**APPLICATION ASSURANCES**
**(CFDA No. 84.416)**

| | |
|---|---|
| Legal Name of Applicant[2]:<br>KIPP DC | Applicant's NCES District ID[3]:<br>1100031 |
| Applicant's Mailing Address:<br>1003 K Street NW, Suite 700, Washington, DC 20001 | |
| Employer Identification Number:<br>74-2974642 | Organizational DUNS Number:<br>135721921 |
| Race to the Top – District Contact Name:<br>(Single point of contact for communication)<br>Sarah Strom | Contact Position and Office:<br>Director, Capital Teaching Residency<br>KIPP DC |
| Contact Telephone:<br>(202) 300-6051 | Contact E-mail Address:<br>Sarah.Strom@kippdc.org |

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Susan Schaeffler

Telephone: 202-223-4566

Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:

Date: 10/25/12

Local School Board President (Printed Name): Terry Golden

Telephone: 202-744-8122

Signature of Local School Board President:

Date: 10/25/12

President of the Local Teacher's Union or Association, if applicable (Printed Name):

Telephone:

Signature of the President of the Local Teacher's Union or Association:

Date:

[2] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[3] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

## PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

### ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

**Absolute Priority 1**

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

**Absolute Priorities 2 through 5**

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

✓ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

_____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

*NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.*

**BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT**

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 3,040. The total Race to the Top – District grant funds requested is $ 10,000,000, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

✓ $5-10 million - 2 ,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

_____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

**ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT**

By checking the applicable statement(s) below, the applicant assures that:

✓ The applicant meets the definition of local educational agency (as defined in this notice).

✓ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

✓ This application is the only Race to the Top – District application to which the applicant has signed on.

✓ This application serves a minimum of 2,000 participating students (as defined in this notice).

✓ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

✓ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

✓ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

✓ The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

**APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS**

By checking the applicable statement(s) below, the applicant assures that the:

✓ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located ~~in Part~~ ____, from pages ii to ii of the proposal.)

✓ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located ~~in Part~~ ____, from pages i to i of the proposal.)

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V**

| Superintendent or CEO of the LEA (Printed Name): Susan Schaeffler | |
|---|---|
| Signature of Superintendent or CEO of the LEA: | Date: 10-25-12 |

## OTHER ASSURANCES AND CERTIFICATIONS

**Accountability, Transparency and Reporting Assurances**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

**Other Assurances and Certifications**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81–General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII**

| | |
|---|---|
| Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Susan Snaeffler | |
| Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: | Date: 10/25/12 |

# Race to the Top - District
# Application for Funding
**CFDA Number: 84.416**

U.S. Department of Education
Washington, D.C. 20202
OMB Number: 1894-0014
Expiration Date: February 28, 2013
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 238 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Title III of Division F of P.L. 112-74, the "Consolidated Appropriations Act, 2012", Dec. 23, 2011). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0014. Note: Please do not return the completed Race to the Top-District application to this address.

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**GOVERNMENT OF THE DISTRICT OF COLUMBIA**
**Office of the Deputy Mayor for Education**

**De'Shawn Wright**
**Deputy Mayor for Education**

October 26, 2012

Mr. Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

I write in support of KIPP's DC application for the Race to the Top-District grant. As you are well aware, KIPP DC has been a driving and committed force throughout the District in closing the achievement gap between African-American, low-income students and Caucasian students.

I have had at least ten days to review KIPP DC's application. Its focus is on creating effective, personalized learning environments for high-quality education by preparing high-quality and effective teachers. I am delighted to support KIPP DC's grant application so that it may continue to offer critical assistance to our high quality charter schools that provide much needed educational alternatives to low-income students and families.

With nearly 43% of the District of Columbia's public school children enrolled in charter schools, KIPP DC is an essential partner in our local public education efforts. I appreciate the interest and commitment of KIPP DC to support our high-performing charter schools and their contributions to the goal of ensuring all District youth have access to an excellent education.

Sincerely,

De'Shawn Wright

October 28, 2012

Mr. Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

Please accept this letter in support of KIPP DC's application for the Race to the Top-District grant. I have had at least 10 business days to review their application.

As you are aware, KIPP DC helps educate a significant portion of our students enrolled charter schools and has been a driving force in supporting education reform designed to improve the academic experiences of our students, particularly our most vulnerable populations.

To build on their reform efforts, a significant part of KIPP DC's application will focus on preparing high-quality and effective teachers. The KIPP DC "Capital Teaching Residency" program will create a pipeline of 80 new teachers every year with a focus on creating effective, personalized learning environments for high-quality education.

I am pleased to champion KIPP DC's grant application so that they may continue to build on the supports provided to current and future teachers that will help our District students achieve success. I appreciate the interest and commitment of KIPP DC to support our high-performing charter schools and their contributions to the goal of ensuring all District youth have access to an excellent education.

Sincerely,

Dr. Kayleen Irizarry
Assistant Superintendent
Division of Elementary and Secondary Education

## SELECTION CRITERIA

### A. Vision (40 total points)

**(A)(1) Articulating a comprehensive and coherent reform vision** (10 points)

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

**(A)(2) Applicant's approach to implementation** (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

**(A)(3) LEA-wide reform & change** (10 points)

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

**(A)(4) LEA-wide goals for improved student outcomes** (10 points)

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth).
(b) Decreasing achievement gaps (as defined in this notice).
(c) Graduation rates (as defined in this notice).
(d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

(e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant*'s* success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – *are "ambi*tious yet *achievable."* In determining whether an applicant *has "ambitious yet achievable" annual goals,* peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

**(A)(1) KIPP DC's comprehensive and coherent reform vision, with a clear and credible path to goals**

Introduction

KIPP DC is a network of high-performing, public, college-preparatory charter schools in Washington, D.C. that serves the city's most under-resourced communities and families. Nearly 80% of our students qualify for the Free and Reduced Meals program (FARM) and 99% are African-American. What started with 80 fifth graders more than a decade ago has grown to become one of the highest-performing public school networks in the District of Columbia, serving more than 3,000 students in ten schools. In the next two years, KIPP DC will open three additional schools and expand the current high school. At scale, KIPP DC will educate more than 5,000 students and constitute more than 10% of D.C.'s charter school seats.

In addition to operating high-performing schools, KIPP DC is supported by two critical programs central to the goal of helping underserved students get to and through college and onto lives of opportunity: KIPP Through College and Capital Teaching Residency (CTR). KIPP Through College supports KIPP DC alumni on their journey to a college degree – helping them navigate the application process, access financial aid, connect to summer internships, and build the advocacy and decision-making skills needed to graduate from college. CTR is a teacher-training program designed to increase the pipeline of highly effective educators in Washington, D.C. These programs, coupled with high-performing PreK3 through 12 schools, make KIPP DC a leader of education reform in D.C. and a national model of excellence in urban education.

Because of our achievements and influence in D.C., and as part of the renowned national KIPP network, KIPP DC is uniquely positioned to implement a game-changing reform vision that will impact schools and students far beyond the walls of KIPP DC's ten schools. This proposal details a clear and credible path to creating personalized learning environments in schools across D.C. Through a Race to the Top-District investment, these environments will help to close the achievement gap for more than 21,000 students in our nation's capital by 2020.

KIPP DC's Reform Vision

KIPP DC proposes to prepare students for college and career, and to close the unconscionable achievement gap between African-American and Caucasian students in D.C. with a Race to the Top-District investment in the following three areas:

1. **Increasing access to highly effective TEACHERS for students across D.C.**
2. **Equipping teachers with innovative TOOLS AND TECHNOLOGY that help teachers teach and students learn**
3. **Building a framework to SHARE AND SUPPORT best practices with local and national partners**

KIPP DC will utilize its pioneering teacher-training program, Capital Teaching Residency, as the primary vehicle for realizing the reform goals set forth in this proposal. It will be supported by the infusion of tools and technology into KIPP DC's classrooms to enhance the high-quality training environment for those teachers.

KIPP DC knows that, like great schools, personalized learning environments begin and end with excellent teachers. Technology alone is not a panacea for the challenges that face our country's education system, especially in urban districts where the achievement gap is more pronounced. While advances in instructional technology have undoubtedly changed the landscape of learning environments, it takes teachers who are prepared and committed to utilizing cutting-edge technology as an enhancement to, not a replacement for, personalized instruction.

Central to the success of this reform proposal are advancements that KIPP DC has already made in addressing the core educational assurance areas defined by the Race to the Top program. As a Race to the Top-winning state, the District of Columbia has made significant investments in helping the public school system, including our vibrant charter school sector, accelerate student achievement and prepare D.C. students for college. For KIPP DC, Race to the Top has provided critical resources to jumpstart or enhance existing initiatives – projects that have been central to our success, for which there otherwise might not have been funding. This includes support for KIPP DC to implement assessments aligned with college- and career-ready standards across all grades, build a cutting-edge Data Warehouse to provide a holistic view of student performance and improve instruction, and ramp up the Capital

Teaching Residency program – a critical human capital pipeline for schools in D.C. These recent investments build upon a strong foundation that KIPP DC has fostered in each of these areas since it was founded in 2001.

KIPP DC's Approach to Creating Personalized Learning Environments that Close the Achievement Gap in D.C.

While significant accomplishments have been made, much work remains to fully prepare D.C.'s most underserved students for success in college and in life. The most powerful reform plan is one that has far-reaching and substantial long-term impact: to train the next generation of highly effective teachers in an environment that offers the highest-quality personalized learning environment for students. KIPP DC's plan and approach through RTT-D ensures this training environment within its schools and will equip 415 newly trained teachers with the instructional skills they need to accelerate and deepen student learning.

**Table 1** – *How KIPP DC's RTT*-D proposal will build on its work in the core educational assurance areas and create personalized learning environments for students across D.C.

| Core Educational Assurance Areas | Progress Toward Core Assurance Areas to Date | Plans and Approach through RTT-D |
|---|---|---|
| **1) Standards and Assessments** | • Redesigned all benchmarks and revised curriculum to align with the Common Core State Standards (CCSS) in grades PreK-8; will finish the same project for grades 9-12 this year<br>• Implemented the NWEA MAP assessment, which is strongly aligned with the CCSS, across grades K-11<br>• Piloted select software aligned with the CCSS | • Increase the use of software that further implements personalized instruction (e.g., online, computer adaptive) that is aligned with the CCSS and will provide real-time student performance data against college- and career-readiness standards (e.g. DreamBox for math, Lexia for reading, and Waterford Early Learning for both math and reading) |
| **2) Data Systems** | • Began building and testing (within schools) a | • Continue development of the Data Warehouse, |

| | | |
|---|---|---|
| | cutting-edge Data Warehouse that captures student information from multiple, disparate systems in order to provide a holistic view of student performance. The Data Warehouse includes detailed information on demographics, enrollment, academics, mastery of subjects and standards, attendance, and behavior. The Data Warehouse will be used by teachers and educators to inform, improve, and personalize instruction. | with a specific focus to incorporate the following data trackers to further inform and personalize instruction: mastery of detailed content strands and standards; teacher and Resident performance data; detailed Special Education information; school quality trackers provided through parent, student, and teacher surveys; and college enrollment, matriculation, and completion data. These will serve as pilot approaches to provide parents and students with access to individual performance data.<br>• Build a new (b)(4) Learning Management System, designed to aggregate real-time student achievement data from multiple computer-based programs (referenced in Standards and Assessments above), through a single-click log-in for students. This data will be utilized for daily instructional decisions and personalized support |
| **3) Effective Teachers** | • Trained 131 highly qualified teachers since 2007; 80% of which are still teaching in D.C. schools | • Develop an additional 415 highly qualified teachers, using an enhanced training rubric that |

| | | |
|---|---|---|
| | • Utilized CTR as a mechanism to reward and retain highly effective lead teachers by preparing them to mentor a teacher-in-training within their classroom during the school year | is specifically aligned with – and evaluative of – the skills necessary to create personalized learning environments, including: a data-driven approach to instruction, differentiated instructional strategies, and effective use of technology in the classroom<br>• Incorporate compensation structure (via stipends) for CTR Certification Instructors and Mentor Head Coaches to reward and retain high-quality educators |
| **4) Turning Around Schools** | • Placed 32 CTR-trained teachers in Partner Schools across D.C., with a specific focus on low- and mid-performing schools<br>• Clustered alumni in groups of two or more in an effort to inspire broader school-wide change | • Place 104 CTR-trained teachers in Partner Schools across D.C., with a specific focus on low- and mid-performing schools in order raise academic achievement<br>• Support CTR alumni and Partner Schools through a newly developed CTR Partner Network, which will provide ongoing professional development and share best practices from within KIPP DC's schools<br>• Utilize CTR as the primary pipeline for KIPP DC's growth and expansion, which is poised to |

| | | |
|---|---|---|
| | | create 2,000 new, high-quality education seats in D.C.'s most high-need neighborhoods over the next six years |

KIPP DC's Approach is Highly Credible: Research Shows the Key to Closing the Achievement Gap is Effective Teachers

KIPP DC believes that students will have access to a high-quality education when they have access to high-quality teachers. Secretary Duncan said it best: "The single biggest in-school influence on student academic growth is the quality of the teacher standing in front of the classroom—not socioeconomic status, not family background, but the quality of the teacher at the head of the class." Indeed, research and experience continue to show that the quality of teaching has a direct impact on achievement gaps.

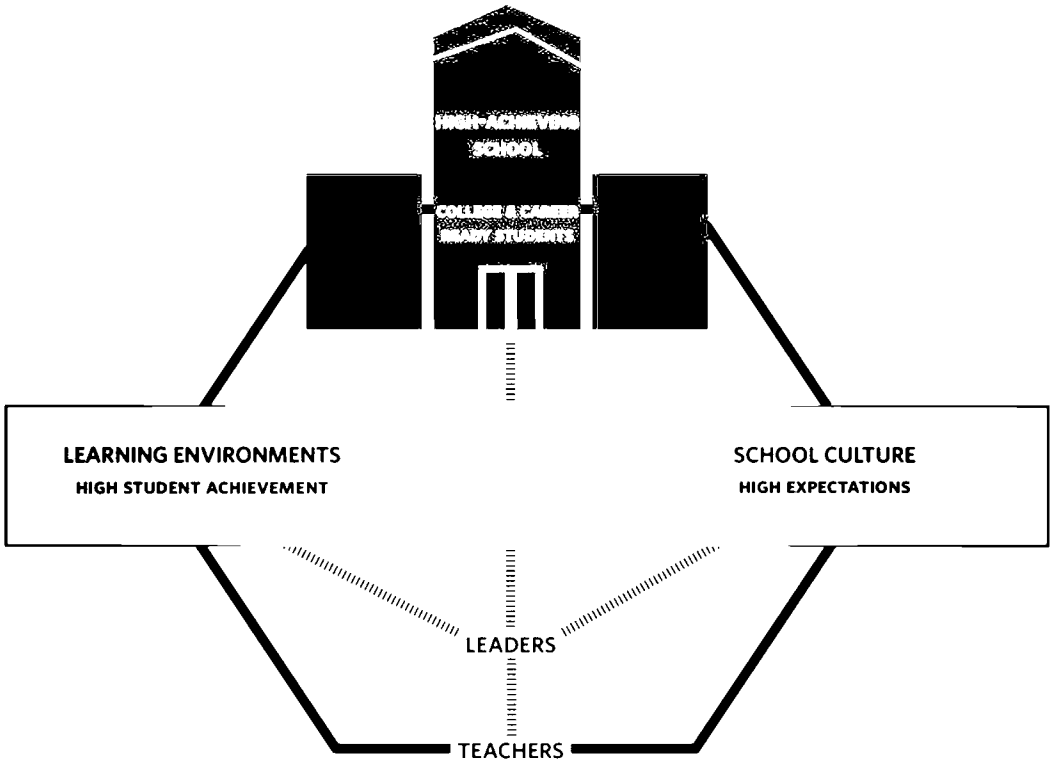
According to The New Teacher Project's The Widget Effect, a student assigned to an effective teacher for a single school year may gain up to an additional year's worth of academic growth, as compared to a student assigned to an ineffective teacher. Further, if high-need students are given three highly effective teachers in a row, they outperform students who are given three ineffective teachers in a row by as much as 50 percentile points. And, if economically disadvantaged children have four highly effective teachers in a row, researchers suggest that we could close the achievement gap.[i]

Despite the overwhelming agreement that highly effective teachers are the key to closing the achievement gap, there remains a critical shortage, particularly in urban school districts. Not only are there too few human capital pipelines developing these indispensable teachers, but too many are leaving the school districts that need them the most. In a 2012 study by The New Teacher Project titled The Irreplaceables, it was reported that a failure to retain highly effective teachers is adding to the current crisis in urban schools. According to the report, "Irreplaceables," (teachers who generate five to six more months of student learning than low-performing teachers) are leaving at detrimental rates. The nation's 50 largest districts lose approximately 10,000 Irreplaceables each year. Of further concern is that "when one of them leaves a low-achieving school, it can take 11 hires to find just one teacher of comparable quality."[ii]

KIPP DC's Reform Vision, Built on Our Theory of Change

Given the academic achievement that highly effective teachers exact, we propose that the most meaningful reform undertaken by KIPP DC is to produce and provide access to great teachers for students in the District of Columbia. We are focused on developing teachers who are capable of creating personalized learning environments through 1) data-driven teaching, 2) differentiated instructional practices, and 3) technology that helps teachers teach and students learn.

**Figure 1** – *KIPP DC's Theory of Change*




KIPP DC's Race to the Top-District proposal builds on our Theory of Change that the highest-achieving schools – that is, those that are developing college- and career-ready students – begin, and are sustained, by high-quality teachers. Figure 1 illustrates this philosophy.

A high-achieving school is created from the synergy of two key components: 1) strong learning environments and 2) strong school culture. If one of those components is lacking, a school will struggle to meet the needs of all students, especially students from underserved communities. At the heart of generating those two foundational pieces are teachers, whose work is supported and

enhanced by effective school leaders – most of whom started their journey in the classroom as well.

An effective teacher is the essential ingredient for creating a strong learning environment – one in which instruction is personalized to serve every student, regardless of baseline subject mastery or student subgroup. They do this through strong academic rigor that aligns with CCSS; data-driven instruction informed by various assessments; small-group instructional strategies that push students to grow; and the effective use of technology in the classroom. The results are high levels of proficiency and growth, which, if experienced year after year, begins to close the achievement gap. However, without a strong school culture, these critical learning environments are difficult to create, replicate, and sustain school-wide. Teachers must feel supported in their work toward a common mission that all students will learn; if a school's culture is weak, it can lead to losing great teachers. According to The Irreplaceables, "At schools that retain high percentages of Irreplaceables, principals created cultures of respect and trust, but were also less likely to tolerate ineffective teaching. Turnover rates among Irreplaceables were 50 percent higher in schools with weak instructional cultures than in those with strong cultures".[iii] A strong school culture is created with high expectations, a sense of team, a commitment to ensuring great teachers feel valued, and common goals shared by every educator in the school. It is developed and supported through ongoing, best-in-class professional development and an effective teacher and principal evaluation system.

For any city to generate more high-achieving schools and turn around the lowest-achieving schools, there must be a significant shift in both learning environments and school culture, simultaneously and school-wide. In order to create that environment for success, we need more high-performing teachers empowered and capable of leading the charge. Because KIPP DC's training environment has proven to be among those of highest quality in urban education, and through a strategic investment in the classroom technology and data systems to personalize instruction through RTT-D, CTR-trained teachers will learn, from day one, how to create personalized learning environments and ensure all students are academically prepared for college and career.

**(A)(2)(a-b) All KIPP DC schools and students will participate in the reform proposal**

All ten schools and all students served at KIPP DC will participate in the reform proposal. Capital Teaching Residents train at all schools, with the highest concentration in early childhood and elementary classrooms. In addition, all educators and students will benefit from Investment Project #2 – Tools and Technology, by having access to data systems that help improve and personalize instruction.

The participating schools meet the RTT-D eligibility requirements in the following ways:

- 3,040 students will be served
- 79% qualify for free and reduced price meals

**Figure 2** – Participating Schools

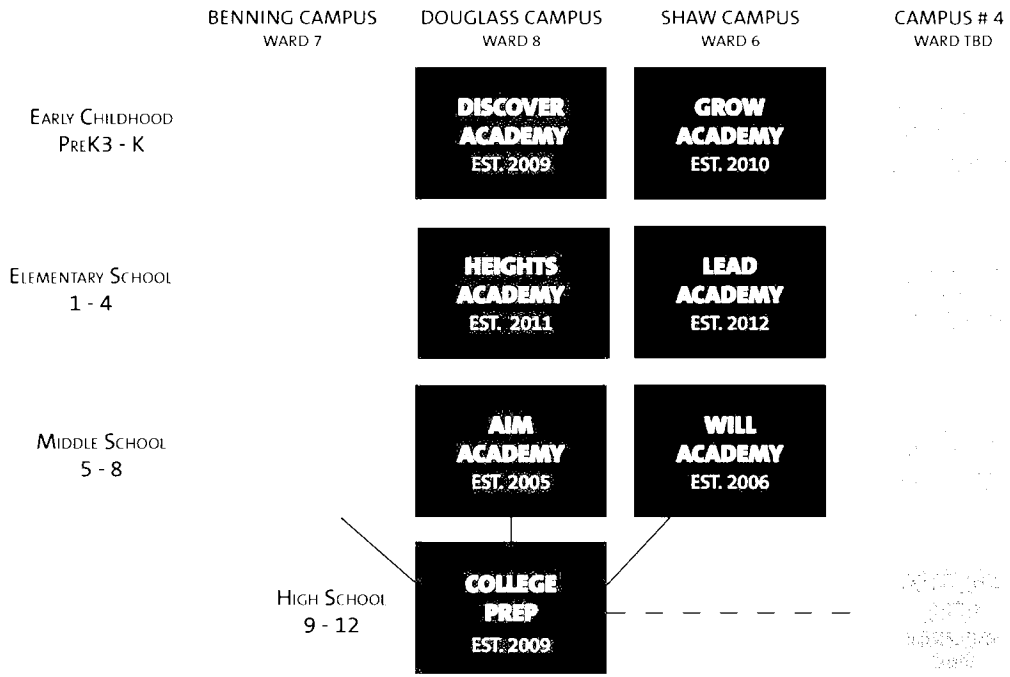



Figure 2 is a list of participating schools at KIPP DC. This figure includes plans for opening three new schools and relocating the high school over the next two years. While they are not included in the current numbers, they are important to the RTT-D proposal because Residents will train within these schools and become lead educators for new classrooms created through this expansion. Some of the technology investments also focus specifically on the new campus, and the enhanced data systems will affect all 13 schools and students who attend.

**(A)(2)(c) The number of participating students and educators in KIPP DC's reform proposal**

Table (A)(4) in Appendix A2.1 details the schools' participating educators and students, and includes school demographics.

Participating Students

KIPP DC's reform proposal impacts 3,040 students in the 2012-13 school year alone. That number grows exponentially with every teacher trained through CTR and every year those teachers are retained in the education field. Based on projected career retention rates, the 415 highly qualified teachers trained during RTT-D project years will by 2020 impact 21,421 students across D.C. All students at KIPP DC qualify as participating students for one or more of the following reasons: they are in classes in which Residents are training; they are being taught by CTR alumni who are still being supported by the program; they participate in small group instruction which is led by Residents in secondary grades; and/or they will be supported by the investment in technology put forth in this proposal.

Participating students from low-income families

Nearly 80% (2,394) of KIPP DC students qualify for Free and Reduced Meals (FARM), which is the common determinate that a student comes from a low-income family. This demographic aligns with KIPP DC's mission to serve the most under-resourced communities and underserved students in D.C.

Participating students who are high-need students

Nearly 95% (2,887) of the participating students in the first year of this proposal are considered "high-need" students because they attend a high-minority school as defined by the District of Columbia's Office of the State Superintendent of Education (OSSE). According to state definitions, a high-minority school in D.C. is one in which 100% of the student population is considered minority.

In school year 2011-12, the state education office determined that six of KIPP DC's ten schools were considered high-minority schools with a 100% African-American population; the remaining schools' high-need student population numbers were based on students who receive free- and reduced-priced meals and students receiving special education services. A breakdown of high-minority schools follows:

**Table 2** - High-minority schools at KIPP DC

| **High-minority school (100% minority) as determined by the D.C. OSSE** | **Not considered a high-minority school as determined by the D.C. OSSE** |
|---|---|
| KEY Academy | Grow Academy |
| Promise Academy | LEAP Academy |
| AIM Academy | WILL Academy |
| Discover Academy | Lead Academy *opened in 2012 |
| Heights Academy | |
| KIPP DC College Preparatory | |

Participating Educators

For the purpose of this proposal, there are 293 participating educators which include all lead teachers, principals, vice principals, and CTR Residents who train at KIPP DC during school year 2012-13.

**(A)(3) KIPP DC's high-quality plan for executing our reform vision**

At the heart of KIPP DC's RTT-D reform vision is the goal of developing 415 highly effective teachers, trained to personalize instruction and raise student achievement for D.C.'s most underserved students. By 2020, more than 21,000 students will be taught by these capable and passionate educators. Our reform vision is built upon an already successful teacher-training program – the Capital Teaching Residency (CTR). An RTT-D investment will allow KIPP DC to sustain the success of, and scale up, CTR to position teachers to make a powerful, lasting impact on students in our nation's capital. In addition, an investment in KIPP DC's instructional software and data systems – primarily, the Data Warehouse - will not only help KIPP DC educators further personalize education for KIPP students, but it will also create an even higher quality training environment to equip CTR Residents with the skills they will need to lead classrooms and provide individualized instruction from day one. Finally, an investment through RTT-D will create the CTR Partner Network, composed of Partner Schools, to share and support best practices with local and national partners.

Through RTT-D, KIPP DC will implement the following strategies that will lead to personalized learning environments that help to close the achievement gap for students across Washington, D.C.

**Investment Project #1: Increasing access to highly effective TEACHERS for students across D.C.**

- Incorporate plan to scale up the number of Residents training annually in the Capital Teaching Residency from 67 to 91 over the next four years (a detailed plan to scale the project can be found in Figure 4)
- Invest in program staff who are critical to the execution and continual improvement of the Capital Teaching Residency
- Ensure the most relevant professional development by becoming our own certifying agent capable of certifying new teachers in math/science, special education, and early childhood education within the next two years
- Incorporate a new technology-focused plan into the Capital Teaching Residency "gradual release" model to ensure teachers are learning current and effective ways to use technology in the classroom, including:

- Adding a technology component to the evaluation rubric
- Equipping Residents with iPads and iPad application stipends to use within the classroom and with small groups
- Supporting technology plans and goals with a Technology Coach (more information in Investment Project #2 below)

- Introduce a new compensation structure to reward and retain master instructors who are serving as CTR Certification Instructors or Mentor Head Coaches
- Strengthen the CTR evaluation system by including an online evaluation system that will provide KIPP DC with archival observation and training videos
- Further develop Residents' skill set around data-driven instruction – data collection, organization, analysis, and personalized instruction using data – by strengthening the CTR data-specific training rubric and ensuring all Residents are incorporated into the "Tools and Technology" strategies below
- Continuing to provide and improve upon superlative professional development through myriad investments including travel to valuable conferences, key books, and strong external partnerships (e.g., Research for Better Teaching)

**Investment Project #2: Equipping teachers with innovative TOOLS AND TECHNOLOGY that help teachers teach and students learn**

- Build upon KIPP DC's cutting-edge Data Warehouse by:
  - Enhancing the Academic and Behavior modules to allow for a deeper analysis of students' key performance indicators including detailed proficiency data that tracks against the Common Core State Standards, local and national assessment data, and behavior data that tracks against important character traits that are linked with academic success – all to provides a holistic view of student performance that helps to inform individualized instruction
  - Adding new data tracking modules that report on a variety of critical student data measures
  - Continuing to develop actionable reports on student, school, and teacher performance through the Data Warehouse that

assist teachers in providing tailored support to individual students or small groups

- Scale software that aids personalized instruction across current grades and to support the additional 1,500 students at three new schools
- Incorporate a new (b)(4) Learning Management System designed to:
  - Manage and provide real-time, comprehensive student performance data to teachers on all online learning content being used within their classrooms
  - Drive student ownership of proficiency and growth by making learning fun and easy with single-click sign-on and passwords, and multiple device support (i.e., computer labs, classroom-based computer stations, and iPads – depending on classroom)
- Facilitate teachers choosing and successfully implementing the most effectual software and online learning programs that advance student achievement with the support of a new, school-based Instructional Technology Coach and internal- and vendor-led professional development sessions
- Promote continued learning and ensure innovation in technology by sending KIPP DC's technology team on "Excellent School Visits" and to select conferences to learn from and share with other schools across the country who are at the forefront of effective classroom technology practices

**Investment Project #3: Building a framework to SHARE AND SUPPORT best practices with local and national partners**

- Formalize a CTR Partner Network, composed of Partner Schools (low- and mid-performing schools in D.C.) who hire CTR graduates in strategically-grouped clusters, and provide ongoing support and professional development to CTR alumni and the CTR Partner Network through a Manager of Alumni and Partnerships
- Work closely with the national KIPP Foundation and other interested KIPP regions on best practices, experiences, and shared resources in designing and implementing a teacher-training program, as they launch similar programs across the country

- Design a comprehensive three-day CTR Summit each fall which will bring together the CTR Partner Network and other KIPP region representatives to collaborate on best practices necessary to personalize instruction and close achievement gaps, including sessions on: Data Analysis and Action, Classroom Technology, Strong School Culture, Supporting Teachers, College Completion Trends and Trackers, and Alternative Teacher Preparation Programs
- Coordinate a one-day, spring summit of the CTR Partner Network for school observations and to facilitate school leader connections and sharing

Through this innovative, three-pronged investment in human capital, technology, and partnerships, KIPP DC will implement a powerful series of education reforms designed to increase the pipeline of high-quality teachers, improve data collection and sharing, build meaningful and lasting partnerships with key stakeholders, and, most importantly, close the achievement gap for students from underserved communities in Washington, D.C.

An overview of Capital Teaching Residency – the primary reform vehicle – and its synergy with our Theory of Change

In 2007, KIPP DC began to address its human capital challenge – one that often plagues high-quality charter schools – by training a handful of novice teachers in place of having teachers' aides in the classroom. Not only did this help teachers differentiate instruction by having a second teacher in the classroom, but KIPP DC was also able to adequately prepare those teachers to lead classrooms the following year. In 2009, KIPP DC partnered with E.L. Haynes, another high-performing charter network in D.C. who was incorporating a similar teacher-training model, to formalize what has become the Capital Teaching Residency. KIPP DC is the fiscal agent and leader of CTR, where nearly 80% of Residents train and E L. Haynes is a thought partner, decision-maker, and additional training site – 20% of CTR Residents train within its three schools.

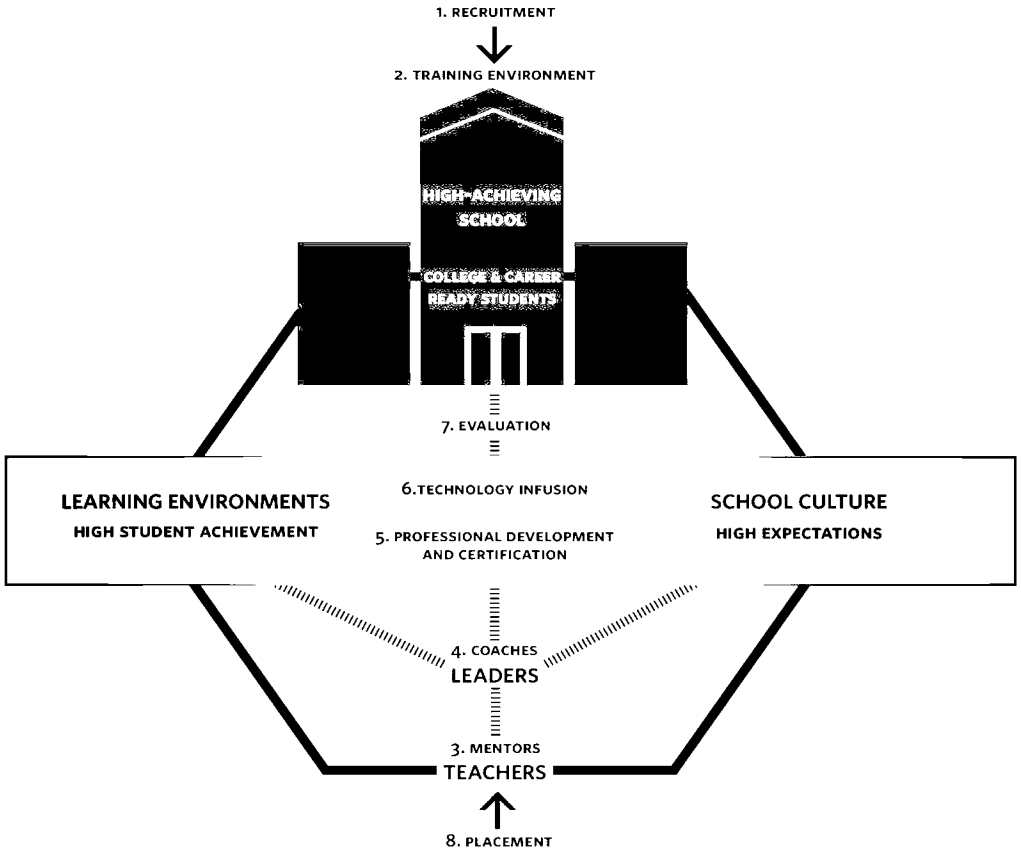
There are multiple components of CTR that differentiate it from other alternative teacher training programs and lead directly to its ability to develop highly effective teachers. These components work in concert to prepare urban educators who are skilled to

personalize instruction, raise student achievement, accelerate student learning, and ultimately, create the foundation for a high achieving schools that prepare college- and career-ready students. The entire program's approach is rooted in KIPP DC's Theory of Change – Figure 3 demonstrates eight components of CTR that connect with the impact areas of excellent schools.

1. **Recruitment:** CTR is highly selective, recruiting from a talented pool of applicants – in 2011, more than 800 people applied for 67 positions. KIPP DC looks for people dedicated to teaching in urban environments, particularly in Washington, D.C., with a belief that ALL children will learn. Residents are asked to make a three-year commitment to teach in D.C. – one training year and two years post-residency. The program also sets aggressive goals around recruitment: 26% of Residents are male, 51% are people of color, and 48% are career changers.

2. **Training Environment:** Before Residents can become change agents and create high-achieving schools, it must first learn best practices within a high-achieving school. CTR is designed like a medical residency program, setting it apart from the many

**Figure 3** – CTR and KIPP DC's Theory of Change



teacher training programs where pedagogy is often learned in a course, but not in a classroom. The program is built on a Gradual Release Model, in which Residents take on more responsibility in leading the classroom over the course of the year. For example, an early childhood Resident will execute lesson plans for one part of a main content area in September, lead small group instruction in November, execute weekly lessons written by their mentor in February, and plan an entire unit of study in May. This model allows the Residents the time that they need in front of students to become highly effective teachers.

3. **Mentors:** Residents train alongside a master teacher, who serves as a daily Mentor responsible for providing feedback, demonstrating teaching, and fostering their Resident's growth. It is CTR's belief that real-time observation and practice in the classroom must be coupled with continual, targeted feedback from Mentors who are invested in the effectiveness of Residents from the beginning of their residency. Mentors are seasoned, excellent teachers and they receive professional development in this leadership role.

4. **Coaches:** Additionally, throughout the year, Residents receive coaching from school leaders that relates to lesson planning, lesson delivery, and student achievement. The school leaders additionally perform formal observations for CTR using the CTR rubric.

5. **Professional Development and Certification:** More than 300 hours of professional development are invested into Residents during their training year; this includes full access to KIPP DC's internal teacher development, coupled with additional training sessions on select evenings and weekends from external partners (The New Teacher Project and Research for Better Teaching). Development focuses heavily on learning the skills necessary to create high-quality learning environments including data-driven and differentiated instructional practices, as well as a strong school culture of high expectations for teachers and students.

6. **Technology Infusion:** Technology is emerging as a critical component in effective education and the personalization of

instruction. In order to prepare our Residents to be the next generation of excellent educators, we must provide them with skills to strategically utilize technology in their instruction. Our CTRs will be trained to use each of the blended learning tools available in KIPP DC's schools, included the instructional use of iPads, SMARTboards, and various instructional software. Residents will be assessed on their proficiency in using these tools to supplement instruction through the CTR rubric, and by evaluating their attainment of technology goals set with the Technology Coach. Finally, in becoming our own certification agency in D.C. we will be able to prioritize our each Resident's development around the expert use of technology to conduct and inform instruction.

7. **Evaluation:** Residents are assessed in three ways: teaching observations, student achievement data, and performance on curricular work. All Residents are scored on an evaluation rubric three times through the course of the year (fall, winter, and spring). The fall evaluation is an open discussion between the Mentor and Resident to explore strengths and weakness and scored as a self-evaluation, the winter evaluation includes an action plan for improvement, and the spring evaluation is a summative assessment of the Resident's growth. Additionally, student achievement growth is central to the CTR program. CTR continually monitors the Residents' ability to drive academic gains both with their whole class and with certain defined student groups. Each Resident is responsible for a percentage of the students in the class making a year's growth on a standard indicator. They are also responsible for small group growth on standardized assessments. Finally, the entire program is evaluated every year as part of continuous improvement and is informed by school leader, Mentor, Resident, and alumni data, as well as an external evaluation. See Criterion (E)(1) for further information on continuous improvement of CTR.

8. **Placement:** After the residency year, Residents are certified to become teachers of record in D.C. public charter schools or traditional public schools. CTR assists Residents in finding positions at the training schools (KIPP DC or E.L. Haynes) or at Partner Schools (public schools that have a signed MOU with CTR). CTR currently has MOUs with seven Partner Schools for hiring graduates. The Partner Schools have been chosen based on need (low- to mid-performing schools) and a rubric that

emphasizes: 1) the potential for the school to improve its human capital practices, 2) effective leadership and professional development to support the graduates, and 3) the opportunity for CTR graduates to act as change agents within their schools. CTR believes that clustering graduates (two or more) at a few charter schools and then supporting them throughout their two-year teaching commitment will result in a sustained and positive impact in these schools and the broader D.C. community.

