

95,000 College-Preparatory Seats in Underserved Communities: KIPP’s Principal Preparation and Professional Development Programs

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Section A.1: Significance at the National Level

Meeting the educational needs of all children—particularly those who are poor, minority, or of limited English proficiency—is the most important challenge facing our country. In a nation that aspires to be the land of opportunity, consider the following national statistics: (1) only about half of the nation’s African American and Latino students graduate on time from high school¹; (2) only one in ten students from low-income families will graduate from college by their mid-twenties²; and (3) students from high-income families in the bottom quartile of achievement graduate from college at higher rates than students from low-income families in the top quartile of achievement.³

This is happening at a time when a college graduate will earn \$1 million more in lifetime earnings than a high school graduate. While a college degree is crucial for all young Americans, it is even more so for those growing up in poverty. For so many, a college degree has been the key that unlocked the door to a life of greater freedoms, choices, and security. And the compounding effect of a college degree is felt for generations to come, as opportunities expand for the individual, their children, and their children’s children. Despite overwhelming evidence demonstrating the importance of a college-preparatory education, the vast majority of children growing up in America’s most under-resourced communities lacks access to high-quality educational opportunities from PreK through twelfth grade.

¹ “Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life after High School,” special issue, *Education Week* (June 12, 2007).

² Tom Mortenson, *Bachelor’s Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009*, 2010. Retrieved from: <http://www.postsecondary.org>.

³ M. A. Fox, B. A. Connolly, and T. D. Snyder, *Youth Indicators, 2005: Trends in the Well-Being of American Youth*, 2005, National Center for Education Statistics, U.S. Department of Education.

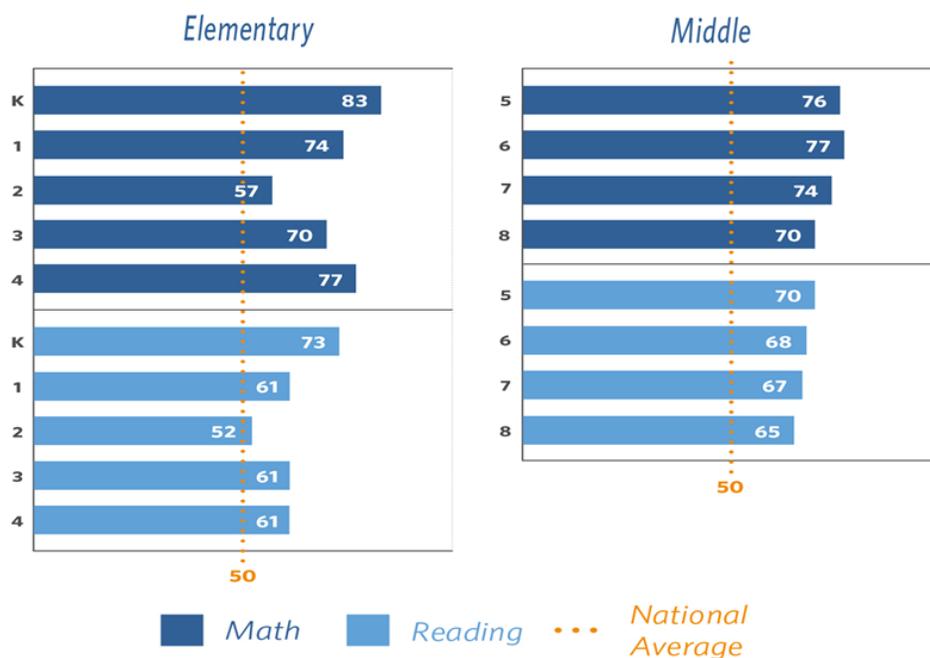
KIPP Schools: Life-Changing Outcomes for High-Need Students

Throughout its history—which now spans two decades—the KIPP network of schools has been producing dramatically stronger student achievement results and outcomes in underserved communities across the country. Today, KIPP serves nearly 60,000 students in its 162 schools, and as the KIPP network has expanded rapidly across 20 states and the District of Columbia, KIPP has remained committed to serving students with the greatest need. Across KIPP:

- **87%** of students qualify for **free or reduced-price lunch**
- **10%** receive **special education** services
- **17%** are designated **English Language Learners**
- **96%** are **African American or Latino**

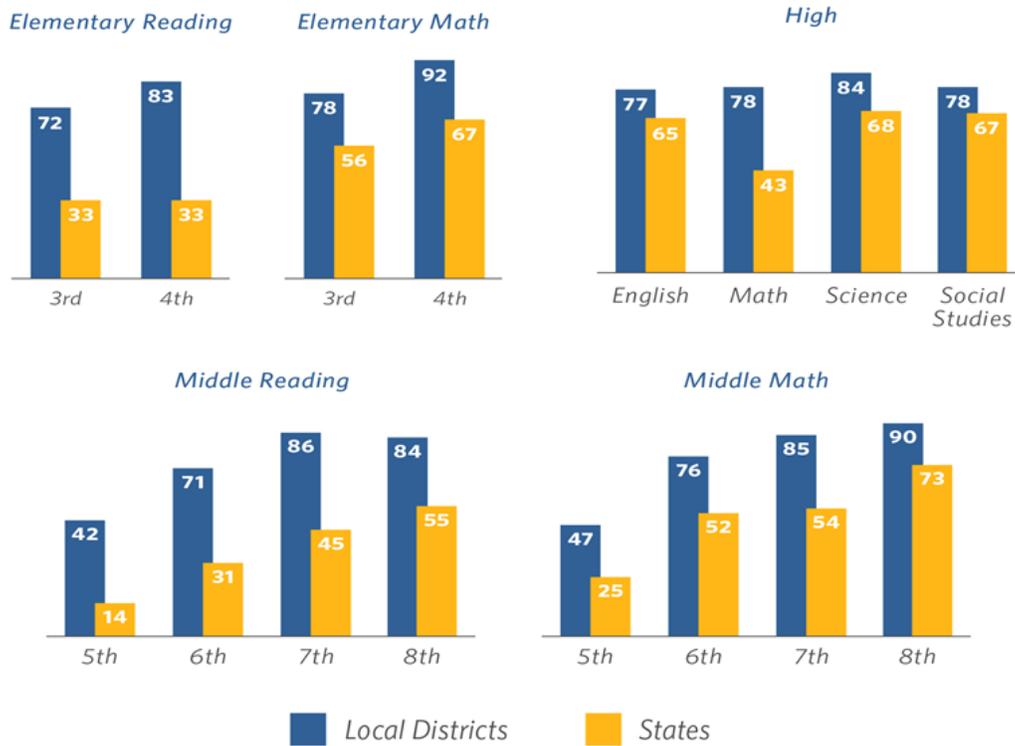
On measure after measure, KIPP schools achieve fundamentally better outcomes for students—outcomes that over the past 20 years have challenged beliefs about what is possible in public education. On nationally normed tests, KIPPsters in all grade levels make more growth than peers nationally, in both reading and math.

Figure A.1 – Percentage of KIPP students meeting growth targets vs. national average



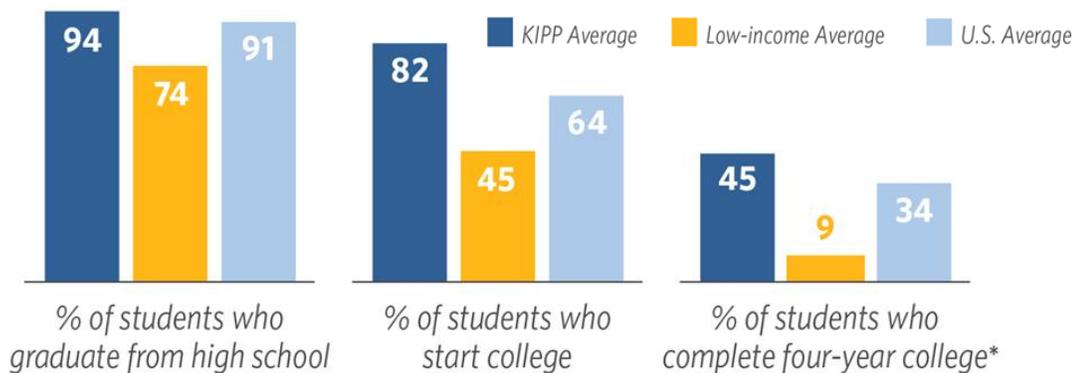
When compared to students in their own local school district and state, the vast majority of KIPP classes achieve stronger results.

Figure A.2 – KIPP Performance on State Tests vs. Districts and States



Academic gains are just the beginning. KIPPsters matriculate to college at higher rates; **KIPP alumni graduate and earn degrees at higher rates than students nationwide, and KIPP alumni graduate from college at nearly five times the rate of low-income students.**

Figure A.3: KIPP Alumni Attainment vs. National Average and Low-Income Peers



*As of fall 2014, an additional 6% of KIPP alumni earned Associate's Degrees.

Rigorous independent research confirms KIPP’s effectiveness with not only **Moderate Evidence but also Strong Evidence** [*Absolute Priority 1 and Competitive Preference Priority (CPP) 1*]. Mathematica Policy Research conducted a five-year study of KIPP in which it took a dual approach: a quasi-experimental design and an experimental design (randomized control trial). The experimental component included a large, multi-site sample of students who applied through KIPP’s random lottery met What Works Clearinghouse standards without reservations

Mathematica found “**KIPP middle schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined.**”⁴ The size of this impact is substantial. For instance, “Three years after enrollment, the estimated impact in math is 0.36 standard deviations...[producing] **approximately 11 months of additional learning growth in math for its students.**”⁵ In reading, Mathematica estimated impacts equivalent to adding approximately **eight months of learning growth**. Similar magnitudes exist in science and social studies. In addition, “The impacts for student subgroups are similar to the average overall impact among all KIPP students.”⁶ For a more detailed overview of the Mathematica study and findings please see Appendix 4.

