavering in our belief in them. Our mission is clear: to cultivate the intellect, foster the character, and ignite the imagination of our students so they can become leaders who choose their own futures—in college and beyond. That is the promise we make to every student and family we serve. And it's a promise we live out every single day through the values that define us: Teamwork, Determination, Excellence, Intelligence, Joy, and Love. We are not just a school—we are a family, a safe haven, and a launching pad for greatness. And with your support, we will continue to fulfill our mission for another five years—and beyond. On behalf of our team, our families, and most importantly, our students, I ask that you grant KIPP Philadelphia Charter School the five-year renewal. Allow us to continue the work we are doing—with excellence, with love, and with an unshakeable belief in what's possible for our children. Thank you for your time, your service, and your consideration.   |

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| Janelle           | Harris     | Dear Members of the Philadelphia Board of Education, My name is Janelle Harris, and I proudly serve as one of the Deans of Student Culture at KIPP North Philadelphia Charter School (KNPA). As I prepare to enter my sixth year with KNPA in the 2025–2026 school year, I write to you not only as an educator but as someone who deeply understands the value of this school within our community—because I grew up here. I attended M. Hall Stanton in the late 1980s, the building that KNPA now calls home, and I remember what it meant to have a strong school community—one that uplifted, nurtured, and believed in its children. That is exactly what we are doing at KNPA today, and I am asking you to help us continue this vital work by ensuring our school remains open. KIPP North Philadelphia Charter School is more than just a school. It is a community. We have teachers and staff who are fully invested—working tirelessly from the ground up to build something lasting for our students and families. Over the past year, I have witnessed significant growth in student achievement, confidence, and engagement. Our students are excited to come to school each day because they feel safe, supported, and valued. Our school culture is rooted in love, safety, and high expectations. We celebrate our students and families, and we intentionally build bridges between school and home. Throughout the year, we host events that bring our community together, such as: Parent Café Winter Wonderland Toy Giveaway Monthly Donuts with a Grown-Up Family Game Night Community Concerts and Performances Cultural Celebrations Back-to-School Bashes and End-of-Year Field Days Ongoing partnerships with local organizations to provide wraparound services and resources We are not only providing an education—we are cultivating future leaders and creating generational change. Our teachers are achieving milestones they once thought impossible, and our families are deeply engaged in school life. Parents frequently express how much they look forward to the next event and how grateful they are to have a school that truly sees and supports their children. It would be devastating to take away this beacon of hope and progress from our community. We are doing the work—one child, one family, one breakthrough at a time. I humbly ask that you allow us to continue serving our students, because they deserve the same access to a high-quality, empowering education as any other child in the city. Thank you for your time, your leadership, and your commitment to equity in education. Please stand with us—and with our students—by keeping KIPP North Philadelphia Charter School open. Sincerely, Janelle N. Harris Dean of Student Culture KIPP North Philadelphia Academy  |
| Rachel            | Skerritt   | Dear Members of the School District of Philadelphia Board, I write to you as a Chief Strategy Officer at Attuned Education Partners. Founded in 2016, Attuned is a national education support organization that builds the capacity of PK-12 school systems to accelerate achievement outcomes for students furthest from opportunity. This school year, we had the privilege of collaborating closely with KIPP Philadelphia Public Schools to design and launch an ambitious, community-informed, and data-driven five-year strategic plan. The multi-month discovery phase of the work involved engaging educators, school leaders, board members, community partners, families, and students to define the network's Portrait of a Graduate and inform the key priorities in the strategic plan: 1. Know What We Stand For: Assert a clear and unified organizational identity with shared values and goals that are consistently implemented across KIPP Philadelphia. 2. Prioritize Excellence in Teaching: Ensure that all students engage in challenging, grade-level, and culturally sustaining instruction that prepares them for post-secondary success. 3. Provide Safe and Engaging Schools: Cultivate high expectations, affirming relationships, and social-emotional well-being for students, families, and staff by fostering positive learning environments and ensuring quality physical spaces. 4. Support and Sustain the Educator Experience: Attract, develop, and retain a diverse team of educators who possess the core skills and growth mindset necessary to accelerate outcomes for every student. Their approach considered their specific context as well as alignment with national expectations from the KIPP Foundation. The team identified mission measures and implementation measures that set targets for annual improvements across areas of student performance, school culture, and talent recruitment and retention. As they prepare for the first full school year of their strategic plan, KIPP has retained Attuned to support the plan's successful implementation and the change management necessary for their work ahead. We will continue our partnership with their leadership team to translate strategy into stronger academic and operational outcomes. We look forward to the ongoing collaborative work of the KIPP Philadelphia community over the next five years in service of strategic and significant school improvement. Sincerely, Rachel Skerritt Chief Strategy Officer Attuned Education Partners   |
| Stephanie         | White      | Good evening, My name is Stephanie White, and I have the privilege of serving as the School Leader of KIPP Philadelphia Charter School elementary—known in our community as KPEA. KPEA is more than a school. It is a place of belonging, a safe space for learning, joy, and growth for over 400 students in North Philadelphia. Our families choose KPEA not only because of our academic programming, but because we are a school that sees their children for all they are—brilliant, capable, and full of promise. Our team of educators shows up every day deeply committed to student success. We prioritize strong instruction, supportive relationships, and a school culture grounded in love, consistency, and high expectations. We've made significant academic gains, expanded our special education programming to better meet student needs, and invested in mental health supports—all while celebrating the whole child. But our impact extends far beyond the classroom. We are a trusted partner to our families. We host literacy nights, community events, and provide critical resources when our families face hardship. We are a hub of connection, care, and consistency in a city where too many schools are facing instability. We truly believe in dreaming without limits and disrupting the systems that continuously perpetuate dysfunction in underserved communities. Our mission is not just about preparing students for middle school—it's about preparing them to lead, to advocate, and to transform the world around them. Renewing our charter means continuing to provide high-quality education to the students who need it most. It means honoring the dreams of families who've chosen us year after year. And it means preserving a school that not only teaches reading and math, but also builds confidence, character, and a strong foundation for a life of choice and opportunity. We are proud of the work we've done—and we know there is more ahead. With your support, we will continue to grow, improve, and serve as a model of what is possible in public education. Thank you for your time and consideration.   |
| George            | Tomlin     | I support charter renewal for Frederick Douglass. It's a good school and my son is doing very well at the school.   |