KIPP DC's plan to scale up the reform proposal and affect district-wide change

KIPP DC's RTT-D reform proposal will have a transformational effect on students across the District of Columbia - not just those at KIPP DC – because of the scale and scope of our multi-tiered approach to train highly effective teachers who have the skill set and the enthusiasm to personalize education. Figure 4 details KIPP DC's plan to scale our reform plan through 2017 and Table 3 describes the LEA- and D.C.-wide impact our reform vision will have.

**Figure 4** – *KIPP DC's plan to scale the RTT*-D proposal

**RTT-D Project Years**

| **Investment Project** | **SY 2011-12 (baseline)** | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17** |
|---|---|---|---|---|---|---|
| **1. Teachers** | • **57 Residents**<br>• Strong PD for Differentiated Instruction | • **67 Residents**<br>• Strengthen Data Rubric | • **78 Residents** | • **89 Residents** | • **90 Residents** | • **91 Residents** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • CTR Program Director and Program Associate | • Mgr. of PD/ Certification | • Strengthen Technology Rubric<br>• Incorporate new stipend-based compensation<br>• Online evaluation system<br>• Become a certifying agent | | | |
| **2. Tools and Technology** | • Started Data Warehouse | • 2 Excellent School Visits<br>• Further develop Data Warehouse<br>• (b)(4) Build-out<br>• Add Tech Coach | • 4 Excellent School Visits<br>• Vendor-led PD<br>• ISTE conference | • 3 Excellent School Visits | • 3 Excellent School Visits<br>• ISTE conference | • 1 Excellent School Visit |
| **3. Share and Support** | **15 placements**<br>7 Partner Schools | **17 placements**<br>8 Partner Schools | **20 placements**<br>9 Partner Schools | **22 placements**<br>10 Partner Schools | **22 placements**<br>11 Partner Schools | **23 placements**<br>11 Partner Schools |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • Part-Time Alumni Director | • Conference Travel → | | | | |
| | | | • Create CTR Partner Network → | | | |
| | | | • Mgr. of Alumni and Partnerships → | | | |
| | | | • CTR Summit | | | |
| | | | • Spring Summit → | | | |

**415** highly effective teachers trained
**104** teachers placed in low- to mid-performing Partner Schools in D.C.
**20,900** students will be taught by 2020

In order to implement and subsequently scale KIPP DC's RTT-D plan, each investment area requires detailed implementation plans. In addition to a high-level project timetable for initial RTT-D plan implementation foundation in Appendix A3.1, the following appendices demonstrate the high-quality plan that KIPP DC will execute:

For Project #1: Teachers

1. CTR is highly selective, placing emphasis on finding candidates who are committed to teaching in urban environments. A

copy of the CTR Initial Application and Phone Screen Checklist can be found in Appendix A3.2.

2. The CTR Gradual Release Model demonstrates what Residents should be learning throughout their training, from Mentors, Coaches, and professional development; its focus in on teaching and then putting into practice the skill they need to create personalized learning environments through differentiated instruction and data-driven practices. (Appendix A3.3)

3. In school year 2012-13, CTR will incorporate a more robust data plan rubric into professional development, to ensure students can collect, organize, analyze, and act on data in order to provide individual instruction. (Appendix A3.4)

4. The CTR Teacher Evaluation System demonstrates KIPP DC's singular focus on creating highly effective teachers and plans to evaluate each Resident as they progress through their training year.(Appendix A3.5)

5. Professional development is the key to teaching teachers the best instructional practices to drive student achievement. The CTR Professional Development Scope and Sequence in Appendix A3.6 shows how current professional development will be specifically aligned with KIPP DC's RTT-D plan during each advisory period of the school year. Alumni support and professional development is also listed there. Appendices A3.7 and A3.8 more detailed scope and sequence plans to show what Residents are learning through their training by external partners (Research for Better Teaching and The New Teacher Project).

<u>For Project #2: Tools and Technology</u>

1. An investment in the Data Warehouse will be focused on building critical new modules to track detailed student data. A review of the proposed modules can be found in Appendix A3.9 and a detailed work plan is in Appendix A3.10. In addition, as modules are built and introduced into the schools, KIPP DC will incorporate a specific roll-out plan as found in Appendix A3.11. Further as modules are introduced into the schools, a small Data Warehouse User Committee will be

comprised to provide feedback. A clear and simple overview of the Data Warehouse as presented to the User Committee can be found in Appendix C2.4.

2. KIPP DC will invest in building the new (b)(4) Learning Management System in January 2013, with plans for implementation by the start of the school year in July. An overview of the (b)(4) Learning Management System can be found in Appendix A3.12 and a proposed work plan in Appendix A3.13.

<u>The wide-sweeping impact on education beyond the participating schools</u>

KIPP DC's RTT-D plan will create personalized learning environments for students across all KIPP DC schools and influence individualized instruction in low- to mid-performing Partner Schools to accelerate student achievement. Expected LEA-wide and D.C.-impact is detailed in Table 3 below.

**Table 3** – Impact Created by Reform Proposal

| | **Personalized Learning Environments within KIPP DC** | **Personalized Learning Environments across the District of Columbia** |
|---|---|---|
| **<u>Project #1:</u> TEACHERS** | • Creates a human capital pipeline to produce highly effective teachers for KIPP DC's additional 2,000 high-quality education seats<br>• Continues a low student-to-teacher ratio of 11:1 even while rapidly growing, which allows for differentiated and small group instruction | • Supports E.L. Haynes Public Charter Schools' human capital needs as it maintains its status as a high achieving school and adds seats to its high school<br>• Creates a human capital pipeline to produce 104 highly effective teachers for Partner Schools |

| | | |
|---|---|---|
| | • Directly leads to rewarding and retaining master teachers through involvement with CTR<br>• Creates an enhanced archive of professional development resources through the use of an online observation and evaluation platform that can be used with all teachers | across D.C.<br>• More teachers in D.C. are aware of and advocate for blended learning models that enhance student learning |
| **<u>Project #2:</u>**<br>**TOOLS and TECHNOLOGY** | • All KIPP DC teachers and school leaders are able to view comprehensive, longitudinal student data, as well as real-time learning data, and access automated reports and analyses to better inform instructional and operational decisions<br>• KIPP DC students and families will have access to reports on personal student data which will provide the opportunity for families to further engage in and support student learning<br>• Students at all grade levels will have access to innovative software and tools that differentiate instruction and provide blending learning options designed to impact every student no matter their baseline subject mastery levels | • CTR-trained teachers will be able to utilize their technology and data training in Partner Schools, helping low- to mid-performing schools further personalize instruction<br>• As a leader within D.C's educational landscape, KIPP DC stands as a model for other charter networks by sharing best practices in implementing technology and data systems to drive instruction<br>• Within the national KIPP network, KIPP DC is regarded as one of the regions at the forefront of instructional technology and data systems, helping other KIPP regions as they chose the tools and technology that best meet the needs of underserved students in other cities |

| | | |
|---|---|---|
| | • CTR Residents and lead teachers will undergo strategic training of best practices in utilizing technology for classroom instruction, enabling them to incorporate effective technology and data practices when they lead their own classrooms | |
| **<u>Project #3:</u> SHARE and SUPPORT** | • Strong relationships with CTR alumni inform a continued evolution and strengthening of the CTR program and allows KIPP DC to monitoring program efficacy based on the achievement of its graduates | • By placing alumni in clusters of two or more and supporting them through ongoing professional development during their minimum two–year commitment, CTR-trained teachers will help advance student achievement and turnaround schools<br>• Nationally, KIPP regions who are interested in starting similar teacher training programs, can learn from the CTR program and add to the human capital pipeline by training highly effective educators to help ensure more students across the country are college- and career-ready |

**(A)(4) KIPP DC's goals for improved student outcomes**

KIPP DC has an 11-year history of realizing significant academic gains among the students we serve, helping to prepare them for success in college and in life. As you will read in Criterion (B)(1), students enter KIPP DC in fifth grade performing multiple grade levels behind in core subjects and, after four years at KIPP DC, leave eighth grade outperforming their affluent peers. KIPP DC's culture of high expectations – centered upon the belief that all children will learn – and laser-like focus on results contributes to teachers and schools setting aggressive but achievable goals for student outcomes at every level. Our reform vision and plan will lead to increasingly high results for students within participating schools at KIPP DC and across D.C.

Performance on summative assessments (proficiency status and growth) – Table (A)(4)(a)

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the District of Columbia Comprehensive Assessment System (DC CAS) and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with Common Core State Standards and, in addition, the NWEA MAP measures progress on college- and career-readiness indicators. The DC CAS is managed by Office of the State Superintendent (OSSE) and is administered in April in grades 3-8, and 10. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-11.

KIPP DC sets aggressive but achievable goals around proficiency and growth on the DC CAS, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Below is a summary of KIPP DC's student achievement goals overall over the next five years. These goals and goals by subgroup can also be found in Table (A)(4)(a) in Appendix A4.1.

- DC CAS – Reading and Math Proficiency: In alignment with state goals for proficiency rates, KIPP DC chose to cut the number of students not proficient in reading and math in half within five years, by ensuring an additional 22.5% of students are proficient or advanced in reading. Thus raising the total number of KIPP DC students proficient or advanced in reading from

60% to 82% by 2017. An additional 16.32% of students will be proficient or advanced in math, reaching a total of 89%, up from 73%. Both of these goals are nearly double the current proficiency rates of students in District of Columbia Public Schools (currently 43.7% in reading and 46.0 % in math, according to the District's 2012 DC CAS scores).

- DC CAS – Median Growth Percentile: KIPP DC is setting an annual goal for median growth percentile on the DC CAS at 70 for reading and 75 for math. These goals were established as benchmarks for high performance by the D.C. Public Charter School Board, DC's charter authorizer, and the Office of the State Superintendent for Education. Currently, the average school median growth percentile is 50 in reading and math (all of D.C. public schools), while KIPP DC's current median growth percentile is 66 in reading and 69 in math. A median growth percentile above 70 for reading and 75 for math would place KIPP DC's schools in the top 10% of all schools in D.C.

- NWEA MAP – Percent Meeting College Readiness Benchmark: Using the same goal-setting strategy as with DC CAS proficiency rates, KIPP DC aims to cut the percentage of students not meeting their NWEA MAP grade-level college readiness benchmark in half within five years. Currently, 74% of students met their college readiness benchmark in reading and 85% met that benchmark in math. Through RTT-D, KIPP DC aims to have 85% of students in reading and 90% of students in math meet their college readiness benchmark.

- NWEA MAP – Growth Target: As with growth levels on the DC CAS, KIPP DC's annual growth target for percent of students meeting or exceeding typical growth on the NWEA MAP is 70% for reading and 75% for math, regardless of subgroup. These goals are an increase from current baseline numbers of 57% in reading and 72% in math.

Decreasing achievement gaps – Table (A)(4)(b)

At the center of KIPP DC's work is the goal of getting all students to and through college. This goal is realized only by first closing the achievement gap and ensuring students have the academic preparation necessary to graduate from high school and persist

through college. As detailed in Criterion (B)(1), the District of Columbia, when compared with any urban school system in the country, has the largest achievement gap between African American and Caucasian students. Because of KIPP DC's effective teachers and schools, we have already made historic strides in closing those gaps for students. In fact, not only has KIPP DC closed the achievement gap in math for economically disadvantaged students, but those same students are now outperforming their high-income peers by nearly 6.5 percentage points. These results are reflective of the tremendous work by teachers to create personalized learning environments that meet the academic needs of all students.

Despite strong baseline results, we know that we can do better for students, particularly by providing continued access to highly effective CTR-trained teachers and strategically investing in the tools and technology that educators use in the classroom. As set in Table (A)(4)(b) in Appendix A4.1, KIPP DC proposes that it will cut the current performance gaps between KIPP DC subgroups and the state's highest performing subgroups by half. At minimum, by 2017:

- KIPP DC will decrease the African-American/Caucasian achievement gap from 31% to less than 16% in reading, and from 16% to only 8% in math
- KIPP DC will decrease the low-income/high-income achievement gap to a difference of less than 4% in reading and, as previously mentioned, KIPP DC's low-income students already outperform their higher-income peers in math and we anticipate KIPP DC students will continue to expand upon this level of achievement, keeping the gap at 0% or less by continuing to outperform their peers.

Graduation rates – Table (A)(4)(c) in Appendix A4.1

When KIPP schools open, they begin with the entry grade (PreK3, 1, 5, or 9) and add a new grade level each year until growing to full capacity. For example, when KIPP DC College Preparatory (KCP) High School opened in 2009, they started with 100

ninth grade students. The following year, that ninth grade class – the Class of 2012 – became the school's sophomores and KCP added a new incoming class of ninth grade students. That original class is now KCP's seniors and they will be the first graduating class from the high school. For this reason, we do not yet have a baseline graduation rate.

However, KIPP DC is setting an aggressive but achievable goal of maintaining a 90% high school graduation rate. We based this goal upon our experience with multiple classes of alumni that graduated from one of KIPP DC's three middle schools and attended other high-performing high schools (prior to the opening of KCP). Despite the fact that only 43% of students in D.C. graduate from high school, we are confident that our high-achieving schools will more than double that statistic.

The table below provides further information regarding our goals surrounding our high school graduation rates.

College enrollment rates – Table (A)(4)(d) in Appendix A4.1

KIPP DC is setting an aggressive, but achievable goal of 85% college matriculation for students from KIPP DC College Preparatory High School. In a city where less than 30% of students enroll in college, KIPP DC knows that the vast majority of our students will be college ready and college bound.

This goal is based, in part, on our success rate that we have experiences with KIPP DC alumni to date. Before KIPP DC opened its own high school in 2009, KIPP students left in eighth grade and attended high-performing high schools. Through dedicated, individualized support from the KIPP Through College program, nearly 80% of students from our first seven cohorts have matriculated to a postsecondary institution. Given the extra support students receive at our own KIPP DC College Preparatory High School, we have set an annual goal of 85% for college matriculation beginning with the Class of 2012, the first graduating class from our high school.

Postsecondary degree attainment rates – Table (A)(4)(e) in Appendix A4.1

KIPP has learned that the journey through college can present significant hurdles for the students we serve. Indeed, this journey presents many challenges that often have little to do with our students' academic preparation. Persisting through college is difficult for any student, but that is especially true for first-generation college goers. In 2011, the KIPP Foundation produced its first ever College Completion Report, a comprehensive look at the college graduation outcomes of the original classes of KIPP students in New York and Houston. They discovered that 33% of KIPP alumni – defined as students who were promoted from a KIPP middle school in eighth grade – earned a four-year college degree, and another 5% earned a two-year degree. This number is higher than the national average of 31% and four times higher than the dismal 8% college graduation rate of their low-income peers. Nevertheless, despite this tremendous gain in closing the college graduation rate for low-income, minority students, 38% is simply unacceptable for KIPP. As a result, KIPP regions across the country have ramped up KIPP Through College – an alumni support program designed to support KIPP students from the time they are promoted from a KIPP school in eighth or twelfth grade to the day they earn a college degree. Given KIPP's experience and our projections for KIPP DC alumni in the coming years, we have set an aggressive college completion goal of 70% for KIPP DC College Preparatory' s inaugural class, which will begin graduating from college in 2017. We wholeheartedly believe this percentage will increase with continued strategic support of students and families through KIPP Through College, and we ultimately aim to have a college completion rate of 80% or more (a figure that is on-par with students from high-income families). An executive summary of the KIPP College Completion Report can be found in Appendix A4.2 and further information on the KIPP Through College program can be found in Criterion G – Competitive Preference Priority.

**(B) Prior Record of Success and Conditions for Reform (45 total points)**

**(B)(1) Demonstrating a clear track record of success** (15 points)

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant*'s* success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

**(B)(1) KIPP DC's unprecedented record of success in advancing student learning and achievement in D.C.**

KIPP DC believes that every student in Washington, D.C. deserves access to a high-quality education that equips them with the skills needed to live a life filled with choice and opportunity. We also know that demographics do not define destiny. Since 2001, KIPP DC has been proving what is possible in urban education by operating one of the highest performing networks of schools in the most underserved neighborhoods of Washington, D.C. As Donald Graham, Chairman of the Washington Post wrote, "KIPP is a bolt of lightning on the D.C. education scene. Because of its achievements, no one can ever say again that children from D.C.'s poorest neighborhoods cannot perform at the highest level educationally."

KIPP DC KEY Academy started with 80 fifth grade students in a church basement in Anacostia, one of D.C.'s most challenged neighborhoods. Most students entered KEY Academy performing multiple grade levels behind in reading and math; however, at the end of four years, KEY Academy was the highest performing middle school in D.C. and students were outperforming their peers from the city's most affluent neighborhoods. In 2007, the Department of Education recognized KEY Academy as a No Child Left Behind "Blue Ribbon School"-- one of the most prestigious education awards in the country that distinguishes and honors schools for leading students to achieve at very high levels and for making significant progress in closing the achievement gap.

While KIPP DC's middle schools were making unprecedented progress, it became increasingly clear that waiting until fifth grade to educate students was not enough. Instead of fighting to close the achievement gap, KIPP DC decided to do its part to eliminate it altogether. In 2007, KIPP DC opened its first early childhood school with the goal of providing a high-quality education for students as young as three so they would never have to face the achievement gap. Today, we are realizing that vision with 1,648 students who are currently attending early childhood or elementary schools at KIPP DC.

In 2011, D.C.'s charter authorizer, the D.C. Public Charter School Board (PCSB), implemented a cutting-edge charter evaluation system known as the Performance Management Framework (PMF). The PMF is designed to provide a fair, complete picture of a school's overall performance using common indicators that include a school's academic results and non-academic results (e.g., attendance and attrition). The framework allows the PCSB to evaluate schools in a systematic and fair manner, and informs

PCSB decisions regarding the status of their charters; granting either charter continuance, continuance with conditions, or proposed revocation. Schools are placed into tiers based upon the total number of points they receive within the framework. Tier I schools ("high performing") receive 65-100% of the possible PMF points; Tier II schools ("mid performing") receive 35-64% of the possible points; Tier III schools ("low performing") receive 0-34% of the possible points. Results of the review are publicly available and provide vital information regarding charter school performance to schools, families, the Board, and the community at large. KIPP DC is proud to report that all schools eligible for a PMF rating were deemed Tier 1 schools in 2011 and 2012, according to the DC Public Charter School Board. In addition, KIPP DC's early childhood and elementary schools met 35 out of 39 targets set by the PCSB for 2012 (comprehensive PMF reports for 2011 and 2012 can be found in Appendix B1.1).

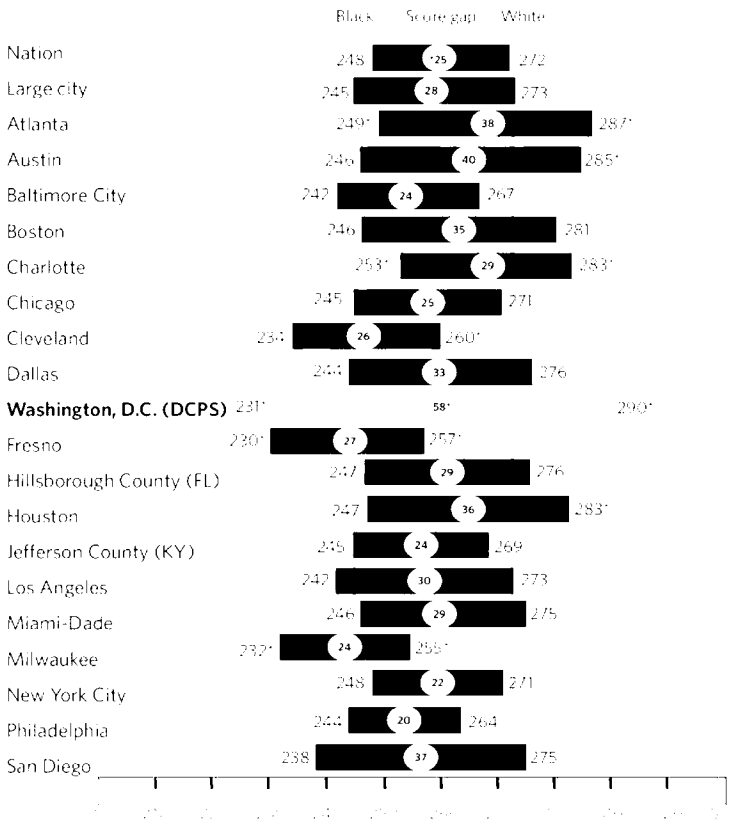
Success is not limited to student outcomes only. For the past five years, KIPP DC has been successfully developing a new generation of highly qualified educators who are capable and motivated to serve a critical role in closing the achievement gap for students in Washington, D.C. Since the program's launch in 2007, Capital Teaching Residency has trained 131 teachers, 80% of whom are still teaching in or leading schools today. Through this program, KIPP DC is increasing access to high-quality teaching for thousands of students and, through outstanding professional development, ensures that CTR alumni are working daily to create successful, personalized learning environments for all students. There is no doubt that CTR-trained teachers are vital contributing factors to the student achievement gains that KIPPsters (KIPP DC students) and students at our partner charter schools experience every day.

**(B)(1)(a) KIPP DC is closing the achievement gap between African-American and Caucasian students**

While the District of Columbia has implemented significant education reforms in recent years, including many improvements to the core assurance areas through its Race to the Top award, the fact remains that D.C. still has the largest achievement gap between African-American and Caucasian students when compared with any urban school district in the country (as evidenced in Figure 5).

Figure 5

**Achievement gap between African-American & Caucasian public school students in urban districts**



Despite this reality, KIPP DC students continue to make unparalleled achievement gains after spending only four years at one of our three middle schools. Figures 6 and 7 demonstrate how KIPP DC is closing the achievement gap in reading, and is actually creating a new achievement gap in math – KIPP students are now outperforming their high-income, Caucasian peers. The data in tracks the proficiency rates of the Class of 2016 (the year they will attend college) from 2009--when they entered KIPP DC in fifth grade--to 2012 when they were promoted from eighth grade. After four years of academic rigor, highly effective teachers, and learning in an environment carefully tailored to meet their needs, KIPP DC students were only 11 percentage points behind their high-income, Caucasian peers in reading, and closed the achievement gap in math by outperforming their wealthier peers by two percentage points.

**Figure 6**
**KIPP DC is closing the achievement gap in reading**

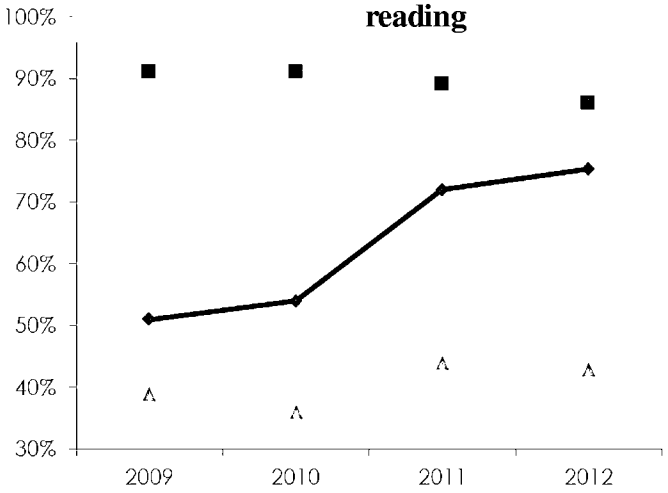
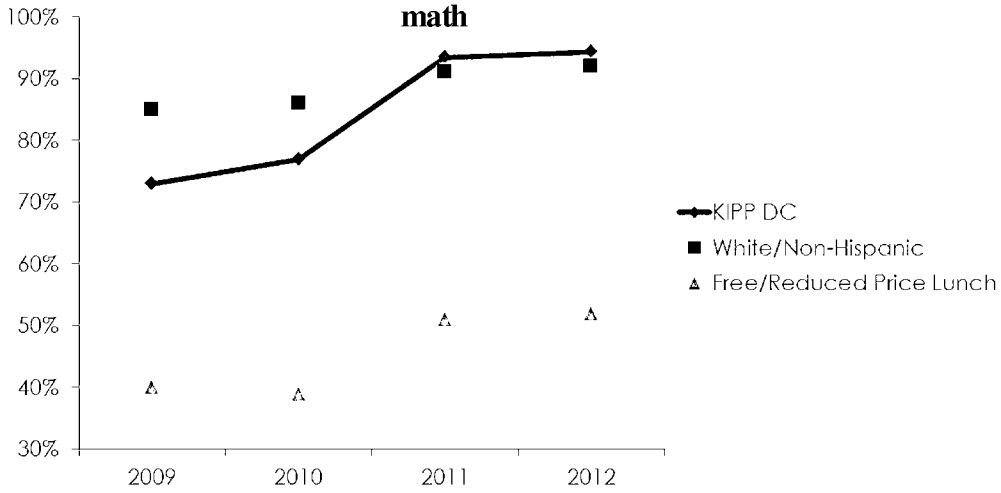



**Figure 7**
**KIPP DC has closed the achievement gap in math**

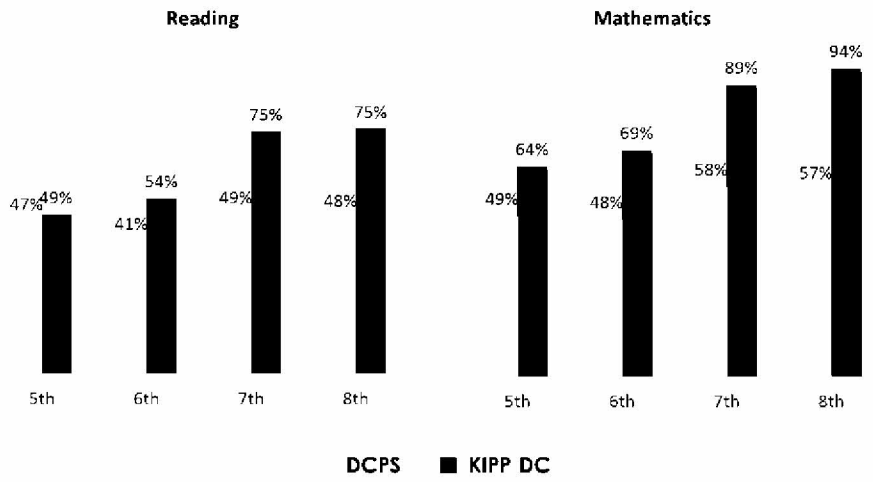


**(B)(1)(a) KIPP DC is raising student achievement**

While Figures 6 and 7 track student achievement data from one cohort of students, Figure 8 demonstrates the significant academic gains of each middle school grade level compared with their peers' performance in the District of Columbia Public Schools (DCPS). Similarly, Figure 9 demonstrates the achievement of tenth grade students at KIPP DC's high school. It is important to note the significant difference in proficiency between the students who graduated from a KIPP DC middle school and those who entered KIPP DC for the first time in ninth grade, having transferred from local public schools. This figure clearly delineates the dramatic results attained by providing a strong educational foundation for students during their early academic years.

**Figure 8**

*2012 DC CAS scores for KIPP DC's middle schools*




(b)(4)

(B)(1)(a) KIPP DC alumni are graduating from high school and entering college at remarkable rates

(b)(4)

Beyond proficiency rates and school rankings, the most important indicators of our impact are the rates at which our alumni are graduating from high school and matriculating to college. In a city where only 43% of students graduate from high school and only 9% of all students earn a college degree, Figure 10 shows that 93% of KIPP DC alumni graduate from high school and 77% matriculate to college within 18 months of graduation. (Note that alumni currently constitute students who were promoted from KIPP DC in eighth grade and went on to other high schools before KIPP DC opened its own. They have been supported as alumni through KIPP DC's KIPP Through College program, which is described in Criterion G – Competitive Preference Priority. KIPP DC alumni data is obtained from SalesForce.)

In June 2013, KIPP DC's oldest alumni – those who were promoted to high school from eighth grade at KEY Academy in 2005 – will begin graduating from college. (b)(4)

(b)(4)

Our students are demonstrating what is possible for all students in Washington, D.C.

**(B)(1)(b) KIPP DC is achieving ambitious reforms in neighborhoods with D.C's lowest-performing schools**

As noted in Criterion (A)(1), KIPP DC does not operate low-achieving schools and does not turn around pre-existing schools. However, because KIPP DC schools are strategically located in underserved neighborhoods where the overwhelming majority of neighborhood public schools have been deemed as "failing" according to No Child Left Behind, KIPP DC has become proof of what can be realized in these communities. Our schools raise expectations and provide parents with a high-performing option for their students. KIPP DC's presence has helped to provide the point of reference necessary to close under-performing schools. In fact, two of our campuses are housed in former D.C. Public School sites that were closed due to poor performance and low enrollment. Figures 11 and 12 depict our middle schools' performance compared to that of the local public options that our students might have attended if KIPP DC did not exist.

**Figure 11 -** KIPP DC AIM Academy vs. neighborhood schools
Eighth grade DC CAS scores

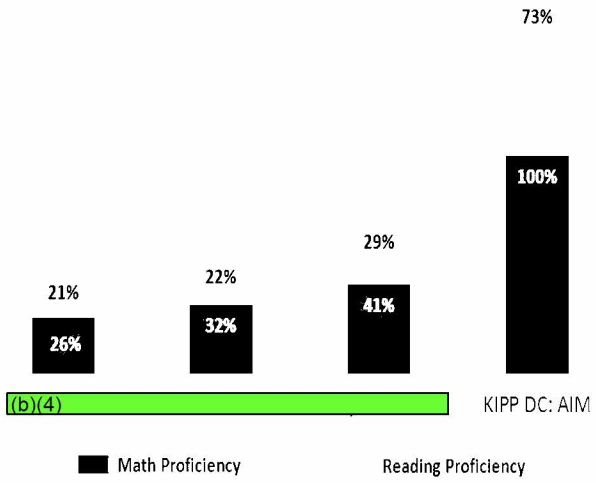
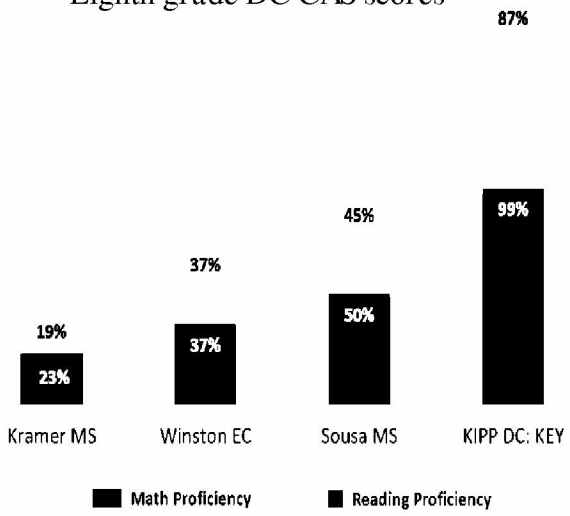



**Figure 12 -** KIPP DC KEY Academy vs. neighborhood schools
Eighth grade DC CAS scores




KIPP DC is uniquely qualified to impact surrounding public schools through the placement of graduates of the Capital Teaching Residency program. By strategically placing these highly skilled teachers at low- to mid-performing charter schools that are

struggling to build a high-quality teaching staff, former Capital Teaching Residents are able to impact school culture and student achievement in classrooms across the city. We strategically place Residents in schools that have the potential for growth and improvement, and work closely with our Partner Schools to ensure that our Residents are making meaningful and transformative contributions to their schools. Our commitment to these schools stems from KIPP DC's belief that all students in Washington, D.C. deserve access to high-quality teachers.

Table 4 lists the public charter schools where Residents were placed as lead teachers in SY 2011-12, and also details their performance according to the PMF scale (referenced in Criterion (B)(1)(a)) for SY 2010-2011. While PMF reports have not been made public for SY 2011-12, preliminary data and anecdotal evidence from school leaders indicate that CTR-trained teachers are positively impacting the schools in which they teach. In a letter of support from Community Academy Public Charter School (one of KIPP DC's Partner Schools that has received CTR-trained teachers), Principal (b)(6) (b)(6) writes, "The success of this program is evident in the preparedness and effectiveness of its graduates, (b)(6) (b)(6) (b)(6 (b)(6) and (b)(6) who serve as a valuable part of my teaching staff. The CTR alumni at my school are leading their students to achieve impressive gains due to their ability to lead a classroom from day one, as well as their eagerness to continually work to perfect their teaching craft. They are highly energetic, intentional, and passionate about the work we do with young children and it has been nothing short of a great pleasure to work with them here at CAPCS, Amos 2 Early Childhood Campus." (See Appendix B4.4 for the full letter of support.)

As the CTR program grows and more alumni are placed externally in clusters of two or more, we will see a significant turn-around of lower-performing schools, due in large part to the ability of these alumni to create a personalized learning environment in their classrooms that is centered on effective practices that lead to the high achievement of all of their students.

**Table 4--** Public Charter Schools with CTR alumni

(b)(4)

**(B)(1)(c) KIPP DC makes student performance data available to multiple stakeholders in order to improve instruction**

As a data-driven organization, KIPP DC uses performance data to drive student achievement and keep students, parents, and teachers highly engaged in the learning process. KIPP DC is committed to ensuring that everyone involved in the learning process understands where each student is and what needs to be accomplished for that student to progress at an appropriate pace. Currently, performance data is shared with students and families through weekly progress reports, report cards, and ongoing communication between teachers and parents. Table 5 details current practices and future plans to increase access to student performance data.

**Table 5** -- Current and future practices to increase access to student performance data

| | **Current practices** | **Future practices, through RTT-D** |
|---|---|---|
| **Educators** | • Access score reports online through multiple third-party assessment vendors<br>• Receive paper reports from the state assessment vendor<br>• Enter student performance data and grades through | • Log in to central online Data Warehouse to view, analyze, and plan instruction around aggregate and detailed student, class, and school performance data |

| | | |
|---|---|---|
| | PowerSchool, our current student information system | • Access daily, real-time student learning data via (b)(4) Learning Management System |
| **Students** | • Receive paper report cards and progress reports generated through PowerSchool<br>• Are able to monitor their progress online through PowerSchool (high school students only at this time)<br>• Receive weekly updates from their teacher(s) regarding their development of character and behavior traits associated with academic success | • Access reports from Data Warehouse with aggregate and detailed individual performance data<br>• Log in to see their progress across specific content areas through the (b)(4) Learning Management System |
| **Parents** | • Receive paper report cards and progress reports generated through PowerSchool<br>• Receive paper and printed reports from state and third-party assessment vendors<br>• Receive weekly updates from their student's teacher(s) regarding their development of character and behavior traits associated with academic success<br>• Communicate with (and receive communication from) teachers regarding their student's progress frequently through phone calls and email, as well as quarterly in-person conferences | • Access their student's reports from Data Warehouse with aggregate and detailed performance data<br>• Receive reports on college-readiness data pertaining to their student (e.g., ACT/PSAT/SAT scores and NWEA data) |

**(B)(2) Increasing transparency in LEA processes, practices, and investments** (5 points)

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

**(B)(2) KIPP DC is transparent in LEA processes, practices, and investments.**

As a public charter school in the District of Columbia, KIPP DC is authorized and overseen by the D.C. Public Charter School Board (PCSB). The PCSB works diligently to provide D.C. residents with comprehensive information to help inform any decisions about school choice for students and families. KIPP DC, along with every charter LEA, compiles an annual report that the PSCB makes public on its website. It provides information describing the average, minimum, and maximum salaries for teachers,

administrators, central office, and other school support staff. A copy of the 2011-2012 report can be found in Appendix B2.1, with salary information on Page 11.

The PSCB also makes school budgets for charter LEAs public through its website.[v] This detailed budget includes revenue according to source and sub-source (e.g. public revenue from base per pupil, special education per pupil, facility per pupil), as well as itemized expenditures (including aggregate-level personnel salaries for instructional staff, non-instructional staff, leadership, and administrative staff). A copy of this budget can be found in Appendix B2.2. Further, KIPP DC's audits since 2007 are publicly accessible in the same online location.

In addition, KIPP DC also participates in the F-33 survey annually through the Office of the State Superintendent. As an LEA receiving federal funds, this survey, and more recently, the combined NPEFS/F-33, provides actual salary and other financial information, including non-personnel expenditures.[vi] Our most recent survey was completed and submitted for the year ending on 9/30/11.

**(B)(3) State context for implementation** (10 points)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

**(B)(3) Washington, D.C. provides an environment that is conducive to the growth of high-quality charter schools and the implementation of the reforms detailed in this proposal**

Charter School Autonomy in D.C.

Washington, D.C.'s charter laws and regulations provide the city's public charter schools with a high level of autonomy. The District of Columbia School Reform Act of 1995, which made charter schools part of the public education system in D.C., provides D.C. public charter schools with "exclusive control over its expenditures, administration, personnel, and instructional methods". In exchange for this autonomy, public charter schools are held accountable for their performance by the D.C. Public Charter School Board (PCSB), also referenced in Criterion (B)(2). The Act paved the way for a robust charter school community to emerge, and today D.C. public charter schools educate more than 41% of public school children in Washington, D.C. – a higher share than in any

other large city except New Orleans. Today, over 32,000 students are enrolled at 53 charter LEAs on 100 campuses in D.C.[vii]

According to the Center for Education Reform, Washington, D.C. ranks as first for having the strongest charter school laws in the country and is one of only five states that received a letter grade of "A" for its charter laws.[viii] This ranking is determined by a review of a number of factors, including charter authorizers, operational autonomy, number of charters allowable, and funding equity.