Highly Effective Principals Are Essential to KIPP’s Model and Success

KIPP was founded on the idea that great leaders create great schools, and that a great school can change the trajectory of a child’s life. At KIPP, we believe that it is the empowered and well-prepared principal who attracts talented teachers, fosters their growth and development, and creates a culture of excellence for all.

⁴ Tuttle, et al., 2013

⁵ Ibid.

⁶ Ibid.

This emphasis on high-quality principal leadership, core to the KIPP model from the start, is strongly supported by research. According to one study, highly effective principals raise student achievement by between two and seven months of learning in a single school year, while ineffective principals *lower* achievement by a similar amount⁷. Moreover, great leaders have the largest impact on schools facing the greatest challenges⁸; **principals are so critical to academic success that a six-year study of school leadership could not find a single example of a school improving its student achievement record in the absence of a high-quality leader**⁹.

Rooted in this firm belief in the importance of a great principal, the founders of the two original KIPP schools, Mike Feinberg and Dave Levin, in partnership with Doris and Donald Fisher, created the KIPP Foundation to select and train principals to open and lead KIPP schools. KIPP's scale, geographic breadth, and strength of impact are due, in significant part, to its two flagship principal preparation programs: the Fisher Fellowship, which trains new principals to open new schools, and Successor Prep, which trains new principals to lead established schools. Both include formal training, coaching, mentoring, and residencies at high-performing KIPP schools. KIPP's principal development programs are recognized for their rigor and effectiveness, and districts and charters increasingly look to KIPP to learn about our practices. In fact, other high performing charter schools send their aspiring principals to be trained by KIPP.

Our Greatest Resource Need for Growth with Quality: Talented Principals

To date, our pioneering principal recruitment, selection, and development practices have been central to our ability to radically improve student achievement and to increase the number

⁷ Gregory Branch et al., 2012.

⁸ Kenneth Leithwood et al, 2004; Marguerite Roza, *A Matter of Definition: Is There Truly a Shortage of School Principals?*, 2003, Center on Reinventing Public Education.

⁹ Karen Louis et al., 2010.

of students and communities we serve. But we need to do more. Too many families in educationally underserved communities across our country still lack access to a college-preparatory education for their children; and with new rigorous college-ready state standards, the stakes have never been higher. In the years ahead, much work remains.

Across the country, 30,000 students are on our waitlists hoping to attend a KIPP school—half as many as the 60,000 students we serve today. To meet this community demand, to reach these and other students while at the same time ensuring that exceptional principals remain at the helm of established KIPP schools, we will need to train and develop 120 new principals in the next three years—nearly as many principals as the 162 in our ranks today.

As we work to open new schools to meet this community demand, and as we work to prepare our students with the knowledge, skills, and character for success through college and in their careers, **our greatest resource need is for talented principals ready to lead our students to success.** Indeed, we recognize that this human capital challenge is not unique to KIPP. Particularly as more states adopt rigorous college-ready standards, and as educators across our country aim to put students on a path to college success, the need to develop effective strategies around principal recruitment, selection, preparation, and support becomes even more paramount.

To address the need for talented, prepared principals, we see the following key questions:

- *How can we identify future-principal talent earlier and then provide valuable professional development opportunities?*
- *How can we prepare current and future principals to lead their schools to achieve college-ready standards?*
- *How can we get even better at sharing with and learning from others so that we may together improve educational outcomes for high-need students across our country?*

To tackle these questions and address the principal talent need, we will draw on our experience preparing and supporting principals, and we will seek opportunities to collaborate with educators across our country confronting these same challenges. While much work remains, we are glad to be able to leverage our established infrastructure for delivering tools, principal preparation, ongoing professional development, and sharing alongside district leaders.

The proposed project for which KIPP is seeking SEED support, described in detail in Section B below, will enable us to: 1) recruit and prepare talented individuals to lead college-preparatory schools, enabling KIPP to serve, in total, 95,000 high-need students from low-income communities by the fall of 2018; 2) increase the number of highly effective principals in the KIPP network prepared to infuse instructional rigor across their schools; and 3) extend our impact to millions of students in urban and rural districts across the country by sharing through the professional learning community we have built over the past three years, online, and through a carefully developed dissemination campaign at key conferences [*Absolute Priority 2*¹⁰].

Section A.2: Potential contribution to School Leadership Theory, Knowledge, and Practice

With the support of a SEED grant, KIPP will not only grow to provide a college-preparatory education to a greater numbers of educationally underserved; we will also capture and disseminate successful principal-development tools and practices as well as share what we learn leading organizational change.

With nearly 60,000 students, KIPP is among the top 75 largest school districts in the U.S. today, such as Boston Public Schools, or San Antonio Independent School District¹¹. By the fall of 2018, with 95,000 students and 6,000 teachers, KIPP will be among the top 30 school districts in the U.S., counting Detroit, Denver, Austin, or Baltimore's school districts among our peers.

¹⁰ Please see Appendices 5.1–5.3 for more information related to Absolute Priority 2, including selection practices

¹¹ http://en.wikipedia.org/wiki/List_of_the_largest_school_districts_in_the_United_States_by_enrollment

Given our comparable size, our tools, coursework, approach to training, and other leadership practices are **eminently replicable by others engaged in building and sustaining schools that serve high-need students.**

Specifically, KIPP’s project aims to demonstrate how a system of schools can create and deploy a more structured, more **systematic approach to “recruiting” future-principals from its own ranks.** In addition, KIPP will create new coursework and trial new practices to **prepare and support principals to drive instructional rigor in their schools** and demonstrate how principal preparation and ongoing professional development programs can better train principals to implement those strategies and methods.

Through our comprehensive principal preparation programming, supported by rigorous evaluation, KIPP will advance theory, knowledge, and practice by:

- Defining practices, creating toolkits (e.g., evaluation rubrics, implementation playbooks), and providing training to equip principals and senior leaders to better identify and select future-principal talent among teaching staff and provide intentional development opportunities to those individuals identified as having leadership potential
- Create and more deeply ingrain instructional leadership content in principal-preparation programs, thereby ensuring that current and aspiring principals alike are prepared to coach and support teachers to meet college-ready standards
- Contribute to the body of knowledge regarding how system leaders need to evolve their approach and thinking—to evolve their leadership practice—in order to drive this transformation. As we seek to integrate new instructional methods across our network of schools, our organizational leadership will need to lead change across a system as large as those in major cities in our country. We will necessarily evolve our senior organizational

leadership practices to ensure that change is deliberate positive, and student-focused . We look forward to sharing what we learn about leading for change.

As part of this project, KIPP will capture and share its most successful practices and ongoing challenges with school districts, charter management organizations, and other talent development organizations as we all work to better identify, recruit, select, and prepare principals. KIPP will produce and disseminate information through multiple channels including:

- The KIPP Leadership Design Fellowship – Launched in 2011, this eight-month cohort-based program provides opportunities for senior district and charter leaders to learn about KIPP’s leadership development practices (see Figure B.3 below for a list of KLDF participants and Appendix 5.6 for more information). Participants apply to the program and all are responsible for principal recruitment, selection and/or professional development in their districts or charter organizations. All sessions include both cohort-based “classroom learning” and opportunities for collaboration, as well as observation of KIPP practices in action. The programming follows the arc of principal development: the first session focuses on principal selection, the second on training, and the third on evaluation. The following districts are participants in and alumni of the KIPP Leadership Design Program: Atlanta Public Schools, D.C. Public Schools, Denver Public Schools, Houston Independent School District, Los Angeles Unified, and New York City Department of Education.
- KIPP.org –KIPP will share information about its principal-development practices on its website, including sharing toolkits and playbooks related to talent identification and cultivation, as well as those related to developing instructional leadership skills.
- Conferences and Workshops – In the coming years, KIPP aims to present lessons learned through participation in education and related conferences such as: Aspen Action Forum,

ASU+GSV Summit, Black Alliance for Educational Options Conference, National Charter Schools Conference, South by Southwest for Education, and the Yale School of Management Education Conference.

Section A.3: Magnitude of impact on student achievement

KIPP schools have a proven track record of producing markedly better outcomes for students growing up in underserved communities. Ninety-four percent of KIPP's eighth-grade completers have graduated from high school, compared to the national benchmark of 74% for students from low-income families. KIPP's college matriculation rate stands at 82% compared to the national benchmark of 45% for students from low-income families. And 45% of KIPP alumni have graduated from college with a Bachelor of Arts degree (with an additional 6% earning an Associate's degree) compared to the national benchmark of 9% for students from low-income families.

With the support of SEED funding, we aim to recruit, select, and prepare 120 principals over the project period, such that KIPP will grow to serve 95,000 students by the fall of 2018—35,000 more students than we serve today. These 95,000 students, taught by 6,000 teachers, will be five-times more likely to graduate from college with the benefit of a KIPP education.

We aim to deepen KIPP's impact further by enhancing training and supports for over 250 established principals and senior regional leaders (Note: senior regional leaders at KIPP are the equivalent to a district Superintendent or Chief Academic Officer: those to whom principals report). With principals and senior regional leaders trained and supported to implement academic strategies aligned to college-ready state standards, we hope to achieve even greater student gains.

And we hope that these 95,000 students are just the beginning. By developing and implementing principal talent identification and cultivation toolkits and playbooks, we will

conclude the project period with a robust pipeline of future leaders at KIPP. Beyond KIPP, we will have extended our impact to many more students, sharing our approach to principal preparation in a collaborative professional learning community with district leaders whose districts serve more than three million students (see Figure B.3).

B – Quality of the Project Design and Services

In its project, “**95,000 College-Preparatory Seats in Underserved Communities:**

KIPP’s Principal Preparation and Professional Development Programs,” KIPP will

undertake a set of comprehensive, coordinated activities to grow in response to community

demand, to deliver greater student gains aligned to state standards, and to share more deeply and

broadly. Accordingly, we have set the following ambitious goals and plan to meet them.