| PFFCS Social Work | Team       | Attached is the data we collect on our unhoused student population. People For People Charter School has experienced a significant uptick in students with housing challenges. The 2024-25 intake captured the vast majority of students on the very first day of school—evidence of an efficient front-end screening process—yet a handful of late identifications through March signal the need for year-round vigilance. Economic shock remains the dominant hardship: parental job or income loss triggered support for 40 % of the cohort, outpacing every other precipitating factor combined. Trauma at home is also clear—domestic violence, divorce/separation, and hospitalization events collectively affect nearly one-third of students. Identification is almost entirely family-driven (98 %), suggesting robust parent trust but also highlighting gaps in staff-initiated referrals. Housing data shows that most students are “doubled-up,” and two-thirds of this population lacks school-provided transportation, a barrier that erodes good school attendance. Finally, the burden skews young: Kindergarten through Grade 5 account for over 70 % of cases, underscoring how instability affects learners at the most foundational stages. We have strengthened our social work team. Our licensed clinical social worker has a team of 6 Master’s level interns, supervising their practicum. We have had to shift focus and develop our capacity to meet these needs. Retaining these students throughout the school year is a significant objective  |
| Latesha           | Strickland | Douglass should be renewed as at Mastery Charter School. They are very hands on my twin daughters been there since Kinder now they are going to fourth grade. they love the school and so do I they're like family to us.   |
| Lisa              | Cruz       | Board Meeting June 26, 2025: Concerns about Ranked Choice and the School Selection Process - Dear School Board of Philadelphia, I am a parent of a rising 10th grader at CAPA who has been affected by the lack of PE, Health & Algebra 2 instruction and unsubstantiated grading. I am also a parent of a rising 8th grader who is interested in applying to CAPA and other Criteria-based schools this Fall. The first item I'd like to address in this letter is the drop in enrollment, which is not only happening at CAPA, but other Criteria-based schools as well. For specifics on my concerns with CAPA's drop in enrollment, due to the mismanagement of its audition process, please refer to my Speaker Comments at the June 26, 2025 Board Meeting. Per enrollment drops at any Criteria-based school, I feel it is a gross injustice to the students and families of this district when seats go unfilled despite the overwhelming number of qualified applicants. The district has a responsibility to ensure that there is a system in place for seats to be filled with qualified applicants each and every year at all Criteria-based schools even if the current system of enrollment still has deficiencies. I would also like to express my concern about the newly added Ranked Choice to the application process. Ranked Choice is problematic because families do not have enough time to weigh their school options before having to rank their choices. The time in which families are able to visit and explore school options is very tight. Even if ample time was given, ranking one school over another can be extremely challenging when individuals, even adults, in the same family may not agree on their #1 choice. No two schools are exactly alike, so different schools may be a good fit for different reasons. I encourage the Board to reconsider the fact that students and families are only able to be waitlisted for schools that rank higher than their highest-ranking lottery match. I would like to know all of the schools that my child has won the lottery for and is waitlisted for. When my child applied in Fall 2023, we were only able to accept one waitlisted school. I think we should be able to choose more than one waitlist school to try to achieve the best fit for our child. To help make the process go more smoothly, and as was suggested in the "2022-2023 School Selection Evaluation Report by the District of Philadelphia, families should be able to remove themselves from the waitlists at each school. Schools with open seats should be able to contact families who are undecided, missed their school offer, or are on the waitlist and meet their eligibility requirements. Schools such as CAPA should uphold their standards, only accepting students who pass the audition and eligibility requirements. If numerous students missed the audition window, especially if it is due to a lack of communication from the school, or if the school needs more qualified applicants to fill its seats, then a second set of auditions should be offered and communicated in an effective way to prospective families. Lastly, I'd like to say that I agree with the students surveyed by the School District in 2023* that students and families should not be limited to applying to only 5 schools. There are a lot of great high schools to choose from and our choices should not be limited, especially in the age of electronic applications. It is a lot to ask these young children to envision where they see themselves thriving the following year and beyond. Thank you for your time and consideration in continuing to adjust the school selection application process in order to maximize the number of students who are attending schools that will nurture them academically, socially and emotionally. Once again, we will be holding our breath and hoping for the best this Fall. Sincerely, Lisa Cruz |
| Mitata            | Gbondo     | They are Awesome. They Work Wonderful with the family and children. They help my household out the best way they can. they are awesome teachers advisors and tutors IEP Staffs are Great. Please support Douglass Elementary's charter renewal.   |
| Nylah             | Watson     | Good evening, esteemed board members and community partners. My name is Nylah Watson, and I am both a proud alumna and current staff member of People for People Charter School (PFP). Picture a first-grader carrying worries heavier than her backpack—fear at home, knots in her stomach—until the doors of this school opened. A teacher knelt, met my eyes, and said, "I'm so glad you're here." Those five words slowed my racing pulse and taught me to love my peers without condition. Fast-forward: senior year. Ten classes, a family crisis, and the night I almost quit. Before dawn, PFP staff filled my phone: "We've got you." They stayed after dark, fed me hope, and turned despair into a 4.0 GPA and a diploma. When college forms felt like hieroglyphics, counselors walked me through every line until an acceptance letter arrived. Now I study Early Childhood Education at night and give back by day, telling students the same words that once saved me. Close these doors, and you don't just lose classrooms—you rip away the heartbeat that steadies children in chaos. You silence the voice that calls them brilliant before they believe it themselves. I am not an exception; I am the proof. Invest in this school, and it will keep turning struggle into scholars and scholars into leaders. Keep People for People open, and you keep hope alive for every child who walks through warm light seeking their first deep breath of safety. Thank you for listening—and for keeping that light on.   |
| Jessica Alexandra | Rosa       | Hello All, I am a mother of two boys whom I admire deeply and only want the best for. I say that with the highest pride and Deep Roots has also showed me the same towards my boys. With that being said, Deep Roots Charter School is like home away from home for me and my little family. The school year of 2024 to 2025 changed our lives for the better when we chose to enroll our children at Deep Roots Charter School. My youngest son had his first year in kindergarten, it was such an honor to be with him on this journey and also have such a supportive school have his back for his first year. Also, we had a sixth grader enrolled and it was an incredible year. My son, Mason, made so many friends, improved his grades in many ways, came out of his shell creative writing wise, (Teacher: Ms Byrd) and so much more. His teachers were nothing short of Amazing. I can go on and on about all of the goodness, but most of all I want to express how included I felt this year in both of my child's education more than ever before. I enjoyed being a part of something so closely, that I cherish it and respect it. I look forward to helping out again this year, as a mother to a first grader with DCRS. Thank you so much, to every single person who is a part of keeping Deep Roots Charter School still standing and going on for many more years to come. Their values and beliefs are the same as those of the parents of the community, and they deserve recognition in all the right ways. Especially, the opportunity for a renewal of the next five years to continue to implement positive growth and change to all.  |