The high degree of autonomy granted to charter schools in Washington, D.C. allows school leaders to make quick, effective decisions to improve student performance, such as replacing ineffective educators and implementing curriculum that meets the needs of the students it serves. While KIPP DC works to ensure all students meet end-of-year performance measures, including the college- and career-readiness standards of the Common Core, the path to that proficiency differs at each of the ten schools. This environment creates the ideal setting for implementing our reform proposal. By incorporating a range of curriculum tools, software, and hardware, teachers can utilize various techniques for personalizing education in the classroom according to what will be most effective. Teachers have a range of tools through which they can tailor their approach to address classroom needs through differentiated and/or blended learning instruction.

KIPP DC's Good Standing and Sound Fiscal Management

Since its founding, KIPP DC schools have maintained good standing with the PSCB with regard to compliance, operations, and finance, as well as in academic performance. The PCSB issues Letters of Good Standing, which indicate that KIPP DC has no performance deficiencies that would cause the PCSB to issue a notice of concern (the 2012 Letter of Good Standing can be found in Appendix B3.1). Further, satisfactory Compliance Review Reports for all KIPP DC schools demonstrate that KIPP DC operates in a manner that is congruent with all applicable laws and regulations to which D.C. public charter schools are subject.

The PCSB also conducts an annual charter review that evaluates LEAs according to student achievement and progress against targets, as well as financial management. According to the 2011-12 Charter Review Analysis and Financial Analysis (found in Appendix B3.2 and B3.3, respectively), PCSB believes that "KIPP DC has solid fiscal management processes in place. The school's audit reports (FY08-FY11) reflect sound accounting and internal controls policies. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy." Further, "KIPP DC makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics."

As determined by the PCSB, KIPP DC's compliance, good standing, and sound fiscal management create successful conditions to implement the reform proposal. KIPP DC is in the appropriate financial position to execute the initiatives in the proposal, as well as supplement them through our continued responsible management of revenue and expenditures. Due to continued success, KIPP DC has been granted permission to replicate from its current ten-school model to a 13-school model over the next three years, as evidenced in Appendix B3.4. This condition gives credence to the proposed plan to scale the Capital Teaching Residency program, both because it ensures an increase in the number of classrooms in which residents can train, and also because it demonstrates a continued need to develop highly effective educators to teach the corresponding 2,000 new students entering KIPP DC.

Alternative Teacher Preparation Programs in Washington, D.C.

In addition to strong charter laws that provide charter schools with autonomy, Washington, D.C. has a healthy environment for alternative teacher preparation programs, an important condition for success for this proposal. Nationally, alternative routes to teacher certification began in the 1980s and have grown exponentially in the last decade.[ix] In D.C., there are 13 state-approved educator licensure and accreditation programs--only eight of which are college/university programs. The other five are alternative certification routes, including The New Teacher Project, which serves as KIPP DC's certification partner for the Capital Teaching

Residency. As a certified accrediting agent in the District of Columbia, The New Teacher Project facilitates the licensure process with the Office of the State Superintendent of Education (OSSE) for Residents at KIPP DC who successfully complete program coursework, demonstrate a positive impact on student achievement, and pass the appropriate Praxis exams. OSSE has implemented rigorous standards for certification, but has given programs autonomy to structure their curriculum to meet the needs of their partners. The New Teacher Project's mission is similar to the mission of KIPP DC. Because of the autonomy granted through OSSE, The New Teacher Project has structured its certification coursework to ensure teachers who gain licensure through their program will be effective in making data-driven decisions to personalize lessons in a way that meets students' immediate needs while moving them ever-closer towards college and career readiness goals. The availability of alternative preparation programs, as well as their autonomy in tailoring their curricula to best meet the needs of their training partners, creates favorable conditions to implement KIPP DC's reform proposal to scale the Capital Teaching Residency.

Favorable Conditions for Early Childhood Education

The Capital Teaching Residency benefits from the reform context of the District of Columbia. D.C. currently provides free pre-Kindergarten education services in its public schools, public charter schools, and publicly-funded community-based organizations for children 30 months to five years old who reside in the District. Per pupil allocations for three- and four-year-olds, as well as supplemental public funding designed to support the addition of a second teacher in select early childhood and elementary grades, creates a successful condition for KIPP DC to implement its reform proposal. Capital Teaching Residency is viable because public funds provide the basis for the program, and private dollars augment training costs. Due to such a favorable funding model, KIPP DC is able to successfully train highly-qualified teachers for D.C. schools, who are capable of creating personalized learning environments for all students.

**(B)(4) Stakeholder engagement and support** (10 points)
The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

**(B)(4)(a) Engagement of KIPP DC Teachers and Principals**

Teachers

KIPP DC will use funds from this grant award to support its teachers in their relentless efforts to meet the individual needs of their students and close achievement gaps in their classrooms. Teachers are central to our proposal, and thus their support was

paramount.

To garner their support, we created a petition that detailed succinctly our priorities in applying for the Race to the Top-District grant (see Appendix B4.1).We then distributed it to our principals, who shared the petition with their teachers and Residents during individual and/or whole-group staff meetings. Our aim was to obtain signatures from 70% of the teachers at each school; at the end of this process, 89% of teachers signed it. This not only meets the requirements of the application, but it also signals their overwhelming support of our plans to use this grant to provide our teachers and schools the necessary resources to meet their students' needs.

Instructional Leadership Team

In addition to seeking support from our teachers, we made an effort to engage our principals throughout the process of creating our application. Our principals work closely with the teachers at their schools and consequently have a comprehensive understanding of what their staff needs in order to achieve outstanding results with students year after year. Thus, our principals' input richly informed and solidified our vision for what resources and technology were needed to ensure personalized learning environments across KIPP DC schools, which we then conveyed throughout our grant application.

To gauge the perspective of our principals, the Director of CTR meets individually with the vice principals from each school to explain the content and goals (surrounding technology, data systems, and instructional support) of our grant application and solicit their feedback. KIPP DC's two Chief Academic Officers who oversee the primary and secondary schools, respectively, conducted similar conversations during individual meetings with principals and then communicated their input to us so that it could be incorporated into the grant application.

We engaged the Chief Academic Officers in other ways as well. After developing an initial overview of what would be included in our budget and narrative, we shared it with our Chief Academic Officers and asked for their feedback. They helped us narrow our focus to ensure that we were including the initiatives that they felt to be the most critical to the schools they represent. While writing, we continued to solicit feedback from our Chief Academic Officers - they were instrumental in ensuring our application's alignment with the long-term needs of our schools' principals, teachers, and students.

**(B)(4)(b) Letters of Support from Key Stakeholders and Supporters of KIPP DC**

We made an effort to inform and invite the support of several long-standing partners and funders of KIPP DC and CTR. An overview of the funders and partners that provided us with a letter of support for this grant is detailed below.

**Partners**

1. E.L. Haynes Public Charter School (see Appendix B4.2)

   E.L. Haynes is a diverse, award-winning public charter school that has continually ranked amongst D.C.'s highest performing public schools in recent years. E.L. Haynes shares our commitment to providing an excellent education for low-income students and joined forces with KIPP DC to formally establish CTR in 2009. Approximately 20% of Residents train within E.L. Haynes' schools (further detail can be found in Criterion H– Optional Budgetary Supplement), and many CTR alumni teach at E.L. Haynes post-residency. The Director of CTR solicited feedback regarding our application from E.L. Haynes, and we made an effort to ensure this grant would support their long-term goals and needs.

2. The New Teacher Project (TNTP) (see Appendix B4.3)

   TNTP is a national nonprofit that partners with schools, districts, and states to provide excellent teachers to students in high-need areas. TNTP helps train, evaluate, and certify new teachers in D.C. and has partnered with CTR for the past three years to provide residents a pathway to certification. (See Criterion (B)(3) for further information.) TNTP has adapted its curriculum to fit the needs of CTR and has also trained the vice principals at KIPP DC to serve as CTR Certification Instructors. This helps streamline and unify the efforts between TNTP and KIPP DC by allowing our vice principals the opportunity to adapt the TNTP curriculum to meet school needs and reinforce what Residents are learning in their coursework during their classroom observations and debriefs.

**Partner Charter Schools (see Appendix B4.4)**

While CTR provides KIPP DC and E.L. Haynes with highly effective lead teachers to fill growth and expansion needs, it also provides high-need schools across D.C. with access to exceptional educators. In 2011-2012, CTR partnered with seven other public

charter schools, many of whom are considered to be turnaround schools that are actively seeking effective teachers equipped to increase student achievement at their schools. CTR places approximately 25% of its graduates in external partner schools each year. In order to build relationships with these schools and determine their staffing needs, we maintain communication with their principals throughout the year and offer them the opportunity to meet potential candidates at a CTR placement fair in the spring. CTR places its alumni in clusters of two or more across its Partner Schools, ensuring that graduates have a community of support throughout the second and third years of their commitment. The current CTR Alumni Director also observes alumni at least four times per year, arranging one-on-one meetings to provide them feedback, while also maintaining open communication with their principals about their progress. Furthermore, CTR provides ongoing professional development sessions for alumni placed at Partner Schools. In school year 2013-2014, the Manager of Alumni and Partnerships will take over this role, thus increasing our contact with and support of the CTR Partner Network.

**Investors**

The following organizations have partnered with CTR and KIPP DC. All three organizations are highly respected, community-centric organizations that make substantial investments in education in the District of Columbia. They each received an overview of our application and provided us with resounding letters of support, for which we are incredibly grateful.

1. CityBridge Foundation (see Appendix B4.5)

   CityBridge Foundation is focused on building a system of high-performing schools for low-income students across D.C., which is aligned with CTR's focus on developing teachers who are equipped to raise student achievement in historically underserved communities across D.C. CityBridge served as one of CTR's initial funders and continues to provide support for both CTR and KIPP DC.

2. NewSchools Venture Fund (see Appendix B4.6)

   NewSchools Venture Fund is a nonprofit venture firm that provides funding for entrepreneurs who are focused on transforming public education. New Schools Venture Fund served as an initial funder of CTR and continues to offer its

support by helping the program to analyze and expand its impact, as well as continually reflect and build upon its practices. Through New Schools Venture Fund, CTR participates in a community of practice that facilitates collaboration around best teacher training practices with other alternative certification programs in D.C.

3. Fight For Children (see Appendix B4.7)

   Fight For Children provides funding for education and healthcare programs serving low-income children in D.C. Fight For Children is in the midst of developing an initiative that aligns with D.C. Mayor Vincent Gray's goal to provide high-quality early childhood education for three- and four-year-old children in D.C. After considering the high-quality early childhood education training provided to CTR Residents, Fight for Children recently selected CTR as a partner and has committed to fund the placement and support of CTR alumni across select high-priority District of Columbia Public Schools in future years.

**KIPP Parent Organization (KPO)**

In addition to the external sources of support listed above, we also communicated with many of our students' parents in order to share our purpose and goals in applying for this grant, and solicit their support. Each school has its own KIPP Parent Organization, which convenes monthly to discuss parental concerns and their overall involvement in the school. KIPP Parent Oranizations help run book fairs and annual fundraisers at each school and are a critical touch point for principals to stay informed about their parents' views of their schools. Our principals are able to frequently solicit feedback from our KIPP Parent Organizations and stay abreast of what KIPP parents want from their school leaders and teachers.

Because parental involvement is so critical to the success of KIPP DC, we informed and engaged our KIPP Parent Organizations regarding this application. In order to involve parents in the proposal process, we asked our school leaders to discuss the proposal with their KIPP Parent Organizations and have a representative write a letter of support. Please see Appendix B4.8 for sample parent letters.

**(B)(5) Analysis of needs and gaps** (5 points)

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

**(B)(5) KIPP DC's analysis of the current status and gaps in implementing personalized learning environments**

KIPP DC has already invested significant resources in screening and selecting the most effective methods and tools used to create personalized learning environments. Bearing this in mind, KIPP DC created a plan to assess our needs surrounding personalized learning environments and to target how these needs could be addressed through Race to the Top-District funding.

Student achievement results and data analysis

Well-designed and effectively implemented personalized learning environments result in high levels of student achievement,

especially among subgroups. In order to ensure that students are making significant academic gains, our teachers are trained to collect data through frequent assessments, analyze performance across subgroups, and identify patterns and gaps across students. Assessments are administered three times per year to provide teachers with up-to-date, formal student data. In addition, benchmarks are given regularly in order to ensure that students are on track and, if not, receive the supports necessary to progress. Both summative and formative assessments are used to assess growth and proficiency to measure student progress according to their individual needs and targets, as well as grade-level-appropriate CCSS. Through our Data Warehouse, teachers generate navigable reports that break down individual and aggregate student results according to proficiency levels and growth.

Data also serves a critical role in evaluating and coaching our teachers. Residents are trained to track student achievement data (both whole-class and small group), identify trends, and create a plan to address gaps apparent in the data and informally track student progress along the way. When Residents are evaluated at the end of the year, student achievement data (and their ability to use it in the classroom) helps to determine whether they are ready to lead their own classroom and graduate from CTR. Since many alumni are placed at Partner Schools that do not have robust, structured data systems in place, it is essential that we strategically support and evaluate our Residents' abilities to use data to inform their instruction before they become lead teachers.

Residents are evaluated according to the CTR rubric during their formal middle-of-year and end-of-year evaluations, and informally throughout the year, They are evaluated according to their ability to create personalized learning environments that drive student achievement through their ability to do the following: demonstrate understanding of multiple student levels and modify lesson plans to support all students; plan and execute lessons that are aligned to CCSS; check for student understanding; purposefully use a variety of student engagement strategies; use and interpret assessments that scaffold questions and tasks; use formative assessments to adjust and inform long-term plans; and track, analyze, and use summative assessment data to drive instruction.

Residents also check in formally with their mentor teachers at least once per week, and data is utilized consistently as both a

reference point and a planning tool when collaborating and creating lesson plans. Data serves a similarly central role when our Residents debrief with school leaders about a recent observation or their overall progress as a teacher. Action steps are generated from these discussions and often include new strategies for Residents to use when differentiating instruction to meet student needs.

Tracking the utilization of tools and programs across KIPP DC

Currently, KIPP DC's Director of Technology carefully monitors who is using specific software and learning programs. He is able to generate frequent reports that track the rate of adoption and use of new programs (i.e., how many teachers have downloaded a new application or how many classrooms are using computer programs such as DreamBox). The Director of Technology can troubleshoot accordingly, providing extra training and support for schools and/or classrooms that are having difficulty implementing new learning tools and programs. He frequently checks in with school leaders to monitor and help facilitate the use of new technological tools as well.

Though the Director of Technology plays a critical role in providing support for our schools, it will become increasingly challenging for him to work closely with our staff and schools as KIPP DC's network continues to expand and as new programs and technological tools are implemented. Hiring a Technology Coach increases our ability to provide extra support for our teachers as they adopt new technology through this increased bandwidth. The Technology Coach will ensure a smooth transition into new systems and programs by building buy-in through the use of targeted informational sessions and the training of "super users" (staff members at each school to help support other staff members in using new technology).

The logic behind the reform proposal, including identified needs and gaps that the plan will address

Our proposal addresses two critical needs: 1) our growing need for outstanding human capital and 2) our need for highly effective technology, learning tools/programs, and data systems. We need effective teachers and tools to create the high-quality

personalized learning environments necessary to achieve outstanding outcomes for students enrolled in our schools.

Our continued need for excellent teachers who are trained to use data and create personalized learning environments

CTR addresses the shortage of effective teachers in D.C, which over the past decade has consistently remained particularly acute in three high-need areas: math/science, special education, and early childhood. We need to train highly effective teachers to staff our schools as well as other public schools across the city. CTR will continue to provide a pipeline of teachers who can deliver data-driven, personalized instruction for KIPP DC students, as well as for other public school students taught by CTR alumni across our nation's capital.

KIPP DC will train teachers through CTR who can implement strategies and structures to provide personalized learning environments that meet the needs and raise the achievement of each student in their classrooms. Residents are trained in classrooms and schools that are equipped with the tools necessary to create personalized learning environments and where data is thoughtfully utilized to inform both whole-group and individual instruction. Residents develop into teachers who set and track progress towards meaningful, measurable goals for each student in the classroom, ensuring that all students meet their end-of-year proficiency targets and are academically prepared for the next grade level.

Our need to build upon data systems, technology, and learning tools currently being utilized

Beyond training and staffing our schools with excellent teachers who are able to differentiate effectively, we will build upon our current systems of tracking student data and expand the implementation of technological tools that provide targeted individual support. Our Data Warehouse has thus far proven to be an incredibly effective tool for gathering data regarding the academic and behavioral progress of current KIPP DC students. We will allocate some of the Race to the Top-District funds to develop further our Data Warehouse to generate more robust short-term and long-term data about our students (i.e., the performance of various sub-

groups, information about how our students with special needs are progressing, college persistence data for KIPP DC alumni, etc.). Teachers will use the Data Warehouse to connect assessment results to other key performance indicators (e.g., attendance, behavior, etc.), view a student's historical performance on previous years' assessments, and compare students in the same cohorts and/or subgroups in order to plan instruction more effectively.

This grant will also enrich our personalized learning environments through the use of the (b)(4) Learning Management System (b)(4) The (b)(4) tracks comprehensive data in real time, and uses technology to engage students and enhance their learning. Another member of the KIPP national network—KIPP LA—has implemented the program and realized excellent results. Due to the structural similarities between KIPP DC and KIPP LA, we plan to implement a blended learning model similar to their (b)(4) model and we will continue our dialogue with KIPP LA regarding the best practices and lessons learned while implementing the system.

With funding for the (b)(4) teachers and Residents will be able to log in to see their students' usage and performance across different programs. Teachers will be able to add targeted assessments, track student progress, and view data both in aggregate as well as segmented according to small groups, special sub-groups, subjects, and standards. Parents will be able to log in to see their students' progress, and students will be able to easily access multiple programs using one streamlined entry point through the (b)(4) We will enhance student learning and parental engagement, and increase the number of avenues for teachers to track and support student progress through our adoption of the (b)(4)

## C. Preparing Students for College and Careers (40 total points)

**(C)(1) Learning** (20 points)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

(i) Understand that what they are learning is key to their success in accomplishing their goals;

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

(iii) Are able to be involved in deep learning experiences in areas of academic interest;

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

(ii) A variety of high-quality instructional approaches and environments;

(iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with

college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

**(C)(1) KIPP DC's plan for improving learning and teaching by personalizing the learning environment and aligning it with the Common Core State Standards**

KIPP DC works diligently to ensure that all students are prepared for college and careers, as determined by the Common Core State Standards (CCSS). Already, our schools are preparing for the full transition to the CCSS through a variety of strategies, including aligned curricula, comprehensive assessments that track against the new standards, and innovative uses of technology to accelerate learning. In addition to differentiated instructional practices within classrooms (i.e., small group instruction, blended learning stations, and a co-teacher model), Table 6 details the steps that KIPP DC is taking to personalize students' learning environments to improve learning and teaching, and ensure that students are college- and career-ready.

**Table 6** – Plans for personalizing student learning environments to improve learning and teaching

| | **Progress to Date** | **Next 1-2 Years**<br><br>**We will:** | **Long-Term Plan**<br><br>**We will:** |
|---|---|---|---|
| **Assessments** | • Implemented the NWEA MAP, a computer-based assessment, across grades K-11 in school year 2011-12<br><br>• Rewrote quarterly student achievement benchmark assessments in elementary | • Continue implementing the CCSS-aligned NWEA MAP already in use across grades K-11<br><br>• Use the NWEA MAP as a way to prepare students for the PARCC assessment, which is a computer-based, | • Switch to the PARCC assessment (Partnership for Assessment of Readiness for College and Careers) which is taking the place of the DC CAS beginning in school year 2014-15, which will track English and math skills anchored in what it takes to |

| | | | |
|---|---|---|---|
| | and middle schools to align with the CCSS | nationally-normed assessment that is aligned with CCSS<br>• Complete current process of rewriting student achievement benchmark assessments in high school to align with the CCSS | be ready for college and careers; 23 states have adopted the PARCC<br>• Continue to use the nationally-normed NWEA MAP |
| **Information Technology** | • Began building the Data Warehouse to capture holistic student performance data in the Academic and Behavior modules | • Continue to tailor the Data Warehouse to meet the needs of teachers and school leaders through alpha- and beta-testing<br>• Plan a roll-out of the Data Warehouse for all educators in June 2013<br>• Create a (b)(4) Learning Management System to streamline real-time data from online learning programs and | • Continue to tailor the Data Warehouse to capture the most relevant student-level and teacher-level data, and use it to continuously improve the student outcomes; build six new modules to capture comprehensive data (Appendix A3.9)<br>• Continue refining the (b)(4) Learning Management System to provide actionable |

| | | | |
|---|---|---|---|
| | | give teachers a complete view of student progress in core subjects | data for teachers to improve class-wide and individual instruction |
| **Classroom Technology** | • Incorporated ~$2M in classroom technology, including: SMARTBoards, document cameras, and computer labs<br>• Equipped select teachers with iPads and budgets for iPad applications to be used for instructional purposes<br>• Implemented educational software including: DreamBox (math), Lexia (reading), Read 180 (reading), and others | • Scale up iPad distribution to include more lead teachers and Residents<br>• Scale up select software, such as Lexia (reading), and Dreambox (math), Waterford (math/reading), and iStation (math/reading)<br>• Incorporate a technology rubric in the CTR training scope and sequence | • Utilize effective software across all grades as applicable<br>• Provide increased student access to computers and iPads |

In addition to a multi-tiered plan to align assessments to CCSS and enhance the use of classroom and information technology, KIPP DC is implementing a variety of instructional practices to differentiate instruction for students at all levels and ensure that assessments are able to confirm that they are meeting college- and career-readiness targets. Not only is this creating an environment for accelerated student achievement, but it is also producing a high-quality training setting for Residents to learn about personalized learning.

Multi-Teacher Classrooms Create Personalized Learning Environments that Utilize Multiple Instructional Strategies

At a fundamental level, the Capital Teaching Residency contributes to the personalized learning environment at KIPP DC by providing students with access to additional high-quality teachers and differentiated instruction. The CTR program is structured so that there is a second teacher within every early childhood and first grade classroom, and three additional full-time teachers in each of our secondary schools. By including more teachers within the staffing model and strategically training these teachers, we are able to provide high-quality personalized learning environments for all students. Because of our staffing model, KIPP DC currently operates its schools with a remarkable 11:1 student/teacher ratio.

In this two-teacher, small class model, Residents work with small groups of homogenously-assigned students on teacher-directed computer-based literacy and math interventions, while lead teachers focus on whole-class instruction and other small groups to differentiate instruction. In the beginning of the year, Residents have responsibility for small group instruction, and they either help students who are already on grade level master the appropriate standards or they utilize computer-based interventions with struggling students in need of extra support. While Residents guide small groups, lead teachers concentrate on personalizing the learning environment and individualizing instruction for other students. When Residents are not leading small groups, they provide inclusion support during whole-group instruction.

**(C)(1)(a)(i) All KIPP DC students understand that learning is key to their success in accomplishing their goals**

Students at KIPP DC are taught to understand that learning is critical to reaching all of their goals. The entire foundation of KIPP, including its very name, is based upon the idea that knowledge is power. Among the many KIPP DC mottos that adorn the

walls of our schools and are infused in our classrooms are “Work Hard. Be Nice.” and “Assign Yourself.” These two mantras reflect the philosophies and behaviors that are critical for success in college and in life and teach our students about the importance of hard work, kindness, self-advocacy, and motivation. Our Residents, lead teachers, parents, and school leaders are then able to connect all of the work done within our schools to our mission of getting KIPP DC students to and through college.

When three-year-old students start school with KIPP DC, one of the first things they learn is the year in which they will go to college. Our students are not identified as kindergartners or first graders, but rather as the Class of 2024 or 2025 - the specific year that a particular class will enroll in college. Classrooms are named after teachers’ alma maters – such as the University of Rochester, a Kindergarten class at Discover Academy - further emphasizing a college-going culture and connecting their current classrooms to their path to college. To impress this idea upon KIPP DC’s students, teachers engage in direct conversations with students and parents about college and the impact of their current learning on future goals. In addition, both our CTR and lead teacher evaluation rubrics identify “connecting current learning to future goals” as an essential action in proficient instruction, as evidenced in Appendix A3.5 and Appendix C1.1. As a result, at the beginning of each lesson, students hear how that day’s objective will build upon prior learning and help them reach their future goals.

As it relates to Capital Teaching Residency, our Residents train in an environment in which they are immediately exposed to a culture where, contrary to the trajectory for most of our students’ peers, college is the expected outcome. Residents’ first experience teaching is within KIPP DC’s college-focused classrooms, and they quickly embrace this mentality. The impact of training new teachers within a school where every teacher believes—and acts according to the belief—that every student will be successful cannot be overstated. Residents observe students of all ages meeting rigorous goals and getting excited about their future successes; they know learning is possible for students from all neighborhoods and backgrounds. Regardless of which D.C. school they choose to teach in after their residency year, Capital Teaching Residency alumni are continuously motivated by their experience at KIPP DC and driven by the belief that students will rise to the expectations that educators set for them. Students in future classrooms led by CTR-trained teachers will also learn in an environment that helps them connect the dots between learning

and accomplishing life goals.

**(C)(1)(a)(ii) KIPP DC students can set, structure learning around, and measure progress toward goals that are aligned with college- and career-ready standards**

KIPP DC has always prioritized a rigorous and college-focused curriculum. However, the transition to the Common Core State Standards has stimulated positive changes to our curriculum and goals for students in advance of adoption requirement deadlines. KIPP DC has adopted the Common Core State Standards (CCSS) and is revising our instruction and assessment structures to facilitate student mastery of these standards. (See Table 6 above for our progress to date and short- and long-term plans.)

Specifically, KIPP DC uses the NWEA MAP assessment as a primary piece of evidence when determining if students are ready to move to the next grade level, especially since the MAP is used in more grades than the DC CAS (the State assessment). The MAP is nationally-normed and mapped to college readiness. Students are only "on grade level" if they are meeting the MAP requirements of "college readiness" expectations for their grade. The NWEA's college readiness targets are incredibly comprehensive, breaking down math and reading data into the anchor standards outlined in the Common Core.

In addition to the NWEA assessment, KIPP DC also uses the STEP assessment created by the University of Chicago to measure student reading growth. The STEP assessment is a series of developmental milestones that students must achieve at each grade level from PreK4 through fourth grade. These milestones push teachers to use data to inform all guided reading instruction. Lead teachers and Residents work together to develop individualized goals for every student on the NWEA or STEP assessment. Those goals are then shared with their students so that all students are aware of their current and target levels. Teachers celebrate students who are reaching goals by having "level-up" parties for students whose reading levels change, by keeping visible trackers of students who have mastered particular standards, and by recognizing students who are improving at weekly school-wide meetings. Educators talk with parents about their student's individual goals and progress during parent association meetings and parent-teacher conferences so that parents and teachers can work together to ensure students are achieving at the highest levels.

To help facilitate student involvement in goal-setting, KIPP DC finds ways to put learning in the hands of students in fun and engaging ways. For example, all of our schools adhere to a Reader's Workshop model for literacy starting in Kindergarten. Students learn their reading levels, are able to select on-level books that fit their interests during the independent reading block, and understand their end-of-year reading level goals.

CTR Residents are indispensable in the goal-setting process. They support their lead teachers in administering assessments, sharing assessment data with students, and helping students set and internalize their learning goals. Through CTR, we are preparing data-driven instructors who understand the importance of involving students in personalized goal-setting. These teachers will be equipped to appropriately analyze student outcomes, build out student goals, and support students in meeting their targets. They will therefore be a key lever in increasing student achievement in KIPP DC schools and in the District of Columbia.

**(C)(1)(a)(iii - iv) KIPP DC students are involved in deep learning experiences in areas of academic interest and have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning**

KIPP was founded as an alternative to traditional public schools. One of the five key pillars of KIPP's methodology is that students spend more time in school. KIPP DC's school day runs from approximately 8:00a.m.to 5:00p.m., and students participate in mandatory Saturday School. This "Extended Time on Task" provides an opportunity for teachers to diversify instruction, expand upon the traditional academic content, and expose students to diverse cultures, contexts, and perspectives. Not only do students spend more time in literacy and math instruction, but extended hours also allow teachers to deepen instruction around key concepts and areas of academic interest. Our schools are able to implement full Reader's and Writer's Workshop models, during which students typically choose their books or topic and are thus able to spend more time engaged in areas of academic interest.

In addition to core academic subjects, all students participate in "specials" (electives) such as orchestra, art, and foreign language. KIPP DC has made its orchestra program a priority, allocating resources towards instruments and teacher training, including supporting the cost to train a Resident for the orchestra program each year. Our students participate in music class from

grades PreK-12, and start practicing with instruments in first grade. As our students develop their musical interests, we provide them with opportunities to see music in action through field trips to musical performances at local universities and theaters.

Although some foreign language and art classes are compulsory, KIPP DC has worked to expand its resources in both of these areas. Because we want our students to be prepared for advanced careers in a modern world, we have purchased a computer-based Mandarin curriculum for the high school, and are working to adopt Rosetta Stone for the instruction of various practical modern languages. With these curricula, our students will be able to choose the languages that fit their goals and to develop proficiency at an individualized pace. Through instruction in foreign languages and the history behind these languages, our students are exposed to diverse cultures and perspectives. Students are motivated to continue working towards college knowing that, by succeeding in college, they will have the opportunity to travel and experience the cultures about which that they are learning.

Our Saturday school program supplements the variety of learning experiences available to our students during the school week. Students are presented with a wide-range of options, some of which are provided by external facilitators and programs. These include more sophisticated and varied art classes, dance, yoga, debate, SAT and ACT preparation courses, additional foreign language instruction, and support in academic content when needed. Parents are invited and often encouraged to attend Saturday school so that they are invested in their students' learning and exposed to their students' academic and extracurricular passions.

We also invite our parents to join our teachers and students on field trips. With our campuses situated in D.C., we have access to a wealth of museums, monuments of historical significance, and institutions rich in content applicable to our curriculum. Regrettably, the majority of our students and their parents have never experienced these resources on their own, despite living within ten miles of these sites. KIPP DC prioritizes scholastic field trips, acknowledging the importance of exposing our students to the contexts and perspectives that their higher-income peers might take for granted. Each school allocates funds to sponsor four field trips each year. Some of our most important field trips are annual field trips to universities across the country beginning in fifth grade. KIPP DC students and staff have traveled to Harvard, University of Pennsylvania, Columbia, NYU, and multiple local universities. We know that when our students see college with their own eyes, they begin to think of college as a tangible goal.

**(C)(1)(a)(v) KIPP DC students master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;**

KIPP DC's track record of success in improving student achievement outcomes, as evidenced in Criterion (B)(1), demonstrates that mastering critical content is the key focus of our teachers, school leaders, and students. KIPP DC utilizes a diverse system of assessments to gauge student learning (Appendix C1.2). Nevertheless, mastering key academic content constitutes only one part of the intricate equation guaranteeing students' long-term success. We believe students' "soft skills" or "non-cognitive factors" (as they are defined by Paul Tough in his book, How Children Succeed) are equally important to students' long-term success. Paul Tough's work complements KIPP DC's long-standing belief that solely mastering academic content will not lead students to and through college successfully. Each of KIPP DC's school leaders has read How Children Succeed, where Tough describes the importance of character traits such as persistence, self-control, curiosity, conscientiousness, grit, and self-confidence in achieving success. Still, values-based instruction is not new to KIPP DC's classrooms. Each school is founded on a set of values that are explicitly stated in the school design plan, giving each KIPP school a unique context and structure. A list of each of KIPP DC's school's values can be found in Appendix C1.3.

Instruction at the beginning of the year is framed around introducing students to the values of their school and ensuring that they are using these values in interactions with their peers, teachers, and parents. This instruction is outlined in each school's student handbook. These values are usually overarching character traits like grit, honor, and perseverance, which are critical to both short-term and long-term academic and personal success. Because we know that students will have a much more challenging road to success if they leave KIPP DC without building their aptitude in these soft skills, character lessons are seamlessly woven into academic lessons constantly. For example, if you step into (b)(6) (b)(6) fifth grade reading class, you may hear her ask about students' content knowledge or sentence-structure understanding of Harry Potter and the Deathly Hallows, and then you will hear her ask how Harry showed "grit" or persistence in a particular story.

At KIPP DC, academic progress intertwines with the development of non-cognitive skills. Just as teachers work with

students to determine their personalized goals for academic success, our school leaders are finding that the most effective way for students to develop competency in these traits is to have students rate themselves on their proficiency and create individualized plans for their growth in these areas. Principals use professional development sessions to support teachers and Residents in creating instructional plans that encompass the direct instruction and evaluation of students' non-cognitive skills. Residents learn how to teach and assess academic subjects as well as non-cognitive traits in tandem with their lead teacher. They complete their residency year understanding that students will not meet all of their long-term goals if they do not develop academic prowess along with personal aptitudes in their classrooms. Residents will broaden the focus of student achievement across D.C.as they launch their own classrooms in which student learning is defined holistically and includes the development of non-cognitive traits.

**(C)(1)(b)(i) KIPP DC's strategy to ensure all students have access to a personalized sequence of instructional content and skill development designed to enable the achievement of individual learning goals and ensure he or she is college- and career-ready;**

KIPP DC benefits from being a network of small schools. At full capacity, each of our ten schools consists of four grade levels, and each grade level has ~100 students. Relationships between and among teachers, students, and families are prioritized and enabled by the small school size. Through frequent conversations about individual student's achievement data, our teachers, school leaders, and special education support teams are acutely aware of each student's learning needs and goals. We believe that really knowing students and families is a critical component of our ability to support learning and sequence content and skills so that each student can achieve his or her own academic goals.

KIPP DC uses the Response to Intervention philosophy to support struggling learners according to their individual needs. This philosophy proscribes particular levels of teacher support and small-group instruction based on a student's academic level and academic growth. Through Response to Intervention, students receive an individualized sequence of instruction determined by concrete outcomes in student achievement data. KIPP DC has identified several adaptive learning tools for literacy and math instruction that we currently believe are the strongest tools on the market for enabling high levels of individual student achievement.

Our Residents work with small groups at all grade levels using software tools like Dreambox, Waterford Early Learning, iStation, Lexia, Read Naturally, and Apex to provide a personalized sequence of instructional content for students. Because Residents are not planning the content provided by these learning tools, their instructional responsibilities are low-stakes and high-impact. Our students are therefore engaging in high-quality instruction as our Residents learn instructional techniques and practice data-driven instruction.

While much of the adaptive, personalized software is used in early childhood and elementary grades, our middle school students also have access to instructional content that helps them meet their individual goals. For example, CTR Residents at each campus have started running an advanced math block where the highest-level students are pulled out during homeroom to work on mastering math standards from the next grade level. Our struggling students are pulled out of their study skills classes for an hour of differentiated work on the Kahn Academy, an online math program. Each student has his or her own scope and sequence of content determined by pre-assessment of standards mastery and performance on the Kahn tasks that they complete.

An additional example of personalized learning is the support that our high school students receive to ensure that they are college- and career-ready. One of the primary methods is through Advanced Placement (AP) coursework. Our high school Residents train in AP Biology and AP Chemistry classrooms, scaffolding whole-group instruction for targeted students and spending time outside of class with students who need support in achieving their AP goals. Residents training at the secondary level may facilitate small groups or Saturday sessions with the primary goal of preparing each individual student to succeed on high-level math and science assessments and graduate on time with the background knowledge needed for college success. In addition, high school students participate in Future Focus, a career-readiness program designed in partnership with Accenture. Through Future Focus, students access teacher-led and computer-based trainings that focus on key levers for success in the workforce, including interviewing skills, professionalism, technology and media literacy, and resume writing. A select group of high school students participate in a more robust version of the program and are matched with summer internship opportunities in a field of their interest. More information about Future Focus can be found in Criterion G – Competitive Preference Priority and Appendix G1.2.

**(C)(1)(b)(ii – iii) KIPP DC's strategy to ensure all students have access to 1) a variety of high-quality instructional approaches and environments and 2) high-quality content, including digital learning aligned with college- and career-ready standards**

KIPP DC uses progressive instructional techniques and curriculum. In addition to redesigning curricula and adopting assessments to align with Common Core (referenced in Criterion (C)(1)(a)(ii)), we provide a high-quality instructional environment in every classroom. KIPP DC College Preparatory's Advanced Placement courses are a great example of how high-quality college-focused instruction at the high school level. Through a continuous evaluation process, we are constantly using student outcomes to determine if the curricula we have adopted are meeting each student's needs.

We also incorporate technology to deliver instruction and to share best practices among lead teachers and Residents. Every in one of our classrooms is equipped with SMARTBoards and document cameras. Many classrooms have Learner Response Systems that enable students to contribute to a classroom discussion by responding to questions from their laptops, tablets, or mobile handheld devices. In addition, select teachers have iPads that wirelessly connect to SMARTBoards. This classroom technology allows for the streamlined use of varied media for instruction. Teachers are able to play speeches or videos to enhance a lesson and are able to display the text of books so that all students can read along. They can run interactive lessons with music and creative PowerPoint presentations, check for understanding with the Learner Response System, and easily track behavior with a simple iPad application that counts the number of times a teacher redirects a student. Specific to CTR, our Residents often stimulate this innovation. As newcomers to the teaching profession, they have not adopted specific instructional methodologies and as such, they are willing to try cutting-edge techniques. Lead teachers are inspired by their Residents' use of classroom technologies in a way that broadens their own imagination and understanding of a new tool's effectiveness.

Residents are also responsible for implementing a portion of the digital learning content that we have adopted at each KIPP DC campus. As various vendors of digital learning content are vetted, KIPP DC supplements core instruction with proven modes of

digital learning content. A chart of the digital learning content used in each grade level is below.