Section B.1: Project Goals, Objectives and Outcomes

To achieve our aims of serving more students, increasing the academic gains of students in our schools so that they are better prepared for the rigors of college, and extending the impact of our work to millions more public school students across our country, KIPP has set three ambitious goals for this project:

- 1. Recruit and prepare new principals so that KIPP can serve 95,000 students from high-need communities**
- 2. Enhance professional development and supports to increase the number of principals who are highly effective**
- 3. Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country**

We will hold ourselves accountable to the following measurable outcomes:

Figure B.1 – Goals, objectives, and measurable outcomes

Goal 1 – Recruit and prepare new principals so that KIPP can serve 95,000 students from high-need communities		
Objective	Measurable outcome	Target/Goal
Recruit and prepare principals to open new KIPP schools and lead established schools	Number of individuals recruited, selected, and prepared to become a principal within the project period	• 120
	Annual number of talented individuals identified as “ready now” or “ready next” in KIPP’s future-principal talent pipeline by project end	• 80
	Percentage of principal-preparation program participants rating the training “effective” or “very effective” overall	• 90%
Serve more students from high-need communities	Number of students served in KIPP schools by the fall of 2018	• 95,000
	Percentage of student body that qualifies for free or reduced-price lunch	• 80%
Goal 2 – Enhance professional development and supports to increase the number of principals who are highly effective		
Increase student achievement	Percentage of students making one year of growth in tests of mathematics and reading	• 79%* math • 70%* reading
	Percentage of students making 1.5 years of growth in tests of mathematics and reading	• 56%* math • 51%* reading
Increase number of students performing in the top quartile of students nationally/at college-ready levels	Percentage of K–8 students performing in the top quartile of all students nationally on tests of mathematics and reading	• 29%* math • 27%* reading
	Percentage of students who exit elementary school (4 th gr.) or middle school (8 th gr.) performing in the top quartile of all students nationally	• 40%* (4 th math) • 33%* (4 th reading) • 28%* (8 th math) • 25%* (8 th reading)
	Percentage of 12 th grade students performing at college-ready levels on the ACT	• 41%*
Goal 3 – Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country		
Impact students in large urban and rural districts across the U.S.	Number of districts and charter management organizations participating in the KIPP Leadership Design Fellowship collaborative community of practice	• 30
	Percentage of KIPP Leadership Design Fellowship participants rating the program “effective” or “very effective” overall	• 85%
	Number of students in the districts reached by KIPP’s leadership development programming for districts and charter organizations	• 3 million

*Represents an increase of five percentage points over the project period

To meet these goals and objectives outlined, KIPP will pursue a multi-pronged approach.

In summary, we will undertake the following activities in service to our goals:

Figure B.2 – Goals and Activities

Goal	Activities
1 – Recruit and prepare principals to serve 95,000 students from high-need communities	1a: Create toolkits and provide implementation support to enhance internal talent identification and cultivation systems. 1b: Train 120 new principals
2 – Enhance professional development and supports to increase the number of principals who are highly effective	2a: More deeply integrate instructional leadership into KIPP’s principal preparation programs. 2b. Pilot a new staffing enhancement to facilitate smooth principal transitions. 2c: Train and support over 200 established principals to increase student achievement 2d: Provide training to senior regional leaders (including those to whom principals report) to better support their principals’ ongoing instructional leadership
3 – Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country	3a: Provide professional development for senior district leaders responsible for principal development. 3b: Disseminate tools and share practices broadly

Goal 1 – Recruit and prepare principals so that KIPP can serve 95,000 students from high-need communities

Looking ahead, the KIPP’s growth will not keep up with community demand— 30,000 children are on our waitlists—unless we accelerate the growth of our principal talent pipeline. Each year, we face principal shortages when a region or multiple regions do not have the principal talent to allow for growth and/or have too shallow a pool of principal talent ready to take the helm at a school undergoing a principal transition. In order to achieve our aims of growing to serve 95,000 more students by the fall of 2018, all of our KIPP regions must develop robust internal talent pipelines. Furthermore, to contribute to the sector more broadly, we must harness and codify effective practices.

With the support of a SEED grant, KIPP will create talent development toolkits that provide regional leadership teams with a clear blueprint, rooted in effective practice, on how to assess,

develop, and provide ongoing support and feedback for aspiring principal talent. Furthermore, grant funds will be utilized to ensure successful implementation of such practices. All KIPP regions and the sector more broadly will be able to benefit from effective practices. Specifically, KIPP will utilize SEED funding as follows:

Activity 1a: Create toolkits and provide implementation support to enhance internal talent identification and cultivation systems.

Create toolkits. Drawing from best practices in KIPP regions such as Austin, Los Angeles, Newark, and Washington, D.C., as well as the body of research on talent cultivation, we will create talent development toolkits including:

- *Rubrics* to assess how close to ready top talent is for the principal role (i.e., “ready now, ready next, or ready later”);
- *Templates* and exemplars for principals and senior regional leaders to create Individual Development Plans for top talent; and
- *Playbooks* for how to run associated processes including comprehensive talent reviews, development plans with stretch opportunities for principal skill development, etc.

These toolkits will be piloted, tested, and refined in partnership with senior regional leaders who manage or support principals day to day. They will also be shared with our recruitment team that leads recruitment of external principal candidates.

Provide implementation support. Senior regional leaders, in particular Chief Academic Officers and others to whom principals report, are critical partners in successful implementation. To ensure that talent identification and cultivation systems are ingrained as “business as usual” at KIPP, senior regional leaders will need training and on-the ground support. With the support of SEED funding, we will:

- Design and run formal training. Senior regional leaders will convene at least three times per year for training with peers. Training on the talent development toolkit and practices will provide senior leaders the opportunity to experiment and practice with the tools, highlight best practices from among peers, raise and address challenges in smaller peer-working groups, and deepen relationships for ongoing peer-to-peer support.
- Provide consultative support. Talent-development experts from KIPP Foundation, including Vince Maringa (see key personnel), will work directly with senior regional leaders to provide on-the ground support to implement talent identification and cultivation practices, such as talent reviews. Also, SEED funding will support peer-to-peer sharing as: 1) senior leaders visit peer KIPP regions with strong talent management systems in place and/or, 2) those leaders with a track record of successful talent identification and cultivation make consultative visits to those earlier in forming a systematic approach to this work.

Activity 1b: Train 120 new principals

To achieve this aim with quality, KIPP will expand its principal training programs and also pilot new delivery methods to increase efficiency.

Expand principal training to accommodate growth. To build the capacity needed to grow KIPP to serve 95,000 students by the fall of 2018, and to get better as we grow bigger, we will have to expand our flagship principal development programs, Successor Prep and the Fisher Fellowship, to accommodate 25% more participants; going forward, we aim to train 40–46 principals per year. While much of the Fisher Fellowship and Successor Prep programming is built to seamlessly absorb this growth without compromising quality, they will expand modestly, including by adding instructors as needed to maintain the participant-to-instructor ratio.

Pilot new training delivery methods to increase efficiency. During this period, KIPP will begin to **increase efficiency with new virtual delivery methods** [*Competitive Preference Priority 2*]. In order to be able to be able to grow principal-preparation programs to accommodate a growing need for principal talent without compromising quality, KIPP will have to do so in cost-effective ways. KIPP will begin to deploy content through interactive, virtual methods during the project period. KIPP has a virtual sharing platform through which it disseminates materials to program participants and through which participants (and others) may share and communicate. Also KIPP has piloted virtual delivery in its teacher-training programs. With these early experiences in virtual training, and with the support of SEED, KIPP will begin to hold more virtual training sessions within the project period.

Goal 2 – Enhance professional development and supports to increase the number of principals who are highly effective

With the support of SEED funding, we aim to increase the number of highly effective principals, and with that, the number of students making substantial growth and performing in the top quartile of all students nationally. To achieve this goal, with support from SEED, we will:

- Enhance training for **aspiring principals** by deeply integrating instructional leadership training into the coursework of our principal preparation programs
- Pilot an enhanced short-term staffing model to smooth **principal transitions**
- Support **current principals** in honing their instructional leadership skills with enhanced ongoing professional development and on-the-job support
- Enable **senior regional leaders** to better support their principals with enhanced ongoing professional development

Activity 2a: More deeply integrate instructional leadership into KIPP’s principal preparation programs.

We will enhance our training programs, creating content that builds instructional leadership capacity so that new principals are prepared to effectively lead their teaching staff to significant student achievement gains. With the support of a SEED grant, we will **design and integrate new coursework into principal training programs** to support new principals to implement:

- *instructional methods* such as close reading, guided reading, and cognitively guided math instruction
- a *schedule* that enables sufficient time on text and blocks for math instruction
- *curriculum* aligned to college-ready state standards

Newly designed and implemented coursework will also train principals to create and manage academic systems within their schools such as:

- Data-driven instruction on a daily, weekly, and monthly basis
- Effective progress monitoring through school walk-throughs, one-on-ones, and leadership team meetings
- Best-in-class instructional coaching
- Intensive content area preparation and review of student work in content-teams
- Workshops for intensive teacher professional development

Activity 2b. Pilot an enhanced short-term staffing model to facilitate smooth principal transitions.

Like many rising principals poised to take the helm at a school undergoing a principal transition, the talented individuals selected to take the lead at an established KIPP school have

worked their way up through school leadership positions (e.g., Grade Level Chair), and many are currently serving as the school's assistant principal. As such, they are fully-employed, leaving little time for planning or preparation beyond attending Successor Prep training sessions.

With the support of SEED funding, KIPP will pilot an effort to better prepare successor principals for the rigors of the role, while at the same time deepening and expanding the pipeline of leadership talent and enhancing leadership stability at a school undergoing transition. Through targeted sub-grants, schools with a Successor-Prep participant will be able to staff their future principal's replacement six months earlier—six months before the principal transition. By bringing the new assistant principal in early, the future principal will be able step away from his or her day-to-day job responsibilities to begin planning the transition, working with the regional leadership team, shadowing the outgoing principal, and participating in broadening opportunities such as residencies. The assistant principal will gain valuable hands-on leadership experience and the entire new leadership team (the future principal participating in Successor Prep, the new assistant principal, and additional members of the school's leadership team) will be able to work together sooner, planning priorities, solidifying systems, etc., which will make the principal transition that much more seamless.