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| Tamika           | Dubose                   | The school has been instrumental in my children's growth I'm grateful for their support! I love how they fosters community, my kids feel valued and encouraged! The school provides a nurturing space for my kids to learn and succeed I'm impressed! Please renew the charter.  |
| Janiya           | McQueen                  | During my time at People for People Charter School, I've had the opportunity to encounter teachers and staff who were truly invested in my future. From the moment I became a student at People for People, it was clear that they believed in me. Being placed in special education classes shows that it was an effort to give me the best chance possible. Receiving that help pushed me to start believing in myself. I was able to gain confidence in what I could do academically. The growth I experienced didn't happen overnight. It happened at a pace that suited me best. I never felt rushed or overlooked. I always felt seen and supported. The structure that People for People provided influenced my choice of colleges. I wanted to continue to be at a school that saw me. This decision led me to choose Gwynedd Mercy University. I recently graduated with my Bachelor of Science in Psychology. Throughout my journey in undergrad, everything I learned at People for People stayed with me. People for People has been more than just a school to me; it's been a community that helped me grow.   |
| Kiara            | Braswell                 | My kids love going there to learn and make new friends. They love their teachers. I want Douglass to continue to be a Mastery Charter School.  |
| Monique          | Dolcy                    | Monique Dolcy, Principal Mastery Charter Frederick Douglass Elementary School Testimony submitted to the Philadelphia Board of Education June 26, 2025 Members of the Board of Education at the School District of Philadelphia, My name is Monique Dolcy, and I am the proud principal of Mastery Charter Frederick Douglass Elementary. When I started at Douglass, we were at the beginning of a global pandemic. For nearly a year and a half, there were students, families, and teachers I had never met in person. Coming out of the pandemic, I became principal over the full K-8 continuum and quickly experienced the same challenge as districts all across the nation...a higher rate of teachers and staff leaving the profession altogether than was true in 2019. My team and I took this challenge on and have turned it around. As a result of the trust I have garnered over the last three years, we have seen growth in several domains. More than 90% of my teachers are returning next year, and that's been true for the last three years. At Douglass, 27% of the students we serve have IEPs. Of those students, 75% are hitting or exceeding their annual IEP goals. Attendance is stronger than ever, and enrollment has improved with solid systems and protocols in place. With these improvements, we are now witnessing what I call "the game changer." Fifty-five percent of students in grades K-2 are reading and achieving on grade level. I fully expect that when these students begin to take PSSA tests in 3rd grade, we will see them achieve academic proficiency. As a school and network, we are aligning all our systems to ensure that they can sustain that through to 8th grade. I am confident that the strides we've made in student achievement will continue into the next five years and beyond. Thank you for your favorable recommendation in support of Douglass' five-year renewal.   |
| Akhirah          | Gray                     | Frederick Douglass Elementary Mastery Charter School is a great school. I'm glad my child goes there and i wouldn't want to that to change.  |
| Denean           | Suie                     | I am a member of the Social & Emotional Support Team at People for People Charter School. As such, I am well aware of the Philadelphia Board of Education disbelief that we have the ability to bring our grade levels and attendance up to the Districts' standards. But we can! PFP has been and continues to work at improving the attendance and academics of our students. Childhood learning is the most basic human right of children. —"The Hurried Child." The entire PFPSCS along with our parents are understandably eager to see our children succeed. We have demonstrated effort by enrolling (with parents' permissions) children in after-school activities, ranging from arts and crafts, sports to lessons in music all of which we have actively pursued for all of our children to engage. These and other activities acted as incentives for attendance. In addition, academics are a heavy part of our social and emotional skill practices. SEL practices are lifetime tools that teach our children how to build emotional resilience, how to form friendships and how to effectively communicate with teachers and classmates. For our teachers, the SEL Team has improved classroom behavior such as lowered student aggression which allows teachers to focus more on teaching. While I know that there is still work needed, we have the Team of Teachers and a strong Administration Team that will continue to work hard at bringing our numbers up in both areas to meet The Districts' expectations. Lastly, it would be a devastation to the community, families and our children to have their school shutdown due to non-renewal. I make the heartfelt appeal to renew our charter and watch us sore!   |
| Frank            | MCAFEE                   | I want Douglass charter to be renewed because it's a great school, and the environment the teachers and Dean C. provides. he's been great for my child's development.  |
| Catina           | Anastasiadis             | I am writing this statement in full support of the renewal of Deep Root Charter School. As a parent, a community member, and a social worker by profession, I can wholeheartedly say that Deep Root Charter School provides much more than educational advancement for the children enrolled there. The school's foundation is built on the values of practice, service, and purpose, which it consistently offers to both students and the community. Deep Root Charter School fosters an environment that is safe, diverse, and supportive, giving children a clear sense of purpose and opportunity. From the moment you walk through the front door, you are greeted by the office manager, who shows compassion and attentiveness to every child and parent who enters the building. The school is deeply rooted in service, teaching children that their impact and reach extend far beyond the school's walls and into the communities they inhabit. The educational instruction is tailored to meet each child where they are, recognizing that all children are unique and learn through different materials, platforms, and styles. The DRCS Leadership Team practices servant leadership, supporting parents and assisting children in reaching their educational and developmental goals. Their mission is to provide quality education in an environment that may not always have those opportunities. Deep Root Charter School aims to provide experiences that children can look back on and cherish, such as the first time they attended a concert or visited an amusement park. The purpose and hope that Deep Root Charter School instills in its students are priceless. This school is essential and serves as a lifeline for a community that is struggling. I sincerely hope that the renewal of Deep Root Charter School is approved, allowing children like my two students—who are thriving and excelling—to continue to grow and shine. Over the past two years, my 7-year-old and 11-year-old have achieved their goals and developed as individuals within the nurturing environment of this school. This school is vital for a community in need and truly serves as a lifeline. Submitted by Catina Anastasiadis (Parent)   |