**Table 7 --** Digital learning content utilized at KIPP DC schools

| Grade Level | Math | Literacy |
|---|---|---|
| Early Childhood | Dreambox* | Waterford Early Learning*, Lexia* |
| Elementary | Dreambox* | iStation, Lexia* |
| Middle School | Dreambox*, Apex Learning*, Kahn Academy* | Read 180*, Lexia* |
| High School | | Read 180*, Lexia*, Read Naturally, Rosetta Stone |

* indicates a program that is aligned to Common Core State Standards

**(C)(1)(b)(iv)(A-B) KIPP DC's strategy to ensure all students have access to ongoing and regular feedback, including frequently updated individual student data used to determine progress toward mastery of college- and career-ready standards and personalized learning recommendations**

KIPP DC's usage of data surpasses that of most education organizations. Multiple strategies for incorporating data-driven instruction allow teachers and Residents to increase student achievement significantly. In addition, students and families have access to many of these tools and technologies, which include:

- The Data Warehouse, exemplifies the future of managing and utilizing data to improve instruction. With one snapshot, every teacher has the ability to look at each of their students' entire history of achievement, behavior, and attendance data from their time in KIPP DC. The Data Warehouse pulls from multiple platforms and includes progress on CCSS-aligned assessments. Through RTT-D, the Data Warehouse will also include a Parent/Student module designed to generate reports on and provide online access to individual student performance.

- "Data Days", held once per quarter after each set of benchmark exams, provide teachers and Residents time to examine and make plans using their data. School teams use this opportunity to view comprehensive class-level data, as well as student- or group-level data.
- KIPP DC's robust data team is comprised of one data expert at each of our three campuses, a data expert at the high school, and a Director of Data and Analytics. This dedicated team helps our teachers analyze and act on their data. The data team has revolutionized the way that our teachers and school leaders use data to inform instruction and support students.
- The (b)(4) Learning Management System will give educators and students access to real-time, actionable data sourced from numerous instructional software platforms used by students. Teachers and school leaders will have access to comprehensive student outcomes on benchmarks, adaptive learning tools, and unit assessments through this system.

KIPP DC is dedicated to creating a data-driven culture focused on ensuring that students are prepared for college and career. Teachers and Residents continuously refine their skills of data collection, analysis, and personalized instruction informed by data (See Appendix A3.4 for a review of the CTR Data Rubric).

**(C)(1)(b)(v) KIPP DC's strategy to ensure all students have access to accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards**

KIPP DC supports high-need students in the least-restrictive instructional environment while still providing modifications consistent with their individual education plan. Our Response to Intervention framework provides scaffolds for students that correlate directly with their progress through grade level goals. This framework allows us to provide all students, not just the students who have been identified for special education services, with appropriate modifications. The goal of the Response to Intervention system is to give students the support they need to remain on grade level, and therefore, on track to meeting college- and career-ready standards. (See Appendix C1.4 for the Response to Intervention three-tiered model of intervention.)

KIPP DC also maintains a low student-to-teacher ratio – we have approximately one teacher to every 11 students – and 40 of these teachers are certified, or working towards their certification, in special education. In fact, Capital Teaching Residency plans to

become a certifying agent in special education in school year 2013-14, to help address a gap in special education teachers in Washington, D.C. as identified in Criterion (B)(5). We expect 64 of the 415 CTR Residents trained through RTT-D will obtain certification in special education, with at least 16 of them taking their skills to Partner Schools.

Within KIPP DC specifically, by sustaining a comprehensive special education staff, we are able to provide services to all students, especially those with the most complex needs personalized services and support. KIPP DC's Director and Deputy Director of Special Education have 26 years of experience in education. They lead intensive professional development sessions during the summer on compliance, work with families, the variety of disabilities and planning for students with special needs. Once the school year starts, they spend 100% of their time in schools working with staff and students and determining what students and teachers need to boost student success and ensure student progress towards goals. KIPP DC is supporting all students, including those with special needs, to meet their goals by devoting a significant portion of personnel to these students and training this staff to understand students' specific needs, plan towards these needs, and ultimately drive these students to meeting their college and career goals.

**(C)(1)(c) KIPP DC has mechanisms in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.**

The most efficient and effective source of training and support that students receive comes directly from their teachers. As developing teachers, Residents are responsible for ensuring students understand how to use tools and resources to track and manage their learning. It is therefore critical that our Residents are proficient in using each tool or resource as they instruct and support students. To ensure this, Residents and lead teachers undergo both internally-led and vendor-led training on how to use student learning tools in the classroom effectively and efficiently. Through RTT-D, teachers and Residents will have access to a Data Coach, who will support educators and they choose and incorporate classroom technologies throughout the year, and will undergo software and Data Warehouse trainings at the beginning of each school year. Because Residents have not been exposed to other methods of instruction, they readily adopt the mechanisms KIPP DC currently uses to manage student learning through digital learning content and personalized instruction.

**(C)(2) Teaching and Leading** (20 points)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

(a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

(b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

(i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs and interests;

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be

found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

**(C)(2) KIPP DC's approach to teaching and leading helps educators improve instruction and increase their capacity to support student progress**

The Capital Teaching Residency will train 415 teachers during the grant period. We are confident that these teachers will be prepared to effectively guide students on their path to and through college. Many of these teachers will continue as educators within KIPP DC, but, in order to build the capacity of school across the D.C. region, at least 25% of these teachers will be placed externally in Partner Schools after completing their residency year. These teachers will not only be effective in their own classrooms, but, because of the training they have received, they will also understand the importance of collaboration and culture. They will be well-versed in personalized learning instruction and the utilization of adaptive learning technologies within classrooms and will generate student-focused reform as they bring the best practices that they learn as Residents at KIPP DC to their classrooms across the city, ultimately closing the achievement gap for more than 21,000 students in the District of Columbia.

The Capital Teaching Residency is designed to increase the capacity of our teachers and our schools to provide high-quality instruction that accelerates student learning. Although we recognize the potential of technology to bolster student achievement and to offer individualized instruction, we know that high-quality educators are the key lever in preparing students for college and careers and, ultimately, closing the achievement gap. During the 2011-2012 recruitment season, more than 800 applicants applied for the 67 positions available. We were therefore able to select the most qualified applicants for each CTR position. By bringing in high-quality, high-potential individuals to train within our schools, we are able to reduce our student-teacher ratios, not just our

student-adult ratios. Even as new teachers, our Residents have the capacity to support their lead teachers in the full implementation of supportive, personalized learning environments for all students. In addition, we are able to train our Residents to embrace the newest standards, instructional techniques, and learning philosophies.

**(C)(2)(a) KIPP DC's educators engage in year-round professional development**

All KIPP DC educators participate in hundreds of hours of professional development throughout the year so that they constantly refine their teaching skills and capacity to personalize the learning environment for their students. A full suite of sessions that provide targeted professional development for KIPP DC's Residents, lead teachers and school leaders can be found in Appendix C2.1; this list includes internal check-ins and staff sessions, travel to other excellent schools, frequent sessions delivered by external partners, and annual participation in KIPP School Summit. A focal point of KIPP's overall professional development, KIPP School Summit brings together thousands of KIPP teachers and school leaders from across the country for an intensive week-long professional development conference. Through RTT-D, all 415 Residents will travel to the annual Summit and attend a number of the hundreds of sessions that are offered. In 2012, more than 170 content-specific sessions were offered to educators with overarching themes of world language, visual arts, technology, special education, athletics, music, instructional coaching, theater, social studies, math, and science. Further, sessions are differentiated by grade level so that educators can choose the sessions that best meet their needs. A review of the sessions offered at KIPP School Summit in 2012 can be found in Appendix C2.2.

**(C)(2)(a)(i) Our professional development supports teachers' capacity to implement personalized learning environments and ensure students graduate ready for college and career.**

Professional development is one of the four key levers of the success of the Capital Teaching Residency. Although CTR cannot be successful without the gradual release model, Mentor support, and coaching and evaluation from school leaders, the professional development that our Residents, Mentor teachers, and school leaders participate in throughout the year is the

foundation for each of the other program levers. KIPP DC therefore prioritizes providing high-quality professional development to each of the program's key stakeholders and, in order to sustain a high level of achievement in classrooms where Residents are teaching, we plan to allocate $655,360 to Resident professional development, and $24,000 on staff professional development in Investment Project #1.

Throughout the year, Residents and lead teachers participate in high-leverage, school-based professional development sessions which enable them to successfully implement the key interventions and strategies that KIPP DC has adopted to support students' individual learning. The majority of training conducted by KIPP DC for our teachers is either focused on strategies for implementing personalized learning environments or includes strategies for personalized learning within the context of trainings. Examples of sessions focused on implementing personalized learning environments include the Response to Intervention training in which all teachers in our elementary and early childhood schools internalize the philosophy behind Response to Intervention's tiering systems (further reviewed in Criterion (C)(1)(b)(v)). In addition, our teachers participate in training with external consultants on each of the blended learning tools utilized in KIPP DC's network. They also spend approximately 20 hours during summer and fall professional development learning about the reading and math curricula and assessments adopted by KIPP DC. Curricula such as Math Illuminations and Words their Way, assessments the adaptive learning software listed in Table 7 were carefully selected because they are aligned to college- and career- ready standards and provide a detailed breakdown of a student's strengths and areas for growth in each strand of literacy or math instruction. When our Residents and teachers use each of these resources correctly, they can more easily identify teaching points and instructional strategies aligned to student performance that will help students as they bridge gaps in mastery and acquire the content they need to be college- and career- ready. These curricula, blended learning tools, assessments, and the professional development provided by their manufacturers are thus improving our Residents' and teachers' capacity to implement personalize learning environments and accelerate learning for all students.

**(C)(2)(a)(ii) Our professional development and training environment supports teachers' capacity to adapt content and instruction in response to academic needs**

Based on one of KIPP's fundamental principles of "Power to Lead," KIPP DC school leaders have autonomy over many aspects of scheduling, structures, and instruction at their schools. While our teachers are not given entirely free rein on instruction, they are provided the opportunity to modify the aspects of their curriculum that will facilitate student achievement and ensure students meet rigorous goals aligned to college and career readiness.

School-wide modifications to instruction and content are driven by student outcomes and the grade-level context. For example, our early childhood schools are currently utilizing project-based assessments and teaching all content through thematic units. This structure works well for our youngest students but would not translate as rigorous and college-focused instruction in our middle schools or high school. Instead, these schools are focusing on advanced instructional opportunities for their proficient students and strategic supports for students who are struggling. Likewise, our innovative, personalized math instruction, which includes small groups focused on mastering above-grade level standards or utilizing Kahn Academy for below-grade level students (citied in Criterion (C)(1)(b)(i)), is facilitated by CTR Residents, who work with these groups and monitor student data from the Kahn Academy sessions so that they can determine if students are working on the instruction that meets their specific needs. Continued instructional practices are informed by this data and tailored to meet each student where they are.

For the Special Education population at KIPP DC, our high school has been able to utilize CTR to train, hire, and retain three special education teachers with high-level science and math backgrounds. These teachers provide inclusion support in the math and science classrooms and pull out small groups of students who need additional help. During small group time, our special education support staff uses a diverse set of instructional strategies including video, audio, and manipulatives to support student learning. Likewise, the special education teams are trained on the same assessment and data systems as the rest of the teachers at KIPP DC and engage in additional trainings on assessments and curricula, such as Wilson Reading and Leveled Literacy Intervention that are

tailored to students who struggle academically. Our special education teachers work to break down the sub-skills that limit special education performance and create individualized plans replete with pull-out instruction to help students move towards their goals.

Every KIPP DC student receives intensive individualized instruction, regardless of where they fall on the spectrum of proficiency. Each student participates in a variety of small groups, spends time on digital and adaptive learning tools, and has teachers who provide instruction based on student data. In Rethinking Teacher Supervision and Evaluation, Kim Marshall describes a powerful gap-widening dynamic at work in most classrooms stating: "Principals and teachers don't have the mandate, the training or the skills to pause when significant numbers of students are below mastery and fix what they don't understand before the gap widens even more." KIPP DC's principals and teachers have the power to redirect their curriculums and schedules, and as we build our repository of digital learning tools, are able to utilize our teachers and Residents in creative ways so that each student's specific learning needs are met.

**(C)(2)(a)(iii) Our professional development and training environment supports teachers' capacity to measure student progress and use data to inform and improve teaching**

All KIPP DC educators participate in up to 30 hours of professional development specifically focused on using data to identify and respond to students' individual needs. KIPP DC's data and instructional teams work with consultants from our assessment providers to lead sessions on identifying particular gaps in student data and how to use these gaps to create aligned plans. For example, consultants from the Strategic Teaching and Evaluation of Progress (STEP) assessment team at the University of Chicago not only provide sessions on the utilization of the STEP Literacy assessment and evaluation of assessment outcomes, but also conduct classroom observations and support the elementary instructional team in presenting professional development sessions on literacy for teachers. Grade-level teams can use the information from these sessions, draft plans to create classroom structures and curricula, and modify their plans to respond to individual student needs.

We also know that teachers need support in utilizing data to determine the optimal learning approaches to use in response to each students individual needs. Thus, each KIPP DC school holds all-staff "data days" (referenced also in (C)(1)(b)(iv)), led by KIPP DC's data team, after each major benchmark assessment or at the end of each advisory. Teaching teams spend time disaggregating data by student and by standard in order to identify trends in mastery and create individualized student support plans that target the specific areas in which students are struggling.

Additionally, Residents receive supplemental support through Resident-specific professional development sessions. During these sessions, Residents learn and practice the data analysis process, learning that they must carefully collect, organize, and analyze data before they can effectively act on it. Data training begins early in our Residents' teaching careers. By the end of the residency year, every Resident understands the purpose of each assessment given, is able to track the data collected, knows how to analyze the data from that assessment, and can then apply the information to better serve students. Each year, Residents participate in a data planning professional development session where they are presented with the program's rubric for data analysis, have the opportunity to practice with real data, gain strategies for collecting and tracking students daily progress, and set goals for the students in their small groups. Residents submit their small group data and a reflection on this data at two points during the year, after which they are provided feedback on their reflections by their school leader. Residents who do not demonstrate the ability to use data to plan instruction and support students will not be eligible to graduate from the program.

After Residents have gained proficiency in data analysis, they are trained in "matching" student outcomes to strategic instructional strategies. Identifying the appropriate strategies for each student's specific needs is one of the most difficult tasks for any teacher. Our Residents are able to practice and gain skills in this area before they independently plan for the core academic subjects. KIPP DC's data team, the CTR program team, school leaders, and lead teachers work together to ensure that Residents are correctly responding to student needs. Our various personalized learning platforms (see Table 7 in Criterion (C)(1)(b)(ii – iii) scaffold our Residents' proficiency in planning instruction. Designed to address instructional deficiencies gleaned from current

student achievement data, the lessons students complete while using these digital learning platforms always align to students' needs. When Residents are leading small groups at the beginning of the year, they often benefit from the support of our digital platforms, using them to manage small groups of students who are working with the support of adaptive learning tools.

Finally, to supplement the already strong professional development around data practices, KIPP DC will utilize the new Technology Coach to ensure Residents not only know how to use the instructional tools provided to them, but that they can apply the information gleaned from the software through the (b)(4) Learning Management System to further personalize teacher-led instruction.

By the end of the residency year, Residents are well-versed in using student data to respond to student needs. They become lead teachers who are comfortable with differentiation and providing students with multiple scaffolds within every lesson. Whether they stay at their training site or become a lead teacher in a placement partner, they are well trained to ensure that each of their students is provided instruction aligned to his or her particular needs.

**(C)(2)(a)(iv) Our professional development and training environment supports teachers' capacity to use feedback to improve the effectiveness of teachers and principals**

KIPP DC's teachers, Residents, and school leaders are hired because they express a belief in constant feedback and a desire to continuously improve. All teachers and principals have a formal evaluation process in place to support this continued improvement and to encourage direct conversations around the teaching and leading in each KIPP DC school. KIPP DC's teacher evaluation process is formalized to guarantee all teachers are meeting the requirements of their jobs, specifically by ensuring all students are meeting their goals. In addition, this formal coaching and evaluation cycle affords Residents and teachers multiple opportunities to build their capacity in using feedback to improve their effectiveness, thus requiring all stakeholders to reflect on performance and identify key action steps for the improvement of teachers and leaders in our schools.

Our school leaders conduct two formal evaluations of their Residents and lead teachers each year and are also providing teachers with actionable feedback throughout the year. School leaders conduct mini-observations of every teacher in their building every other week. After observing a teacher, the principal and teacher meet for 30 minutes to discuss the observation and come up with a single action step for the teacher's improvement. Our Residents and lead teachers are thus working towards a new goal for improvement at least eighteen times every school year. Prior to their two formal evaluations, our Residents meet with their school leader (typically their vice principal) to synthesize these small action steps. During this meeting, vice principals and Residents evaluate a Resident's performance in key instructional competencies in order to create a plan for action prior to the formal evaluation. By creating this action plan at least six weeks before a Resident's first formal evaluation, the Resident is able to identify his or her key areas for growth and strengths so that he or she can take the appropriate steps to improve before receiving formal evaluation scores. During both formal evaluations, Residents are evaluated on the six CTR rubric competencies. They receive a score between one and four on each competency. In addition to the score, school leaders provide feedback on three key areas for growth and three key strengths in each rubric area (see Appendix A3.5). Our CTR and lead teacher rubrics were developed with principal and teacher feedback and designed to meet the requirements of the Office of the State Superintendent in D.C. for teacher evaluation (see Appendix C2.3)

Through this RTT-D grant, we are planning to advance our Resident evaluation process by investing in an online observational platform. Residents and school leaders will be able to upload video onto the online platform and annotate videos with key pieces of feedback, questions about teacher actions and aligned rubric areas. School leaders and mentor teachers will be able to use this platform, along with the Resident evaluation tools, to gauge each Resident's capacity to use feedback and identify key areas for growth. Mentor teachers will also have log-ins to this platform, and therefore be able to upload video of their instruction to review and reflect on, so that they can review their instructional competencies, judge their responsiveness to school leader feedback, and continuously improve their capacity to accelerate student learning. In addition, we will be able to use the videos and the live

notes that are inputted by Residents, school leaders, and mentor teachers as an instructional tool for our Partner Schools. During the annual CTR Summit, we will present on our evaluation tool and outcomes to build the capacity of our Partner Schools to utilize feedback in improving instruction. Archived videos will be invaluable in planning and administering these sessions providing us the opportunity to norm on teacher evaluation scores, and demonstrate our leaders thinking around teacher scores during these sessions.

Residents or lead teachers who are not exhibiting the traits of proficient teachers will be placed on an improvement plan with clear and detailed action steps that they must complete by a certain date. If Residents or lead teachers are not meeting the requirements of the improvement plan, they will be released from their position. Only by having the most effective educators in schools across D.C. can we hope to close the achievement gap in the District of Columbia.

**(C)(2)(b)(i) Educators have access to actionable information to identify optimal learning approaches that respond to individual student needs**

There are three primary tools that teachers can use to garner actionable information that will allow for personalized instruction based on each student's specific academic need.

#1: Assessments

Effective educators know how to assess students; they know how to analyze the data from those assessments, to use that data to inform their instruction, and to ensure that their school is meeting the needs of its students. KIPP DC prioritizes this crucial teaching core practice during Residents' training year and in our continuing professional development with lead teachers. It is our goal that every teacher at KIPP DC uses data to accelerate student progress. We align professional development sessions and upgrades to our assessments, technologies, and data systems to this goal, but understand that access to relevant and comprehensive data is key to ensuring KIPP DC's educators respond to individual student needs. Table 5 in Criterion (B)(1)(c) outlines our current

and future practices to ensure all educators have access to data that allows them to meet this goal.

The STEP assessment and NWEA MAP, our key assessment systems outside of the State test, provide teachers with a plethora of data points on student growth and achievement. They allow our teachers, Residents, and school leaders to identify each student's grade-level equivalent and also determine students' specific strengths and areas for growth within a content area. As a result, we are able to unambiguously measure and communicate student progress towards college- and career-ready goals.

Specifically, the NWEA MAP – KIPP DC's most-used assessment which spans grades K-11 – offers an online instructional resource tool for teachers, called DesCartes – A Continuum of Learning, which is designed to help teachers translate the raw data from students' assessments into actionable plans for instruction and grouping. DesCartes contains separate sections for each subject in mathematics and reading, and within each section are the main Common Core strands. Teachers can use MAP test results to determine a student's instructional level by referencing his or her individual score in the DesCartes reports. This approach will provide indicators of skills and concepts a student understands, skills he or she is developing, and skills that may be academically challenging. It also provides a roadmap that will help teachers differentiate instruction at an individual and group level and home in on the concepts that need to be mastered next. Our data team provides school-wide professional development on the NWEA MAP to all KIPP DC educators, including Residents and the NWEA provides teachers with various guides about how to use the NWEA MAP data to personalize instruction. Information from the NWEA reports will also be imported into the Data Warehouse to provide an even more comprehensive understanding of each student's personal academic progress.

#2: The Data Warehouse

A high-level version of assessment data is accessible through KIPP DC's Data Warehouse, which is currently in alpha-testing in schools. Teachers can access comprehensive data on student performance through the Data Warehouse. With funds available through the RTT-D, KIPP DC plans to further improve its Data Warehouse to incorporate student-specific information

from each of our adaptive learning tools, which will be updated as students complete tasks and assessments within these systems (see Table 1 in Criterion (A)(1)).

Teaching teams are able to access a wide variety of data on each student in their grade level or school through the Data Warehouse. In refining and building out a more sophisticated Data Warehouse, KIPP DC is simplifying complex data analysis and therefore encouraging further collaboration around student achievement. Through the Data Warehouse, and through subsequent and ongoing professional development on using the Data Warehouse, teachers and Residents will be able to access and understand the full scope of a students' progress, share these outcomes across teams, explicate which methods are promoting student progress, and repeat these practices across classrooms and grade levels.

#3: The (b)(4) Learning Management System

Different from the Data Warehouse, the (b)(4) Learning Management System will allow teachers to access real-time student achievement data via the multiple online platforms students are using within their classrooms. This system will allow a student to create a user name and password (for young students, this is often a picture of themselves and an easily identifiable object, such as a cat), and then choose from the suite of online software programs available, such as DreamBox or Lexia. While students are interacting with the software, the (b)(4) Learning Management System will track that student's progress and report real-time results to their teacher. This reporting will provide aggregated data on any and all computer-based or online software programs that student is using, giving teachers a comprehensive look at each student's progress. Most significantly, a teacher can personalize instruction on the exact day that a student is not mastering a concept via information gleaned from the (b)(4) Learning Management System.

Both the Data Warehouse and the new (b)(4) Learning Management System will provide unparalleled access to data for all

Residents, lead teachers, and school leaders. Further, through RTT-D, all educators will receive high quality training at the beginning of each school year, to ensure they are using each system to its full advantage by constantly tailoring instruction to meet the needs of the entire class.

**(C)(2)(b)(ii) Educators have access to high-quality learning resources aligned with college- and career-ready standards, and the tools to create and share new resources**

Every educator at KIPP DC has access to high-quality instructional content and informative assessments, both of which are aligned to rigorous college- and career-readiness standards. Through the foundational code of "Power to Lead", our Residents and lead teachers have the flexibility to modify their plans and create tools that will move students to new levels of proficiency and on their way to college. Using strategic backwards planning, summative assessments, and grade level standards, teachers develop and, when necessary, modify instructional units and lessons that are designed to teach to our CCSS-aligned benchmark exams. KIPP DC's curricula, software, and assessments are high-quality instructional resources that meet the needs of every student and provide an exceptional training environment for Residents.

Further, through the scale of the KIPP network, lead teachers and Residents can create, share, and learn from the thousands of KIPP educators across the country. All KIPP teachers have access to network-wide collaboration via KIPP Share, an online platform that enables teachers to share their curriculum, connect with teachers across the network, and explore more than 100,000 lesson plans throughout the year. Annually, the best content and instructional strategies are also shared at the KIPP School Summit (referenced in Criterion (C)(2)(a).

**(C)(2)(b)(iii) Educators are able to provide continuous feedback about the effectiveness of the high-quality learning resources in meeting students needs**

KIPP DC's "Power to Lead" philosophy does not solely apply to school leaders; teachers are also key decision makers who are provided opportunities to share their thinking and, with the approval of their school leader, change course when necessary. School leaders' bi-weekly one-on-one meetings provide school leaders and teachers the opportunity to discuss observation feedback, student results, and teachers' questions or concerns. Teachers are encouraged to share candidly with school leaders so that they can work together to identify solutions. Because the key focus of these conversations is on student outcomes, if a resource is not meeting student needs, teachers and school leaders will discuss this resource and brainstorm solutions. The school leader and instructional team are currently the key points of communication for teachers when discussing student outcomes and the effectiveness of learning tools. However, we plan to delegate the responsibility for the effectiveness of blended learning tools to KIPP DC's technology and innovation team.

With this RTT-D investment, we plan to hire a full-time Technology Coach. The Technology Coach will be responsible for observing teachers to evaluate their use of technology in their classrooms, setting goals for technology with teachers, and determining the effectiveness of each technological learning resource in meeting student needs. The Technology Coach will conduct informal surveys of teachers throughout the year to elicit feedback on the effectiveness of learning resources that students are accessing on computers and iPads. These surveys will also ask teachers to assess the effectiveness of the SMARTboards and Learning Response Systems that they are using in their classrooms. The Technology Coach, teachers from each grade level, school leaders, and Chief Academic Officers, will participate in the Data Warehouse User Committee. This committee will meet quarterly to provide feedback on teachers' satisfaction with their access to comprehensive data beginning first with alpha testing of the Data Warehouse (a copy of the full presentation given to the Data Warehouse User Committee in fall 2012 can be found in Appendix C2.4. Having a comprehensive picture of student outcomes is critical to teachers meeting goals and pushing students to success. The

Data Warehouse User Committee will ensure teachers are engaged in the process of building and improving the Data Warehouse, so that it provides teachers with the information they need to make informed instructional decisions and accelerate student learning.

**C)(2)(c)(i) School leaders have access to information that improves educator effectiveness and school culture and climate**

KIPP DC has high expectations for students, for teachers, and for school leaders. We know that in order to maintain high expectations for students, all of the adults in our buildings not only need to be working to teach their students, but also to improve their own practice. Our Lead Teacher and CTR Evaluation systems have been vetted by the Office of the State Superintendent of Education (OSSE) in D.C. These systems are the key source of information that help our teachers improve their effectiveness, work together for improved school culture, and ultimately, unify approaches to continuous school improvement. The lead teacher and Resident evaluation systems can be found in Appendix C1.1 and Appendix A3.5, respectively.

School leaders spend the majority of their time in teachers' classrooms, and every office has an open-door policy. The principal's relentless presence in classrooms and delivery of ongoing, meaningful feedback is a fundamental building block in creating a school culture focused on continuous school improvement. By consistently observing and providing feedback to all teachers in the school, principals open the dialogue around improvement between school leaders and teachers. Teachers are comfortable discussing action steps because all teachers have action steps, and they understand that they can support each other in progressing towards teaching proficiency. This relationship is especially important for our Residents and their Mentor teachers. Residents are a constant presence in their Mentors' classrooms. As Residents build their instructional capacity, they are able to analyze their Mentor's teaching and support their Mentors in achieving their teaching goals. Mentors and Residents are asked to share their individual action steps and formal evaluation outcomes so that they can better support each other's development. We believe that there is always room for improvement. Our entire school culture is built on this premise, and the paradigm of support that has developed between teaching Residents new to the profession as well as veteran teachers is representative of this culture.

In addition to individual teacher observation and evaluation, our school teams use data from external sources to examine their school culture and climate. For example, KIPP DC participates in The New Teacher Project's Instructional Culture Insight Survey. All staff members at each of our schools take this diagnostic survey twice during the year. These survey results are summarized into three key elements: a common vision of great teaching, clear expectations for effective instruction, and a commitment to developing teachers. Principals can track the instructional culture within their schools, and school leadership teams are able to compare outcomes across schools. School leaders use the Instructional Culture Insight Survey along with the Healthy Schools and Regions Survey to collaborate around network best practices as well as network wide normalization and improvement. The Healthy Schools and Regions survey (Appendix C2.5) is taken by all parents, students, and educators at each of our campuses, thus providing leadership teams a comprehensive understanding of the health of their schools and school communities. Our principals and leadership teams are invested in these surveys. They spend an entire day of one of their leadership retreats (described in below) reviewing the surveys, contrasting results, and creating plans to enhance school climates and cultures, and come back to the results throughout the year to check their progress and realign their work with their goals.

**(C)(2)(c)(ii) School leaders and leadership teams have access to training, systems, and practices to continuously improve school performance**

KIPP DC measures success in many ways, but our ultimate measure is the number of students who are getting to and through college. It is our goal that 85% of students will matriculate to college within 18 months of high school graduation. This is a lofty goal when considering average college matriculation rates, but for KIPP DC, it is only a partial measure of success. If our students are not successfully graduating from their post-secondary education, our staff is not doing their jobs. The achievement gap will only be closed when students from all communities are graduating from college at similar high rates.

KIPP DC closely monitors data and make changes when our goals are not met. Our current team of three Chief Academic Officers has a combined 40 years of experience leading schools across the country and the city. They utilize their broad perspective

on school improvement practices to effect changes within our buildings and support implementation of a robust array of training, systems, and practices aligned to school improvement. School leaders and instructional leadership teams engage in trainings conducted by KIPP DC, and by external providers throughout the year so that they can learn about and adopt practices to continuously improve and close achievement gaps.

Quarterly principal meetings are conducted by Chief Academic Officers so that principals can share best practices and compare outcomes by school. Principals understand that it is common practice for KIPP DC leaders to openly share challenges and successes and to use these conversations to learn from each other and therefore holistically improve LEA outcomes. KIPP DC's instructional support team members provide an additional layer of support in KIPP DC's system for continuous school improvement. Each of the four members of our instructional coaching team works at every one of our three campuses. Although not a formal part of their job description, they disseminate best practices and circulate suggestions for instruction or culture across campuses. Our principals trust these coaches and often embrace their suggestions. Our principals and CAOs also evaluate external data from a variety of normative tools as they create plans for school improvement.

KIPP DC also utilizes trusted external professional development and resources to provide school leaders with the skills and tools they need to improve their schools. School leaders and instructional leaders attend two annual KIPP DC leadership conferences. External providers such as Kim Marshall, author of Rethinking Teacher Supervision and Evaluation are brought in to provide our school leaders with the most current best practices in school leadership. We are able to use outcomes from the Healthy Schools Survey and The New Teacher Project's Instructional Culture Insight (described in Criterion (C)(2)(c)(i)) to determine the gaps that exist in our schools, and align our professional development for school leaders to close these gaps.

Through this RTT-D investment we will have the opportunity to share the training and systems used by KIPP DC for

continuous school improvement with the school leadership teams of our Partner Schools. The Manager of Alumni and Professional Development will coordinate several professional development opportunities for the CTR Partner Network, including the annual CTR Summit and the follow-up session in the Spring. These opportunities will be designed for partner school leaders to engage in discussions around school leadership with KIPP DC's leadership teams, thus enabling the effective sharing of best practices across the D.C. education community.

**(C)(2)(d) Plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals**

KIPP DC's CTR program creates highly effective teachers and places them in the hardest-to-staff schools and subjects. CTR prepares Residents in STEM subjects, special education, and early childhood education—three areas in which D.C.'s need for high-quality teachers is particularly dire. CTR borrows from the medical residency model; Residents learn and train alongside an expert teacher in a high-performing public charter school just as medical students train alongside an expert doctor. The CTR model works because it trains Residents in an environment of excellence, integrating coursework, practicum, coaching, and mentoring within the context of a high-performing charter school.

Various alternative certification programs have sought to address D.C.'s shortage of effective teachers with mixed results. Without the opportunity to gain necessary clinical experience prior to becoming a teacher of record, first-year teachers often lack the competence and confidence to face the enormous challenge with which they have been tasked. This inadequate learning environment affects teacher retention and, in turn, student achievement. CTR applies the residency model to teacher preparation and builds upon successful models of existing residency programs. The teachers who graduate from CTR never experience a traditional first year of teaching in which they are unsure of how to manage their students, collect meaningful data, or plan assessments. They are positively impacting student achievement from their first day as lead teachers.

As a result of the high-quality training of CTR, and through a RTT-D investment, KIPP DC will train 415 highly effective urban educators in teach in classrooms in D.C. By 2020, these teachers will impact more than 21,000 students in the District of Columbia, within KIPP DC's schools and many additional CTR Partner Schools. Within the walls of KIPP DC's schools specifically, KIPP DC aims to ensure at least 90% of students are being taught by an effective teacher and 95% have an effective principal leading their school, as determined by our rigorous teacher evaluation system. See Tables (E)(3)(a-b) in Appendix E3.1 for further reference.

**D. LEA Policy and Infrastructure (25 total points)**

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

**(D)(1) LEA practices, policies, rules** (15 points)

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

**(D)(2) LEA and school infrastructure** (10 points)

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online

support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

**(D)(1)(a) KIPP DC's central office support**

KIPP DC's central office includes teams of Chief Academic Officers, instructional coaches, and special education experts who are exclusively focused on supporting classroom-based instruction. In addition, the majority of our data, technology, compliance, and business operations teams – though considered central office teams – work onsite at our schools, allowing for decision-making that is tailored to specific school and classroom needs. A more detailed review of our headquarters staffing structure is provided in Appendix D1.1. Beyond the central office, KIPP DC's governance structure is focused on optimizing results in the classroom. Our 12-member Board of Trustees includes experienced educators, local community leaders, as well as teacher and parent representatives (see Appendix D1.2 for more information on our trustees).

**(D)(1)(b) Flexibility and autonomy in KIPP DC schools**

"Power to lead" is one of the five main pillars of the KIPP philosophy. The power to lead means that the "principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn." (See Appendix D1.3 for a list of KIPP's five pillars.)

As a result, our principals have a highly effective degree of autonomy. They report directly to our CEO, and have full access to district-wide instructional resources (such as our Chief Academic Officers and instructional coaches), professional development resources through our national KIPP network, and school-based operational resources. Our principals drive school schedules and calendars, personnel decisions and staffing models, roles and responsibilities for educators and non-educators in their schools, and school-level budgets.

Our budget process, for example, reflects our belief that principals have "the power to lead." Budgeting begins at the school level, rather than at our central office - principals, in conjunction with Chief Academic Officers, articulate needs for the coming year in areas ranging from special education and fine arts to information technology and administrative functions. Senior management then coordinates the iterative budget development process—with principals continuing to play a critical role—to ensure that investments will drive student achievement consistently across schools and continue building an organization that is sustainable over the short, medium, and long term.

Once budgets are approved by our Board of Trustees, principals have broad latitude in making spending decisions. They can tailor their budgets to suit programmatic design—including spending relating to curriculum materials, professional development, extracurricular programming, and class trips. While staffing plans are designed centrally to check for consistency across schools, principals have full autonomy in executing their staffing model both in terms of deciding which electives to offer as well as making all hiring decisions. This differs from many Districts where all hiring decisions are made by central office staff.

**(D)(1)(c) Students have the opportunity to progress based on demonstrated mastery**

We focus on helping each of our students reach mastery of grade-level targets and have built into our instructional models the flexibility for differing learning trajectories. At our high school, students have the option of earning credits in world language and core subjects through dual enrollment or online courses. Many of the online courses have allowed students to demonstrate mastery in an amount of time much shorter than that of the regular semester. At the discretion of school leaders, our high school students have also earned credit towards specific grade level subject requirements by demonstrating mastery via methods such as placement tests.

In our primary and middle schools, we form learning groups to allow students at similar levels to receive appropriate instruction and help support each other's learning. Reading groups at the middle schools are one example of such learning groups. The following table details the ways in which teachers provide differentiated instruction to readers at all levels.

**Table 8 --** Reading groups at KIPP DC middle schools

| Level | Approach | Purpose |
|---|---|---|
| Lowest | Wilson Reading System | To help students acquire necessary decoding skills |
| Low-middle | Reading Naturally program | To help students increase fluency and improve comprehension |
| Middle-high | Guided reading and vocabulary instruction | To increase comprehension of grade-level texts |
| Highest level | Exposure to various literary styles and book club discussions | To help students reach advanced levels through exposure to various literary styles and book club discussions |

Our technology-enhanced infrastructure also helps students to reach and demonstrate mastery at their own pace and ensures that they always have the opportunity to progress. Our schools are equipped with fixed and mobile computer labs, which facilitate personalized learning through technology that is fully integrated into our curriculum. Our use of software such as DreamBox, Lexia, and other programs allows for differentiated practice, embedded assessments, and targeted instruction—all at the individual student level. In addition, while students work at their own pace, teachers gain actionable data that gives students the opportunity to progress in and beyond the classroom.

**(D)(1)(d) Students have the opportunity to demonstrate mastery of standards at multiple times**

We recognize that students learn at different rates and have different styles of demonstrating understanding. As a result, KIPP DC teachers ensure that students have multiple opportunities to demonstrate that they have mastered standards, including oral presentations, performance tasks, projects, and assessments. Also, as mentioned above, our advanced infrastructure and integrated instructional technology allows for differentiated practice coupled with embedded assessments that gauge their progress throughout the program.

In addition to the myriad of ways students can demonstrate mastery of standards in the classroom through the use of our blended learning software, we also administer more formal assessments throughout the year. Our approach to these assessments mirrors our goal of ensuring that our students have repeated opportunities to demonstrate progress and mastery. We administer the District of Columbia Comprehensive Assessment System (DC CAS) once a year (for students in state-required testing grades), the Northwest Evaluation Association Assessment (NWEA) three times a year (grades K-11), and the Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment. We also measure student learning through internal benchmark assessments three times a year. These internal benchmark assessments are aligned to the Common Core State Standards and provide students with yet another opportunity to demonstrate progress and mastery (Appendix C1.2 further outlines KIPP DC's assessments).