SEED support will enable KIPP schools to pilot this promising but yet-unproven staffing model without concern for the incremental cost during the pilot phase. Going forward, if the model proves successful, schools and regions will work to sustain the incremental cost of a successful principal transition after the project period. This will be a new model for KIPP and we aim to share what we learn through the pilot, including an approach to financial sustainability.

Activity 2c: Train and support over 200 established principals to increase student achievement

Adopting college-ready state standards is just the beginning; equipping principals to lead teachers to meet this new, higher bar is the challenge faced by educators across the country. This is made all the more challenging by the fact that the principals themselves did not teach at a time when the higher standards were in place.

To help raise achievement gains for all students, not just those whose school is led by a principal new to the role in the next three years, we will enhance the ongoing professional development for established principals and provide on-the-ground consultative support to help principals implement instructional strategies in schools.

Enhance principal professional development. Like many networks of schools, KIPP provides ongoing professional development programming for all principals—whether new or seasoned. With the support of SEED funding, we will:

- Create and refine coursework related to instructional leadership in ongoing professional development programming. All principals, regardless of tenure, will benefit from additional coursework to incorporate instructional methods, curriculum, and systems to support teachers as they meet rigorous college-ready state standards. Learning together as a principal-wide cohort allows for critical messages to be disseminated without risk of dilution, builds community, and engenders best-practice-sharing.
- Create differentiated principal professional development training. As a complement to common programming, this new program will enable principals to receive more targeted professional development. For example, professional development may focus on instructional leadership, managing content teams, or implementing a specific math curriculum.

Provide on-the-ground consultative support. In order to ensure that, principals are able to implement new instructional methods, schedules, or curriculum, we will, with SEED support, provide consultative support directly to principals in their schools. To complement formal out-of-school programming, support from the KIPP Foundation team or peers in other KIPP regions will help principals to hone their instructional coaching skills, implement new curriculum aligned to college-ready standards, or manage effective content teams.

Embedded in this effort is a deep focus on math instruction [*Competitive Preference Priority 3*]. At KIPP, we are in the midst of a multi-year effort to improve the math abilities of our students. While many of our schools have produced results in math that are the highest in their communities, that doesn't always mean our students are truly college-ready. To push to higher achievement, we have made a significant investment in math instruction: we have hired individuals with deep math instruction expertise onto our team at KIPP Foundation; our schools across the country are adopting a common math curriculum, and we have launched teacher professional development on math instruction as well. Strong principals prepared to lead math instructional excellence are critical. All of the aforementioned components of our math effort—the math instruction expertise, the math curriculum, the instructional methods—will be integrated into ongoing principal professional development and the on-the-ground supports.

Activity 2d: Provide training to senior regional leaders (including those to whom principals report) to better support their principals' ongoing instructional leadership

KIPP regional leaders (such as Executive Directors or Chief Academic Officers), including those who manage principals directly, play a critical role in supporting principals to be increasingly effective. Their support—their ability to coach principals day-to-day, to identify best practices or inconsistencies in implementation across schools, to develop local professional

development for principals, etc., is critical to sustained student achievement gains. Truly, they are critical partners in this project work.

With the support of SEED, KIPP will design and implement training for senior regional leaders focused not only on how to incorporate instructional methods, rigorous curriculum aligned to college-ready state standards, and systems, but also on supporting principals (who themselves are supporting teachers) to implement these strategies. KIPP will deepen training and create coursework related to leading and supporting principals to lead change management initiatives or coaching principals on effective direction-setting and progress-monitoring. This coursework can be readily shared.

Goal 3 – Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country by sharing KIPP’s leadership development practices

The final set of activities will focus on leveraging and enhancing KIPP’s existing training program for school district and charter leaders, our online distribution forum, and our dissemination efforts at key education conferences.

Activity 3a: Provide professional development for senior district leaders responsible for principal preparation and ongoing professional development.

KIPP aims to continue and enhance its KIPP Leadership Design Fellowship program for senior district and charter leaders responsible for principal development. The program, launched in 2011, creates a collaborative professional learning community in which KIPP and others share practices to select, train, and evaluate principals. This eight-month cohort-based program provides opportunities for participants to learn from KIPP and one another, with the aim of deepening relationships and promoting ongoing learning well beyond the eight months of the

program. The demand for this program has grown each year. In earlier years of the program, senior officials from 15 to 20 school districts participated in KLDF; this year, more than 32 districts, state departments of education, charter management organizations, and principal preparation programs are represented that collectively serve 5.9 million students. The program also accepts participants from charter management organizations and other educator training programs.

Figure B.3: KIPP Leadership Design Fellowship District and State Participants

California: Los Angeles USD, Oakland USD, San Francisco USD, West Contra Costa USD	New Jersey: Camden City School District, Newark Public Schools, NJ DOE
Colorado: Denver Public Schools	New York: New York City Department Of Education
Connecticut: Hartford Public Schools, New Haven Public Schools	North Carolina: Charleston County School District, Charlotte-Mecklenburg Schools
Delaware: Delaware Department of Education	Ohio: Columbus City Schools
Florida: Florida Department of Education	Tennessee: Tennessee Achievement School District, Memphis City Schools,
Georgia: Atlanta Public Schools, Fulton County Schools	Texas: Austin ISD, Dallas ISD, Houston ISD, Spring Branch ISD
Hawaii: Hawaii Department of Education	Oklahoma: Tulsa Public Schools
Illinois: Chicago Public Schools	Pennsylvania: The School District of Philadelphia
Louisiana: Ascension Parish Schools	Washington, D.C.: DC Public Schools
Massachusetts: Boston Public Schools, Salem Public Schools	
Minnesota: Minneapolis Public Schools	
Missouri: St. Louis Public Schools	

KLDF participants explore effective practices from KIPP and each other's school systems with a focus on principal leadership competencies, theories of leadership development, external recruitment, internal pipelines, and competency-aligned selection. Participants visit a KIPP school to observe leadership and culture in action and observe and debrief selected principal selection events. In addition, going forward KLDF participants will be able to observe KIPP's newly designed coursework focused on instructional leadership (see Activity 2a above) training in action, and curricular materials and coursework will be readily shared so that others may utilize the work as educators aim to best prepare principals to infuse academic rigor aligned to college-ready state standards.

Activity 3b: Disseminate tools and share practices broadly

KIPP will disseminate toolkits and share learning through multiple channels including:

- KIPP.org. KIPP will share talent identification and cultivation toolkits, playbooks and resources, as well as those related to implementing instructional strategies on its website.
- External Conferences and Workshops. In the coming years, KIPP aims to share lessons learned through participation in education and related conferences. With support from SEED, KIPP will assess the landscape to determine where we can share with and learn from others by attending and participating in select conferences. We look forward to sharing lessons leading change across a large organization in addition to sharing principal-preparation strategies.

The proposed project is a core element of a comprehensive effort to improve teaching and learning, achievement, and attainment for students in educationally underserved communities.

Section B.2: A Comprehensive Effort to Improve Teaching and Learning

The project activities form a comprehensive effort to drive student achievement gains.

Complementing them further are intensive efforts beyond the project scope such as:

- **Curriculum** – Aligning on a recommended math and literacy curriculum and working with a vendor to further enhance the literacy curriculum to meet teachers’ needs. In addition, KIPP is developing blueprints, aligned to a comprehensive Instructional Vision, to allow new principals to more readily shape high-quality instruction and drive student gains.
- **Assessment & Evaluation** – Implementing common formative and summative assessments for K–12 and associated professional development. In addition, KIPP’s national Research & Evaluation team collects assessment data from all schools and regions, analyzes and compare results, and shares relative performance to identify best practices.

- **Teacher Training** – Offering, at the local level, professional development for KIPP teachers throughout the year as well as receive frequent observation and coaching from principals and regional leaders. At the national level, KIPP offers four semester-long programs aimed at enhancing teachers’ literacy (“Literacy for Everyone”) and math (“Math Is Life”) instruction.
 - **Leadership Training for Aspiring Principals** – Offering, in addition to principal-preparation programs, leadership training for those a few years away from becoming a principal (e.g., Deans, and Grade Level Chairs).
 - **KIPP Through College** – Providing direct college counseling to pre-college students and persistence support to students in college. In addition KIPP has led pioneering research and codified innovative tools and practices focused on college match and persistence, in an effort to support all students to and through college.
 - **Family Engagement** – Forging a close relationship with families, including by visiting the home before school starts. Surveying families twice per year, to understand perceptions about the school learning environment, student attitudes toward learning, and other critical factors.
- KIPP Foundation’s efforts, in deep partnership with KIPP principals and regional leaders, are all in service to achievement and attainment gains for high-need students across our country.

Section B3: Quality, intensity, and duration of the training and professional development

KIPP’s flagship Successor Prep and Fisher Fellowship principal development programs have a track-record of success due to highly qualified staff, intense training, year-long and fifteen-month-long time frames that are extended further with continuous learning supports (e.g., leadership coaching, ongoing professional development, or on-the-job supports).

Quality. The Fisher Fellowship and Successor Prep Programs both utilize rigorous selection practices to ensure those in the program are highly qualified for the critical career step

of becoming a principal (see Appendix 5.3). As such, the cohort is comprised of individuals ready to engage actively in the content and support one another.

Both programs have highly qualified instructors who are leaders in their field, including:

- Modupe Akinola, Assistant Professor of Management – Columbia Business School
- Mary Ashton, Leadership Instructor and Executive Coach – PeopleWorks
- Paul Bambrick-Santoyo, Managing Director – North Star Academy
- Ebony N. Bridwell-Mitchell, Assistant Professor of Sociology & Organizations – Brown University
- Dolly Chugh, Assistant Professor, Management and Organizations – New York University Stern School of Business

Please see Appendix 5.5 for the full list of faculty and their biographies from this past summer's Institute training program.