| Lynn             | Miller                   | LYNN MILLER PARENT FREDERICK DOUGLASS MASTERY CHARTER School Board Testimony June 12, 2025 Dear Philadelphia School Board, I am writing to urge the Board of Education to renew the charter for my granddaughter's school – Frederick Douglass Elementary. Douglass Mastery has been a wonderful school! My granddaughter Khloe receives special education services, and I cannot express how much progress she has made since enrolling. Her confidence has soared. She's reading independently now -- something we were once told might take years. The teachers and staff have never treated her as anything less than capable and full of promise, and that belief in her has made all the difference. I feel it and Khloe feels it. I am also writing on behalf of hundreds of Douglass families who love the Doug! We have signed petitions, come to Board meetings, met with our elected officials. We have letters of support from our State Senator Sharif Street, from our City Councilmember Jay Young and from our State Rep Keith Harris. Why? Because Douglass is a great school and it is lifting up our children and community. The hundreds of petitions signed by Douglass parents tells a story, a story of a family who has found a partner in this school, a place where they feel their child is safe, supported, and given every opportunity to thrive. Please hear us. Please renew the charter for Frederick Douglass Mastery Charter School. For me, the story is deeply personal. This school doesn't just meet students where they are, it's in the business of lifting them up. It builds them. And it builds families and communities alongside them. Today, I am representing hundreds of Mastery Douglass families who want our voices to resonate. We are calling for continuity, for growth, and for the chance to keep building on the success this school has already achieved. Please hear us. Please renew our charter. Thank you.   |
| Kressent         | Pottenger                | Good afternoon Board Members, Thank you for making time to read my concerns. This year the CAPA parent community has advocated for support across a spectrum of challenges. The new academic school year begins in a few short months, and we would like a timeline of accountability put in place. Parents are concerned about students returning to a supportive environment in which they can focus on their learning without teacher vacancies, and under capable leadership. We would appreciate ongoing communication on what we can expect in the new academic year. Thank you, K.Pottenger   |
| Barbara          | Dowdall                  | A. Philip Randolph and Swenson Skills Centers (now Career Tech High Schools) opened at the same time 50 years ago: Swenson was built as a school and Randolph was converted from an asbestos factory.* Randolph has neither an auditorium nor a gymnasium. Classrooms are odd sizes and most lack windows. There are no outside grounds or playing fields. The inequity between the two schools persists but they are equal on one regard: neither has a librarian. *Confirmed by Al Fitzpatrick, grandson of namesake for Fitzpatrick Elementary School, who worked there as a teen.  |
| Tanya            | Winder                   | Yes, please renew Douglass. They care for the students.  |
| Kareem           | Goodwin                  | My name is Kareem Goodwin, and I am the proud middle school leader of KIPP Philadelphia Charter School, lovingly known as KPPA. Since joining the team nearly three years ago, it was easy for me to see how special of a community KIPP Philadelphia Charter is. Everything we do is student centered, defined by our belief that all children have the right to a rigorous, affirming school environment and where families are partners in the work. While there is still work to be done to improve the outcomes for our students, in a short period of time I am proud that under my leadership that MAP growth has increased every year. In fact, we have doubled the percentage of students on grade level. We have also tripled the number of students who are who advanced or proficient on the PSSA and decreased the percentage of students in the below basic category by 8%. We've also experienced impressive teacher retention because we know that the longer teachers stay the better, they get at their craft and that directly impacts positive student outcomes. This is just the beginning of what we know we can do, and I that is why I am asking for the Board to support the five-year renewal of KIPP Philadelphia Charter School.   |
| Iyishea          | Gaymon                   | I support Mastery Douglass charter renewal because it's an amazing school and it has amazing teachers.   |
| Shakita          | McCall                   | Please support the Douglass charter renewed. It is an amazing school and has amazing staff.  |
| African American | Charter School Coalition | To the Members of the Philadelphia Board of Education: On behalf of the African American Charter School Coalition (AACSC), we respectfully submit this letter urging your full support for the renewal of the three Black-founded and Black-led charter schools currently under review Richard Allen Preparatory Charter School and People for People Charter School. As a coalition of leaders, educators, families, and advocates representing over 15,000 students across Philadelphia, we remain steadfast in our mission to eliminate systemic bias in public education and champion high-quality, culturally affirming schools for Black children. Our member schools have long stood as safe havens for students and families seeking not just academic excellence, but identity-affirming spaces where Black culture is reflected, celebrated and empowered. Black-Led Schools Matter. Decades of research affirm what we know from experience: students—especially Black students—thrive when they are taught by educators who look like them and understand their lived experiences. Black teachers not only raise academic expectations and outcomes, but also significantly influence student self-esteem, motivation, and long-term success. Black-led schools are often the only places in our city where students consistently see themselves reflected in leadership, curriculum, and school culture. The schools up for renewal have demonstrated commitment to innovation, academic growth, and holistic support for students—especially those who have historically been underserved by traditional systems. These schools are not just educational institutions; they are pillars of hope and change in their communities, offering opportunity and inspiration where it is needed most. As a city that champions equity and racial justice, we ask that the Board affirm this commitment by ensuring fair, transparent, and unbiased renewal decisions. It is critical that we preserve and uplift the voices, institutions, and leadership that have earned the trust of families and have made measurable impact despite systemic challenges. We remain committed to collaboration with the Board and District leadership to ensure all Philadelphia students—regardless of race, zip code, or background—have access to excellent public education options. Supporting the renewal of these schools is not just an affirmation of their impact, but a necessary step toward a more inclusive and equitable educational system. Thank you for your time, your service, and your commitment to Philadelphia's children. With urgency and appreciation, African American Charter School Coalition (AACSC) |