**(D)(1)(e) KIPP DC provides learning resources and instructional practices that are adaptable and fully accessible to all students**

KIPP DC has a robust special education program that ensures that both students with disabilities and English Language Learners have the necessary supports and accommodations in place to succeed. In addition, with an extended school day, week, and year, students with more specific needs have more time in the classroom to acquire the necessary knowledge and skills, as well as more opportunities to engage in diverse extracurricular experiences. Cognizant that students may need support beyond the school day, we provide all teachers with cell phones and a monthly cell plan. This provides parents and students access to teachers around the clock—whether it is students calling for help with homework or parents looking to discuss supports for any special needs their child might have.

Our entire academic model is designed using a "responsible inclusion" approach that ensures that students receive instruction in the least-restrictive environment appropriate to their learning needs. In cases where there are significant knowledge and skill deficits in math and reading, students receive more intensive instruction in content-specific resource rooms staffed by specially trained personnel. This approach, paired with our integrated instructional technology program, allows teachers to address the special needs of students in a holistic and targeted manner.

For example, we use Lexia Reading software to address reading deficits among our middle school special education students and have seen dramatic improvements in their phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students work at their own pace on Lexia, which provide our teachers and special education coordinators with a wealth of data and information that informs instruction, parental engagement, and pull-out sessions. The pull-out sessions, led by special education coordinators, are a combination of Lexia Reading Software, the Wilson Phonics curriculum, direct instruction, and centers-based work; students rotate between learning one-on-one in a traditional setting and learning online at individual computers. This approach allows for a more consistent and personalized learning experience and students receive frequent and timely feedback on their performance outside of the pressure of a whole-class environment.

KIPP DC also utilizes an early intervention model for students in need of extra support in their development of the social, behavioral, self-advocacy, and academic skills needed to create a strong foundation for their future academic success. As we get to know our students, the early childhood intervention team (which includes early intervention specialists, speech therapists, social workers, and other service providers) provides social and academic screenings, support services, and recommendations for students in need of an extra push as they gain the foundation skills necessary for future successes. As part of the Early Childhood Intervention model, each grade level has an inclusion classroom that is open to children whose unique needs warrant such special attention.

Finally, KIPP DC recognizes that parental involvement is vital to achieve maximum educational growth for students. As a result, and to the extent practicable, we provide multiple opportunities for participation by parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migrant students. Information and school reports are provided in a format and language that are easily accessible to parents.

**(D)(2)(a) Stakeholder access to learning resources in and out of the classroom**

We believe all children should have access to a high-quality learning environment, regardless of socioeconomic or academic background. To provide this, we ensure schools have budget flexibility to empower teachers, parents, and students with the high-quality communications tools, curriculum, supplies, technology, and data needed for truly personalized learning. In addition to ensuring essential resources are available in the classroom (e.g., books, supplies, classroom furniture), we go above and beyond to outfit all stakeholders with the technology and tools that accelerate student achievement in and out of the classroom.

**Table 9 --** Supports provided by KIPP DC to ensure access to learning resources for all stakeholders, regardless of income

| | Teachers | Parents | Students |
|---|---|---|---|
| **In-school** | • Comprehensive professional development program, including training modules at the school, district, and network level<br>• Cloud-based curriculum-sharing tools (BOX)<br>• Integrated student data portals (Data Warehouse)<br>• Over $2 million worth of instructional technology deployed in the classrooms and schools<br>• Strong team of supporting teachers (Capital Teaching Residents, special education teachers etc.) and non-teachers (social workers, teachers' aides etc.) | • Opportunities to volunteer (e.g., Saturday school, field trips, extra-curricular—as well as in-classroom—activities, etc.)<br>• Information about their student's progress (including both positive and constructive feedback), provided through the use of phone calls, parents' nights, and numerous letters sent home<br>• Open invitation to all parents to stop by their child's classroom to observe instruction | • School budget ensures students are not prevented by financial problems from accessing anything from uniforms and school supplies to field trips and extra-curricular activities<br>• School lunch program ensures that all eligible children are served free healthy, organic, and locally grown meals |

| | | | |
|---|---|---|---|
| **Out-of-school** | • Cell phones with unlimited plans<br>• Laptops and, in limited cases, iPads<br>• Remote access to critical student information systems (including the Data Warehouse and PowerSchool) so that student information can be retrieved from anywhere at any time | • Upon request, parental access to instructional learning tools such as Dreambox<br>• Regular phone calls and emails (initiated by both teachers and parents—all parents have our teachers' cell phone numbers and email addresses)<br>• KIPP Through College, a program designed to help all KIPP alumni access a college degree, assists parents in college choice decisions and applications, completing tax and FAFSA forms, and understanding their child's financial aid packages | • Access to teachers outside of school for homework help or any other issues (all students have our teachers' cell phone numbers and email addresses)<br>• Low-cost internet access to families qualifying for free and reduced lunch (offered at a reduced price to families through our work with partners such as Comcast)<br>• Computers and mobile broadband provided upon request for students on long-term disciplinary suspension and medical leave<br>• Our extended school day, week, and year ensure that our students are getting critical resources that would not normally be available during |

| | | | |
|---|---|---|---|
| | | | in-school time at other schools |

**(D)(2)(b) Stakeholder access to technical support**

KIPP DC has already invested over $2 million in instructional technology, including a significant investment in financial and human resources to train our teachers and other instructional staff to effectively use this technology. Experts from hardware and software vendors lead training sessions, instructional coaches help develop integrated curriculum around the technology, lead teachers serve as peer trainers and resources, and our IT team supports all staff through technical troubleshooting.

In addition to working with students in class to ensure they become fluent with the technologies, teachers are also available by email and cell phone well into the evening hours for any questions students or parents may have. For example, when we provide parental access to instructional technologies such as Dreambox, teachers also help ensure parents know how to navigate the software.

**(D)(2)(c) IT systems that allow parent and students to export their data**

Currently, parents and students cannot export their information in an open data format. However, we do provide parental access to student data through various instructional technologies (e.g. DreamBox) and other reporting tools. Table 5 in Criterion (B)(1)(c) lists the ways in which parents will have the ability to access student achievement data through our investment in the Data Warehouse as supported by this grant.

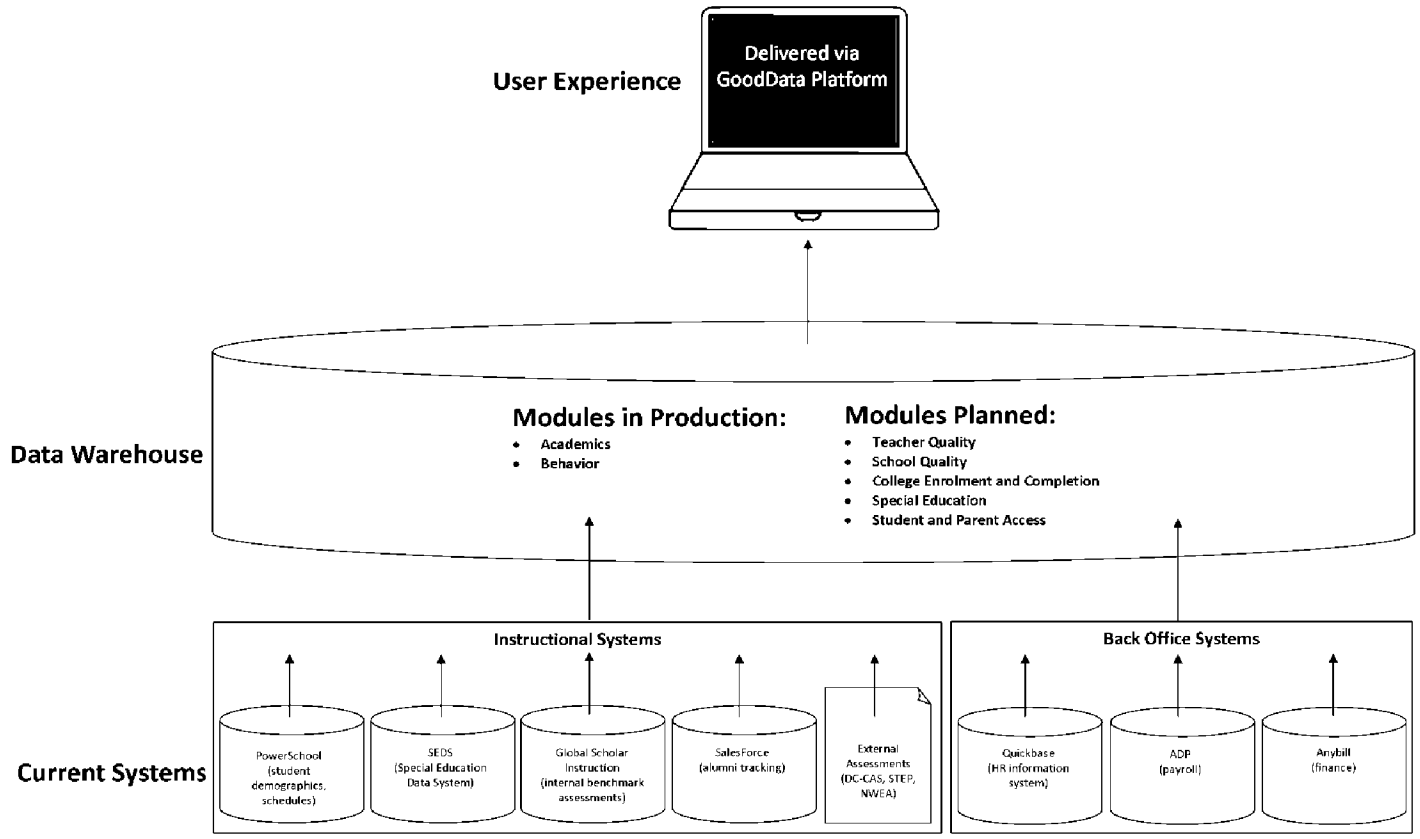
**(D)(2)(d) KIPP DC's interoperable data systems**

Due to an early investment by Race to the Top through the District of Columbia, KIPP DC is already implementing innovative, organization-wide data systems. Criterion (A)(1) details KIPP DC's current progress and future plans toward building a Data Warehouse that will integrate our disparate data collections—both internal and external—into one system available to all instructional leaders across the network. The Data Warehouse currently includes student demographic, academic, assessment, behavioral, and attendance data. Further investment in the Data Warehouse will allow us to import detailed data that demonstrates student mastery of college- and career-ready standards; teacher, school leader, and Resident performance; school quality

information; detailed special education data; and college enrollment, matriculation, and completion data for KIPP DC alumni. A review of the planned modules is included in Appendix A3.9.

Figure 13 shows the full functionality of the Data Warehouse through RTT-D, including the current data platforms from which it will draw data.

**Figure 13 --** Functionality of the Data warehouse



## E. Continuous Improvement (30 total points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

**(E)(1) Continuous improvement process** (15 points)

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

**(E)(2) Ongoing communication and engagement** (5 points)

Strategies for ongoing communication and engagement with internal and external stakeholders; and

**(E)(3) Performance measures** (5 points)

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

(a) Its rationale for selecting that measure;

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

(c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant*'s narrative*.)

| Applicable Population | Performance Measure |
|---|---|
| All | a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and<br>b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice). |
| PreK-3 | a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and<br>b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development). |
| 4-8 | a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);<br>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and<br>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. |
| 9-12 | a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;<br>b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);<br>c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready;<br>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and<br>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. |

**(E)(4) Evaluating effectiveness of investments** (5 points)
Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant*'s* success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant *has "ambitious yet achievable" performance measures and annual targets,* peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicant*s for developing "ambitious yet achievable" performance measures and annual targets that* – in light of the applicant's proposal – are meaningful for the applicant*'s* proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

**(E)(1) KIPP DC's strategy for implementing a rigorous continuous improvement process**

Continuous improvement is at the core of KIPP DC's philosophy. It is the reason why KIPP DC has continued to be a model of success in D.C. education since its inception in 2001. Only by collecting, analyzing, and acting on relevant and sufficient feedback regarding our current work and outcomes do we remain viable as a reform-minded organization that continues to accelerate student learning. It is conventional practice for our organization to build out performance metrics and measure results against these metrics. For this proposal, KIPP DC will implement a continuous improvement process, measuring our achievement against our goals for each of our three projects: Teachers, Tools and Technology, and Sharing and Support. These improvement plans will be multi-faceted in order to obtain a complete picture of our progress towards project goals. KIPP DC will collect feedback from multiple stakeholders and will also utilize student achievement and teacher observation data to inform our progress. We are confident that we will be able to respond effectively to outcomes because, as evidenced in Criterion (B)(3), KIPP DC has full autonomy to course-correct during implementation, thus expediting the improvement process. Table 10 outlines the strategies and tools by which we will monitor progress for each of projects funded by the Race to the Top-District program.

**Table 10** – Strategies and tools used for continuous improvement

| Teachers: Capital Teaching Residency | Tools and Technology | Share and Support |
|---|---|---|
| • Beginning-, middle-, and end-of -year surveys of Residents, mentors, and school leaders (Survey data from the 2011-2012 cohort can be found in Appendix E1.1)<br>• Resident and alumni observation data<br>• Formal middle-of-year and end-of year evaluations of Residents (using the CTR rubric – Appendix A3.5)<br>• Student achievement outcomes for Residents and alumni<br>• Certification completion data<br>• Retention data<br>• Annual external evaluation of the program | • Technology-focused questions on beginning-, middle-, and end-of -year surveys of Residents, mentors, school leaders, and alumni<br>• Observations by the Technology Coach to monitor technology usage and implementation<br>• Consistent analysis of technology implementation by KIPP DC's technology team<br>• Overall student achievement outcomes and student growth on the adaptive learning platform<br>• Data Warehouse User Committee meeting notes and feedback | • Survey data from CTR Summits<br>• Alumni observation data<br>• Alumni evaluation outcomes<br>• Alumni student achievement outcomes<br>• Survey data from placement partner school leadership teams<br>• Alumni retention data |

Timely and regular feedback on progress towards goals

The following strategies will provide KIPP DC with timely and regular feedback on progress toward goals in each of the Race to the Top-District funded investments.

**Table 11 --** Strategies for tracking feedback on progress towards goals

| Strategy | Methodology and Frequency | Purpose and Rationale |
|---|---|---|
| **Investment Project #1: Teachers** | | |
| Comprehensive Program Surveys | Distribute surveys in the beginning, middle, and end of the school year | Elicit the opinions of Residents, mentors, and school leaders concerning the effectiveness of all aspects of CTR, including: mentoring, professional development, the gradual release model, evaluation structures, recruitment, and post-residency placement |
| Certification Completion | Determine that Residents have obtained their D.C. certification annually in May or June | Only Residents who successfully complete the certification program will be considered graduates of the CTR program and be eligible to take lead teaching positions the following year |
| Retention Data | Collect retention data annually in September | Great teachers only impact student |

| | | |
|---|---|---|
| | | achievement if they continue to teach, and the CTR program is only effective if we maintain high levels of teacher retention |
| External Evaluation | Complete external evaluation of CTR annually in November | In-depth comparative analysis of CTR impact by third-party consultant |
| Observation Data | Ensure that every Resident and first year alumni are observed at least once every three weeks | Monitor Resident and alumni growth in instructional practices, including the use of technology and the implementation of effective personalized learning environments |
| Evaluation Data | Ensure that all Residents and first-year alumni are formally evaluated in the middle and end of the school year | Determine teaching proficiency and manage the quality of program graduates; also, as necessary, utilize evaluations to initiate removal of low-performing Residents from the program |
| Student Achievement Outcomes | Require every Resident and first-year alumni to submit middle-of-year and end-of-year student achievement data (which will include a summary of student progress on adaptive learning tools, as well as their growth on the | Student achievement is the key outcome for this Race to the Top-District program, thus measuring student results realized by our Residents and alumni is a critical priority |

| | | |
|---|---|---|
| | NWEA MAP and/or STEP assessments) | |

| Strategy | Methodology and Frequency | Purpose and Rationale |
|---|---|---|
| **Investment Project #2: Tools and Technology** | | |
| Technology-focused observations | Ensure that each Resident is observed once each month | Determine each teacher's proficiency in using technology in his or her classrooms to support student learning |
| Student achievement data (summarized in (b)(4) system) | Consistently review student progress on all adaptive learning software | Determine if each adaptive learning tool is effective in increasing student learning |
| Teacher surveys | Collect teacher surveys analyzing impact of and satisfaction with blended learning resources and data tools on a quarterly basis | Gauge teacher satisfaction and proficiency in utilizing blended learning resources and data tools, specifically evaluating teachers' perceptions of the impact of technology on student outcomes |
| Data Warehouse User Committee | Convene the Data Warehouse User Committee on a quarterly basis, in alignment with the project milestones of the Data Warehouse (the full plan for project | Evaluate the effectiveness of the Data Warehouse and ensure teachers can successfully navigate the system |

| | | |
|---|---|---|
| | milestones for the Data Warehouse can be found in Appendix E1.2 and the module roll-out plan can be found in Appendix A3.11) | |

| Strategy | Frequency | Purpose and Rationale |
|---|---|---|
| **Investment Area 3: Sharing and Support** | | |
| CTR Summit Surveys | Collect surveys both immediately following – and four months after – the annual CTR Summit | Gauge the effectiveness of the CTR summit and the need for additional support for placement partners and the KIPP national network |
| CTR Alumni Surveys | Distribute surveys in the beginning, middle, and end of the school year | Elicit the opinions of alumni concerning the effectiveness of all aspects of CTR training, support, and alumni placement |

Opportunities for ongoing corrections and improvements

Each of the strategies listed in the table above will inform the corrections and improvements to the three projects funded by this RTT-D grant. Multiple stakeholders will analyze data points produced through these strategies in order to make decisions about program structures and change course when necessary. In addition, the improvement to our technology systems will provide teachers with the opportunity to monitor and modify their student outcomes and accelerate student learning.

The overview provided below describes how different stakeholders and KIPP DC staff will be engaged in monitoring and assessing the progress of our proposal's implementation.

- CTR Leadership Team: The CTR Leadership Team meets quarterly to review survey outcomes, strategize around fundraising, and finalize budgets. These meetings are planned to align with key programmatic benchmarks.

- School Leaders: School leaders observe Residents every other week and meet with Residents within one day to provide Residents with concrete action for improvement in their instructional practice and their effectiveness in using personalized learning environments to accelerate student learning.

- Teachers: Through the Data Warehouse and the new (b)(4) Learning Management System, our teachers will have access to ongoing and real-time student achievement and usage data. We will consistently compare these outcomes against the student achievement goals described in Criterion (A)(3) and found in Appendix A4.1.

- External regional and national partners: Our partners will provide feedback on our annual CTR Summit immediately following the conference, and will then take a follow-up survey to analyze their utilization of the tools and skills they acquire during the CTR Summit. We will modify the CTR Summit and provide follow-up support according to survey results.

How KIPP DC will monitor, measure, and publicly share information on the quality of its investments through this proposal

The sources of feedback and points of potential course-correction listed above will permit us to monitor and measure our success towards project goals. We will consistently collect data, compare recent data with historical programmatic data, and use both quantitative and qualitative measures in order to compile information regarding the quality of the investment in our Race to the Top-District projects. We will share this information through multiple vehicles, including:

- the annual CTR Development Showcase, which will allow us to share information on the quality of the RTT-D investment with funders and policy stakeholders in D.C.;
- the annual CTR Summit for KIPP regions and Partner Schools, which will allow for the public sharing of information regarding the quality of our RTT-D investment;
- the Manager of Alumni and Partnerships, who will facilitate the sharing of the value of the RTT-D investment in KIPP DC's technology and Data Warehouse with the leadership teams of our Partner Schools in order to enable them to make strategic and informed decisions around the technologies they will invest in at their own schools; and
- alumni working in our Partner Schools, who will organically and indirectly share the skills and tools they learned through CTR and their professional development at KIPP DC, by creating concrete models of student-centered instruction (centered on small group instruction and adaptive learning platforms) in their classrooms and sharing ideas regarding how to advance the implementation of personalized learning environments with their colleagues at Partner Schools.

**(E)(2) KIPP DC's strategies for ongoing communication and engagement with internal and external stakeholders**

Communication is critical to KIPP DC's success. We work to engage internal and external stakeholders on a regular basis with the intention of sharing information and remaining abreast of updates from schools, parents, funders, KIPP's national network, and our placement partners. Through the grant period, we plan to not only continue our current avenues of communication, but also increase networking with internal and external stakeholders.

Internal stakeholders: teacher, principals, leadership team, students, families

- **CTR's internal stakeholders include:**
  - **CTR Leadership Team:** The CTR Leadership Team meets quarterly to discuss major programmatic outcomes, make fundraising and partnership decisions, and determine human capital needs.
  - **Residents and Principals**: The CTR Director meets with the vice principals at each campus every other week. The CTR Director has a quarterly meeting with all school leaders to norm on rubrics, make decisions around Resident recruitment practices, and share overall Resident outcomes. The CTR Director also sends a weekly newsletter to Residents, as well as a weekly update to school leaders to provide succinct and relevant information.
  - **CTR Mentors**: The CTR Director meets with mentors on a monthly basis to share updates regarding CTR professional development and provide support in various aspects of mentoring. These meetings are grade level-specific so that the CTR Director can address the specific planning, management, and coaching needs of each CTR cohort.
- **KIPP DC's internal stakeholders include:**
  - **Families:** Parents are involved in every aspect of the KIPP DC community. Not only are parents invited to Saturday School, parent nights, and school-wide planning meetings, they are also contacted by teachers and school leaders whenever their students are struggling or excelling. Teachers call several parents every night and keep an open door policy so that parents can observe students in classroom settings. Beyond these informal streams of communication, KIPP DC involves parents through each school's parent organization, as well as through volunteerism and employment in our schools. Parents work as school office managers, assistant teachers in our PreK3 classrooms, and one KIPP DC parent is a Resident.

External stakeholders: Other KIPP regions, funders, partner schools

We engage external stakeholders through the various means that are detailed below.

- **KIPP Summit:** The majority of KIPP DC teachers and staff attend the annual KIPP Summit. This summit is an opportunity for us to learn best practices from other regions, as well as share the work we are doing in our region. We plan to present information about CTR, advances in teacher training, and/or our work with classroom technology during each KIPP Summit.

- **CTR Summit**: One key mechanism for external sharing will be an annual CTR Summit, which is possible with funding through this Race to the Top-District grant. This summit will be held in D.C. and be an opportunity for our regional program partners and national KIPP network to connect and collaborate about best teacher training practices.

- **KIPP Share:** This online platforms will allow KIPP DC to maintain contact with external stakeholders outside of face-to-face conferences. We will be able to upload resources, conduct digital conversations, and share program outcomes (Criterion (C)(2)(b)(2)).

- **Manager of Alumni and Partnerships:** Our Manager of Alumni and Partnerships meets at least monthly with the school leader of each placement partner. They observe and coach our alumni placed in those schools, provide school leaders with observation notes, and work with school leaders to develop plans around teacher support at their school.

**(E)(3)(a-b) KIPP DC sets ambitious, yet achievable performance measures with annual targets and provides teachers and Residents with the data points needed to inform instruction and the creation of personalized learning environments**

KIPP DC has set aggressive performance targets and closely tracks both the academic performance and the social-emotional development of each student it serves. Across grades K-11, KIPP DC measures academic achievement towards college readiness

using the national, computer-adaptive NWEA MAP. In 2011, NWEA designed a comprehensive study that analyzed student scores on the ACT as high school seniors and tracked their performance on the MAP starting in third grade. We track the percentage of students meeting or exceeding the identified college readiness benchmarks in math and reading three times per school year. Our teachers use fall and winter data to make instructional improvements, and the spring scores offer summative information on student achievement that influence school-wide improvement decisions for the following year.

Access to effective teachers and principals

KIPP DC and the Capital Teaching Residency are committed to recruiting, training, and retaining highly qualified teachers and principals who are capable of impacting student achievement through the creation of personalized learning environments. As evidenced in Tables (E)(3)(a-b) in Appendix E3.1, as the Capital Teaching Residency program grows, more and more students will have access to the highly qualified teachers and principals who are capable of closing the achievement gap. Specifically, KIPP DC has set an aggressive, but achievable annual goal that by 2017, more than 4,000 students (90%) will have access to an effective teacher and 95% of students will have access to an effective principal.

Impact of Capital Teaching Residents

Additionally, we carefully track the achievement of students taught by Residents in the CTR program to evaluate its effectiveness. Specifically, we evaluate the percent of students taught by Residents who meet or exceed college readiness benchmarks in reading and mathematics on the NWEA MAP test or who are at or above their end-of-grade reading goal on the STEP Literacy Assessment. We chose this measure because of the high amount of time Residents spend with small groups in both subjects. This particular measure will allow teachers and leaders to see if the personalized instructional strategies possible through small group work are effective. By 2017, 89% of all participating students (those taught by Residents) will meet their college readiness benchmark on the NWEA MAP in both math and reading and 89% will be at or above their end-of-grade reading level on the STEP Assessment.

Additional information about this performance measure can be found in Table (E)(3)(c) in Appendix E3.1.

Performance measures for Kindergarten through first grade

For Kindergarten through second grade, student performance on the NWEA MAP will be compared to PCSB-approved college readiness benchmarks that utilized the NWEA study's data and applied mathematical regressions to estimate college readiness benchmarks starting in Kindergarten. All other grades use the college readiness benchmarks identified in the study. By 2017, 95% of students will meet their college readiness benchmark in math and 90% of students will meet that benchmark in reading. See Table (E)(3)(Grades PreK-3-- a) in Appendix E3.1 for annual goals.

Social-emotional indicators for pre-Kindergarten through third grade

For the pre-Kindergarten through third grade age-appropriate non-cognitive indicator, we assess the social-emotional development of students through screening and assessment tools developed by the Devereux Center for Resilient Children. The Devereux Early Childhood Assessment (DECA) for grades K-1 and Devereux Student Strengths Assessment (DESSA) for grades 2-3 require teachers to gauge student emotional health on 38-72 indicators of emotional well-being. Results from the tool identify our students who display typical or strong emotional health and identify students who are in need of assistance. Students are rated by their teachers four times each school year to track progress on the indicators. By 2017, 96% of students in grades PreK-3 will score strongly on the DECA and DESSA assessments. (Annual goals can be found in Table (E)(3)(Grades PreK-3-- b) in Appendix E3.1 and the DECA and DESSA assessments can be found in Appendix E3.2).

Performance measures for fourth through eighth grade

In addition to the NWEA MAP, for the grades four through eight, we propose measuring math and reading proficiency of students who graduate from a KIPP DC middle school on the state DC CAS test. New students entering a KIPP DC middle school for

the first time often are one or more grade levels behind and scoring below basic on the state DC CAS test. Our goal is to significantly increase the percent of students scoring proficient or advanced by the time they leave eighth grade. We will track student progress on and use standard-level data from the fifth through seventh grade DC CAS to ensure we meet eighth grade proficiency goals. Tables (E)(3)(Grades 4-8 – a-b) in Appendix E3.1 demonstrate that:

- 86% of all students will meet their college readiness benchmark on the NWEA MAP in both math and reading (Grades 4-8)
- 97% of eighth grade students will score proficient or advanced on the DC CAS in math
- 88% of eighth grade students will score proficient or advanced in the DC CAS in reading

Performance measures for ninth through twelfth grade

For our high school academic indicator, we propose measuring academic performance on the state math and reading DC CAS tests. The DC CAS tests are fully aligned to the Common Core State Standards with rigorous proficiency cut scores. Tenth grade students take both math and reading, while ninth grade students take reading. Like the middle school grades, we will track student growth on the Common Core standards assessed by the DC CAS as interim measures of success and identify key areas of growth. In addition, we propose tracking college and career readiness through three measures: the percent of students who complete a FAFSA, the percent of students who complete a Career Development Plan, and the percent of students who meet their college readiness benchmark on the NWEA MAP. Tables (E)(3)(Grades 9-12 – a-d) in Appendix E3.1 detail the following goals:

- 90% of students will complete a FAFSA (Grade 12)
- 86% of students will meet their college and career readiness benchmark on the NWEA MAP in reading and math

- 90% of students in Grade 12 will complete a Career Development Plan, which includes a resume, service hours in career interest area, and model interview with professional in career interest area (a sample plan can be found in Appendix E3.3).

- 88% of tenth grade students will score proficient or advanced in math on the DC CAS and 76% will score proficient or advanced in reading on the DC CAS (Grade 10 is the only DC CAS-tested grade in high school)

Social-emotional indicators for fourth through twelfth grade

For the middle and high school social-emotional leading indicators, KIPP DC will use results from an external survey of middle school students administered every spring by the KIPP Foundation called the Healthy Schools & Regions Survey (see Appendix C2.5). Several questions on the survey elicit student feedback on their social-emotional well-being. For example, the survey asks students to rate themselves on a Likert scale from one-to-five on how often they ask for help when they need it, have high expectations for themselves, and learn from mistakes. The survey is anonymous, increasing student ability to honestly report their feelings. Data is reviewed by school leaders and teachers each summer when year-long planning occurs. Since the survey is administered to KIPP schools across the country, our team members can outreach to schools performing the highest on indicators needing improvement. KIPP DC proposes that the average self-reported score on social-emotional well-being questions from a Healthy Schools annual student survey (based on a five-point scale) will be four (Grades 4-12) as further detailed in Table (E)(3)(Grades 4-8 – c) and Table (E)(3)(Grades 9-12 – e) in Appendix E3.1.

**(E)(3)(c) KIPP DC reviews and improves measure to ensure that students are meeting aggressive targets**

KIPP DC carefully monitors potential changes or improvements to its assessments and performance measures to ensure that the selected indicators align with the goal of producing college- and career-ready students. For example, KIPP DC carefully monitors

the changes that NWEA makes to the MAP tests to ensure that the tests continue to appropriately measure the rigor required for students to be college-ready.

**(E)(4) KIPP DC's plans to evaluate the effectiveness of RTT-D funded activities**

Improved student achievement is the key goal of KIPP DC's three RTT-D investment projects. Our entire model is centered on student achievement outcomes, which currently (and will continue to) confirm the success of the personalized learning environments our teachers and Residents are enacting in their classrooms. We will measure student outcomes through quarterly Common Core (CCSS)-aligned benchmarks, DC CAS scores (for Residents and alumni teaching in tested grade levels), and NWEA MAP outcomes at the beginning, middle, and end of the year. Although student achievement outcomes will underscore all of our activities and decisions around program modifications, we will specifically monitor activities that employ technology and professional development for each of the three RTT-D funded projects. Tables 12 and 13 describe our plan for collecting data about - and measuring the effectiveness of - each of the program's three projects in relation to employing technology and providing professional development. We will analyze our strategies and make necessary adjustments if any of the metrics of effectiveness are not met during the grant period.

**Table 12 –** Strategies for measuring the effectiveness of each Race to the Top-District investment in technology

| Project | Activities that Employ Technology | Metrics of Effectiveness |
|---|---|---|
| **Teachers:** Capital Teaching Residency | • Measure the usage of online observation platform and videos<br>• Manager of Professional Development and Certification will check the online observation platform on a weekly | • Each Resident uploads videos and receives high quality feedback from their lead teacher, school leader, or certification instructor at least once each month |

| | | |
|---|---|---|
| | basis to monitor the quality of videos, as well as the feedback provided by mentor teachers or school leaders on videos that Residents have uploaded | |
| **Tools and Technology** | • Monitor the growth percentiles from software-based learning platforms and student usage data<br>• Collect feedback from Data Warehouse User Community<br>• Analyze survey data regarding teachers' satisfaction with technology | • Students meet 80% of the targets for growth on growth based adaptive learning tools<br>• Data Warehouse User Community meets quarterly, and its members provide evidence that they are consistently using--and considering potential improvements--to the Data Warehouse<br>• 80% of teachers respond that they are satisfied or very satisfied with the technology available to them in their classrooms and schools |
| **Share and Support** | • Determine the use of online sharing platforms, such as KIPP Share | • 80% of CTR Summit participants post to the online sharing platform in the two months following the Summit |

**Table 13 --** Strategies for measuring the effectiveness of each Race to the Top-District investment in professional development

| Project | Professional Development (PD) | Goals |
|---|---|---|
| **Teachers:** Capital Teaching Residency | • Collect teacher evaluation data regarding Resident performance on the CTR rubric competencies (all of which are addressed in CTR PD sessions).<br><br>The competencies evaluate the following:<br><br>○ Use of data (Data PD session in October)<br><br>○ Effective assessment of student learning (summer NWEA and STEP trainings)<br><br>○ Implementation of instruction in whole group, inclusion, and small group settings (on-going sessions from TNTP, RBT, and school-based PD)<br><br>○ Creation of plans that incorporate student data and focus on individualized student learning (on-going PD from TNTP, RBT, and school-based PD)<br><br>○ Effective management practices (summer | • On end-of-year evaluations, all Residents' overall average (across all six rubric competencies) is above 2.5 on the four point rubric |

| | | |
|---|---|---|
| | management PD and ongoing PD through TNTP)<br>○ Professionalism, leadership, and relationships with students, families, communities and colleagues (summer Professionalism PD and Together Teacher training)<br>• Conduct short exit surveys after each professional development session to judge session effectiveness, as well as also use comprehensive, semi-annual surveys to analyze broad opinions of the professional development provided Residents | • On end of year surveys, 80% of Residents find professional development relevant and effective or very effective |
| **Tools and Technology** | • Technology Coach conducts observations and rates the effectiveness and consistency of usage for various technologies<br>• Collect survey data regarding teachers' comfort level and satisfaction with—as well as usage of—classroom technology | • Technology Coach observes Residents and lead teachers consistently and ensures they are appropriately using technology in their classrooms<br>• On quarterly surveys completed by the data team, 80% of teachers and school leaders state they "agree" or "strongly agree" to questions related to data usage and impact<br>• At least 80% of teachers are logging in to |

| | | |
|---|---|---|
| | • Analyze logs of Data Warehouse user activity | Data Warehouse twice per month |
| **Share and Support** | • Analyze alumni observation data and evaluations<br>• Collect alumni survey data | • Alumni are rated as effective teachers on their school's evaluation<br>• On end-of-year surveys, alumni state the PD they receive through the CTR program is effective or very effective |

KIPP DC's plan to productively use resources to improve results

The CTR program was launched with the intention of maximizing the public resources available to KIPP DC. Instead of placing teachers' aides (who are not required to have Bachelor's degrees) in our early childhood and elementary classrooms, we fill these positions with highly qualified Residents. Residents are required to have an undergraduate GPA above a 2.75 and demonstrate evidence that they have overcome significant challenges, collaborated as a member of a team, and reflected on their strengths and areas for growth. Only 8% of applicants were accepted into the program for the 2012-2013 school year. By revising the teacher's aide structure, KIPP DC is able to train high-potential candidates in an environment of excellence. We are thus preparing teachers who are ready to impact student achievement the moment they start leading classrooms.

In addition, KIPP DC's school leaders and effective lead teachers are strategically utilized in CTR training. Our staff is trained to lead certification coursework and conduct the majority of the summer training for our Residents. School leaders therefore have a

comprehensive understanding of the sequence of professional development each Resident receives. This coherent training amplifies the effectiveness of CTR, resulting in its ability to produce more effective teachers. Furthermore, CTR has additionally increased staff productivity by lessening the burden on KIPP DC's recruitment team: approximately 40% of lead teaching positions at KIPP DC are filled by graduates of CTR each year. Through RTT-D this trend will continue as the CTR program's growth corresponds with the expansion of KIPP DC's network of schools.

In addition, these teachers are trained in the tools and techniques KIPP DC employs to personalize learning environments and accelerate student learning. CTR graduates who teach within KIPP DC or our Partner Schools are trained to utilize the variety of technologies available at KIPP DC. This Race to the Top-District grant will be especially influential in the build out of our Data Warehouse. When this system is completely developed, teachers will be able to access a complete picture of live and historical student data. This data includes student performance on KIPP DC's benchmarks and MAP assessments, as well as student performance on their adaptive learning tools. Teachers will save an incredible amount of time by having single site access to all of their student data. They will also be able to make more informed decisions about student needs and plan lessons that address students' specific learning gaps.

KIPP DC operates an extended school day and extended school year. Our teachers work long hours and their time is extremely valuable. The technological improvements possible through this Race to the Top-District grant will allow them to more productively use their time in planning to meet students' needs.

**F. Budget and Sustainability (20 total points)**

The extent to which—

**(F)(1) Budget for the project** (10 points)
The applicant's budget, including the budget narrative and tables—

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Clearly provides a thoughtful rationale for investments and priorities, including--

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

**(F)(2) Sustainability of project goals** (10 points)
The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be

found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

**(F)(2) KIPP DC's project goals are sustainable**

One of KIPP DC's fundamental priorities is to maintain a focus on the long-term financial sustainability of its core programs. From our annual budgeting process to monthly financial reviews and competitive grant applications, any decision to modify or expand a program or initiative is evaluated according to its impact on the organization's overall sustainability. Our commitment to being sound financial stewards was recently confirmed by the DC Public Charter School Board, in KIPP DC's 2012 Letter of Good-Standing, referenced in Criterion (B)(3) and can be found in Appendix B3.1.

Our plans for technology, the Capital Teaching Residency (CTR), and sharing the effective practices of KIPP DC broadly are no exception. Given the bourgeoning focus on blended learning as an effective means of instruction and the high-quality of technology available to schools, KIPP DC has committed and will continue to commit significant funds to the expansion of technologies for students and teachers. In addition, given Capital Teacher Residency's significant benefits to the organization as a whole – serving as a tremendous pipeline for developing high-quality teachers, helping improve teacher retention by lightening teaching loads and providing mentoring opportunities, while also adding considerable bench depth to our school leader ranks – KIPP DC is committed to deploying the financial resources required for CTR's long term viability. Finally, the leadership team at KIPP DC acknowledges the limitations of the organization's potential for impact if we do not expand our reach beyond our own schools. We are therefore committed to continuing to share and support our placement partners and the national network of KIPP schools.