Participants rate the programs very highly, year after year. Throughout, participants provide feedback not just on each gathering, but on every session. Over the three years from 2010–11 through 2013–14 (for which we have completed data), 100% of Fisher Fellows and 95% of Successor Prep participants rated their overall experience as effective or very effective.

Perhaps the most significant sign of quality, KIPP regional Executive Directors continue to send senior leadership staff to participate in the Fisher Fellowship and Successor Prep year after year. The individuals who attend are among the most highly valued leaders in their regions and leadership determines that the training warrants the individuals' time away from the school.

Intensity. The Successor Prep training is a fifteen-month program, starting the January before a new principal begins to lead his or her school, and continuing through March of the

principal’s first year. The Fisher Fellowship is a year-long program in the year before the new principal opens his or her school. For additional information, please see Figure B.4 below.

Figure B.4 – Days of Training in Current Programming

Components of the Program	Fisher Fellowship (days of training)		Successor Prep (days of training)	
	With national cohort	School-based formal training	With national cohort	School-based formal training
Orientation	4		2	
Summer Institute	18		6–16*	
Summer Summit	3			
Principal Retreat			2	
Intersession I	5		1	
Intersession II	5		3	
Intersession III	7		3	
Intersession IV	3		3	
Intersession V			3	
Residencies		20		3
School Review Visit		3		2
Total	45	28	23-33	5
	73		28–38	

*Aspiring principals who have attended Summer Institute as part of a prior leadership development program may opt to participate in a six-day session.

Duration. Beyond the year-long Fisher Fellowship and the fifteen months of Successor Preparation, KIPP provides continuous learning programs for principals throughout the year. Also, principal managers (e.g., Executive Directors or Chief Academic Officers) provide direct coaching and support day-to-day.

Section B4: Preparing individuals for Fields with Shortages

A 2014 report on principal recruitment, selection, and placement states that: “principal-hiring practices—even in pioneering districts—continue to fall short of what is needed, effectively causing needy schools to lose out on leaders with the potential to be great.”¹² Given how critical principals are to a school’s success, it is imperative that school systems develop and improve strategies to increase the number of highly effective principals leading schools,

¹²Doyle, D. and Locke, G. (2014) *Lacking Leaders: The Challenges of Principal Recruitment, Selection and Placement*. Public Impact. Chapel Hill, NC.

particularly those with large concentrations of high-need students. This project directly addresses this personnel need by aggressively targeting the identification, cultivation, recruitment, selection, and training of highly effective principals to lead high-need schools.

Section B5: A focus on serving Disadvantaged Individuals

Explicit in KIPP’s mission is a focus on “helping students in educationally underserved communities.”

Throughout our history and growth from two schools to 162 schools, KIPP has remained committed to serving students with the greatest need [CPP 4]¹³. Across KIPP:

KIPP’s mission:

To create a respected, influential, and national network of public schools that are successful in helping students from educationally underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and the competitive world beyond.”

- **87%** of students qualify for **free and reduced-price lunch** [CPP 4(v)]
- **10%** receive **special education** services [CPP 4(ii)]
- **17%** are designated **English Language Learners** (*Note: Some schools serve a much higher proportion of ELL students than others given their location*) [CPP 4(iii)]
- **96%** are **African American or Latino**

We hold ourselves accountable to serving a high-need student population in several ways.

- *School-level and KIPP-wide evaluation.* KIPP collects data from diverse sources to create a comprehensive picture of school, regional, and national health. Among these measures are the percentage of the student population qualifying for free or reduced-price lunch, the percentage of the population that receives special education services, and the percentage designated English Language Learners

¹³ Please note that in addition, KIPP serves two rural geographies [CPP 4(i)]: the Arkansas Delta and Eastern North Carolina; for more detail on number of students by geography, please see Appendices 2.3 and 5.2.

- *Annual reporting.* KIPP publishes its performance, including the population served, in its annual Report Card. The Report Card is publicly available throughout the year at www.kipp.org/reportcard
- *Board of Directors Accountability.* KIPP’s National Board of Directors monitors KIPP’s performance against this goal on an annual basis. Accordingly, the Board reviews the percentage of the student population qualifying for free or reduced-price lunch on an annual basis and would take action if that number ever risked falling below our 80% threshold.

C – Quality of the Management Plan and Personnel

As KIPP enters this next phase of growth and increased effectiveness, we will draw on our experience training principals and other senior leaders to open, lead, and oversee successful schools. Furthermore, within the past five years, KIPP designed, piloted, assessed, and refined the KIPP Leadership Design Fellowship for district and charter leaders to learn more about KIPP’s leadership development practices and from each other. With our track record running this program, KIPP is even better able to attract participants. Specifically, KIPP has (1) highly qualified personnel, (2) a strong management plan to ensure the project achieves our objectives on time and within budget, (3) a sufficiently resourced plan to effectively carry out the proposed project.

Section C.1: Qualifications of the Project Director and Key Project Personnel

This project will be managed by KIPP’s senior leadership team. **KIPP co-founder Dave Levin will lead this work as its Project Director.** Key personnel and other critical team members are all seasoned veterans of this work; in fact, among our Project Director and Key Personnel, two were principals and one was a Chief Academic Officer.

Mr. Dave Levin, KIPP Co-Founder, will serve in the Project Director role. Along with Mike Feinberg, Mr. Levin founded KIPP and started the KIPP Foundation; Mr. Levin was the principal of the original KIPP school in the Bronx, KIPP Academy Middle School, for many years. A proven innovator, in addition to KIPP, Mr. Levin helped to launch the Character Lab, Relay Graduate School of Education, and Zearn. In his role at KIPP Foundation, Mr. Levin will oversee all leadership development work (including principal preparation and ongoing professional development for principals and senior regional leaders) as well as teaching and learning efforts. With this perspective, Mr. Levin will ensure that advancements in teaching and learning integrate seamlessly into principal preparation.

In addition to Mr. Levin, Key Personnel include:

Mr. Freddy Gonzalez, Chief Learning Officer, oversees the KIPP School Leadership Programs (KSLP), which includes the Fisher Fellowship, Successor Prep, and other leadership development programs for assistant principals and teacher leaders. Prior to joining the KIPP Foundation in June 2014, Mr. Gonzalez worked at KIPP Austin as a principal for seven years and a teacher for two years. He has served as a member of KIPP's leadership team since 2014.

Mr. Vince Marigna, Chief of Network Talent Strategy, leads KIPP Foundation's efforts to create an integrated set of tools and services to meet KIPP's principal and senior leadership talent pipeline needs. In this role, Mr. Marigna oversees internal recruitment, recruitment of external talent through formal searches, as well as the selection of KIPP's founding school principals. Mr. Marigna joined KIPP Foundation from KIPP New Jersey, where he most recently served as the Chief Academic Officer overseeing academics as well as talent development.

Additional Leadership Support:

Several senior leaders from KIPP Foundation and the KIPP regions will be among the project's supporting personnel; in addition to deep content expertise, all have training and experience relevant to managing large, complex, and rapidly growing projects.

Mr. **Nathan Smalley, Chief of Network Leadership Development**, is responsible for the ongoing professional development of current KIPP principals and the support of regional academic leaders. His team is also charged with driving our instructional leadership efforts through consultative work. Prior to joining KIPP Foundation, Nate opened and led the first KIPP high school in New Jersey, KIPP Newark Collegiate Academy, as its principal.

Ms. **Sherry Preiss, Chief Teaching & Learning Officer**, leads KIPP Foundation's effort to equip KIPP teachers and schools with rigorous curriculum, assessment, and professional development solutions. An accomplished teacher, curriculum author and editor, and digital-learning product leader, Ms. Preiss has extensive experience building highly regarded professional development products and services for schools and districts around the world.

KIPP's senior regional leaders, including **Executive Directors, Chief Academic Officers, and Chief Talent Officers**, will play a critical role in codifying, testing, and deploying principal recruitment systems and in supporting instructional rigor at schools. Most have served as principals, and many came through KIPP's principal development programs. Also, almost all have participated in principal development programs as an instructor or leadership coach and so have a first-hand understanding of principal training. All have significant experience leading their organizations to drive to ever-better results for students. Similarly, principals of KIPP schools are highly trained, through selective processes, and all have a track record of outstanding student gains from their times as teachers. KIPP regions and schools are partners in this project and will play a critical role in implementation.

Mr. Jonathan Cowan, Chief Research, Design & Innovation (RDI) Officer, partners with and oversees KIPP's national Research and Evaluation, KIPP Through College, Knowledge Sharing, and Technology teams. Prior to joining KIPP, Mr. Cowan spent more than ten years at The Boston Consulting Group (BCG) where, as a principal and partner, he spent several years helping to build and lead BCG's public education practice.

Ms. Lisa Daggs, Chief Network Growth Officer, is responsible for the KIPP Foundation's oversight of the growth of the KIPP network. In this role, she works closely with the KIPP regional executive directors and directly oversees the team of KIPP Foundation Relationship Managers, who themselves each work closely with KIPP regions. Ms. Daggs brings extensive experience in seeding and supporting the growth of charter schools across the U.S.

Mr. Jack Chorowsky, Chief Operating Officer, oversees the KIPP Foundation's national strategy and execution across complementary areas that drive KIPP's growth and outcomes including our Teaching and Learning team; educational technology innovation; our national KIPP Through College effort; Research & Evaluation team; and Knowledge Sharing team. He also oversees the organization's Talent, Finance and Technology functions.

Mr. Richard Barth, Chief Executive Officer, will play an active role in the execution of this project. Specifically, Mr. Barth will monitor progress and engage with local Executive Directors on what is working and not working about recommended approaches to inform refinement. As CEO of the KIPP Foundation, Mr. Barth has overseen the growth of the network from 45 to 162 schools as of fall of 2014.

The **KIPP Foundation Board of Directors**, whose members collectively have extensive experience in education and developing human capital, will have ultimate oversight of the project. Please see Appendix 1.4 for more detail on KIPP Foundation's Board members.