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| Jeremy  | Morgan      | The Morgan Family June 19th 2025 School District of Philadelphia 440 N. Broad Street Philadelphia, PA 19130 To Whom It May Concern, We are writing as proud parents and members of the Green Woods community to express our strong support for Green Woods Charter School. Our family's experience with Green Woods has been overwhelmingly positive, and we believe it stands out as a model of excellence within Philadelphia's public school landscape. Green Woods is a true community school, deeply rooted in its local catchment area. It fosters a welcoming, supportive environment where families and neighbors work together to nurture student success. However, we would love to see even more students from across the city have the opportunity to attend Green Woods. Expanding enrollment beyond the current catchment boundaries would allow for greater diversity, enriching the school's already inclusive culture and providing an even broader representation of races, religions, and backgrounds. One of the features we value most is sibling preference in enrollment. This thoughtful policy has helped families like ours stay connected and engaged with the school long-term, ensuring a consistent and stable educational path for our children. Green Woods also offers an exceptional curriculum, particularly in science and environmental studies. The emphasis on environmental stewardship and hands-on scientific exploration has deeply engaged our children and sparked curiosity that extends far beyond the classroom. Additionally, Green Woods provides robust resources for students with learning disabilities or developmental delays. Our daughter, who struggled with a reading delay early in her academic journey, received targeted support and services from skilled educators. Thanks to their dedicated efforts, she is now reading at grade level and thriving both academically and socially. In short, Green Woods Charter School is a gem in our city's educational system. We urge the School District to continue supporting its growth and success, and to consider policies that expand access so even more families can experience the benefits of such an outstanding school. Sincerely, Jeremy Morgan Sr. (On behalf of the Morgan Family)  |
| Andre   | Williams    | To the School District of Philadelphia Board of Education. My name is Andre Williams and I serve as the Vice Chair and Secretary of the Board of Directors of People For People Charter School. It has been an honor to serve the school and community as the Director of Operations/Principal and Board Member. I commend the earnest work and love that the administration and staff members deliver to the students and their parents.   |
| Andre   | Williams    | To the SDP Board of Education, Continuation of my remarks. Andre Williams. The fundamental task of educating and developing the minds and hearts of our students for not only today's opportunities and struggles in life but also for the future opportunities to serve in their communities and the world is a major goal of all of the staff at People For People Charter School. I pray that the school will be allowed to continue to enlighten our students and families and encourage them to strive for the best that they can do for not only them but for the world.  |
| Brandi  | Stewart     | June 18, 2025 To whom it may concern, My name is Brandi Stewart. My wife and I have two children in Green Woods Charter School (GWCS). My children, who are going into the 5 th and 7 th grades, both began their elementary school education at GWCS in Kindergarten. I am writing to express my strong support of GWCS increasing enrollment and expanding educational opportunities to the students they serve. GWCS has not only been a strong support and guidance for the educational development of the students, but their emphasis on healthy emotional growth for each of the children has always stood out as exemplary. As most of us know, these go hand in hand, and Green Woods' teachers understand the importance of creating a safe (emotionally and physically) learning environment to allow for the maximum educational growth for each student. As you walk the halls of GWCS, the place is filled with fun learning activities, smiles, and a sense of community that can only be felt if teachers and staff are dedicated to making the school the absolute best learning place for every child they serve. Both of my children have been blessed with amazing teachers who support them as individuals and who push them to grow outside their comfort zone (and feel safe to do so). They love going to school, and as a parent, I always feel a sense of security sending them to Green Woods. In talking to other GWCS families, I am not alone in this sentiment. Communication to parents is clear and candid and ALL STAFF are welcoming to comments, suggestions, and even complaints. This is unique and sets GWCS apart from many. In addition, the numerous afterschool and extracurricular activities are a bonus! One of my children, who has tic disorder and is often shy and passive, has found his voice in the choir and drama club. These activities continue to build a community for a kid who might otherwise struggle to find this. Having an opportunity to increase enrollment and expand their extracurricular programs would enhance the growth of other children as well. Above all the greatness that GWCS provides, there is nothing more powerful than the sense of inclusiveness and community they have successfully built within this small school. My kids have two moms, and our family has never felt anything but welcomed, accepted, and respected. This sense of community is shown through the numerous turn-out at fundraisers and events. Just recently, the GWCS community was devastated with the loss of both a mother and father to children at GWCS. The condolences, support, and donations were immense. A true "community" showed up and wrapped their arms around this family. That's what makes Green Woods Charter School unique and place that I want my kids to attend. Sincerely, Brandi Stewart Green Woods Charter School parent and supporter |
| Therese | Lockard     | Dear Members of the Philadelphia School Board, As a proud parent of two students at Green Woods Charter School, I am writing to express my strong support for the proposed enrollment increase for Green Woods Charter School. Green Woods really is something special. Our family joined the Green Woods community in 2020, and from the start, it has felt just like that – a community. This isn't just a school where children go to class; it's a place where families, teachers and staff come together to support one another and work toward a shared goal – giving our kids the best possible start in life. We could not be more grateful for the experience our children have had. The school is committed to building well-rounded, thoughtful, and environmentally conscious kids. My children are learning so much more than just what can be found in textbooks – they're developing a deep understanding of the world around them and how to care for it. The leadership team, teachers, and staff go above and beyond, and the learning is meaningful and exciting for the kids. This year, my oldest (in fourth grade) raised trout in their classroom and released them into the Wissahickon Creek as part of the Earth Day celebration. They also took a trip to Cape May, NJ to study habitats and environmental impact up close. Meanwhile, my second grader helped plant a perennial garden to attract wildlife right on the school grounds. These are the kinds of experiences that bring learning to life – and they happen all throughout the school year at Green Woods. I've spoken with many other parents who feel the same way we do: incredibly fortunate to be part of this school community. The success of Green Woods is reflected not only in student outcomes, but in the growing demand for what the school offers. The proposed enrollment increase would allow more children (particularly siblings on the waitlist) to benefit from the incredible education and community that Green Woods provides. I have full confidence in the school's ability to grow responsibly. The leadership team has shown careful planning, oversight, and an unwavering commitment to maintaining the quality and integrity of its programs as the school seeks this limited expansion. I respectfully urge the School Board to approve the proposed enrollment increase for Green Woods Charter School. Doing so would open the doors for more Philadelphia students to access the amazing education and supportive community that Green Woods has to offer. Thank you for your time and thoughtful consideration. Therese Lockard Parent, Green Woods Charter School   |
| Kyle    | Bosket, esq | June 18, 2025 To Whom It May Concern, I am writing to express my enthusiastic support for Green Woods Charter School in Philadelphia as it seeks funding to advance its mission of providing high-quality, equitable education to students across the city. Green Woods Charter School is more than just a place of learning—it is a beacon of opportunity for students and families who have historically faced educational disparities. The school serves a diverse student body with an unwavering commitment to academic excellence, social-emotional growth, and community engagement. Its track record of student success, innovation in teaching, and responsiveness to community needs make it a deserving candidate for funding support. With additional financial investment, Green Woods can: <input type="checkbox"/> Expand access to critical academic and enrichment programs <input type="checkbox"/> Invest in technology and learning resources that enhance instruction <input type="checkbox"/> Provide professional development for educators to continue delivering high-impact teaching <input type="checkbox"/> Support family engagement initiatives and wraparound services for students Green Woods' leadership team demonstrates fiscal responsibility, strategic planning, and a clear vision for growth. Any funding awarded will directly support the school's ability to close opportunity gaps and prepare students for college, careers, and civic life. As a parent of a student with exceptional needs, I have seen firsthand the positive impact Green Woods has on its students and the surrounding neighborhood. Supporting this school means investing in the future of Philadelphia. I strongly encourage you to support Green Woods Charter School with the funding it needs to continue and expand its transformative work. Sincerely, Kyle F. Bosket, Esq. Green Woods Parent   |