Investment Project #1- Teachers: Capital Teaching Residency

Capital Teaching Residency will maintain an annual fundraising gap of approximately $2.5M once funding through this Race to the Top-District grant ends. However, we are confident that ample funds exist to sustain this program for the long term. In terms of overall sources for CTR, KIPP DC will contribute from local funds at least what it would have spent on compensation and benefits for teachers' aides – approximately $2.4M annually at full scale, as we have since the inception of the program. Additionally, we will continue to seek financial support from individuals, foundations, and state and federal sources. Another potential source of funding that we will explore is increasing the fee we charge for placing our Residents. As the program's alumni base grows, we expect that demand for our Residents will increase and thereby support our charging a higher placement fee. As KIPP DC's potential need for hiring Residents slows down, this strategy represents a material potential funding opportunity.

One final potential source of funding would be from KIPP DC operating reserves. We anticipate benefiting from some economies of scale, which should make more local funds available for KIPP DC to contribute to Capital Teaching Residency if need be. Current projections estimate that figure to be approximately $1M annually on top of the $2.4M that KIPP DC is currently planning to contribute. In addition, this Race to the Top investment will provide us the opportunity to strengthen the CTR brand and build the CTR program network. Longstanding partners such as those referenced in (B)(4)(b) will continue to invest in the program, and new partnerships will be built through the grant period. We will be able to develop relationships with potential funders throughout the grant period, and create a strategic and robust funding plan and pipeline following the grant period.

From a spending perspective, we do anticipate that certain components of the program will roll off once the grant period ends (e.g., external certification through The New Teacher Project and professional development costs for Partner Schools), while other costs should decrease to lower, ongoing maintenance levels (e.g., technology needs). Aside from those changes, we plan on sustaining the core of the program (e.g., the number of Residents trained each year, program staff, and general program design) for

the long term and are committed to doing so. We do not anticipate that these spending reductions will have any negative impact on the program's success and goals.

Project Two- Technology and Tools

Following the expiration of the grant period, we anticipate that the ongoing technology- spending, directly related to this RTT-D investment, will be approximately $300,000. Funding through the Race to the Top-District grant will provide KIPP DC with funds central to the upfront development of our Data Warehouse and the (b)(4) Learning Management System, which we will be able to maintain at a low cost after initial set-up. The majority of technology costs after the grant period will correspond with hardware replacement, annual license renewal, and the continued employment of a Technology Coach. The resulting ongoing gap – approximately $60 per student or less than 1% of the projected budget – will thus be closed by our leveraging core per pupil local funding after the grant.

Project Three- Sharing and Support

Funds through the RTT-D investment will also support a staff member who will lay the framework for our sharing practices. By the end of the grant, the cost of our Manager of Alumni and Partnerships will be rolled into CTR's program budget. This person will continue to facilitate sharing between partners and support the Residents and school leaders in the CTR Partner Network. Thus, the key activities of our sharing and support project will continue after the grant period.

## CRITERION G - COMPETITIVE PREFERENCE PRIORITY

**Competitive Preference Priority (10 total points)**
Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments

may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Six pages (excluding tables)

**(G)(1) Overview of KIPP Through College's coherent and sustainable partnerships to ensure college- and career-ready students**

KIPP DC's KIPP Through College (KTC) program supports KIPP DC students and alumni throughout their journey to and through high school, college, and as they are introduced to the workforce. A team of ten highly skilled advisors support KIPP DC students and alumni by offering a mix of personalized programs, services, and individual counseling. At KIPP DC, the term "alumni" is currently defined as students who were promoted from a KIPP middle school in eighth grade and who did not/do not attend KIPP DC College Preparatory for high school. In 2013, when our first high school class graduates, the definition will expand to include all twelfth grade completers from KIPP DC College Preparatory high school. The KTC team currently supports more than 800 KIPP DC students and alumni as they build the character traits, self-advocacy, and decision-making skills needed to graduate from college.

The most important factor in the success of KIPP Through College is the personalized attention that alumni receive on their journey to a college degree. For example, during middle school, students receive individualized support as they navigate the high school application process and identify a best-fit high school; once in high school, students receive one-on-one support with things like schedules, college wish lists, and internship placement; once in college, students receive support with everything from setting a budget to adjusting to life in a dorm.

KIPP Through College is a critical component of KIPP DC's end goal of producing college graduates capable of succeeding in competitive careers. In order to ensure that KIPP DC is meeting the needs of all of its students, we have strong partnerships with businesses, philanthropies, and community-based organizations that support our mission and inform our best practices. Three key partnerships play a critical role in the individualized advising that KIPP Through College provides.

The Venture Philanthropy Partners Partnership

In 2010, Venture Philanthropy Partners (VPP) made a financial commitment to support KIPP Through College at $650,000 a year for five years to help KTC scale up its staff, learn best practices from a consortium of high-performing community based organizations, and see its students and alumni succeed in high school, college, and the competitive world beyond. This support allowed us to grow the KTC team from five to ten highly specialized staff in advance of our rapidly growing student and alumni base, triggered by the growth of our schools and network. New positions, such as a Career Pathways Advisor, were also added to address the new challenges our students were facing as they grew in age and became college students and job applicants. A College and University Partnerships Manager position was created to ensure that we were building critical relationships and working towards the goal of college completion with the colleges and universities that our students were attending. The Social Innovation Fund (SIF) provided the first three years of funds through a pass-through grant issued to VPP; in the event SIF funds expire, the last two years of the commitment will be funded by VPP. As a result of this investment, KIPP DC must also raise $650,000 in match funds each year and competes for philanthropic dollars to do so.

In addition to financial support, a critical component of the VPP partnership is "youthCONNECT", a consortium of six local high-performing community organizations, including KIPP DC's KIPP Through College program, that come together to collaborate, share best practices, and holistically address the needs of youth, ages 14-24, in Washington, D.C. The other participants in the program are: College Summit, Urban Alliance, Year Up, Latin American Youth Center, and Metro Teen Aids. As evidenced in Appendix G1.1, these organizations offer a wide-range of supports and services to youth and families - from college and career access programming to health and wellness opportunities - and have both informed our best practices and directly supported our students, alumni, and families.

The Accenture Partnership

Research indicates that a successful career path is best paved by workforce skills training, career coaching, and experiential learning.[x] To ensure that KIPP DC students were able to access this type of learning, KIPP DC joined forces with the consulting

company Accenture to create and implement Future Focus, a college and career readiness program. Future Focus is committed to helping high school-age KIPP DC students and alumni identify careers of interest, build critical job skills, and network with potential employers. Through a rigorous application and interview process, the program selects a group of KIPP DC alumni and current KIPP DC College Preparatory students in grades 10-12 to take part in a three-phase, year-long career readiness internship program (see Appendix G1.2 for additional program details). Accenture provides extensive expertise, trained volunteers and mentors, and employees to support the program.

All KIPP DC students and alumni have access to career preparedness programming facilitated by Accenture, including resume workshops, mini Future Focus sessions, and seven unique modules of computer-based training developed especially for and with the help of KIPP DC students. Accenture has also dedicated one full-time pro bono resource to work with KIPP Through College and support college and career readiness efforts, including the delivery of training to KTC staff, and support in the implementation and evaluation of all programming.

The Citi Partnership

Research from the Center for Social Development at Washington University in St. Louis has shown that students with college savings accounts in their name – regardless of how much money they save – are seven times more likely to attend and persist through college than their peers without savings. [xi] In 2010, Citi, United Negro College Fund (UNCF), the Corporation for Enterprise Development, and KIPP joined forces to create the Partnership for College Completion (PCC). As Appendix G1.3 explains, PCC is a multi-faceted program aimed at addressing some of the key educational and financial barriers faced by our KIPP students on the path to college completion. A key component of the program was the creation of Citi's KIPP College Account (KCA) program. These Citi college savings accounts were opened with a free seed deposit of $100 as an incentive to encourage students to save. Family savings contributions were then matched dollar-for-dollar, up to $250 per academic year. To further encourage participation, Citi tailored the deposit options for parents so that they could make deposits through their branch network, by mail, and developed a web-based account portal for participating students and their families.

Since this partnership was first introduced on a national level in 2010, KIPP DC has tailored the KIPP College Account program and its partnership with Citi to meet the specific needs of KIPP DC alumni. Through a grant from Citi, KIPP DC's KIPP Through College team hired a KIPP College Account Senior Regional Coordinator to ensure that KIPP DC students and alumni are taking advantage of the Citi partnership. This coordinator administers the KCA program—informing families, enrolling students, facilitating financial education workshops in the context of college readiness, and promoting strategies to encourage savings activity. The KIPP College Account Senior Regional Coordinator also leads the community of practice of Regional Coordinators from the four other participating KIPP regions, and guides their work with KIPP's UNCF and Citi partners to share best practices for administering the program and to provide KIPP input into program design. KIPP DC's partnership with Citi has helped to shift the mindset and behavior of KIPP DC alumni and their families to begin their planning for college and conversations about college sooner.

These three partnerships are critical to the success of KIPP DC's KIPP Through College program. The expertise and programmatic support of our partners allows us to provide students and alumni with the same level of highly personalized support that has led to their success in our classrooms. Even after our students leave our schools, they receive not only individualized academic support, but also the social, emotional, and behavioral support need to become college- and career-ready.

**(G)(2) Desired results for KIPP DC students, alumni, and families**

In addition to the results and indicators described in Criterion (A)(4) and found in Appendix A4.1, we propose the following educational results and metrics for our students, alumni, and families:

**Table 19** -- Desired results for KIPP DC students, alumni, and families

| Population Group | Type of Result | Desired Result | Performance Measure<br>See additional Performance Measures in Appendix E3.1 |
|---|---|---|---|
| KIPP DC students and alumni (grades 9-12) | Educational | KIPP DC students and alumni are college-ready. | • 70% of students and alumni will take the PSAT and SAT<br>• 60% of KCP students will achieve a combined score of 800 or higher on the SAT<br>• 40% of students and alumni will take AP courses and 15% will earn college credit by scoring 3 or higher on AP exams |
| KIPP DC students and alumni (grades 9-12) | Educational | KIPP DC students and alumni are career-ready. | • 75% of students and alumni will complete a College and Career Readiness Plan<br>• 70% of students/alumni will participate in mini Future Focus sessions |
| KIPP DC students (grades 5-12) and alumni (grades 9-12) and their families | Family and Community | KIPP DC students, alumni, and their families develop financial literacy skills and take the necessary steps to prepare for the cost of college. | • 60% of all eligible students and alumni will enroll in the KIPP College Accounts program<br>• 50% of students and alumni with existing accounts will make at least three deposits during the calendar year<br>• 70% of students/alumni and their families will complete the FAFSA |

Through our partnerships with VPP, Accenture, and Citi, we are able to provide individualized support to students and families to help us achieve these results.

**(G)(3)(a) KIPP Through College and partner organizations track the selected indicators to increase high school graduation, college matriculation, and college completion rates**

In order to achieve our aggressive goals, there are key indicators and results that KTC tracks throughout an alum's tenure in high school and college. The KIPP Through College team uses in-person meetings, phone calls, e-mails, and social networking sites to connect with students and parents. The information that is gathered is then tracked in a robust SalesForce database, which allows the KTC staff to log contact notes, grades, test scores, and the completion of major milestones in the high school and college application and matriculation process. Sample milestones include:

- the completion of a "College and Career Development Plan"
- the creation of a college wish list
- participation in an applied learning opportunity (including internships, job shadowing, and volunteer services)
- family completion of taxes and FAFSA forms
- the completion of required standardized testing, and the creation of a resume

Additionally, all three partner organizations support KTC in its tracking of student outcomes and evaluation of program offerings as shown in Table 20.

**Table 20** -- Partner organization methods and resources for tracking selected indicators

| Partner | Methods and resources for tracking indicators |
|---|---|
| VPP | • SIF monitoring<br>• Quarterly data reports<br>• Narrative reports<br>• External studies by Child Trends, Inc. |
| Accenture | • Reporting and assessments<br>• Future Focus participant surveys, tracking of computer-based trainings<br>• SalesForce support from pro bono full time employee (including alignment of key indicators across KIPP regions) |
| Citi | • KIPP DC-based KIPP College Account Senior Regional Advisor tracks participation in KIPP College Accounts, financial literacy workshops, etc.<br>• SalesForce reporting tracks completion of taxes, frequency of deposits in accounts, etc. |

All three partner organizations have enhanced the way in which KIPP Through College tracks and accesses its college and career readiness indicators.

**(G)(3)(b) KIPP Through College uses data to target its resources and improve results for participating students and alumni.**

KIPP Through College is committed to using data to target its resources and improve results for participating students and alumni. They utilize a robust data tracking system, SalesForce, which is used to track communication with students, alumni, and their parents. SalesForce is also connected to the national KIPP network and provides information on national trends in college completion for KIPP alumni. Through RTT-D, KIPP DC will integrate important data from SalesForce into the expanded Data Warehouse to better understand college and career readiness trackers. Tracking this information will allow KIPP DC to design a tool that provides a

real-time early warning system drawn from multiple source systems- attendance, discipline, and interim assessment performance- to identify students whose dropout risks increase at any point. If any student demonstrates signs that he or she is lagging in academics or not maintaining their finances, the KTC team will intervene, helping students to set up tutoring, manage their course load, establish relationships with professors, or find jobs.

Through SalesForce, the KTC team tracks key indicators of college and career readiness and financial literacy and uses these data points to inform the frequency and type of advising that each student receives. For example, KTC counselors who track a drop in a student's GPA can connect the student with tutoring resources or help the student self-advocate by preparing him or her to connect with a teacher to learn more about why his or her grade is dropping. If KTC data shows that a number of parents have not yet completed their taxes and need to do so in order for FAFSA forms to be completed on time, KTC can schedule a special workshop where parents can come in and receive direct support completing their taxes. By capturing key data and indicators, KTC has a more holistic view of what each child needs and can create a personalized plan to support the student.

Additionally, beyond the resources that KIPP Through College can offer, the partnerships listed in Criterion (G)(1) also play an important role in the way that data is used to target resources and improve results. By connecting approaches, creating efficiencies, and minimizing duplication, partner organizations are helping KTC provide students and alumni with targeted advising and supports.

**Table 21** -- Sample resources provided by partner organizations

| Sample Data Point | Partner Organization | Targeted Resources |
|---|---|---|
| A twelfth grade student indicates that he is concerned he might have contracted a sexually transmitted disease | VPP youthCONNECT | Metro Teen Aids provides a peer-to-peer counselor and free health and wellness counseling; KTC follows up to assess whether or not the student requires additional support |
| A tenth grade student has not yet identified a career of interest | Accenture | The Future Focus program helps the student identify a career of interest and provides both an internship opportunity and a connection to a mentor in the field; KTC helps the student develop a "College and Career Development Plan" and tracks the students progress against his unique goals |
| An eighth grade student shares that her family has no savings and her mother only earns seasonal income | Citi | The student and parent attend a financial literacy workshop hosted by Citi; KTC follows up with next steps about opening a KIPP College Account and saving for college |

All three partner organizations are helping KTC turn data points into the supports, services, and programs that are helping KIPP DC students and alumni achieve the ultimate goal of college completion.

**(G)(3)(c) KIPP Through College has developed a strategy to scale its model beyond the participating students**

The KIPP Through College caseload will continue to grow as KIPP DC grows and more students and alumni progress through high school and college. In 2012-2013, more than 800 KIPP DC students and alumni (students not included in the participating students count) are receiving supports and services from the program and that number will nearly double by 2015.

Additionally, through the CTR Partner Network and the "College Completion Trends" strand at the CTR Summit, staff from schools across the city are learning best practices for supporting students on their journey to and through college.

Through strategic partnerships, KIPP Through College has been able to scale its model to serve additional students. For example, by sharing information through our partnership with Venture Philanthropy Partners and the youthCONNECT program, KIPP Through College is able to impact best practices and outcomes for youth from the six other partner community-based organizations in the consortium.

On a larger scale, the Accenture partnership and the Future Focus program, which started as a partnership at the local level at KIPP DC, has now led to a national KIPP-Accenture partnership that has the capacity to impact thousands of students each year. In the 2012-2013 school year, Accenture will partner with four additional KIPP regions: Austin, San Francisco Bay Area, Denver, and Houston to implement the Future Focus programming and support the expansion of the local KIPP Through College programs in order to impact additional KIPP students and alumni. Additionally, the newly developed computer-based trainings will be available to KIPP high school and college students across the country. These 30-45 minute self-directed learning opportunities allow KIPP students to explore key career readiness skills, like interviewing and media literacy skills, at their own pace, on their own time. Accenture used KIPP DC students to review the training modules, provide feedback on design and content, and even provide the voiceovers for the trainings. In November, the program will be rolled out to KIPPsters across the country.

Similarly, through the Citi partnership and KIPP College Accounts initiative, KTC is serving as a model to four other KIPP regions by leading the community of practice for KIPP College Accounts and helping other KIPP regions pilot critical college savings initiatives. As more KIPP regions participate in the KCA offering, the KIPP DC-based KIPP College Account Senior Regional Coordinator will remain responsible for aggregating information nationally and ensuring sharing across all regions to maximize student participation and the effectiveness of the program.

**(G)(3)(d) All three partnerships are focused on using data, tracking, monitoring, and constant evaluation to improve outcomes for KIPP DC alumni.**

As evidenced in Criterion (G)(3)(b), all three partner organizations are focused on using data, tracking, monitoring, and constant evaluation to improve outcomes for KIPP DC alumni. KIPP Through College has set a high bar for high school graduation, college matriculation, and college completion (see goals in Appendix A4.1) and is working closely with partner organizations and the national KIPP network to meet these aggressive goals. We understand that college completion is based on much more than academic preparation and we are committed to providing students with the social, emotional, and behavioral skills needed to graduate. Because of the expertise of partner organizations and the KIPP Foundation, KIPP Through College is able to offer the individualized counseling and support services that impact outcomes. With partners and the greater KIPP community focused on increasing the number of low-income students who are college and career ready, there is a non-stop push to improve results and practices until all students have the chance to attain a college degree.

**(G)(4) The KIPP Through College partnerships integrate education and other services to address social-emotional and behavioral needs**

The personalized learning environments and high-quality education offered at KIPP DC sets KIPP DC students on a path to becoming college and career ready. However, academic preparation by itself is not enough to ensure that all of our students graduate from high school, matriculate to college, and complete college. Our students and alumni also need social, emotional, and behavioral support to succeed in college and in the competitive workforce. The partnerships highlighted in Criterion (G)(1) are able to address some of the key social-emotional and behavioral needs of our students, ensuring that they are college and career ready. All three partnerships focus on key behaviors and character building, whether by offering experiential learning through the Future Focus program or building the financial literacy and habits needed to succeed through the KIPP College Accounts. Though the overwhelming majority of our students will be the first in their families to attend college, we are able to provide the outside support and resources to prepare them not only academically, but also socially and emotionally for college and career.

**(G)(5) The KIPP Through College partnerships have built the capacity of KIPP DC staff.**

The partnerships with VPP, Accenture, and Citi have all helped to build the capacity of KIPP Through College staff. VPP funded growth of the KIPP Through College staff from a team of five to a team of ten, and provides feedback and support to ensure that this team is highly effective. The increase in the size of the KTC team allows each counselor to serve a smaller caseload and focus more closely on each student's individual needs. It also allowed the team to hire counselors with social work backgrounds who were capable of handling some of the more challenging emotional and behavioral needs of students. Further, through the youthCONNECT partnership, KTC is able to access experts from other high-performing community based organizations and has participated in professional development and knowledge sharing opportunities.

In addition to providing KTC with a full time pro bono staff member, Accenture has also provided professional development and career readiness training to KTC staff. Accenture worked closely with the KIPP Foundation team to refine KIPP's Leadership Framework and Competency Model for KTC counselors. Accenture also designed and developed a one-year training curriculum for KTC staff, including 13 instructor-led trainings, and supported KIPP in drafting a "How-To" Guide for creating an enduring KTC program.

Similarly, in addition to providing the funding needed to hire a KIPP DC-based KIPP College Accounts Senior Regional Coordinator, Citi has leveraged its own areas of expertise to train the KTC team on best practices for promoting financial literacy.

**(G)(5)(a) and (G)(5)(b) KIPP Through College partners help KTC address the needs and assets of participating students, our schools, and the communities we serve**

KIPP Through College partners have been able to use their own areas of expertise to identify and inventory the needs and assets of KIPP DC students, KIPP DC alumni, our schools, the communities we serve. As evidenced in Criterion (G)(3)(b) and (G)(4), VPP, Accenture, and Citi have worked closely with our students, families, and schools to inventory our needs and assets and to provide the services and supports needed to further the impact the reach of KIPP Through College's efforts.

Our VPP partnership and the youthCONNECT consortium allow us to inventory the needs of KIPP Through College, hire

additional staff, and examine the ways that we partner with outside community based organizations to offer even more personalized supports and services for our students.

Because Accenture has such a large number of staff and volunteers in the D.C. metro area, they have been able to tap into their employee base to provide KTC with the volunteers needed to run the Future Focus program, host workshops, and serve as mentors to our students and alumni. Last year, 39 students had internships at eleven partner businesses in D.C. including law firms, non-profits, a consulting firm, the National Institute of Health, and a dental office. Additionally, their corporate relationships and connections helped KIPP DC to establish targeted internship opportunities, allowing our students to gain work experience in a specific career of interest. Prior to Accenture's involvement, a school-based Student Services Counselor set up internships and work experiences with little past experience or connections to high-quality opportunities. Now, Accenture has not only connected us with key corporate partners, but they have also trained our staff to make these connections and evaluate opportunities.

The Citi partnership allowed us to address the lack of financial literacy in the communities our schools serve and provided our staff, parents, and students with the critical financial information needed for students to stay on the path to college.

**(G)(5)(c) KIPP Through College partners have created a decision-making process and infrastructure to support the individual needs of participating students.**

Accenture advises KIPP nationally about the manner in which we are building out our SalesForce database. As stated in Criterion (G)(3)(b), it is critical that all KTC staff and KIPP regions across the country are tracking the same indicators and utilizing best practices when it comes to identifying the behaviors and warning signs that might lead a student to not be college and career ready. These data points, in combination with the additional holistic data stored in the Data Warehouse, allow KTC staff to tailor their supports, services, and programming to the needs of individual students.

**(G)(5)(d) KIPP Through College partners engage parents and families of participating students in decision-making and solutions to improve results over time.**

KIPP Through College recognizes how important communication with parents and guardians is when it comes to preparing students and alumni for college and career. After receiving feedback from partner organizations, KIPP DC has shifted its communication goals to require all KTC staff members to have a "meaningful" conversation with each student's parent or guardian at least once per quarter. "Meaningful" is defined as contact that gathers critical student information necessary for KTC advisors to provide personalized guidance on getting closer to college graduation. These conversations then allow the KTC staff to provide support not only to the student, but also the family to ensure that the student remains college and career ready.

The partnership with Citi has also helped KTC engage parents and families in earlier in the college-going process, by offering financial aid workshops to the families of KIPP DC middle school students to ensure that parents and guardians are taking the actions now that will support their child's college application process later.

**(G)(5)(e) KIPP Through College's partners routinely assess KTC's progress in implementing its plan to maximize impact and resolve challenges and problems**

KIPP Through College is committed to continuous improvement, evaluation, and the tracking of key indicators and results. As shared in Criterion (G)(3)(a), the partnerships with VPP, Accenture, and Citi all include reporting and evaluation components designed to monitor the effectiveness of the program. Additionally, the expertise offered by each partner allows KIPP Through College to address challenges and problems by applying some of the best practices and content knowledge of the partner organizations.

**(G)(6) KIPP DC has aggressive, but achievable performance measures.**

KIPP DC's academic performance measures can be found in Appendix E3.1.

**BUDGET -** (Budget Requirements and Evidence for Selection Criteria (F)(1) and Optional Budget Supplement)

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

**Budget Table 1-1: Overall Budget Summary Table**

**Evidence for:** (F)(1)

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 1,506,690.00 | $ 1,770,712.70 | $ 1,802,918.40 | $ 511,648.82 | $ 5,591,969.92 |
| 2. Fringe Benefits | $ 278,090.00 | $ 324,521.10 | $ 296,732.60 | $ 137,306.38 | $ 1,036,650.08 |
| 3. Travel | $ 147,500.00 | $ 121,300.00 | $ 126,800.00 | $ 108,500.00 | $ 506,100.00 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 222,580.00 | $ 164,740.00 | $ 162,650.00 | $ 191,660.00 | $ 741,630.00 |
| 6. Contractual | $ 948,840.00 | $ 482,570.00 | $ 338,100.00 | $ 279,130.00 | $ 2,048,640.00 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ 20,500.00 | $ 19,600.00 | $ 19,700.00 | $ 15,250.00 | $ 75,050.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 3,124,680.00** | **$ 2,884,363.80** | **$ 2,747,681.00** | **$ 1,243,275.20** | **$ 10,000,000.00** |
| 10. Indirect Costs | $ - | $ - | $ - | $ - | $ - |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 3,124,680.00** | **$ 2,884,363.80** | **$ 2,747,681.00** | **$ 1,243,275.20** | **$ 10,000,00.00** |
| 12. Funds from other sources used to support the project | $ 7,690,390.30 | $ 5,560,628.12 | $ 5,887,083.86 | $ 2,967,574.10 | $ 22,105,676.38 |
| **13. Total Budget (lines 11-12)** | **$ 10,814,590.30** | **$ 8,445,071.92** | **$ 8,634,984.86** | **$ 4,211,029.31** | **$ 32,105,676.38** |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

## BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

**KIPP DC Overall Budget Narrative**

This budget narrative for KIPP DC's Race to the Top- District grant includes an overall budget, as well as a budget for each of our three proposed projects. Each project-level budget provides an explanation for how the funds will be organized and managed, and are documented on pages 162 through 214. Each individual narrative provides sufficient detail around the funds available to support the program.

**Overview**

A combination of public and private funds has been committed to the three initiatives of the overall project budget over the grant period. The majority of funds through this grant will be invested in human capital--specifically in training 336 highly effective teachers to serve low-income students in schools across the District of Columbia.

**Table 14**-- Funds Committed to this Race to the Top Investment

| Funding Streams | Funds | Percent of Projects |
|---|---|---|
| **Committed Public Funds** | $21,247,426 | 66% |
| **Committed Private Funds** | $493,250 | 2% |
| **Race to the Top-District Funds** | $10,000,000 | 31% |

The detail provided by each project narrative demonstrates that the estimated use of currently committed funds, combined with funds available through the Race to the Top- District grant, are reasonable and sufficient to support our training of new teachers, expansion of relevant technologies, and dissemination of best practices and program outcomes.

**1) Personnel**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total |
|---|---|---|---|---|
| $ 1,506,690.00 | $ 1,770,712.70 | $ 1,802,918.40 | $ 511,610.41 | $ 5,591,931.51 |

The investment of this Race to the Top grant, will subsidize or fund 336 Resident teachers, and seven full time KIPP DC staff members The responsibilities and purpose of staff members funded through this grant are detailed below:

- Residents: Build a human capital pipeline for KIPP DC and placement partner schools across D.C., as well as increase the capacity of KIPP DC schools to provide individualized learning environments that accelerate student achievement and deepen student learning at all grade levels in all participating schools
- CTR Director: Oversee all aspects of the program, including teacher recruitment, professional development, fundraising,

marketing, and program evaluation (to ensure the consistency of CTR across all training sites and the success of alumni across all placement sites).

- CTR Program Associate: Ensure compliance regarding grant management and certification through the recording and reporting of grant expenditures and resident certification progress, including all licensure paperwork. Support CTR recruitment by conducting phone interviews and webinars.
- Manager of Professional Development and Certification: Manage and facilitate professional development around instructional practices, content, and technology. Coordinate all aspects of the CTR certification program, including identifying Certification Instructors, supporting the planned scope and sequence of professional development, and ensuring all Residents meet program requirements for licensure in D.C.
- Manager of Alumni and Partnerships: Support CTR alumni in partner schools through frequent observations and coaching. Work with school leaders at placement partners to create consistent and effective training for their teachers. Plan, organize, and implement the CTR Summit and follow-up sessions.
- Technology Coach: Set goals for technology usage and student growth on adaptive learning tools, monitor progress towards these goals, and support teachers in reaching these goals through professional development and observations.
- Recruitment Associate (60%): Manage KIPP DC's online application database, review resumes to determine potential candidates, maintain contact with applicants and schedule and conduct phone interviews with CTR candidates.
- Development Associate (50%): Manage funding database and support the CTR Program Director in all work with current and potential funders.

**2) Fringe**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total |
|---|---|---|---|---|
| $ 278,090.00 | $ 324,521.10 | $ 296,732.60 | $ 511,610.41 | $ 1,036,634.71 |

Fringe benefits include health, vision, dental, Social Security, short- and long-term disability, retirement, and personnel taxes for all proposed FTEs. Fringe benefits are calculated at an average rate of 20% of salary for each of the 340 full time program staff included in project-level budget narratives.

**3) Travel**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total |
|---|---|---|---|---|
| $ 147,500.00 | $ 122,300.00 | $ 127,800.00 | $ 108,500.00 | $ 506,100.00 |

There are three types of travel costs associated with this project:

- Recruitment Travel: In order to significantly impact student achievement, schools need to hire, train, and retain the best teachers. Strategic recruitment is critical to the CTR program. Each year we evaluate the backgrounds of current residents and determine trends in hiring to assess where we are having success in recruitment. We then consider our future projections and needs for placement in order to create a recruitment plan. Traveling to meet candidates in person is necessary for our relatively new program. Although our brand recognition is growing, it is critical to meet our expanding audience in order to attract the highest caliber of candidates.
- Professional Development Travel: Funding through the Race to the Top-District grant will provide opportunities for Residents and program staff to participate in professional development opportunities across the country. For example, Residents will participate in KIPP Schools Summit, a full week of professional development in which they select sessions according to their

specific needs. Program staff will travel to sessions about purposeful observation and feedback, new methodology in teacher training, and the effective use of technology in schools.

- Travel to Share and Support: In order increase the impact of CTR, staff will collaborate with KIPP's national network of schools, and the broader education reform community. It is estimated that staff will travel to two annual conferences or symposiums to discuss the program's outcomes and structure and to support other regions in implementing similar plans. In addition, CTR plans to host an annual CTR Summit highlighting programmatic structures that are critical to our model of new teacher development, and our strategies to support new teachers' emergent instructional skills. We will invite members of KIPP regions from around the country, as well as principals of our local placement partners, to attend.

**4) Equipment**

This Race to the Top proposal will not fund any purchases related to equipment.

**5) Supplies**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total |
|---|---|---|---|---|
| $ 222,580.00 | $ 164,740.00 | $ 162,650.00 | $ 191,660.00 | $ 741,630.00 |

Supplies include high-quality books for professional development, materials for certification coursework and seminars, software and licenses for classroom technology, and iPads for classroom use by Residents.

**6) Contractual Funds**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total |
|---|---|---|---|---|
| $ 943,320.00 | $ 482,570.00 | $ 338,100.00 | $ 279,130.00 | $ 2,048,640.00 |

Contractual funds are budgeted as follows:

- $655,360 for Resident professional development: $369,800 of which is for Resident certification and $92,400 of which is for training on technology platforms and student learning tools
- $24,000 for CTR staff professional development
- $120,000 for external program evaluation
- $14,400 for partner professional development
- $485,000 for the implementation and upkeep of a (b)(4) Learning Management System
- $625,000 for developing and expanding KIPP DC's Data Warehouse

**7) Construction**

None

**8) Other**

| Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Project Year 5 |
|---|---|---|---|---|
| $ 20,500.00 | $ 19,600.00 | $ 19,700.00 | $ 15,250.00 | $ 75,050.00 |

Other costs include materials to market the CTR program to high-quality applicants and partners across the country. It also includes materials to support the professional development of Residents.

**NOTE REGARDING FINANCIAL SUSTAINABILITY:**

- KIPP DC has a strong and demonstrated history of leveraging multiple sources of funding including, but not limited to: federal, state, and local funding; philanthropic support; and service fees associated with the provision of programs and services. We will continue to leverage these revenue streams after the expiration of the grant.
- A portion of the design and delivery of KIPP DC's expansion of our Data Warehouse, classroom technologies, external evaluation, and professional development will be executed through contracts that are one-time costs that require renewal. KIPP DC will retain only outside consultants and organizations with specific expertise and track records of success throughout the grant period. If a contracted organization does not meet the standards of the project, we will seek services from other organizations that provide analogous services.

**Budget Table 2-1: Overall Budget Summary Project List**

**Evidence for:** (F)(1)

| Project Name | Primary Associated Criterion and location in application | Additional Associated Criteria and location in application | Total Grant Funds Requested | Total Budget |
|---|---|---|---|---|
| Teachers: Capital Teaching Residency | (A)(3) Pages 14-27 | (A)(1) Pages 3-10<br>(B)(3) Pages 46-49<br>(B)(4)(a-b) Pages 50-54<br>(B)(5) Pages 55-59 | $7,459,663.11 | $17,427,980 |

| | | | | |
|---|---|---|---|---|
| | | (C)(1) Pages 62-76<br>(C)(2) Pages 79-96<br>(E)(1) Pages 111-118<br>(E)(2) Pages 118-119<br>(E)(3)(a-b) Pages 120-124<br>(E)(4) Pages 125-130 | | |
| Tools and Technology | (C)(1) Pages 62-76 | (A)(1) Pages 3-10<br>(A)(3) Pages 14-27<br>(B)(1)(c) Pages 42-43<br>(B)(5) Pages 55-59<br>(D)(1)(c-e) Pages 100-103<br>(D)(2)(a-d) Pages 103-107<br>(E)(1) Pages 111-118<br>(E)(4) Pages 125-130 | $2,175,776.55 | $14,582,732.90 |
| Share and Support | (C)(2)(d) Pages 95-96 | (A)(1) Pages 3-10<br>(A)(3) Pages 14-27<br>(B)(1)(b) Pages 40-42<br>(B)(4)(b) Pages 52-54<br>(C)(2)(a) Pages 80<br>(C)(2)(c) Pages 92-95<br>(E)(1) Pages 111-118<br>(E)(2) Pages 118-119<br>(E)(4) Pages 125-130 | $364,506.55 | $364,506.55 |
| | | | **Total for Grant Funds** | **Total Budget** |

## BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

## PROJECT 1: Teachers: Capital Teaching Residency

**Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)**
**Project Name:** Teachers: Capital Teaching Residency
**Primary Associated Criterion and Location in Application:**
(A)(3) Pages 14-27
**Additional Associated Criteria (if any) and Location in Application:**
(A)(1) Pages 3-10; (B)(3) Pages 46-49; (B)(4)(a-b) Pages 50-54; (B)(5) Pages 55-59; (C)(1) Pages 62-76; (C)(2) Pages 79-96; (E)(1) Pages 111-118; (E)(2) Pages 118-119; (E)(3)(a-b) Pages 120-124; (E)(4) Pages 125-130

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 1,346,690.00 | $ 1,636,812.70 | $ 1,665,001.40 | $ 440,621.56 | $ 5,089,125.66 |
| 2. Fringe Benefits | $ 246,090.00 | $ 297,741.10 | $ 269,149.20 | $ 123,100.93 | $ 936,081.23 |
| 3. Travel | $ 97,000.00 | $ 107,000.00 | $ 108,000.00 | $ 109,000.00 | $ 421,000.00 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 25,920.00 | $ 31,850.00 | $ 32,930.00 | $ 33,160.00 | $ 123,860.00 |
| 6. Contractual | $ 269,620.00 | $ 215,590.00 | $ 199,180.00 | $ 146,210.00 | $ 830,600.00 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ 16,500.00 | $ 5,600.00 | $ 15,700.00 | $ 11,250.00 | $ 59,050.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 2,001,820.00** | **$ 2,304,593.80** | **$ 2,289,960.60** | **$ 863,288.72** | **$ 7,459,663.11** |
| 10. Indirect Costs | $ - | $ - | $ - | $ - | $ - |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 2,001,820.00** | **$ 2,304,593.80** | **$ 2,289,960.60** | **$ 863,288.72** | **$ 7,459,663.11** |

| | | | | | |
|---|---|---|---|---|---|
| 12. Funds from other sources used to support the project | $ 3,652,750.00 | $ 2,483,960.00 | $ 2,478,485.00 | $ 1,083,325.03 | $ 9,698,520.03 |
| **13. Total Budget (lines 11-12)** | **$ 5,652,070.00** | **$ 4,788,553.80** | **$ 4,768,445.60** | **$ 1,946,667.52** | **$ 17,158,436.93** |

**Project 1: Teaching: Capital Teaching Residency**

**(F)(1)(P1)(a) Funds to support the project**

KIPP DC has benefited significantly from the Capital Teaching Residency (CTR). By the end of the 2012-2013 school year, 131 teachers will have been trained through KIPP DC's CTR program. KIPP DC has moved 84 of these Residents to lead teaching positions upon graduation from CTR, and annually hires 40% of its teachers through the CTR pipeline. The commitment of these teachers to student learning, knowledge about the KIPP DC culture and community, and demonstrated results inspire KIPP DC to continue to expand the program as we add more schools to our local network. KIPP DC has committed, and will continue to commit, significant operating funds to the program. KIPP DC's development team, in conjunction with CTR program staff, has successfully solicited funds from individual donors, foundations, and competitive federal grants. CTR was awarded the District of Columbia's Charter School Teacher Pipeline Grant, enabling the investment of $2M to maintain and expand CTR between the 2011 and 2013 school years. This funding will be expended during the grant period, but other sources of funding are available to ensure the program's sustainability. Table 17 in section F(1)(P1)(c)(i) summarizes the sources of funding that have been confirmed for the program, and the project investment from RTT-D during the grant period.