Section C.2: Management plan

KIPP will achieve the objectives of the proposed project on time and within budget under seasoned management, in close collaboration with KIPP principals and regional leaders throughout the country, and drawing on deep experience running principal preparation and professional development programs as well as managing federal grants. Each partner’s roles as well as major activities and milestones related to the proposed project appear in Figure C.1.

Figure C.1: Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks*

Major Milestones	Responsible Parties	Year 1	Year 2	Year 3
Recruit and prepare new principals so that KIPP can serve 95,000 students from high-need communities				
Create and refine toolkits for internal talent recruitment	KIPP Foundation (KF) staff; input from Regional leadership (RL)	Jul – Mar	Jul – Mar	Jul – Mar
Assess internal talent according to rubric	RL	Oct – Dec	Oct – Dec	Oct – Dec
Provide development opportunities for high-potential talent	RL	Oct – Dec	Oct – Dec	Oct – Dec
Provide consultative support to implement talent identification and cultivation toolkits	Experts from KF and among RL	Ongoing	Ongoing	Ongoing
Select Fisher Fellows to enter the Fellowship and open new schools after the year of principal preparation	Committee of leaders from across KIPP, coordinated by KF	Jan – Apr	Jan – Apr	Jan – Apr
Nominate Successor Prep applicants	Applicant’s manager	Oct	Oct	Oct
Successor Prep application due	Applicant	Nov	Nov	Nov
Summer Institute: multi-week intensive learning for Fisher Fellowship and Successor Prep	KF – School Leadership Programs Team	Jun – July	Jun – July	Jun – July
Fisher Fellowship and Successor Prep Programming Intersessions	KF – School Leadership Programs Team	Sep, Nov, Jan, Mar	Sep, Nov, Jan, Mar	Sep, Nov, Jan, Mar
Evaluate program year and plan for program refinements in following year	KF – School Leadership Programs Team	Nov – Apr	Nov – Apr	Nov – Apr
Introduce professional development and supports to increase the number of principals who are highly effective				
Develop curricular components for coming year’s principal development (PD) training	KF – Teaching & Learning team	By Jun	By Jun	By Jun
Deliver content in principal preparation programming	KF – School Leadership Programs Team	Aug – Mar	Aug – Mar	Aug – Mar
Deliver content in ongoing principal & regional leadership PD; design and deliver differentiated training	KF – Leadership Development team	Aug, Oct, Feb, Apr	Oct, Feb, Apr, Aug	Oct, Feb, Apr, Aug
Set school vision and coach teachers to greater student achievement gains	Principals	Ongoing	Ongoing	Ongoing
Set regional vision and coach principals to greater student achievement gains	RL – EDs & CAOs	Ongoing	Ongoing	Ongoing
Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country				
Launch applications for coming year’s KIPP Leadership Design Fellowship (KLDF)	KF – School Leadership Programs Team	Sep	Sep	Sep
KLDF applications process	KF and Applicants	thru Dec	thru Dec	thru Dec
KLDF admission notification	KF	Jan	Jan	Jan
Convene KLDF cohort in three integrated sessions	KF	Mar, Jul, Sep	Mar, Jul, Sep	Mar, Jul, Sep
Deploy tools and other learning on KIPP.org	KF	Throughout the project		
Attend conferences to share principal preparation practices and learn from others	KF	TBD, throughout the project		

*See Figure E.3 for the timing of data collection and evaluation of progress against our project goals

Section C.3 Sufficient and reasonable resources to effectively carry out the proposed project

KIPP has sufficient human capital resources and infrastructure to successfully execute the proposed project and evaluation. Furthermore, with SEED, we will have the financial supports in place to deliver the project within a comprehensive effort to further teaching and learning,

First, KIPP has **the infrastructure and talent in place to execute the work, as well as the leadership structures in place to guide and monitor the work.**

Specific program teams will lead project activities

- The **Network Talent team**, under Vince Marigna, will drive the effort to create toolkits, disseminate content to KIPP principals and senior regional leaders, and provide on-the-ground consultative support.
- The **School Leadership Programs team**, under Freddy Gonzalez, will coordinate and execute the *principal preparation programs*. This team will also oversee the KIPP Leadership Design Fellowship. Each training program has a Director responsible for the content, securing instructors, and serving as the main point of contact for all participants. The broader team includes operations staff who coordinate logistics, prepare training classrooms and materials, etc., to ensure that the content—the learning—is the program focus.
- The **Leadership Development team**, under Nathan Smalley, will be the critical link to infuse instructional leadership content into the principal preparation and ongoing professional development programming. With deep instructional content and leadership expertise, this team leads *ongoing professional development programming for principals and senior regional leaders*, and also provides on-the-ground consultative support.

- The **Teaching & Learning team**, under Sherry Preiss, will develop and hone the instructional leadership content. In particular, this team is developing curriculum, codifying methods, and recommending resources, etc., to equip teachers and leaders to prepare students for the rigor of college-ready state standards.
- The **Research & Evaluation team**, under Jonathan Cowan, will lead the data collection and analysis for the performance evaluation. Drawing on well-established processes to collect and analyze school-level data on an annual basis, this team has significant analytic expertise.
- The grant will be managed by KIPP Foundation’s federal grants management function. This team has years of financial and grant management experience.

Leadership teams will oversee the work

- KIPP Foundation’s **Operating Committee**, comprised of senior leaders, will oversee this work. The team, comprised of the individuals in Figure C.2 (including Project Director Dave Levin) and led by CEO Richard Barth, meets bi-monthly to set the organization’s strategic direction and ensure progress toward our goals. The Operating Committee is tracking explicit goals on growth in the number of students served, improved internal principal identification and cultivation practices, greater student achievement outcomes, and sharing with the broader education sector. The team will closely monitor performance toward our project objectives throughout and beyond the project period.
- In addition, KIPP Foundation’s **Board of Directors** (see Figure C.2), oversees KIPP’s national growth with quality. This diverse group of education, business, and community leaders governs KIPP to meet its national aims. The Board of Directors, which meets quarterly, holds KIPP accountable to growth and student performance goals.

Figure C.2– KIPP Foundation Operating Committee and Board of Directors

Operating Committee	
Tarun Bhatia , Chief Financial Officer	Freddy Gonzales , Chief Learning Officer
Jack Chorowsky , Chief Operating Officer	Valerie Hamilton , Chief People Officer
Jonathan Cowan , Chief Research, Design & Innovation Officer	Nolan Highbaugh , General Counsel
Lisa Daggs , Chief Network Growth Officer	Dave Levin , Co-Founder
Valerie Faillace , Chief Strategy Officer	Vince Marigna , Chief of Network Talent Strategy
	David Wick , Chief External Impact Officer
Board of Directors	
Richard Barth , President, CEO, KIPP Foundation	Martha L. Karsh , Founder, Karsh Family Foundation
Emma Bloomberg	Dave Levin , KIPP Co-Founder
Katherine Bradley , President, CityBridge Foundation	Michael L. Lomax , President and CEO, United Negro College Fund
Philippe Dauman , President and CEO, Viacom, Inc.	Mark Nunnely , Managing Director, Bain Capital
Mike Feinberg , KIPP Co-Founder	Carrie Walton Penner , Trustee, Walton Family Foundation
Doris Fisher , Founder, Gap Inc. and Co-Founder, KIPP Foundation	Susan Schaeffler , CEO, KIPP DC
John Fisher , Chairman, President, Pisces, Inc.	José H. Villarreal , Senior Advisor, Akin Gump
Reed Hastings , Founder and CEO, Netflix, Inc	

With the support of SEED, KIPP will have the financial resources to effectively carry out this work as a key component of a comprehensive effort to further student achievement gains in educationally underserved communities. We respectfully request \$18M over three years for the grant activities described in this application and further detailed in the budget and budget narrative. All grant funds will be deployed toward increasing the number of high-need students receiving a college-preparatory education, and nearly 30% (\$5.2 million) of these funds will be used directly at the school and regional level to support principal transitions, Fellows, or Chief Academic Officers’ work in support of this effort.

KIPP has been fortunate to receive the support of major philanthropic partners who have made, and continue to make, a significant contribution to the success and sustainability of KIPP’s work to serve high-need children. Our largest philanthropic partners with a distinguished history of giving include: The Doris and Donald Fisher Fund, The Walton Family Foundation, The Robertson Foundation, The Laura & John Arnold Foundation, The Eli and Edythe Broad

Foundation, CityBridge Foundation, The Michael & Susan Dell Foundation, The Bill & Melinda Gates Foundation, the Karsh Family Foundation, New Profit, Inc, and private individual donors.

The KIPP Foundation’s national funders support our mission and model, and some also fund schools in specific geographic areas to which they have a connection. In addition to national partners, KIPP has many regional partners who support KIPP in their local community. Please see Appendix 3 for letters of support from national funders and local board chairs, as well as local funders who are committed to KIPP’s work to serve high-need students with quality.

D – Sustainability

Section D.1: Capacity and results that extend beyond the period of Federal Financial assistance

Across every activity and measure, this project will create significant capacity and yield results that will extend well beyond the project period. In particular:

- Talent identification and cultivation toolkits. Throughout the project period, these will have been created, trialed, and refined. Not only will the tools support the work of KIPP and others to identify future-principal talent internally and through external recruitment for years in the future, but we will, by the end of the project period have at least 80 high-potential future principals identified in our internal talent pipeline.
- New schools opened by newly trained principals. With the support of a SEED grant, KIPP will train 60 new principals to open as many new schools. When these schools reach full enrollment¹⁴, they will serve approximately 25,000 students every year, providing a high-quality education to students who would not have had one otherwise.