From: Horace Clouden

June 25, 2025

To: The Board of Education

### Willful Neglect

Willful Neglect, knowing and not knowing. Facilities and Student Achievement, some things and some people can recover with time but when the time expires through sale or graduations those items and students are lost.

We're getting to the point where some people can say "I told you so". Current actions display the same patterns continuing from the previous administration. The same adult and student performance with small increases, lack of accountability, start and stopping of ideals from management constantly changing directions, support from BOE on projected figures (2030) continuing to support one area of the city (Northeast) while everyone else has to make due.

I understand that this is new for everybody, Mayor, City Council Education Committee, BOE, Superintendent and his administration all with three years or less with Student Achievement and Facility Usage, but with each year learning and usage is lost. The community has pointed out the issues to this new administration (3 yrs worth), the staff (daily obstacles) has pointed out their issues.

So far, the District hasn't showed or discussed one drastic change. To except the understanding of what is needed a "Highly qualify teacher overtime and a well-supported principal" along with student attendance improving, fewer dropout and graduations are up. Taking credit for more students enrolling, BOE there was a charter school right across the street that closed with at least 1,000 students and I'm sure there were a few others. Should not give the superintendent a pass on willfully neglecting over half of the student population and facility usage. Again, too many people are new at this. Keep it simple BOE.

The "Facility Planning Process" has change direction to many times with revolving presentations, repeating the problems (Desired Outcomes) but failing to address how Student Achievement affects Student Occupancy. Rating; School Building Score, Project Alignment, Capacity Utilation and Neighborhood Vulnerability with fair, poor, good and excellent does a disservice to the process and still leaves everyone in the dark.

Once again, the District has address only one issue of overcrowding to the public with over 700 in occupancy. Applying 22 trailers falling way short with other sites following right behind in Learning Networks 10 & 11. This matter should had been brought to the Facility Planning Process.