**(F)(1)(P1)(b) Evidence of reasonable and sufficient funding**

The funding provided by this Race to the Top –District grant will be sufficient in supporting the training of 336 teachers during the grant period. The cost of the program is reasonable when considering that excellent teachers are the most powerful tools in closing the achievement gap. In fact, studies have shown that if a student has an effective teacher five years in a row, the achievement gap would be closed. However, only one in seven teachers meets the standard of effectiveness needed to create marked gains; therefore, each student has a one in 17,000 chance to have five effective teachers in a row.[xvi] CTR is solving this problem through training effective teachers. Residents are closely monitored and supported within an environment of educational excellence. They thus begin their first year as lead teachers equipped with the skills to critically analyze student data and implement appropriate personalized learning environments based on this data. In addition, because the Capital Teaching Residency is not a separate fiscal entity, but is entirely contained within KIPP DC, it experiences important cost savings with regard to overhead. CTR benefits from the excellent program management of KIPP DC at no additional cost. Specifically, CTR benefits from KIPP DC's data, accounting, legal counsel, development, recruitment, and leadership team. These teams are instrumental to the successful management, evaluation, and support of the CTR program. The CTR program team and school staff ensure that the program is meeting its goals of training highly effective teachers who are moving students toward their college and career goals.

CTR employs four critical components in training highly effective and innovative teachers: applicable and effective professional development, a thoughtful gradual release model, supportive mentoring, and intensive coaching and evaluation. KIPP DC has the resources to apply most of these components at a very minimal additional cost. The program's main expense is Resident salaries and benefits and incremental costs to support Resident professional development expenses. The following chart shows the cost of Resident salaries and benefits compared to all other program costs.

**Table 15**-- CTR Distribution of Program Costs

| | Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 |
|---|---|---|---|---|
| | **12/12-6/14** | **7/14-6/15** | **7/15-6/16** | **7/16-12/16** |
| **Resident Salaries and Benefits** | $ 4,477,440 | $ 3,825,667 | $ 3,878,074 | $ 2,024,197 |
| **Other Program Costs** | $ 1,189,710 | $ 848,599 | $ 851,612 | $ 434,806 |
| **Total** | $ 5,667,150 | $ 4,674,266 | $ 4,729,685 | $ 2,459,003 |
| **Percent Salaries** | 79% | 82% | 82% | 82% |

Although many residency programs do not provide their Residents with full teacher salaries, by providing the incentive of a first-year teaching salary, CTR attracts top performers, both recent university graduates and mid-career professionals. CTR benefits greatly from operating within an LEA that has strong cost controls, outstanding program and fiscal management, and a strong development team. The training schools have raised significant funds to support the program.

**Rationale for Investments F(1)(c)**

**(F)(1)(P1)(c)(i) Description of funds to support the project**

Funds are available to KIPP DC because we are replacing teachers' aides with Residents in all of our early childhood and first grade classrooms. KIPP DC utilizes these funds to support CTR salaries. The following table shows the funds that KIPP DC is able to commit to the program during the grant period. These funds amount to nearly 50% of the entire program cost during the grant period.

**Table 16**—KIPP DC Contribution to Capital Teaching Residency

| | Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 |
|---|---|---|---|---|
| **Dates** | **12/12-6/14** | **6/14-6/15** | **6/15-6/16** | **6/16-12/16** |
| **KIPP DC Residents** | 114 | 72 | 74 | 75 |
| **Funds Contributed by KIPP DC** | $ 2,664,000 | $ 2,298,960 | $ 2,368,485 | $ 1,083,325 |
| **Total Program Cost** | $ 5,667,150 | $ 4,674,266 | $ 4,729,685 | $ 2,459,003 |
| **Percent covered by KIPP DC** | 47% | 49% | 50% | 44% |

CTR has also built a strong funding base from external sources. Several individual donors have made multi-year commitments to the program, and many foundations have made renewable grants. The following table summarizes the breakdown of funds CTR has already received or that have been committed to the program from external sources, as well as anticipated placement fees, and the anticipated funds from the Race to the Top-District grant program.

**Table 17**—Project Revenue Available to Capital Teaching Residency

| | Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 |
|---|---|---|---|---|
| | **12/12-6/14** | **6/14-6/15** | **6/15-6/16** | **6/16-12/16** |
| **Private Donations** | $ 343,750 | $ 75,000 | $ - | $ - |
| **Public Funds** | $ 3,164,000 | $ 2,298,960 | $ 2,368,485 | $ 1,083,325 |
| **Placement Fees** | $ 85,000 | $ 100,000 | $ 110,000 | $ 110,000 |
| **Race to the Top- District** | $ 2,001,820 | $ 2,304,594 | $ 2,289,961 | $ 863,289 |
| **Total external fund** | $ 5,594,570 | $ 4,778,554 | $ 4,768,446 | $ 2,056,614 |

The Race to the Top- District grant will allow the program to continue to grow while consistently producing highly effective teachers, conducting the evaluations necessary to demonstrate its effectiveness, and becoming more sustainable. The CTR program team is confident that funding streams exist for the program to remain viable, successful, and sustainable for many years. When Race to the Top-District funds expire, we will be able to sustain Capital Teaching Residency by revising the funding structure of the program by increasing placement fees and requiring any training partners to pay for the cost of Resident professional development.

**(F)(1)(P1)(c)(ii) Use of funds**

The entire project budget for the CTR program involves on-going operational costs that support human capital needs, Resident professional development, and CTR recruitment. Although KIPP DC plans to invest in lasting technological resources to improve the data-systems and personalized learning environments available in our schools, we know that these improvements will not be successful without people who are capable and well-versed in the utilization of these resources. CTR is training the next generation of great educators to teach in schools across the District of Columbia. Each cohort of residents requires investments in their professional development and growth as teachers. These investments will ensure the long-term sustainability of the personalized learning environments implemented in KIPP DC's classrooms, because Residents are trained in schools where personalized instruction is not the exception, but the norm. Whether Residents remain teaching at KIPP DC, or take positions as lead teachers at our partner schools in D.C., they will translate the skills and knowledge they develop as Residents (using the technologies and instructional strategies available at KIPP DC) to advance student achievement gains at their placement schools.

| Table 4-1: Project 1: Teachers- Capital Teaching Residency Itemized Costs | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:**<br>Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location. | | |
| • **Capital Teaching Residents:** KIPP DC will provide salaries for 336 new teachers over the grant period. Through the Capital Teaching Residency's gradual release model, Residents are trained to utilize a variety of resources and structures to offer all students the most strategic personalized learning environments within some of the highest performing schools in D.C. Residents are trained within the classrooms of mentor teachers and slowly take over classroom responsibilities. As new teachers, they are open to new modes of instruction, and are often leaders in innovation in their school sites. They are not only training to be the best teachers, but are also pushing each teacher and school leader at KIPP DC to be | • 336 positions<br>  ○ 284 positions; 30% FTE<br>  ○ 51 positions: 100% FTE<br>• (b)(4)<br>  ○ 70% of this salary is covered by local funds for 284 of the Residents trained during the grant period. There are no local funds available to subsidize the cost of the remaining 51 Residents.<br>• Each Resident will complete one year as a FTE with KIPP DC in which their salary will be subsidized through this grant. After the training year, Residents will either be hired as a lead teacher at KIPP DC, or at a Partner School. | (b)(4) |

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| better. They are held to rigorous standards during their training year and coached out of the program if they are not meeting these standards. We are ensuring that the next generation of teachers is trained to be successful and to offer students high-quality learning environments from their first day as lead teachers. | Their salaries will no longer be subsidized by this grant.<br>• To remain competitive, the Resident salary will be raised by 3% on a bi-annual basis.<br>(b)(4)<br>• Resident salaries are an on-going operational cost. | |
| • **Director, Capital Teaching Resident:** The Director oversees all functions of the program and devotes 100% of his or her time to work with the program. The Director plans the strategy for and manages the program's fundraising, recruitment, and Resident training. The Director manages relationships with key funders, professional development partners, and LEA partners across the city.. The Director also checks in bi-weekly with each CTR manager at the training schools, typically the vice principal, to | • One position; 100% FTE<br>• (b)(4)<br>• The Director will devote 100% of her time to the project for the entire grant period. However, the Director's salary is covered by one of KIPP DC's ongoing grants during the first two years of the grant period. The Director's salary will not be attributed to this grant until the 2014 school year. In accordance with the grant period, half of the Director's salary will be | (b)(4) |

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| ensure standardized progress of each Resident across campuses. In addition to monitoring the success and consistency of Resident development, the Director also develops performance metrics and surveys to monitor and manage overall program performance. | attributed to the grant during the 2016-2017 school year.<br>• To remain competitive, the Director's salary will increase 3% annually to reflect cost of living adjustments.<br>• This salary is an ongoing operational cost. | |
| • **Program Associate:** The Program Associate is critical to assisting with the facilitation of all programmatic structures and for program oversight. The Program Associate closely monitors data on all program metrics, including student achievement data, survey outcomes, and recruitment outcomes. The Program Associate is instrumental in fulfilling the recruitment objectives; he or she runs recruitment webinars, attends career fairs, keeps track of and communicates with all recruitment referrals, and conducts phone interviews with potential candidates. Because the Program Associate is working closely with program metrics, he or she will be responsible for managing grant compliance by collecting, organizing, and submitting all artifacts for this grant. | • One position; 100% FTE<br>• (b)(4)<br>• The Program Associate will devote 100% of his or her time to the project for the entire grant period. The Associate salary is covered by an ongoing grant through June 2013. The Associate salary will not be attributed to this grant until July 2013. In accordance with the grant period, half of the Associate's salary will be attributed to the grant during the 2016-2017 school year.<br>• To remain competitive, the Program Associate salary will increase 3% annually to reflect cost of living adjustments.<br>• This salary is an ongoing operational cost. | • (b)(4)<br>• <br>• <br>• <br>• |

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| • **Manager of Professional Development and Certification:** The Manager of Professional Development and Certification will focus on the trajectory of Resident development. He or she will monitor the coherence and effectiveness of CTR professional development sessions and the gradual release model. This includes: ensuring that all of the components of the certification course design meet the requirements of the Office of the State Superintendent of Education for alternative certification programs in D.C., structuring professional development for instructors of certification coursework, ensuring that our usage of materials for the certification program meets requirements of copyright law, and handling all documentation around certification assessment and Resident licensure. They will also closely monitor Resident progress through certification coursework, including the completion of required assignments, and their proficiency in their instructional practice. The Manager of Professional Development and | • One position; 100% FTE<br>• (b)(4)<br>• The Manager of Professional Development and Certification will devote 100% of their time to the project for the entire grant period. The Manager of Professional Development and Certification will start January 2013. In accordance with the grant period, half of the Manager of Professional Development and Certification's salary will be attributed to the grant during the 2016-2017 school year.<br>• To remain competitive, the Manager of Professional Development and Certification salary will increase 3% annually to reflect cost of living adjustments.<br>• This salary is an ongoing operational cost. | • (b)(4)<br>• <br>• <br>• <br>• |

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| Certification will work closely with our certification partner for Residents that are not enrolled in KIPP DC's certification coursework. They will be critical in ensuring our teachers are prepared to lead students to dramatic achievement gains in their first year as lead teachers. The salary was estimated based on pay scales for similar positions in the field. | | |
| • **Recruitment Associate:** The Recruitment Associate is a full-time employee of KIPP DC. The Recruitment Associate manages the online application and phone screen process for all applicants to KIPP DC, including all applicants to the CTR program. The Recruitment Associate posts the job description on a variety of hiring websites, monitors submitted applications, screens resumes, and schedules and conducts phone screens for candidates that meet the criteria for the online application. | • One position; 60% FTE<br>• (b)(4)<br>• The Recruitment Associate devotes 60% of his or her time to managing the CTR application process during the grant period. The salary will be subsidized by this grant starting in July 2013.<br>• To remain competitive, the Recruitment Associate salary will increase 3% annually to reflect cost of living adjustments.<br>• This salary is an ongoing operational cost. | (b)(4) |
| • **Development Associate:** The Development Associate is a full-time employee of KIPP DC. The Development Associate works with the CTR Director to manage relationships with individual donors and | • One position; 50% FTE<br>• (b)(4)<br>• The Development Associate devotes 40% of his or her time to managing the CTR application | |

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| foundations. The Development Associate also assists the CTR Director in grant writing and progress monitoring for smaller grants or gifts. | process for the entire grant period. The salary will be subsidized by this grant starting in July 2013.<br>• To remain competitive, the Development Associate salary will increase 3% annually to reflect cost of living adjustments.<br>• This is an ongoing operational cost. | (b)(4) |
| • **Certification Instructor Stipends:** Certification Instructors will provide the content for KIPP DC's certification coursework. These providers will be current KIPP DC school leaders and teachers, or highly qualified and experienced leaders and teachers from other educational organizations. Certification instructors will dedicate 10% of their time, or an estimated five hours each week, to planning and implementing our certification coursework. They will be provided with course scope and sequence documents and syllabi. They will be responsible for ensuring that they are delivering the key content of the certification course and preparing Residents to be licensed educators in the District of Columbia. | • 27 positions; 10% FTE<br>• (b)(4) instructor<br>• The number of instructors will increase as we add certification areas and grow the CTR program. The ratio of instructors to Residents in the certification program will remain between six or seven to one.<br>  ○ Project Year 1: 6 instructors<br>  ○ Project Year 2: 10 instructors<br>  ○ Project Year 3-4: 11 instructors<br>• These stipends are an ongoing operational cost. | |

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| • **Mentor Head Coach Stipends:** Each school or grade level selects a Mentor Head Coach to conduct monthly trainings for the Mentor s at their school or grade level. These Mentor Head Coaches are typically on the path to school leadership and are experienced as mentors. They use the scope and sequence for mentor training developed by the CTR program to ensure the Mentor s at their school or grade level are preparing their Residents to be lead teachers by the end of the residency year. Mentor Leads will dedicate 5% of their time to their role. Mentor Leads will apply for the position, and the CTR Director will work with school principals to select candidates for the position. | • 27 positions; 5% FTE<br>• (b)(4) paid at the end of the school year. Thus, the 2016-2017 stipends for Mentor Leads will not be attributed to this grant.<br>• The number of Mentor Leads is based on the Residents across school sites. Each full Early Childhood campus will have a Mentor Lead. Elementary and Secondary Mentor Leads will be shared across two campuses.<br>  ○ Project Year 1: 6 Mentor Leads<br>  ○ Project Years 2-4: 7 Mentor Leads<br>• These stipends are an ongoing operational cost. | (b)(4) |
| **2. Fringe Benefits:**<br>Explain the nature and extent of fringe benefits to be received and by whom. | | |
| • **Capital Teaching Residents:** Each Resident will receive full benefits during their residency year. These benefits include:<br>  ○ Health insurance and long-term disability benefits<br>  ○ KIPP DC contributes 3% to 403(b) benefits and matches up to another 3% | • Fringe benefits equate to a little over 20% of Residents' salaries.<br>• We estimate benefits using 20% of Residents' full salaries to determine the anticipated cost of their benefits. We anticipate the following cost of benefits per Resident for the grant period: | • |

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| ○ Payroll taxes | ○ (b)(4)<br>○<br>○<br>○<br>• This is on ongoing investment. | • (b)(4)<br>• |
| • **CTR Program Staff:** The CTR Director, CTR Program Associate, Manager of Professional Development, and Certification and Manager of Alumni and Partnerships will receive full benefits during the project. The benefits include:<br>○ Health insurance and long-term disability benefits<br>○ KIPP DC contributes 3% to 403(b) benefits and matches up to another 3%<br>○ Payroll taxes | • Fringe benefits equate to a little less than 20% of the salaries of program staff<br>• We estimate benefits using 20% of the Director's salary to determine the anticipated cost of their benefits.<br>• This is an on-going operational cost. | • |
| • **The Recruitment Associate and Development Associate**: Receive full benefits but, because 100% of their time won't be dedicated to CTR, their fringe benefits will not be attributed to this grant. | • N/A | • |
| **3. Travel:**<br>Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success. | | |

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| **Recruitment Travel:** Members of KIPP DC's recruitment team and CTR program staff will travel to a variety of colleges and career fairs to recruit potential candidates for the CTR program. The Recruitment Associate, CTR Program Director, CTR Program Associate, KIPP DC's Recruitment Manager, and current Residents will all travel for CTR recruitment. This travel is necessary to attract a diverse, qualified, and invested group of Residents to the program each year. | • 20 trips each year<br>• Each trip will require train or plane travel and many will require overnight stays at hotels near college campuses or other fair sites. We estimate that each trip will cost an (b)(4) This estimate is based on two staff members traveling for each fair, considering that lodging will only be needed for half of all trips. | (b)(4) |
| **Professional Development Travel:** Capital Teaching Residents, Alumni, and Program Staff will participate in off-site professional development during the grant period. It is important to note that we currently use most of the current partners, but we may choose to contract with other professional development organizations during the grant period. These professional development experiences include: | | |
| Professional Development Travel (a)<br>• KIPP Schools Summit: Residents will travel to KIPP Schools Summit each year. KIPP Schools Summit is a week-long conference that provides an opportunity for teachers and leaders from every KIPP region to collaborate and learn from each other. The week consists of a variety of practical professional development sessions for teachers at all stages of their | • One trip to KIPP Schools Summit will occur each year for every Resident, as well as two CTR staff members.<br>• Each trip includes flight and hotel for the week. The estimated cost per trip is $1000.<br>  ○ 2013 cohort- 64 trips<br>  ○ 2014 cohort- 75 trips<br>  ○ 2015 cohort- 76 trips | (b)(4) |

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| career. This travel is essential to building investment in and understanding of KIPP's mission, as well as building our Residents' skill in instructional practice. | ○ 2016 cohort- 77 trips<br>• This is an ongoing operational cost. | (b)(4) |
| Professional Development Travel (b)<br>• **Teacher's College:** Residents who successfully complete their year, and are slated to lead literacy classrooms in their first year as lead teachers, will travel to the Teacher's College Reader's and Writer's Workshop training in New York during the summer after their residency year. If demand for this training exceeds the allocated budget costs, we will ask Residents to apply for travel stipends. | • Trips to Teacher's College will be offered for 15 recent CTR graduates.<br>• Each trip includes train and hotel for five (b)(4)<br>• Because of the grant schedule, we will fund two cohorts of CTR graduates for the Teacher's College training during the first project year and will not fund any trips during the fourth project year.<br>• This is an ongoing operational cost. | |
| Professional Development Travel (c)<br>• **Certification training:** All part-time faculty that will be instructing coursework for KIPP DC's certification program will be asked to attend a conference prior to leading coursework. This conference will be the "Teach Like a Champion" training at Uncommon Schools, or a similar professional development opportunity. | • Trips to a training conference will be provided for six Certification Instructors each year.<br>• Each trip includes train and hotel for two (b)(4)<br>• Due to the grant schedule, two trips will be | |

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| | funded during the first project year. The grant will not subsidize any trips during the fourth project year.<br>• This is an ongoing operational cost. | (b)(4) |
| Professional Development Travel (d)<br>• **Conferences for CTR Program Staff**: All four CTR program staff members will travel once or twice per year to conferences focused on best practices for training new teachers. | • CTR program staff will participate in six conferences each year. Each trip includes flight and hotel for five days. The estimated (b)(4)<br>• This is an ongoing operational cost. | |
| **4. Equipment**<br>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition (b)(4) more per unit. | | |
| • N/A | • N/A | • N/A |
| **5. Supplies**<br>Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment. | | |
| • **Books:** Books are incredibly important to the development of new teachers. By selecting the most relevant texts to purchase for our Residents, we are building their professional libraries with valuable | • We will buy the following (or similar) books for Residents for the following purposes:<br>○ Work Hard. Be Nice, Mathews: Pre-reading to build background about | • (b)(4)<br>• |

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| information to which they can refer for years to come.<br>• Books will be purchased for use during professional development sessions and certification coursework. We will also purchase books for pre-work and as welcome materials for our new teachers. | (b)(4)<br>• |

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| | • This is an ongoing operational cost. | (b)(4) |
| • **Certification Materials:** As a certifying agency, we need to supply our residents with materials such as reading packets and binders with dividers. These materials will set them up to acquire the knowledge they need to be successful as teachers. We will also purchase materials for certification instructors to use in their sessions. These materials include chart paper, markers, and cardstock paper. | • (b)(4)<br>•<br>• | |
| **6. Contractual**<br>Explain what goods/services will be acquired, and the purpose an | | |
| • **Certification partner, such as The New Teacher Project (TNTP):** TNTP has thus far provided alternative certification coursework for all of our Residents. We are hopeful that we will be able to renew their contract and continue to provide alternative certification coursework and licensure support to our | •<br>•<br>• | •<br>•<br>• |

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| math, science, and special education Residents each year. We solidified our initial partnership with TNTP after a competitive bidding process, and chose the organization because they were affordable and their training aligned with KIPP DC's mission and philosophy.<br>• KIPP DC is applying to be accredited to certify our early childhood and elementary Residents. We will pursue accreditation for special education for the 2014 cohort. We will continue to utilize an external provider like TNTP for our math and science certification. | proposed contract to working towards the goals of the CTR program, and are a key partner in developing Residents into successful teachers. Residents will spend 60 hours in in-person or online coursework provided by TNTP. Beginning with our 2013 CTR cohort, the full costs of Resident certification through TNTP will be charged to this grant. Due to invoicing schedules, we will allocate funds for 50% of the cost of the certification program during Project Year 4. We plan to contract with TNTP to certify the following number of teachers each of the grant years:<br>○ Project Year 1: 29 Residents<br>○ Project Year 2: 22 Residents<br>○ Project Year 3: 19 Residents<br>○ Project Year 4: 20 Residents<br>• This is an ongoing operational cost. | (b)(4) |

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| • **Technology-based teacher coaching through an online, video-based observation platform:** In order to provide advanced support to Residents, we are planning to contract with an online video platform that allows teachers and their coaches to collaborate through their computers. We are currently researching the best options for this work, and are planning to partner with an organization that allows Residents, mentors, and coaches to upload and annotate video. By annotating a teacher's video, coaches can point out specific actions that can be improved and can highlight what teachers are doing well. Because videos are online, they can be accessed at any time, providing teachers flexibility in reviewing their lesson performance. This technology will be essential to building the best new teachers, and will be a critical part of a Resident's evaluation.<br>• This technology will at least provide the following:<br>  ○ Access to all Residents and coaches<br>  ○ Easy online video storage<br>  ○ Annotation and voice-over capabilities when streaming videos | • Based on our initial research, we anticipate the technology will (b)(4) per year. We will purchase licenses for Residents and their lead teachers so that they can collaborate around classroom instruction.<br>• This is an ongoing operational cost.<br>• KIPP DC will procure these contractual services in accordance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. | (b)(4) |

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| • **External Evaluation:** Since 2010, we have contracted with ICF Macro to conduct an external evaluation of the CTR program. We identified ICF Macro as a partner after submitting an (b)(4 and conducting a competitive search and bidding process. ICF Macro has completed two evaluations of the program. They have used principal interviews, student achievement data, and teacher surveys to compare Resident performance to the performance and efficacy of teachers from other teacher training programs. We plan to continue to conduct an annual external evaluation of the program's success, and may renew our contract with ICF Macro because of the context they have built around the program. If we do not continue to partner with ICF Macro, we will go through the correct procurement procedures in identifying new partnerships.<br>○ The external evaluator will develop tools to collect the appropriate programmatic data. They will write a complete report on the program and will share the information with the CTR program staff to ensure the program staff understands the evaluation outcomes. | • We have paid ICF Macro (b)(4) for our annual evaluation. We hope to maintain this cost in the future.<br>• ICF Macro spends 100% of the time on this contract focused on activities related to this grant.<br>• This is an ongoing operational cost.<br>• Should KIPP DC decide not to renew a contract with ICF Macro, we will procure these contractual services in accordance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 | • (b)(4)<br>• |

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| • **Online Article Database:** As a certification program, we will need access to research journals and books. We will contract with an online database that provides our teachers with access to the most up-to-date education and child development research. | • We have allocated $(b)(4) for access to this database for certification program participants, CTR staff, and certification instructors.<br>• We will buy the following number of licenses to this data base each project year:<br>  ○ Project Year 1: 68<br>  ○ Project Year 2: 80<br>  ○ Project Year 3: 81<br>  ○ Project Year 4: 83<br>• This is an on-going operational cost | (b)(4) |

**Professional Development Providers:** We anticipate contracting a variety of professional development providers. The list of potential providers is derived according to prior experience and our satisfaction with the services previously offered by the providers listed below. All of our professional development providers whose contracts exceed $25,000 were selected through a competitive bidding process, per regulations determined by the Public Charter School Board. We will continue to compare the services provided by other potential partners, and may change the specific providers we are using. In any case, we will continue to offer a similar scope of professional development to our Residents.

- Note that each of the contracted professional development providers will provide space and materials for their sessions. We anticipate the following costs and amount of time devoted for each of our contracted professional development services. KIPP DC has partnered with these contractors after conducting a competitive preference priority. These providers offer specific and unique services aligned to our professional development needs. If we change vendors, KIPP DC will procure all

| contractual services in accordance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 | | |
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| • **Research for Better Teaching (RBT):** We have historically worked with several renowned providers of professional development to provide our teachers with constructive training on their instructional practice. We currently work with Research for Better Teaching (RBT), a school improvement organization with extensive experience in teaching and leadership. RBT provides 36 hours of training on teaching practice to our Residents. Our Residents have found this training invaluable, and we plan to continue our work with RBT. | • We have paid $(b)(4) t each year for the services provided by Research for Better Teaching. Our Residents spend 36 hours in coursework provided through this contract.<br>• This is an ongoing operational cost. | (b)(4) |
| • (b)(4) We plan to work with (b)(4) (b)(4) to provide Residents who have recently graduated from the CTR program with training in implementing Reader's and Writer's Workshop. We will send 15 of our recent graduates to a week-long summer institute training to provide them with best practices for individualized reading and writing instruction before they take over their own classrooms as lead teachers. If the demand exceeds the space for the institutes, we will have our Residents apply to be able to attend the sessions. | • (b)(4) charges $(b)(4) participant for their week-long summer institute. The institute lasts from 8:30-3:45 for five days. Thus, Residents will spend 36 hours in the Writing or Reading Summer Institute training.<br>• This is an on-going operational cost | |

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| • (b)(4) We will work with (b)(4) (b)(4) to provide our Certification Instructors training in their methods of Perfect Practice and Teaching Techniques. We will send all new certification instructors to this training each year. | • (b)(4) charges $(b)(4) for their two-day, 12-hour "Train the Trainer" sessions. We plan to send all new Certification Instructors each year (we are reserving space for six certification instructors each year). Because of grant timelines, two groups of instructors will attend the training during the first project year.<br>• This is an on-going operational cost | • (b)(4) |
| **7. Training Stipends**<br>Explain what training is needed, and the purpose and relation to the project. | | |
| • N/A | • N/A | • |
| **8. Other**<br>Explain other expenditures that may exist and are not covered by other categories. | | |
| • **Marketing Materials:** In order to attract high-quality candidates and elicit funds from potential donors, it is important that we keep our brand consistent and have materials that display our brand name. We will purchase materials for recruitment events, CTR school tours, and any sharing events with our program partners. | • We will spend $4,700/year on marketing materials. We are estimating the following costs based on previous marketing expenses, and we will spend half as much on marketing materials during Project Year 4: | • |

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| | ○ Stickers: $380/1000 pieces<br>○ Magnets: $470/500 pieces<br>○ Pens: $470/500 pieces<br>○ Cups: $420/500 pieces<br>○ CTR banner: $450<br>○ CTR recruitment video: $2,000<br>○ CTR brochures: $510/2000 copies<br>• These are on-going operational costs | |
| • **Materials for Events and Professional Development:** We need a variety of materials for our professional development events and interview days. These materials help us to maintain organization and a professional appearance during these events. | • We will spend $2,000/year on materials for events and professional development. We are estimating the following costs based on previous expenses:<br>○ Name tags: $80/100 pieces<br>○ Plates: $4/100 pieces<br>○ Utensils: $4/100 pieces<br>○ Cups: $4/100 pieces<br>○ Framed certificates for our end-of-year celebration: $5/each<br>○ Certificates: $20/30 pack<br>○ Folders: $2/each | • Project Year 1: $4,000<br>• Project Year 2: $2,000<br>• Project Year 3: $2,000<br>• Project Year 4: $2,000<br>• **Total Cost:** $10,000 |

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| | ○ Binders for CTR materials during our welcome event: $9/each<br>○ Dividers: $25/five sets<br>• These are on-going operational costs | |
| • **Food for Events:** We anticipate spending $100 per each Resident on food during each project year. We purchase lunch for Residents during Saturday professional development sessions and dinner during weeknight professional development sessions. | • We will spend $100 on food for each Resident each of the project years. During Project Year 4, we will spend $50 on food for each Resident.<br>• This is an on-going operational cost | • Project Year 1: $7,800<br>• Project Year 2: $8,900<br>• Project Year 3: $9,000<br>• Project Year 4: $4,550<br>• **Total Cost:** $30,250 |
| **9. Total Direct Costs:** Sum lines 1-8. | | |
| • N/A | • N/A | • **$ 7,459,916.90** |
| **10. Total Indirect Costs** Identify and apply the indirect cost rate. | | |
| • N/A | • N/A | • N/A |
| **11. Total Grant Funds Requested** Sum lines 9-10. | | |
| • N/A | • N/A | • **$ 7,459,916.90** |

| **12. Funds from other sources used to support the project**<br>Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds) | | |
|---|---|---|
| • Our Residents replace teachers' aides in the classroom, and KIPP DC allocates local funds that would be used for teachers' aides to fund the CTR program. | • KIPP DC Local Funds: $8,414,770<br>• Placement Fees: $365,000<br>• Private Philanthropic Funds: $418,750<br>• Race to the Top CSTP: $500,000 | • **$ 9,698,520.03** |
| **13. Total Budget** Sum lines 11-12. | | |
| • N/A | • N/A | • **$17,158,436** |

## PROJECT 2: TOOLS AND TECHNOLOGY

**Table 3-2: Project-Level Budget Summary Table: Evidence for (F)(1)**
**Project Name: Tools and Technology**
**Primary Associated Criterion and Location in Application:** (C)(1) Pages 62-76
**Additional Associated Criteria (if any) and Location in Application:**

(A)(1) Pages 3-10; (A)(3) Pages 14-27; (B)(1)(c) Pages 42-43; (B)(5) Pages 55-59; (D)(1)(c-e) Pages 100-103; (D)(2)(a-d) Pages 103-107; (E)(1) Pages 111-118; (E)(4) Pages 125-130

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 95,000.00 | $ 66,950.00 | $ 68,958.50 | $ 35,513.63 | $ 266,422.13 |
| 2. Fringe Benefits | $ 19,000.00 | $ 13,390.00 | $ 13,791.70 | $ 7,102.73 | $ 53,284.43 |
| 3. Travel | $ 24,900.00 | $ 2,700.00 | $ 7,200.00 | $ 900.00 | $ 35,700.00 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 196,660.00 | $ 132,890.00 | $ 129,720.00 | $ 158,500.00 | $ 617,770.00 |
| 6. Contractual | $ 669,100.00 | $ 263,100.00 | $ 135,100.00 | $ 135,100.00 | $ 1,202,400.00 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ - | $ - | $ - | $ - | $ - |
| **9. Total Direct Costs (lines 1-8)** | **$ 1,004,660.00** | **$ 479,030.00** | **$ 354,770.20** | **$ 337,116.35** | **$ 2,175,576.55** |
| 10. Indirect Costs | $ - | $ - | $ - | $ - | $ - |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 1,004,660.00** | **$ 479,030.00** | **$ 354,770.20** | **$ 337,116.35** | **$ 2,175,576.55** |

| | | | | | |
|---|---|---|---|---|---|
| 12. Funds from other sources used to support the project | $ 4,037,640.30 | $ 3,076,668.12 | $ 3,408,598.86 | $ 1,884,249.07 | $ 12,407,156.35 |
| **13. Total Budget (lines 11-12)** | **$ 5,042,300.30** | **$ 3,555,698.12** | **$ 3,763,369.06** | **$ 2,221,365.42** | **$ 14,582,732.90** |
| | | | | | |

**Project 2: Tools and Technology**

**(F)(1)(P2)(a) Funds to support the project**

KIPP DC is committed to providing students and teachers with dynamic and effective technologies for teaching and learning. Adaptive learning software, Learner Response Systems, SMARTBoards, and our (b)(4) learning management data platform are a few of the many innovations KIPP DC has implemented across our network. KIPP DC has planned to support the continued development and expansion of technologies for learning and teaching, and has thus dedicated public funds to programs related to technology within our schools. In addition to public funds contributed by KIPP DC, we have received donations from private philanthropies and were a recipient of an Instructional Improvement Systems (IIS) grant through the District of Columbia's Race to the Top program to fuel our entire budget for technology. The projected contributions in the table below represent KIPP DC's total expected budget for technology for each project year. These funds include ongoing contracts with Dynamic Network Solutions for technology support and IT management, as well as funds to support the purchase of basic technological infrastructures such as SMARTBoards and computers for our growing campuses and schools.

**Table 18**—Revenue for Project Two- Tools and Technology

| | Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 |
|---|---|---|---|---|
| **KIPP DC Contribution** | $ 3,913,140 | $ 3,076,668 | $ 3,408,599 | $ 1,884,249 |
| **Private Funds** | $ 74,500.00 | | | |
| **RTTT-DC IIS** | $ 50,000.00 | | | |
| **RTT-D** | $ 1,004,660 | $ 479,030 | $ 354,770 | $ 303,016 |

**(F)(1)(P2)(b) Evidence of reasonable and sufficient funds**

This Race to the Top-District investment will support the extension of existing work, such as our plans for the expansion of our Data Warehouse and continuation of our blended learning programs. The extension of this work is critical to ensuring KIPP DC provides students with high-quality personalized learning environments, while also providing teachers with the most comprehensive and updated information on their students' progress. In estimating costs for the program proposal, we were able to use known and true per-unit costs (iPads) or costs based on expenditures in prior contracts (DreamBox and other adaptive software). We are confident that these estimates are reasonable and that the RTT-D investment will provide sufficient funds for the project. The majority of the investment provided through our Technology and Tools project will be allocated to the expansion of KIPP DC's Data Warehouse and (b)(4) Learning Management System (b)(4) We have already started work on both of these systems and have collaborated closely with vendors to begin the build-out of the system infrastructure. We are confident that these systems will be valuable to teachers and help them individualize instruction and push student learning. The Race to the Top-District investment is a small, but critical, component of KIPP DC's overall technology budget. These funds will guarantee KIPP DC can successfully

implement and accelerate the execution of improved technologies and data management structures, thus providing our teachers with single-site access to all student data by the end of the project investment.