¹⁴ KIPP schools generally open with one or two grades and add a grade each year

- Principal preparation programs with a powerful focus on instructional leadership. As KIPP aims to train many more new principals for years to come, SEED-supported enhancements (newly created coursework, etc.) will yield principals better-prepared to drive the academic rigor required to meet college-ready standards.
- Principals and regional leaders well-prepared to support academic excellence and college-ready standards. With enhanced training and on-the-ground supports for established principals and senior regional leadership, SEED will have helped KIPP raise the bar on student achievement. Principals, with the support of local regional leadership, will have the training to better support teachers to implement college-ready rigor in their classrooms. This benefit only has a compounding effect as other educators seek to learn from those generating outstanding student achievement gains.
- District leaders and others who are able to utilize the materials, processes, and techniques developed with SEED support. Through the KIPP Leadership Design Fellowship, KIPP will facilitate the exchange of tools and practices with a cohort of at least 30 district leaders whose districts serve at least three million students. As leaders return to their districts and put their learning (from KIPP and from cohort peers) into practice, we hope they are able to have a lasting impact on the principals and students in their district. Similarly, we hope that by sharing materials through online channels and participating in conferences and workshops, many more may benefit for years to come from what we learn with SEED’s support.

Section D.2: Findings and products that may be used by other agencies and organizations

Across the country, school systems—particularly those that serve high-need students—are grappling with difficult questions about how to deploy a more structured, more systematic approach to “recruiting” future principals from their own ranks, as well as how to train principals

to drive instructional rigor in their schools to meet college-ready standards. With its established principal training programs, KIPP is uniquely positioned to pilot and innovate new strategies and tools that can be used broadly by others in the sector to address these critical challenges.

Specifically, as part of this project, KIPP will create:

- **Talent Development Toolkits** that include *rubrics* for assessing the readiness of top talent for the principal role, *templates* for creating Individual Development Plans, and *playbooks* outlining how to conduct talent reviews and create development opportunities for future school leaders principals.
- **Principal Training Coursework and Professional Development Related to Instructional Leadership.** Coursework will guide principals to implement new instructional methods (e.g., close reading, guided reading, and cognitively guided math instruction), schedules, and curriculum aligned to college-ready standards. In addition, coursework will train principals to manage academic systems within their schools such as data-driven instruction, progress monitoring, instructional coaching, and teacher preparation, including periodic intensive teacher professional development.

The toolkits and coursework created by KIPP with SEED funding will be highly replicable in both school district and charter contexts, and applicable for other talent development organizations. The strategies proposed here also could inform education policy as it relates to the development of educators.

Section D.3: Dissemination that will enable others, including the public, to use the information or strategies.

At KIPP, we are relentless in our pursuit to learn what is working and what is not; and we share our results and lessons learned broadly. The KIPP model as well as our tools and

frameworks related to leadership development, teacher observation, school health, and college counseling have already been shared broadly. With grant funds, KIPP will bolster efforts to disseminate strategies, tools, innovations, and promising practices. Specifically, KIPP will engage in the following activities to disseminate its work:

- **Host the KIPP Leadership Design Fellowship (KLDF).** Through the KLDF, KIPP will share toolkits, coursework, practices, etc., with large districts and charter management organizations so that those organizations may implement tools and/or adopt practices to enhance results in their districts or organizations. This program has been continuously improved over the years to encourage lasting results. For example, after early feedback, KIPP now invites districts and organization to send two participants each to KLDF sessions, rather than one participant. As a result participants now have a colleague with whom to share the experience and partner to implement new approaches.
- **Capture Tools and Practices on KIPP.org.** KIPP will share talent identification and cultivation toolkits and resources, as well as those related to implementing instructional strategies on its website.
- **Participate and Speak at Conferences and National Forums.** KIPP leaders will participate in national conferences and forums to learn and share about practices to identify, recruit, cultivate, and prepare talent to be highly effective principals, as well as to participate in the conversation of what is working in education more broadly, and in managing for change.

E – Evaluation

Section E.1: Thorough, feasible, and appropriate evaluation methods

Providing best-in-class preparation for principals to open and lead college-preparatory schools for students in educationally underserved communities is only possible with a rigorous evaluation plan based on objective performance measures to assess exactly how we are doing.

Thorough. Acknowledging that student achievement, as captured by state test scores, is too narrow a measure of school “health,” the KIPP Foundation collaborated with representatives from KIPP schools and regions to develop the Healthy Schools & Regions framework to provide a more comprehensive view into school performance; this framework is now implemented across all KIPP schools. The information collected through the Healthy Schools & Regions initiative allows us to measure academic and non-academic factors we believe impact school health, critically assess and benchmark individual schools against a robust set of performance outcomes and leading indicators, identify best-in-class practices, and share strategies for improvement.

At its core, the Healthy Schools & Regions framework seeks to answer six essential questions about the performance of the KIPP network and individual schools within it. KIPP collects and analyzes qualitative and quantitative data to address each question. Please see Figure E.1 for detail on the questions and data collected to answer them.

Figure E.1 – Six Essential Questions

Essential Question	Data collection and analysis
1. Are we serving the children who need us?	<ul style="list-style-type: none"> • Student enrollment and demographics • Percentage qualifying for free and reduced-price lunch, qualifying for special education services, and classified as English Language Learners
2. Are our students staying with us?	<ul style="list-style-type: none"> • Student enrollment: percentage retained year over year
3. Are our students progressing and achieving academically?	<ul style="list-style-type: none"> • Student achievement on state tests; percentage scoring proficient or higher vs. the local district and vs. the state • Performance—absolute and growth—on the normed Measures of Academic Progress assessment; student performance vs. nationally determined quartiles of performance; student growth vs. growth goals
4. Are our alumni climbing the mountain to and through college?	<ul style="list-style-type: none"> • Percentage of KIPP students who completed eighth grade with KIPP or who joined KIPP in high school who graduate from high school, enroll in college, and graduated from college
5. Are we building a sustainable people model?	<ul style="list-style-type: none"> • Staff rosters: percentage retained year over year, in the classroom and at KIPP
6. Are we building a sustainable financial model?	<ul style="list-style-type: none"> • Revenue stability, expense management, balance sheet health, risk mitigation

Our Healthy Schools & Regions work informs our decision-making and prioritization, helps us improve our understanding of promising practices throughout the KIPP network, and helps our teachers and leaders drive student outcomes. With the Healthy Schools & Regions framework, teachers have access to high-quality data on student achievement and growth and can differentiate instruction. Principals can use data to prioritize school needs and improve their own instructional leadership. KIPP regional leaders can gain a more holistic view of the health of their region and put in place strategies to address areas of growth. Nationally, we are able to identify top performers so that we may learn from and disseminate effective practices.

Feasible. Over the years, KIPP has honed its approach to the Healthy Schools & Regions framework and associated data collection. Today, heading into the project period, we are well-resourced to collect and analyze the relevant data. We collect all data at least annually and, in partnership with KIPP schools, we have the team and processes in place to do so with a tested, efficient, accurate, and timely approach.

Appropriate. All measures reflect the desired outcomes. For additional detail on how the evaluation aligns to the project goals, please see Figure E.2, below.

Section E.2: Objective performance measures related to the intended outcomes

We will draw on our established approach to data collection and analysis to assess performance and progress toward our goals. Our planned evaluation includes qualitative and quantitative performance measures, all of which are aligned to the desired project outcomes.

Figure E.2 – Evaluation Data Sources and Measures

Project Measure	Objective performance measure	Relationship to intended outcomes	Data produced
1 – Recruit and prepare new principals so that KIPP can serve 95,000 students from high-need communities			
a. 120 talented individuals recruited, selected, and prepared to become a principal within the project period	Program Enrollment: Enrollment in Fisher Fellowship and Successor Prep programs	Affirms that KIPP is recruiting (from internal and external talent pools), selecting, and preparing principals as intended	Quantitative
b. 80 individuals identified as “ready now” or “ready next” in KIPP’s future-principal talent pipeline at the end of the project period	Talent pipeline: Number of talented individuals classified as “ready now” or “ready next” on internal talent recruitment rubrics	Demonstrates robust principal talent pipelines, the intended output of the newly created toolkits and implemented practices	Quantitative
c. 90% of principal preparation program participants rate the training “effective” or “very effective” overall	Participant survey results: Participant rating of “overall satisfaction” on survey administered in the spring at program completion	Provides a qualitative, interim assessment of program quality	Qualitative
d. 95,000 students served in KIPP schools by the fall of 2018	Student enrollment: Compiled school enrollment data	Captures the impact of talent identification, cultivation, recruitment, and preparation on growth	Quantitative
e. 80% of the student population qualifies for free or reduced-price lunch	Student demographics: Eligibility for free or reduced-price meals	KIPP is committed to improving academic and life outcomes for a high-need student population.	Quantitative
2 – Enhance professional development and supports to increase the number of principals who are highly effective			
f. 79% of students make one year of growth in tests of mathematics and 79% do so in reading	Student academic growth: KIPP student growth from the fall to the spring as assessed by Measures of Academic Progress (MAP), a norm-referenced test administered by all KIPP schools, K–8	A measure of KIPP students receiving an effective education across all grades	Quantitative
g. 56% of students make 1.5 years of growth in tests of mathematics and 51% do so in reading	Student academic growth: KIPP student growth from the fall to the spring as assessed by MAP	A measure of KIPP students receiving a highly effective education.	Quantitative

h. 29% of K–8 students performing in the top quartile of all students nationally on tests of mathematics, and 27% do so on tests of reading	Student performance: Absolute KIPP student performance across all K–8 grades on MAP assessments administered in the spring; we correlate “top quartile” performance with college-ready performance	A complement to measures (f) and (g). KIPP students join KIPP performing at many different levels with the majority below or well-below grade level. In addition to growth, we measure college-readiness	Quantitative
i. 40% and 33% of students exit elementary school (4 th gr.) performing in the top quartile of all students nationally on tests of mathematics and reading, respectively; 28% and 25% exit middle school (8 th gr.) in the top quartile of all students nationally on tests of mathematics and reading, respectively	Student performance: Absolute KIPP student performance across all K–8 grades on MAP assessments administered in the spring, with a focus on a school’s highest grade; we correlate “top quartile” performance with college-ready performance	Similar to measure (h) this shows student performance after several years with KIPP	Quantitative
j. 41% of 12 th grade students perform at college-ready levels on the ACT	Student performance: Absolute KIPP student performance among 12 th graders on the ACT college entrance exam, a test of college-readiness	Similar to measure (h), this shows student performance after several years with KIPP	Quantitative
3 – Extend KIPP’s impact to over 3 million students in major urban and rural districts across the country			
k. 30 districts and charter management organizations participate in the KIPP Leadership Design Fellowship collaborative community of practice	Program enrollment: Number of organizations represented by KIPP Leadership design Fellowship participants	We hope to share and learn from an array of districts with representation across the United States	Quantitative
l. 85% of KIPP Leadership Design Fellowship participants rating the program “effective” or “very effective” overall	Participant survey results: Participant rating of “overall satisfaction” on survey administered at program completion	Leading indicator program impact	Qualitative
m. 3 million students in the districts reached by KIPP’s leadership development programming for districts and charter organizations	District student enrollment: Cumulative district enrollment among all KLDF participants	Leading indicator of program impact; the potential reach of KLDFs work	Quantitative

Currently, KIPP is working to implement a common high school assessment. We aim to do so in the next year and will select an assessment aligned to the ACT. Once the test is implemented, we will be able to establish growth baselines and goals for high school student achievement as well.