How can the groups be asked to “trust in the process” when so much is left out? There is no community plan, the process is still being dictated to the groups. When the basic landscape changes show a reduction in configurations but the majority of K-8 remain in a high number. The Middle School Building models remain the same and a reduction of High Schools and all of this with no identifying schools or mention of athletic spaces. With each passing summer break the opportunity for change is push back and students are moving on and out.

1. 80% goes toward salaries and benefits. No matter how you slice it the District proficiency has to go up (better test scores and maintenance). They keep showcasing the same schools. To the BOE, each member takes a Learning Network from the SPREE and read the fine print. The actual numbers of the students. You’ll see that 3-6% point increase represent 3 to 6 students in a school. Falling way short of noticeable progress. You were just deeply concerned about charter schools’ academic success. You have the same issues in most of your public schools. You decide on renewal for charters but what do you do for the public school that duplicates the charter school? Could you imagine if you put every public school on public display to understand their lack of growth. These schools have been in existence much longer than charter schools. How long, BOE, do you keep allowing the District to keep failing the public school students?
2. Get to know the job descriptions of the employee when there is an issue, then ask the question. What is the problem?
3. Accountability – too many speakers showed up and testified this year for things that should have been resolved at a lower level. What is going on with the chain of command? It’s nice to show-case the people responsible for community contact or talk about a call-In system (Let’s Talk!), you have your employees using it as well, something is still missing.
4. Rush to judgment, trying to preserve status quo, there were better solutions
  - a. Trailers – Enrollment placement has to be looked at.
5. There are two sets of timelines: immediate (overnight action, ex. trailers) and long-term (min two-four years, ex. Sayre pool, willful neglect) this timeline is cheating the students a community out of fulfillment, they wind up moving on and graduating, missing their development years and opportunity for scholarships and pleasure.
  - a. Athletic spaces (pools and fields)
6. IEP’s Vs Unqualified teacher - second opinions /authentic assessments are needed.
7. Special Education – an overhaul of the entire system.

“The children are not well”, “A mind is a terrible thing to waste”, “It takes a village”, “Teenage crime is a direct result of the lack of Education”, “There are good things happening in the School District” “It’s a heavy lift”, “We hear you”, “If you were selling snake oil I would buy it”, “We’re not just kicking the can down the road” “To prepare students to imagine and realize any future they desire”

I’m sure you have heard of these famous quotes used through-out the year. What has the BOE done for the students of the Philadelphia School District? Just waiting for a plan to be submitted in December of 2025 to improve Student Achievement is not enough.

A new curriculum is not enough when you have a problem with your teachers; attendance and productivity. With your Program Alignment, School Building Score, Capacity/Utilization and Neighborhood Vulnerability once they were identified two to three years ago. You’ve boxed yourself into a future corner by allowing the Superintendent to submit to you at the same time a five-year plan and to decide if he should have a second five-year contract.

BOE did any of your school visits aid you in discussing how to improve Student Achievement?

BOE did you see any thing in those visits that should be duplicated in other parts of the city?

BOE do you understand being part of the 8<sup>th</sup> largest school District in the country that more equity should be provided to the underserved (which easily can be identified)?

Three years of listening sessions was a true community exchange, but did it fall on deaf ears with note taking.?

Was all of this too much for the new people (superintendent and his administration)?

On the Junior High School topic:

To the BOE ask yourself what is better; K-8 or Junior High School (7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>), with the data that was presented to you throughout the year.

1. Drop out start in the 7<sup>th</sup> grade with the highest number.
2. Low test scores, poor student achievement (SPREE). K-8
3. IEPs on the rise K-8
4. Little exposure or no interest to CTE (location is a factor, bring the CTE to the student) K-8
5. Limited access to Middle Grade Sports with the K-8 model (not enough students in schools to form an interest)
6. Low mental health supports K-8
7. School Building Score doesn’t fix the student (retrofit were not enough, forcing a larger body that wasn’t design for them. 7 & 8 graders) K-8



8. Full-service vs satellite kitchens in K-8.
9. Busing creating a barrier to after school programming (affects after school tutoring, creating more of a divide) K-8
10. Too many grades to manage (poor project alignment shown in current reports) K-8
11. A well supported need to separate the older children (stop at 6 grade) from the younger children, in your underperforming schools (staff) K-8
12. Limited exposure to all six forms of the Arts because of School Building Score (facilities where design to accommodate, it's missing in the K-8 schools) K-8
13. 104 projected number of K-8 locations. How do you have parity? It doesn't exist today, downsizing isn't the answer.
14. Poor transition from 8<sup>th</sup> grade to High School (creating 9<sup>th</sup> grade academies never met the demand) K-8
15. Keep the ones that are working but what is that number? K-8

Enough of the K-8 let's describe the Junior High School (7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup>) and its benefits:

1. Separates the smaller student from the larger one, creating a better learning environment.
2. Can improve student achievement by testing them in the beginning the help they need (checks and balances). Improving test scores.
3. IEPs – let's not rush to judgment test the student again in a new environment.
4. CTE recruitment, what better way but to get the student to use the right side of their brain. Hands on applications, there is a proven program going on 5 yrs at the Mayfair school (k-8). The only school that offers hands on skills in, carpentry, plumbing and power tools. In my opinion this can be duplicated in your Junior High Schools. What is really amazing is the positive peer support. Next year visit that school.
5. Middle Grade Sports, the problem is lack of good coaches. What was brought out was the coaching abilities. Building seniority got in the way. By establishing J.H.S. you can better manage that within a cohort of 17 schools. Converting the middle school buildings you currently have to J.H.S and add 5 more locations.
6. Mental Health supports, by limiting the locations the staff the professional can better address the issues of the students. One of the complaints was too much traveling, again too many K-8 locations.
7. School building Score, these reports never gave the school a fair chance to represent themselves. Just concern on making a school unfit to serve. No matter the condition they are your number one resource. It's their location.
8. Full-service vs Satellite kitchen, all J.H.S. buildings have full-service kitchens. The additional five would be picked from a list that offers that. No structural change needed.