**(F)(1)(P2)(c) Use of funds**

Several of the investments in KIPP DC's Technology and Tools project will be one-time investments infrastructure and technological resources. Investments in the development of our Data Warehouse and the purchase of iPads are one-time investments. All other costs associated with this investment are ongoing operational expenses. The funds used to support these investments are detailed in section (F)(1)(P2)(a).

| Table 4-1: Project 2: Tools and Technology Itemized Costs | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:**<br>Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location. | | |
| • **Instructional Technology Coach:** The Coach will be responsible for supporting KIPP DC's schools in implementing their personalized learning environment plans. Reporting to the Director of Instructional Technology and Innovation, the Coach will be well- | • One position; 100% FTE<br>• Average annual salary (aligned with salaries of existing coaches): (b)(4)<br>• In order to remain competitive | (b)(4) |

| | | |
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| positioned to help teachers and school leaders identify technological tools for whole-class teaching while also supporting Residents and technical staff in daily usage of blended learning labs and stations. Additionally, the Coach will assist Residents and school leaders as they set and attain goals for individualized school technology plans and usage rates, and provide professional development to support schools in achieving these goals. | with other local employers, the Instructional Technology Coach salary will increase to reflect increased cost of living in D.C. each year.<br>• This is an ongoing operational cost. | (b)(4) |
| **2. Fringe Benefits:**<br>Explain the nature and extent of fringe benefits to be received and by whom. | | |
| **Instructional Technology Coach**<br>○ Health insurance and long-term disability benefits<br>○ KIPP DC contributes 3% to 403(b) benefits and matches up to another 3%<br>○ Payroll taxes | • Fringe benefits equate to a little over 20% of the Instructional Technology Coach's salary.<br>• We estimated benefits using 20% of the Instructional Technology Coach's salary to determine the anticipated cost of his or her benefits.<br>• This is an ongoing operational cost. | |

| | | (b)(4) |
|---|---|---|
| **3. Travel:**<br>Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success. | | |
| • **Excellent School Visits**: The Instructional Technology team (Director and Coach) will visit schools across the U.S. that are implementing instructional technology with fidelity to identify techniques and best practices which can be replicated at KIPP DC. Visits will be focused on pushing KIPP DC's thinking on personalized blended learning models, one-to-one computing, and data-driven teaching. Potential visits would include the Denver School of Science & Technology, YES Prep, and the School of One. | • Approximately 4 trips will take place, with the majority occurring at the beginning of the grant cycle while the long-term program is being planned. At least one follow-up/check-in visit will occur mid-way through the grant period.<br>• Each trip will cost $900 per person.<br>• This is an ongoing operational cost. | • Project Year 1: $5,400<br>• Project Year 2: $2,700<br>• Project Year 3: $2,700<br>• Project Year 4: $900<br>• **Total Cost:** $11,700 |
| • **International Society for Technology in Education Conference Attendance**: The Instructional Technology team (Director and Coach) and committee (one attendee per school) will attend the ISTE conference as part of a vision-setting process to gather concrete ideas and | • Each attendee will incur a $400 registration cost, and an $1,100 airfare/hotel cost.<br>• One attendee per school will | • Project Year 1: $19,500<br>• Project Year 2: N/A<br>• Project Year 3: $4,500<br>• Project Year 4: N/A |

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| determine next steps for implementing specific products and pedagogical processes in KIPP DC classrooms. We will also send staff to this conference in Project Year 3 to check our progress against our goals, and the progress of the national arena. | attend-- 13 in total.<br>• This is an ongoing operational cost. | |
| **4. Equipment**<br>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit. | | |
| • N/A | N/A | • N/A |
| **5. Supplies** | | |
| • (b)(4) **Store Volume Purchase Program Funds:** Similar to work with our lead teachers, KIPP DC's staff (b)(4) program will provide Residents with a valuable teaching tool. Funds allocated to the (b)(4) will arm our Residents with a variety of educational apps that can be used to reinforce specific skills, according to gaps in classroom assessment data. Apps will be selected based on in-house research, or upon the recommendation of either the KIPP national network or what the staff learns during trips to the ISTE conference. | • (b)(4) in app funding will be provided for each CTR each year.<br>Residents with (b)(4)<br>○ Project Year 1: 62<br>○ Project Year 2: 73<br>○ Project Year 3: 74<br>○ Project Year 4: 75<br>• This is an on-going operational cost. | (b)(4) |

| | | |
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| • (b)(4) KIPP DC currently uses this software in PreK4 through fourth grade classrooms. We are in our fourth year of usage this adaptive web-based software as a service in conjunction with Common Core-aligned curriculum for students in Kindergarten through fifth grade. In each year of usage, we have observed that consistently using (b)(4) is highly influential in students meeting their academic growth and achievement goals for elementary math. | • The price is (b)(4) per year, as of SY12-13.<br>• Costs cover estimates for students served during the grant period.<br>• Students Served:<br>(b)(4)<br>• This is an ongoing operational cost. | (b)(4) |
| • (b)(4) Since 2008, we have used (b)(4) to teach rigorous content while also teaching Pre-K and Kindergarten students how to use computers. In 2012, this usage model was scaled to our three early childhood schools. We seek funds for support costs in each of these schools over the next four years, and also to support the implementation of the software in our fourth early childhood school opening in 2013. | • (b)(4) will be the cost for (b)(4) for our fourth early childhood school, which will be a one-time investment.<br>• (b)(4) at all four early childhood schools, 20% allocated to this grant.<br>• This is an ongoing operational cost. | |
| • (b)(4) KIPP DC currently uses | • The price is (b)(4) | |

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| this software in first through fourth grade classrooms. We are in our second year of using the software. iStation is an adaptive software with Common Core-aligned curriculum for students in Kindergarten through fifth grade. Last year, we observed that consistent usage of (b)(4) is highly influential in students meeting their academic growth and achievement goals for elementary literacy. | year, as of SY12-13.<br>• Costs cover estimates for students served during the grant period.<br>• Students Served:<br>○ Project Year 1: 1,080<br>○ Project Year 2: 1,330<br>○ Project Year 3: 1,450<br>○ Project Year 4: 1,450<br>• This is an ongoing operational cost. | (b)(4) |
| • (b)(4) Response to Intervention (RTI) is a key component of ensuring success for all of our students. Since 2007, our first middle school – KIPP DC KEY Academy – has used (b)(4) to remediate struggling readers, leading to their achievement of the highest reading scores in KIPP's national network. KIPP DC has used (b)(4) as a second-level RTI intervention since 2011. | • Costs cover 110 new (b)(4) licenses, spread across all KIPP DC schools.<br>• We will support increased demand for current schools and the opening of three new schools during the grant period.<br>• This is an ongoing operational cost. | |
| • (b)(4) KIPP DC already utilizes the (b)(4) web-based data warehousing and analytics platform to enable our teachers and school leaders to perform deep analytics on assessment, special | • This will cost (b)(4) year for all KIPP DC staff, based on actual costs effective 2011.<br>• Additional development work is | |

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| education, student and staff demographics, discipline, and attendance data. The licensing fees are annual costs to KIPP DC for usage of the platform. | budgeted under "contractual services".<br>• This is an ongoing operational cost. | |
| • (b)(4) KIPP DC has already built custom iPad apps for daily tasks such as behavior management for individual students ("Paychecks"), which are successfully used by our lead teachers for inputting student paycheck "dollars" in real-time every day. The iPads funded by this grant will be used to equip each Resident in the next four years so that they, along with their lead teacher, can utilize iPads to support classroom instruction, access student data, and innovate to build upon our current use of iPads. iPads will provide teachers immediate access to our single-site data system, and the consultant, referenced in the "contractual" section below, will support our teachers in using iPads to access student data. | (b)(4) | |
| **6. Contractual**<br>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. | | |
| • (b)(4) | • We assumed initial set-up fees of<br>(b)(4) | • Project Year 1: |

| | | |
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| **Implementation, Support & Consulting:** Our students use a wide variety of software to remediate basic skills or provide an opportunity to learn new ones. Over several years of usage, triangulating the multiple data points generated for each student each day (for each separate software component) has required an enormous amount of our teachers' time. On the student side, access mechanisms for each piece of software are different. Especially with young students, easy access is crucial for successful software implementation so that instructional time is not lost. The services obtained in this line of the budget would be used to address both issues – easing teacher access to valuable data and student access to the software itself. The (b)(4) consultant will also provide on-the-ground implementation assistance for new software and ongoing support throughout the school year. Their work will be heavily driven by the Instructional Technology Coach. | and estimated based on a price request from the vendor. These fees represent a one-time investment.<br>• We assumed annual fees of (b)(4) (b)(4) (for 13 schools) and estimated based on a price request from vendor. The total will reach (b)(4) and these are ongoing operational costs.<br>• 100% of this procurement's time will be devoted to the project.<br>• KIPP DC will procure these contractual services in accordance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. | • (b)(4)<br>•<br>•<br>•<br>• |
| • **Data Warehouse Development:** We will engage a vendor to continue the development of KIPP DC's Data Warehouse that was started under DC's Race to the Top | • Estimates are based on work completed for initial data warehouse build-out, which commenced in | • (b)(4)<br>• |

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| award in 2011. KIPP DC will expand the current format of its Warehouse and put it into full production for all staff by June 2013. Since the program's inception, we have known that additional reporting work is needed. Potential new data domains include standards mastery, alumni careers, and college matriculation and completion. | 2011.<br>• Approximately 5 new modules will cost (b)(4) with the majority of ramp-up happening early in the project.<br>• This is a one-time investment. | • (b)(4)<br>•<br>•<br>•<br>• |
| • **Professional Development for Instructional Software**: The software vendor for each product in use will provide annual training to the school(s) using that software. Each vendor provides a four-hour session with adequate follow-up time for implementation planning. School leaders, Residents, and teachers from each school will attend sessions directly so that plans can be put into action immediately. Sessions will be delivered by each vendor, but their contents will be tailored to KIPP DC's needs (as determined by the Instructional Technology Coach). | (b)(4)<br>• KIPP DC will procure these contractual services in accordance with the procedures for procurement | |

| | | |
|---|---|---|
| | under 34 CFR Parts 74.40 - 74.48 and Part 80.36.<br>• This is an ongoing operational cost. | |
| **7. Training Stipends**<br>Explain what training is needed, and the purpose and relation to the project. | | |
| • N/A | • N/A | • N/A |
| **8. Other** Explain other expenditures that may exist and are not covered by other categories. | | |
| • N/A | • N/A | • N/A |
| **9. Total Direct Costs:** Sum lines 1-8. | | |
| • N/A | • N/A | • (b)(4) |
| **10. Total Indirect Costs** Identify and apply the indirect cost rate. | | |
| • Identify and apply the indirect cost rate. | • N/A | • N/A |
| **11. Total Grant Funds Requested** Sum lines 9-10. | | |
| • N/A | • N/A | • (b)(4) |
| **12. Funds from other sources used to support the project**<br>Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds) | | |
| • Technology and Tools investment | • (b)(4) | • (b)(4) |
| **13. Total Budget** Sum lines 11-12. | | |

| | | |
|---|---|---|
| • N/A | • N/A | • **$14,582,732.90** |

## PROJECT 3: SHARE AND SUPPORT

**Table 3-3: Project-Level Budget Summary Table: Evidence for (F)(1)**
**Project Name:** Sharing and Support
**Primary Associated Criterion and Location in Application:**
(C)(2)(d) Pages 95-96
**Additional Associated Criteria (if any) and Location in Application:**
A)(1) Pages 3-10; (A)(3) Pages 14-27; (B)(1)(b) Pages 40-42; (B)(4)(b) Pages 52-54; (C)(2)(a) Pages 80; (C)(2)(c) Pages 92-95; (E)(1) Pages 111-118; (E)(2) Pages 118-119; (E)(4) Pages 125-130

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 65,000.00 | $ 66,950.00 | $ 68,958.50 | $ 35,513.63 | $ 236,422.13 |
| 2. Fringe Benefits | $ 13,000.00 | $ 13,390.00 | $ 13,791.70 | $ 7,102.73 | $ 47,284.43 |
| 3. Travel | $ 13,600.00 | $ 11,600.00 | $ 11,600.00 | $ 9,600.00 | $ 46,400.00 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ - | $ - | $ - |
| 6. Contractual | $ 4,600.00 | $ 4,600.00 | $ 4,600.00 | $ 4,600.00 | $ 18,400.00 |
| 7. Training Stipends | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 8. Other | $ 4,000.00 | $ 4,000.00 | $ 4,000.00 | $ 4,000.00 | $ 16,000.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 100,200.00** | **$ 100,540.00** | **$ 102,950.20** | **$ 60,816.35** | **$ 364,506.55** |
| 10. Indirect Costs | $ - | $ - | $ - | $ - | $ - |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 100,200.00** | **$ 100,540.00** | **$ 102,950.20** | **$ 60,816.35** | **$ 364,506.55** |
| 12. Funds from other sources used to support the project | $ - | $ - | $ - | $ - | $ - |
| **13. Total Budget (lines 11-12)** | **$ 98,200.00** | **$ 100,540.00** | **$ 102,950.20** | **$ 62,816.35** | **$ 364,506.55** |

**Project 3: Share and Support**

**(F)(1)(P3)(a)Funds to support the project**

KIPP DC is a successful organization, and it is our priority to candidly share our successes and challenges, as well as build D.C.'s human capital pipeline to increase the capacity for other organizations to create educational initiatives that impact change. The key goal of KIPP DC's Support and Sharing Project is to intelligently utilize our resources in order to broaden our impact. The Support and Sharing Project is comprised of three key initiatives: alumni support, collaboration with our D.C. placement partners, and the sharing of outcomes on a national scale through partnerships with KIPP regions across the country. We aim to improve educational outcomes in the District of Columbia by placing and supporting graduates of the CTR program as they begin their teaching careers in lower-performing schools. We also aim to accomplish this by inviting their school leadership teams to our annual sharing conferences and KIPP DC open houses. In addition, we will hire and train a Manager of Alumni and Partnerships to provide the school leadership teams of our placement partners with helpful feedback and resources. Finally, we will share the successes and challenges that KIPP DC faces throughout the grant period as we expand our Data Warehouse and enhance the personalized learning environments in each of our schools.

The previous support that we have received for our key sharing and support initiatives makes us confident that we will be able to continue to fund this project. The KIPP Foundation and New Schools Venture Fund (NSVF) have each supported our efforts to share practices with other organizations. The KIPP Foundation funded our first CTR Showcase, which brought 36 school leaders from 14 of KIPP's regions together to learn about CTR and collaborate around new teacher training. The KIPP Foundation also supplements the cost of the KIPP Schools Summit for our teachers each year. NSVF has supported the cost of CTR program staff travel to their annual Learning to Teach conference, and helped fund the CTR program in its inception and growth phases to allow for the outplacement of Residents to local placement partners. We anticipate that similar funds will continue to be available in the future, and recently signed an agreement with Fight for Children to partner with them in improving early childhood education by ensuring

each child has a high-quality teacher. We will work with Fight for Children by annually committing several graduates of the CTR program to be placed within their priority schools, and supporting the principals of their priority schools in advancing their early childhood programs. We will receive between $(b)(4) from this organization each year of our partnership.

**(F)(1)(P3)(b)Evidence of reasonable and sufficient funds**

KIPP DC's plan to initiate collaboration with the leaders of KIPP regions across the country, as well as the leaders of our local placement partners, is grounded in our theory of change. We know that great teachers are the foundation of great schools, but only when these teachers have the training and resources they need will we dramatically change education outcomes and close the achievement gap. By sharing our experience in training teachers and implementing highly effective personalized learning environments, we are increasing our impact and helping to close the achievement gap for students across the country. In utilizing sharing technologies, we will be able to conduct this project at a reasonable and low cost. Annual project non-personnel costs will amount to less than $(b)(4)

Our Manager of Alumni and Partnerships will monitor the success of our efforts to broaden our impact in the District of Columbia, and nationally, ensuring the implementation of our proposal is sufficient to meet the needs of our external partners. The Manager will coach externally placed CTR graduates, work with their school leaders, and plan the annual sharing conference, thus ensuring our placement partners have a coherent system of support.

**(F)(1)(P3)(c) Rationale for investments and priorities**

The majority of these funds will be one-time investments. We consider each of our annual collaborative meetings as an important investment in building national capacity to develop great teachers who correctly use classroom technology. The project is sustainable because we will be able to continue collaboration and conversations through technology between each sharing conference, and after the grant period. We will utilize the KIPP Foundation's online sharing platforms to share documents, ideas, and classroom videos and to set up discussions around innovations, successes, and challenges. This sharing platform may prove to be just as valuable as the annual in-person meeting.

| Table 4-1: Project 3: Share and Support Itemized Costs | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:**<br>Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location. | | |
| • **Manager of Alumni and Partnerships:** The Manager of Alumni and Partnerships builds capacity with our alumni and partner school leaders. The Manager coaches alumni in their first year in external placement schools to ensure their students are making significant academic gains. He or she will also engage and track second and third year alumni to maintain accurate records on program completion rates and teacher retention. Because this key role is to engage alumni in our external placement schools, the Manager of Alumni and Partnerships also serves as an important ambassador for the CTR program. Through the funds | • One position; 100% FTE<br>• Average annual salary: (b)(4)<br>• The Manager of Alumni and Partnerships will devote 100% of his or her time to the project for the entire grant period. However, because of the grant timeline, 50% of the Manager of Alumni and Partnerships salary will be attributed to the grant during Project Year 4. The Manager of Alumni and Partnerships salary is covered by an ongoing grant through June 2013. Consequently, the | (b)(4) |

| | | |
|---|---|---|
| from the Race to the Top District grant, the Manager of Alumni and Partnerships will become a FTE, whereas thus far this has been a part-time position. He or she will engage placement school leaders and plan professional development and collaborative experiences for the leaders at our partner schools. The Manager of Alumni and Partnerships is critical to the sustainability and success of the Capital Teaching Residency in that he or she is working with alumni to preserve retention rates and bolster the success of their students. | Manager of Alumni and Partnerships salary will not be attributed to this grant until July 2013.<br>• To remain competitive, the Manager of Alumni and Partnerships' salary will increase by 3% each year to reflect cost of living adjustments.<br>• This is an ongoing annual investment. | |
| **2. Fringe Benefits:**<br>Explain the nature and extent of fringe benefits to be received and by whom. | | |
| • **Manager of Alumni and Partnerships:** The Manager of Alumni and Partnerships will receive full benefits. These benefits include:<br>○ Health insurance and long term disability benefits<br>○ KIPP DC contributes 3% to 403(b) benefits and matches up to another 3%<br>○ Payroll taxes | • Fringe benefits equate to approximately 20% of all salaries.<br>• We estimate benefits using 20% of the Manager of Alumni and Partnerships' full salary to determine the anticipated cost of their benefits.<br>• This is an ongoing operational cost. | • (b)(4)<br>• [redacted]<br>• [redacted]<br>• [redacted] |

| | | |
|---|---|---|
| | | • (b)(4) |
| **3. Travel:**<br>Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success. | | |
| • **CTR Program Staff Conference Travel**: Program staff travel twice per year of the grant period with the key goal of supporting other LEAs in implementing a residency program or in improving their current plans for teacher training. We will travel annually to the KIPP Schools Summit to present program outcomes and support other KIPP regions in implementing their own residency programs. We will select at least one other conference to attend to disseminate key outcomes and lessons learned (such as New Schools Venture Funds' Learning to Teach conference). We will select this conference based on the expected participants and topics, and we will seek conferences that focus on teacher training and teachers' use of personalized learning tools. | • We plan to have two members of the CTR program staff take two trips each year of the grant period. Because the first project year is 18 months long, we will be able to fund an additional trip during this project year. The grant will fund 18 trips in total, providing us the opportunity to share key program outcomes with stakeholders across the country.<br>• For each of these conferences, we anticipate reserving flights and hotels for at least three nights at a cost of $1,000 for each staff member at each conference.<br>• This is an ongoing operational cost. | • Project Year 1: $6,000<br>• Project Year 2: $4,000<br>• Project Year 3: $4,000<br>• Project Year 4: $2,000<br>• **Total Cost:** $16,000 |
| • **Partner Travel to D.C. Sharing Conference:** We plan to host an annual event in D.C. to invite the broader KIPP community, as well as our local Partner Schools, to | • We are reserving $7,000 annually to subsidize the cost of travel for 20 participants from KIPP regions across the | • Project Year 1: $7,000<br>• Project Year 2: |

| | | |
|---|---|---|
| engage in a community of practice that can share best practices in training teachers to be experts in implementing personalized learning environments. As previously mentioned, we held our first of these conferences early this October, sharing our current structure for teacher training, and inviting The New Teacher Project to share information about teacher retention and development. Continuing these conferences will provide participants with the opportunity to see the CTR program in action, and will also provide opportunities for leaders from a variety of contexts to strategize around new practices in data-driven instruction and creating diverse learning environments. We will use KIPP's national network of sharing resources to continue conversations within the national KIPP community. We will also host at least one follow-up session for the school leaders from our local charter partners to reflect on progress in their schools and modify their school plans. Our Manager of Alumni and Partnerships will plan and implement follow-up sessions to ensure our local partners are receiving support as they improve the culture, climate, and student achievement results at their school. | country. These funds will support airfare and lodging. Travel costs are often a barrier for smaller or under-resourced regions. We want to be sure that our conferences are purposeful and informative, and this can only happen if conferences are attended by a diverse group of participants.<br>• This is an ongoing operational cost. | $7,000<br>• Project Year 3: $7,000<br>• Project Year 4: $7,000<br>• **Total Cost**: $28,000 |

| | | |
|---|---|---|
| **4. Equipment**<br>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit. | | |
| • N/A | • N/A | • N/A |
| **5. Supplies**<br>Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment. | | |
| • N/A | • N/A | • N/A |
| **6. Contractual**<br>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.<br>**NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded. | | |
| • **External Professional Development Provider:** At each annual conference, we will invite at least one external presenter to facilitate a sequence of sessions. We will consider presenters like Paul Bambrick-Santoyo, the author of Data Driven Instruction and Leverage Leadership, who conducts practical professional development sessions on data analysis and effective | • We estimate that we will spend $3,600 annually on professional development consultants for our sharing conferences. This is based on an estimated cost of $300/hour for the work the consultant will provide.<br>• The entire cost for these consultants | • Project Year 1: $3,600<br>• Project Year 2: $3,600<br>• Project Year 3: $3,600<br>• Project Year |

| | | |
|---|---|---|
| teacher observation. We will determine specific presenters each year as we finalize conference objectives and content. We will request that consultants commit to support us in following-up with participants, and potentially return to D.C. to help with spring trainings for our local partners. | will be charged to this grant. We plan to follow all procedures for procurement in order to identify consultants who will devote eight hours of time to presenting during the conference, and four hours of time to help with follow-up with our local partner charter schools.<br>• This is an ongoing operational cost. | 4: $3,600<br>• **Total Cost:** $14,400 |
| **7. Training Stipends**<br>Explain what training is needed, and the purpose and relation to the project. | | |
| • N/A | • N/A | • N/A |
| **8. Other**<br>Explain other expenditures that may exist and are not covered by other categories. | | |
| • **Printing:** We will print materials aligned to session topics for our annual sharing conference. These materials may include:<br>○ Session PowerPoint<br>○ Session handouts<br>○ Participant schedules<br>○ Reflection sheets | • We estimate that we will be spending $1,000 for printing for all of the sharing conferences we are facilitating or attending. We are basing this estimate on the costs of printing for our most recent sharing conference, which took place on | • Project Year 1: $1,000<br>• Project Year 2: $1,000<br>• Project Year 3: $1,000<br>• Project Year |

| | | |
|---|---|---|
| ○ CTR program information sheets<br>○ KIPP DC program information sheets<br>○ Directional signs | October 1st and 2nd, 2012.<br>• This is an ongoing operational cost. | 4: $1,000<br>• **Total Cost:** $4000 |
| • **Marketing:** We will order several marketing materials for conferences:<br>○ KIPP DC and CTR banners and signs: We will order these banners and signs to help participants identify the conference space.<br>○ Participant gifts: We will purchase some small take away for participants. In the past, we have purchased small clipboards, magnets, and cups. | • We anticipate spending approximately $900 on marketing materials at each conference. These projections are based on prior purchases.<br>○ Event banners: $400<br>○ Participant gifts: $500<br>• This is an ongoing operational cost | • Project Year 1: $900<br>• Project Year 2: $900<br>• Project Year 3: $900<br>• Project Year 4: $900<br>• **Total Cost:** $3,600 |
| • **Food**: We will provide breakfast and lunch each day of the conference. We are currently planning to organize three-day conferences and anticipate hosting between 40 and 50 people for each of these conferences. | • Based on participant estimates, we will purchase between 240 and 300 meals each conference. Based on prior projections, we plan to spend $7 per person for each meal. The total cost of food at each conference will be $2,100.<br>• This is an ongoing operational cost. | • Project Year 1: $2,100<br>• Project Year 2: $2,100<br>• Project Year 3: $2,100<br>• Project Year 4: $2,100 |

| | | |
|---|---|---|
| | | • **Total Cost:** $8,400 |
| **9. Total Direct Costs:** Sum lines 1-8. | | |
| • N/A | • N/A | • **$364,506.55** |
| **10. Total Indirect Costs** Identify and apply the indirect cost rate. | | |
| • N/A | • N/A | • N/A |
| **11. Total Grant Funds Requested** Sum lines 9-10. | | |
| • N/A | • N/A | • **$364,506.55** |
| **12. Funds from other sources used to support the project**<br>Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds) | | |
| • N/A | • N/A | • N/A |
| **13. Total Budget** Sum lines 11-12. | | |
| • N/A | • N/A | • **$364,506.55** |

**OPTIONAL BUDGET SUPPLEMENT**
**(Note to applicant: Reproduce Part as needed)**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of $2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

(1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);

(2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and

(3) The proposed budget (up to $2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

Note, an optional budget supplement may include a proposal to utilize, across two or more districts, robust measures of student status and growth that assess hard to measure skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. The Department believes that utilizing these measures will contribute to the continuous improvement of personalized learning experiences and the tools and resources that support their implementation.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum t*he evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's* success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Four pages per Optional Budget Supplement. Applicants may submit multiple Optional Budget Supplement proposals.

**KIPP DC Optional Budget Supplement: E.L. Haynes Salary Subsidies**

**(H)(1) Rationale and populations served**

Background

Washington, D.C. is failing to educate an entire generation of young people, resulting in long-term consequences that deeply affect the individual lives of students and the city as a whole. According to results from the 2011 DC Comprehensive Assessment System (DC CAS) exam, only 44% of D.C. Public School students perform at or above grade level in reading, and only 43% are at or above grade level in math. Among D.C. high school students, fewer than half graduate from high school within five years, fewer than a third go on to college within eighteen months of graduation, and only 9% graduate from college within five years.[xii, xiii] Without a college degree and the 21st century skills needed to participate in our global knowledge economy, a large share of young people face diminished opportunities and low-wage jobs.

To turn around academic results in Washington, D.C., the quality of teaching in our classrooms must improve. A student assigned to an effective teacher for a single year may gain up to an additional year's worth of academic growth, compared to a student assigned to an ineffective teacher. If a high-need student experiences an effective teacher for three years in a row, he/she

outperforms his/her peers assigned to ineffective teachers by as much as 50 percentile points. If we ensure that our economically disadvantaged students have a high-performing teacher for up to four years, researchers suggest that we could close the achievement gap. [xiv]

However, in Washington, D.C., there exists an unmet need for highly effective teachers able to dramatically increase the achievement of students. A study by the Boston Consulting Group indicates that the greatest concern facing D.C. charter school leaders is the lack of human capital capacity at the teacher and principal levels. Furthermore, the D.C. teacher shortage is particularly grave in three areas: STEM education, special education, and early childhood education.[xv]

Program Purpose

In 2009, KIPP DC joined forces with another high-performing LEA in the District of Columbia—the award-winning E. L. Haynes Public Charter School— to enhance the Capital Teaching Residency (CTR). The program operates across both LEAs, training 67 high-quality teachers during school year 2012-2013: 52 at KIPP DC and 15 at E.L. Haynes. Further, over the grant period, we will train 336 teachers at KIPP DC and 79 teachers at E.L. Haynes. The mission of CTR is to close the achievement gap in Washington, D.C. by eliminating the human capital shortage currently facing the city. CTR will accomplish this by (1) developing a talent pipeline for D.C. public charter schools, (2) retaining highly effective teachers in D.C. public charter schools, and (3) demonstrating the impact of the model to shape teacher preparation programs nationally. CTR focuses on ensuring that highly qualified, well-trained, and effective educators are entering the teaching pipeline in Washington, D.C.

As Residents graduate from the CTR program, they are hired as certified teachers of record at E.L. Haynes, KIPP DC, or at one of our partner-placement schools in the city. CTR alumni continue to receive targeted coaching and professional development support throughout their first year as a teacher of record. However, E.L. Haynes will only grow for one more year when it adds twelfth grade students in school year 2013-14. By then, it will be fully staffed and will only need to replace a small number of teachers who leave each year rather than seeking to staff entire new grade levels of students. This means that even more CTR

graduates will be hired by schools outside of the KIPP DC/E.L. Haynes partnership in the coming years, thus providing an even greater value to D.C. schools. Low-performing schools, in particular, will realize this benefit when CTR graduates become full-time teachers there, bringing with them a focus on using data to measure, monitor, and significantly improve student achievement as well as a demonstrated history of results doing so under the supervision of a highly effective, experienced mentor teacher in a high-performing school and LEA.

The purpose of this optional budget supplement is to request $744,000 to cover the gap between what E.L. Haynes is able to provide to cover the salaries of its 48 Residents and what the program actually costs to effectively implement over the next four school years. Both the demonstrated effectiveness of CTR's ability to produce high-quality, thoroughly prepared teachers and the advantage of ongoing alumni support are benefits that far exceed the actual cost of training the Residents which supports the rationale for funding this budget request as a supplement to KIPP DC's Race to the Top-District grant application. See Criterion (H)(2) the Overall Budget Narrative for this Optional Budget Supplement, for a detailed description of the program cost and gap to be covered.

Populations Served

E.L. Haynes was founded in 2004 and has a program based on nationally recognized best practices for advancing student achievement. Its mission is that every student—regardless of race, socioeconomic status, and home language—will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice.

The school currently educates 950 students in Pre-Kindergarten through tenth grade and will continue to grow, adding a grade each year, until it serves students in Pre-Kindergarten through twelfth grade. E.L. Haynes is the first year-round public school in Washington, D.C. and enrolls one of the most diverse student bodies in the city. This year, the school has 52% African-American students, 28% Latino, 12% Caucasian and 8% Asian and Native American/Pacific Islander; 66% of students qualify for the Free and Reduced Price Meals (FARMs) program, and 21% are English Language Learners. Its students come from every ward in D.C. As this budget supplement will impact 25 students per Resident per year, the funds requested will make a difference for 1,200 students

over three school years, 2013-14 through 2016-17 (16 Residents x 25 students x 3 years).

**(H)(2) High-quality plan for co-development and implementation**

Since 2009, this joint teacher-training venture has allowed CTR to expand its reach beyond KIPP DC schools, therefore providing more high-quality teachers to schools across the District of Columbia in the ensuing years. The resulting economies of scale mean that increasing the program's reach by also operating at E.L. Haynes does not significantly increase program costs, keeping per-participant expenses down while still having a considerable impact on schools across the city.

The partnership between KIPP DC and E.L. Haynes works because the two LEAs are philosophically aligned and achieve similarly excellent student achievement results. Both believe that increasing the number of highly effective teachers is one of the most critical actions schools can take to close the achievement gap. Both work together to jointly manage and implement the CTR program, including the scope and sequence of professional development and the budget that support it. This partnership is formally supported by a working Memorandum of Understanding (Appendix H1.1) renewed annually, that spells out how the entities will collaborate to share time and resources.

Supplemental Race to the Top-District funds will permit CTR to continue providing the program at E.L. Haynes, thereby impacting the following:

- **Improving student achievement and closing achievement gaps:** KIPP DC and E.L. Haynes' demonstrated effectiveness in improving student achievement sets the context for the Capital Teaching Residency program. CTR will continue to improve student achievement and close achievement gaps for students in math, science, early childhood education, special education, and English-language acquisition (ELL/ESL) programs by training more teachers to emulate and adapt the best practices of existing highly effective teachers;
- **Decreasing dropout rates and increasing high school graduation rates:** Students who have received a high-quality early childhood education are adequately prepared in core content areas (including math and science), and those who have appropriate

instructional supports, interventions, and modifications (for those with special needs or limited English abilities) are more likely to persist through high school and graduate. CTR prepares Residents to become teachers in one of these focus areas;

- **Improving teacher retention:** The real impact of low teacher retention can be seen in low-performing schools that struggle to close the achievement gap when they must constantly focus on rebuilding and retraining their staff. The effectiveness of CTR greatly alleviates these costs for D.C. public schools. Indeed, 83% of all CTR graduates are still teaching, which has allowed its alumni to continually increase their effectiveness over time while sparing their schools the cost of seeking and training their replacements.

**(H)(3) Proposed budget**

Capital Teaching Residency has been in operation since 2009 and is supported by a combination of KIPP DC and E.L. Haynes operating funds and private philanthropy. The sources needed to sustain the CTR program are limited. KIPP DC is requesting Race to the Top-District dollars to fund the gap between the actual cost of the program per Resident (an average cost of (b)(4)) and the portion of this salary that E.L. Haynes can afford to provide (60%, or an average of $(b)(4) In addition, E.L. Haynes will pay for Resident benefits, which are calculated as 18% of Resident salaries each year (an average cost of $(b)(4).

The difference per Resident that KIPP DC is requesting represents only 33% of the total cost of this component of the CTR program, which is actually $2,465,947.02 for 64 Residents who will be funded through this Race to the Top-District grant over the grant period. Supplemental funding of approximately $230,000 for 16 Residents per year ($814,747 total) will allow CTR to train an additional 64 teachers who will be equipped to teach critical content areas and drive an increase in achievement amongst large numbers of high-need students in public and charter schools across Washington, D.C. As each Resident will impact 25 students in his or her training year, this represents a per-student cost of only $510 per year.

**OPTIONAL BUDGET SUPPLEMENT**
**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, *in particular* "Subpart 1: Overall Budget Summary Table."

**Budget Table 1-1: Overall Budget Summary Table**
**Evidence for:** [Optional Budget Supplement]

| **Budget Categories** | **Project Year 1 (a)** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
|---|---|---|---|---|---|
| 1. Personnel | $ 224,000.00 | $ 230,720.00 | $ 237,641.60 | $ 122,385.42 | $ 814,747.02 |
| 2. Fringe Benefits | | | | | |
| 3. Travel | | | | | |
| 4. Equipment | | | | | |
| 5. Supplies | | | | | |
| 6. Contractual | | | | | |
| 7. Training Stipends | | | | | |
| 8. Other | | | | | |
| **9. Total Direct Costs (lines 1-8)** | $ 224,000.00 | $ 230,720.00 | $ 237,641.60 | $ 122,385.42 | $ 814,747.02 |
| 10. Indirect Costs* | | | | | |
| **11. Total Grant Funds Requested (lines 9-10)** | $ 224,000.00 | $ 230,720.00 | $ 237,641.60 | $ 122,385.42 | $ 814,747.02 |
| 12. Funds from other sources used to support the project | $ (b)(4) | | | | |
| **13. Total Budget (lines 11-12)** | (b)(4) | | | | |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

## BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

**KIPP DC Optional Budget Supplement: E.L. Haynes Salary Subsidies**

Since 2009, KIPP DC has worked in conjunction with E.L. Haynes Public Charter School to augment the number of teachers trained through Capital Teaching Residency, thus increasing the program's impact across the District of Columbia. Both LEAs are financially responsible for their Residents' salaries, independently determining salaries that are reasonable and sufficient in attracting the highest caliber candidates, while still within the organizations' realm of financial feasibility. Both LEAs have been able to provide Residents with sufficient salaries because of external funding that has subsidized the cost of salaries. In order to support E.L. Haynes in maintaining Resident salaries at a level that will attract high caliber candidates in D.C., we are asking for funding to subsidize the cost of salaries through this budget supplement.

**(H)(2)(a) Identifies all funds that will be used to support the project**

E.L. Haynes supplements the cost of Resident salaries and pays for all Resident benefits using public funds. The following table shows the funds E.L. Haynes allocates towards CTR salaries and benefits, and the cost that will be offset through a Race to the Top-District investment.

(b)(4)

**(H)(2)(b) Evidence of Reasonable and Sufficient Funding**

The investment in this optional budget supplement will provide the means for CTR to train an additional 64 teachers during the grant period. Because CTR is an entity of KIPP DC, the majority of incremental costs for each Resident are included in the program's general programmatic budget. In addition, E.L. Haynes supplements the majority of the cost for each Resident's salary, so that a teacher who is equipped to make dramatic changes in students' lives across the District can be funded with an average investment of $14,643 per Resident trained. Thus supporting the training of 64 teachers with an investment of $814,747 over four years.

**(H)(2)(c) Use of Funds**

All funds invested through this Optional Budget Supplement will be used to support the salaries of Residents training at E.L. Haynes. E.L. Haynes will train 16 Residents in PK4 through 12th grade classrooms each year of the grant period. All funds will thus be used as an on-going operational investment.

| **Budget Table 2-1: Overall Budget Summary Project List**<br>**Evidence for:** [Fill in (F)(1) or Optional Budget Supplement] | | | | |
|---|---|---|---|---|
| **Project Name** | **Primary Associated Criterion and location in application** | **Additional Associated Criteria and location in application** | **Total Grant Funds Requested** | **Total Budget** |
| E.L. Haynes Salary Support | (H) Optional Budget Supplement | A.1 | $ 814,747.02 | **$ 2,465,947.02** |
| | | | **Total for Grant Funds** | **Total Budget** |

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

| Table 4-1: Project-Level Itemized Costs | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:**<br>Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location. | | |
| • **Capital Teaching Residents:** E.L. Haynes will provide salaries for 79 new teachers over the grant period. Through the Capital Teaching Residency's gradual release model, Residents are trained to utilize a variety of resources and structures to offer all students the most strategic personalized learning environments within some of the highest performing schools in D.C. Residents are trained within the classrooms of mentor teachers and slowly take over classroom responsibilities. As new teachers, they are open to new modes of | • 79 Positions<br>○ 15 positions; funded through current RTTT Charter School Teacher Pipeline Grant<br>○ 64 positions: 40% FTE<br>• (b)(4)<br>○ 60% of this salary is covered by E.L. Haynes' public funds, 40% will be subsidized by this grant<br>• Each Resident will complete one year as a | (b)(4) |

| | | |
|---|---|---|
| instruction, and are often leaders in innovation in their school sites. They are not only training to be the best teachers, but are also pushing each teacher and school leader at E.L. Haynes to be better. They are held to rigorous standards during their training year and coached out of the program if they are not meeting these standards. We are ensuring that the next generation of teachers is trained to be successful and to offer students high-quality learning environments from their first day as lead teachers. | FTE with E.L. Haynes in which their salary will be subsidized through this grant. After the training year, Residents will either be hired as a lead teacher at KIPP DC, or at a placement partner. Their salaries will no longer be subsidized by this grant.<br>• To remain competitive, the Resident salary will be raised by 3% on a bi-annual basis.<br>• Resident salaries are an on-going operational cost.<br>○ A (b)(4) | |
| **2. Fringe Benefits:**<br>Explain the nature and extent of fringe benefits to be received and by whom. | | |
| • N/A | • N/A | • N//A |
| **3. Travel:**<br>Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success. | | |
| • N/A | • N/A | • N/A |

| | | |
|---|---|---|
| **4. Equipment**<br>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit. | | |
| • N/A | • N/A | • N/A |
| **5. Supplies**<br>Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment. | | |
| • N/A | • N/A | • N/A |
| **6. Contractual**<br>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.<br>**NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded. | | |
| • N/A | • N/A | • N/A |
| **7. Training Stipends**<br>Explain what training is needed, and the purpose and relation to the project.<br>**NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1). | | |
| • N/A | • N/A | • N/A |

| | | |
|---|---|---|
| **8. Other**<br>Explain other expenditures that may exist and are not covered by other categories. | | |
| • N/A | • N/A | • N/A |
| **9. Total Direct Costs:**<br>Sum lines 1-8. | | |
| • N/A | • n/a | • $814,747.02 |
| **10. Total Indirect Costs**<br>Identify and apply the indirect cost rate. | | |
| • N/A | • N/A | • N/A |
| **11. Total Grant Funds Requested**<br>Sum lines 9-10. | | |
| • N/A | • N/A | • $814,747.02 |
| **12. Funds from other sources used to support the project**<br>Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds) | | |
| • Project or activity to be funded or other description of use of funds | • Source of funds and amount of funding from each source | • $1,651,250 |
| **13. Total Budget**<br>Sum lines 11-12. | | |
| • n/a | • n/a | • $2,465,957.02 |

## BUDGET: INDIRECT COST INFORMATION

**KIPP DC will not be completing the following form because we are allocating no Indirect Costs to this RTT-D Application.**

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☐ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: ____/____/_____ To: ____/____/_____

Current approved Indirect Cost Rate: _____

Approving State agency: _____
(Please specify agency)

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