Section E.3: The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

All data collected and analyzed as part of the project evaluation will provide feedback on performance as we work to achieving our goals. Most of the project goals are to be achieved over the project period: by the end of year three. However, progress toward these goals will, in almost every case, be reported annually. In every case, performance data will be collected and analyzed internally on at least an annual basis, so that we may adjust our activity—mid-year if necessary—in order to ensure that we achieve our goals.

Figure E.3 below provides a detailed view, by indicator of the time frame of the goal, frequency of data collection, and frequency of reporting.

Figure E.3 – Timing of Data Collection and Reporting Toward Project Goals

Project Measure	Objective performance measure	Performance objective timing (By when will we achieve the goal?)	Data collection frequency and timing* (When will we have performance feedback?)	Reporting frequency (When will we report performance to ED?)**
a. 120 talented individuals recruited, selected, and prepared to become a principal within the project period	Program Enrollment	Project end	Annually , in Feb/Mar (Fisher Fellowship) and Oct/ Nov (Successor Prep)	Years 1, 2, and 3
b. 80 individuals identified as “ready now” or “ready next” in KIPP’s future-principal talent pipeline at the end of the project period	Talent pipeline	Project end	Annually , in Oct–Dec. We will develop our approach to data collection in years 1 and 2, so expect data will not be complete enough to report until year 3. Data collected in years 1 and 2 will provide feedback to the tool development and process supports.	Year 3
c. 90% of principal preparation program participants rate the training “effective” or “very effective” overall	Participant survey results	Annual	Annually , at program end (Mar/Apr). In addition, participant feedback on programmatic elements (individual sessions, speakers, etc.) will be collected throughout.	Years 1, 2, and 3
d. 95,000 students served in KIPP schools by the fall of 2018	Student enrollment	Project end	Annually, in the fall. Annual enrollment data will allow us to assess progress toward the goal.	Years 1, 2, and 3
e. 80% of the student population qualifies for free or reduced-price lunch	Student demographics	Annual	Annually , in the fall.	Years 1, 2, and 3
f. 79% of students make one year of growth in tests of mathematics and 79% do so in reading	Student academic growth	Project end	Annually, in the spring. Students will take the MAP assessment in the fall and the spring, and growth will be calculated in the spring.	Years 1, 2, and 3
g. 56% of students make 1.5 years of growth in tests of mathematics and 51% do so in reading	Student academic growth	Project end	Annually, in the spring. Students will take the MAP assessment in the fall and the spring, and growth will be calculated in the spring.	Years 1, 2, and 3

Project Measure	Objective performance measure	Performance objective timing (By when will we achieve the goal?)	Data collection frequency and timing* (When will we have performance feedback?)	Reporting frequency (When will we report performance to ED?)**
h. 29%/ 27% of K–8 students perform in the top quartile of all students nationally on math and reading, respectively	Student performance	Project end	Annually, in the spring. Annual performance data will allow us to assess progress toward our project goal.	Years 1, 2, and 3
i. 40% and 33% (4 th gr)/ 28% and 25% (8 th gr) of students exit elementary/middle school (4 th gr.) performing in the top quartile of all students nationally on tests of mathematics and reading, respectively	Student performance	Project end	Annually, in the spring. Annual performance data will allow us to assess progress toward our project goal.	Years 1, 2, and 3
j. 41% of 12 th grade students perform at college-ready levels on the ACT	Student performance	Project end	Annually, in the spring. Annual performance data will allow us to assess progress toward our project goal.	Years 1, 2, and 3
k. 30 districts and charter management organizations participate in the KIPP Leadership Design Fellowship	Program enrollment	Project goal	Annually, in January/February.	Years 1, 2, and 3
l. 85% of KIPP Leadership Design Fellowship participants rate the program “effective” or “very effective” overall	Participant survey results	Project end	Annually, in the fall, at program end (Sep/Oct). In addition, participant feedback on programmatic elements (individual sessions, speakers, etc.) will be collected throughout.	Years 1, 2, and 3
m. 3 million students in the districts reached by KIPP’s leadership development programming for districts and charter organizations	District student enrollment	Project goal	Annually, in January/February.	Years 1, 2, and 3

*There may be a delay between the timing of data collection and its availability for reporting, as data is aggregated and validated

**Depending on the timing of the Annual Performance Report, in some cases we might not yet have data in year 1

Section E.4: Evidence about the project’s effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations

KIPP is deeply committed to learning from evidence-backed work in education. We appreciate deeply the body of research on what works in education, and are glad to have contributed to this growing body over the years.

In September 2015, Mathematica Policy Research will release the results of a longitudinal, multi-site study of KIPP. The study, which has both quasi-experimental and randomized control trial design components, is expected to meet What Works Clearinghouse standards without reservations. We look forward to sharing the results this fall.

Conclusion

At KIPP, we—like educators across our country—feel a great sense of urgency to do more for high-need students. Despite the progress we have collectively made, college success still feels out of reach for too many children from low-income families. We are proud of our students’ academic achievements and the heights to which our alumni have climbed: KIPP classes outperform district and state peers, KIPP students make more annual growth than peers nationally, and KIPP alumni graduate from college at five times the rate of low-income students in this country. **We know that we must do more to set even more high-need students on a path to college-readiness and college success; talented, prepared, and supported principals are the key.** With the support of SEED grant funding, with its emphasis on increasing the number of highly effective principals, we aim to tackle challenges faced by educators across our country as we work to recruit, select, and prepare talented, highly effective principals. We are excited to engage deeply, within the KIPP Leadership Design Fellowship for district leaders and in broader-reaching conferences, as we together work to support students growing up in our nation’s most underserved communities on the path to college and choice-filled lives.

Summary of Priorities

KIPP is pleased to apply for SEED grant funding under the following Absolute and Competitive Preference Priorities.

Absolute Priority 1: Moderate Evidence of Effectiveness

Mathematica’s study of KIPP (Tuttle, et al., 2013) met What Works Clearinghouse Evidence Standards without reservations and found that KIPP had a statistically significant favorable impact on student achievement in its study of KIPP students and peers. Please see Appendix 4 for the What Works Clearinghouse review of the study and the Executive Summary of the 2013 report.

Absolute Priority 2: Principal Recruitment, Selection, and Preparation

This project aims to increase the number of highly effective principals (see Appendix 5.1). The project will:

- **Create toolkits for principal recruitment.** With a focus on recruitment from internal talent pools, the resources will also apply to external recruitment.
- **Prepare principals** to open new schools and lead established schools serving high-need students (see Appendix 5.2). All principal-preparation training program participants will have come through a rigorous selection process detailed in Appendix 5.3.
- **Develop coursework** to build instructional leadership skills of new and established principals to increase the number who are highly effective at supporting all students to meet college-ready state standards
- **Provide ongoing professional development** for principals and senior regional leaders to ensure they have the tools, knowledge, and skills to lead their schools and organizations to meet college-ready state standards
- **Share tools, practices, and what we learn** by building on the collaborative professional learning community we created and developed over the last several years, by sharing online, and by participating in conferences

Competitive Preference Priority 1: Strong Evidence of Effectiveness

In addition to the criteria outlined under Absolute Priority 1, the Mathematica Study included a Large and Multi-Site sample, thereby meeting the criteria for strong evidence. Please see Appendix 4 for more detail.

Competitive Preference Priority 2: Improving Cost-Effectiveness

KIPP will begin to deploy training for its principal preparation and ongoing professional development programs through interactive, virtual methods during the project period. KIPP has a virtual sharing platform through which it disseminates *materials* to program participants, and KIPP has piloted virtual programming in its teacher training programs. With the support of SEED, KIPP will begin to hold more virtual training sessions within the project period, an efficient and ultimately cost-saving approach.

Competitive Preference Priority 3: Promoting STEM Education

We are in the midst of a multi-year effort to improve math achievement and have made a significant investment in math instruction: we have individuals with significant math instruction expertise on our team at KIPP Foundation; our schools across the country are adopting a common math curriculum, and we have launched teacher professional development on math instruction as well. Strong principals prepared to lead math instructional excellence are critical to these efforts. All of the components of our math effort—the math instruction expertise, the math curriculum, the instructional methods—will be integrated into ongoing principal professional development coursework as well as the on-the-ground supports.

Competitive Preference Priority 4: Supporting High-Need Students

Explicit in KIPP’s mission is a focus on “helping students in educationally underserved communities.” Across KIPP:

- **87% of students qualify for free and reduced-price lunch** [CPP 4(v)]
- **10% receive special education services** [CPP 4(ii)]
- **17% are designated English Language Learners** [CPP 4(iii)]
- **96% are African American or Latino**

Please see Appendix 5.2 for a detailed view of the demographics of KIPP students by school.