9. Busing, there would be a different skill set of traveling with the older student. Taking advantage of any after school programs.
10. With the transfer of the J.H.S. will affect the program alignment by reducing their administration to 3 grades. Which makes it more equitable for state testing results.
11. You can ask anybody in an underperforming K-8 what is the number one thing that has to happen? They all would say you have to separate the older student from the younger. The next time you are in one just ask.
12. The Arts with all the six forms, research it to understand what is missing. These J.H.S. building provided the space, again the number resource is the building. The auditorium, the music room, the stage and the stage crew forgotten usage.
13. 104 projected K-8 for up coming Facility Planning Process, what is better 104 or 17 which will bring parity across the entire school District with the concept of putting all the 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup> under the same umbrella addressing all of your "Desired Outcomes". A true community plan.
14. Transitioning from 8<sup>th</sup> grade to High School. In some of the listening sessions parents said their children were having a hard time going into High School. The District knows this and has created 20 9<sup>th</sup> grade academies. The issue is that the projected High School number is 47. What better way to prepare the 9<sup>th</sup> grade than to put them in 17 J.H.S that's even lower than the 20 academies.

What the community needs is for you the B.O.E. to represent the community in understanding what is put in front of you coming from District and the Community. This is a large operation with 19,000 employees not customers. When the schools were closed back in 2012-13 the PFT just walked away leaving everything to Facilities to do the heavy lifting.

So far you heard the same issues that's been presented for years. The problem is that nothing has change. One of your board members had ask; what was a charter school mission statement.

What is your mission statement: "To prepare students to imagine and realize any future they desire"

Stop defending a failing school District, give the students something. If you take the time to look at a Learning Network and read the fine print you would say some the same things you said to the charter school office to the superintendent (going on 4 years).

Give the students something:

1. Bring back Junior High School.
2. Open up the remaining pools only 4, you don't need partnerships. No matter the cost.
3. Bring back Driver's Education, surrounding school districts offer it.

This is what I've observed this school year.

Thank you,

Horace Clouden

Dear Members of the School District of Philadelphia Board:

I am writing to express my full support for the renewal of both the KIPP Philadelphia Charter School and the KIPP North Philadelphia Charter School for five years. Under the leadership of CEO Natalie Wiltshire and her team, this has been a pivotal year of progress and promise for our students—and one that reflects the bold accountability and support now driving all KIPP regions, including Philadelphia.

As the new CEO of the KIPP Foundation, I want to share a few critical ways we have elevated our expectations and supports for our 28 regions across the network:

- **A clear North Star for student achievement:** All KIPP regions are now accountable for annual progress on 14 rigorous anchor metrics aligned to our 2030 goal of 75% of students on track for college and career readiness. Regions submit goals (that meet the Foundation's rigorous bar), action plans, and mid-year progress updates to ensure we are on track—and KIPP Philadelphia is fully participating in this new system.
- **Data-driven national standards:** We have raised the bar by setting region-specific goals based on top-tier KIPP growth rates (75th–90th percentile), and we are now developing monthly dashboards to track real-time leading indicators of student progress. These tools allow us to identify bright spots, address gaps early, and monitor fidelity to our network strategy.
- **Increased regional oversight and coaching:** Our Regional Superintendents—a new role that was created last year—now engage in monthly check-ins with CEOs/Executive Directors, coordinate site visits, and co-lead three-way meetings with local KIPP Board Chairs to ensure aligned goal-setting and performance monitoring. Our Regional Superintendents also co-own the performance management of our CEOs/Executive Directors, weighing in heavily on hiring and termination in each region.
- **Differentiated support with higher expectations:** We are investing in direct support of KIPP Philadelphia—such as funding for a Managing Director of Culture in Philadelphia—and holding regions accountable for implementing research-based curriculum, assessments, and academic recovery strategies.
- **Importantly, we are already seeing the early impact of these efforts.** One strong indicator is student performance on the DIBELS assessment (Dynamic Indicators of Basic Early Literacy Skills), a nationally normed tool used to measure foundational reading skills and monitor whether students are on track to read fluently by third grade—a critical predictor of long-term academic success.
- **At KIPP Philadelphia Charter School,** 67% of Kindergarteners were at or above benchmark on the end-of-year DIBELS assessment, a dramatic improvement from just 26% at the beginning of the year. In addition, 80% of 4th graders demonstrated average, above average, or well above average growth in reading from beginning to end of year.
- **At KIPP North Philadelphia Charter School,** 60% of Kindergarteners were at or above benchmark by year's end, up from only 20% at the start of the year.

Furthermore, 69% of Kindergarteners demonstrated average or better growth across the year—clear evidence that the supports in place are driving academic momentum.

- **Confidence in Philadelphia's leadership and trajectory:** The Philadelphia team has focused on bringing in fresh talent with a track record of success. The appointment of Corey Williams as Chief Schools Officer—bringing deep turnaround experience—and the launch of a bold five-year strategic plan grounded in academic excellence, safe and engaging schools, and educator support are just some of the reasons we believe in this team's path forward.

This is not the KIPP of three years ago. Today, we are clearer in our expectations, tighter in our monitoring and subsequent rewards and consequences, and stronger in our shared commitment to excellence. The plans in place and the progress underway in Philadelphia reflect what public charter renewal should reward: leadership readiness, accountability, and a relentless focus on results.

Thank you for your continued stewardship on behalf of students and families.

For the children,  
Shavar