

Success as the Norm: Scaling-Up KIPP's Effective Leadership Development Model

Table of Contents

Responses to the Competitive Preference Priorities 5-8	1
Section A – Need for the Project and Project Design	
<i>Need for the Project</i>	2
<i>The Proposed Project</i>	4
<i>Project Goals and Overall Strategies</i>	5
<i>Strategies to Reach Goals</i>	6
Section B – Strength of the Research, Significance of Effect, and Magnitude of Effect	
<i>Research Overview</i>	13
<i>Strong Evidence of KIPP's Impacts to Support the Proposed Project</i>	15
Section C – Experience of the Eligible Applicant	
<i>Experience of the Eligible Applicant Scaling Large Complex Projects</i>	24
<i>Student Achievement and Attainment</i>	26
Section D – Project Evaluation	
<i>Research Questions</i>	30
<i>Methods for Addressing Research Questions</i>	32
<i>Data Collection</i>	36
Section E – Strategy and Capacity to Bring to Scale	
<i>Students Reached by Proposed Project and Applicant's Capacity to Reach Them</i>	37
<i>Capacity to Bring Proposed Project to National Scale</i>	38
<i>Feasibility of Proposed Project to be Replicated Successfully</i>	39
<i>Cost Estimates</i>	40
<i>Dissemination Mechanisms</i>	43
Section F – Sustainability	
<i>Resources to Operate the Project Beyond the Length of the Scale-Up Grant</i>	45
<i>Incorporation of Project Activities into the Ongoing Work of KIPP</i>	47
Section G – Quality of the Management Plan and Personnel	
<i>Management Plan</i>	48
<i>Relevant Training and Experience of Key Project Personnel</i>	49
<i>Relevant Training and Experience of Independent Evaluator</i>	50

Competitive Priorities: The proposed project addresses each of the competitive priorities defined by the grant. Broadly, the key uses of funds in this proposal include: (1) developing a pipeline of effective principals; (2) refining and using KIPP’s leadership development training programs and local pipeline development practices; (3) refining and using the performance evaluation system that includes tools such as KIPP’s Leadership Competency Model and KIPP’s Healthy Schools and Regions Framework to measure principal effectiveness and school quality; and (4) disseminating best practices to school districts and charter schools. These activities align with each of the competitive priorities, as shown below:

How the Proposed Project Addresses the Competitive Preference Priorities (CPP)
<p>CPP 5 - Improve Early Learning Outcomes</p> <ul style="list-style-type: none"> • KIPP currently operates 16 primary (early childhood and/or elementary) schools and grant funds will support principal development for an additional 35-50 primary schools • Student achievement results in KIPP’s first primary school in Houston outpaced the district and the state, and are approaching those of one of the state’s most affluent districts (Section C) • Grant funds will be directed toward developing a pipeline of effective principals for primary schools as well as toward differentiating programs, practices and tools based on the unique needs of primary school principals (including the identification of effective assessments for primary schools to be incorporated into the suite of performance management tools)
<p>CPP 6 - Support College Access and Success</p> <ul style="list-style-type: none"> • All KIPP schools are aligned with the mission of preparing students for success in college and the competitive world beyond; to date, more than 85 percent of KIPP eighth grade completers have matriculated to college • Grant funds will be directed toward developing a pipeline of effective principals who view college success as the ultimate measure of their effectiveness • Grant funds will support expansion of the Healthy Schools and Regions Framework, which identifies college completion as the ultimate measure of a school’s quality and a principal’s effectiveness
<p>CPP 7 - Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students</p> <ul style="list-style-type: none"> • Evidence (Section B) indicates that KIPP generates statistically significant and substantial student achievement gains for Limited English Proficiency students • Grant funds will be directed toward developing a pipeline of effective principals for schools with large populations of Limited English Proficient (up to 50 percent of the population in some KIPP schools), as well as toward differentiating programs, practices and tools based on the unique needs of principals leading schools serving such students
<p>CPP 8 - Serve Schools in Rural LEAs</p> <ul style="list-style-type: none"> • KIPP has a growing rural presence, particularly in North Carolina and the Arkansas Delta, where school expansion is planned during the grant period • Grant funds will be directed toward developing a pipeline of effective principals for rural communities, as well as toward differentiating programs, practices and tools based on those principals’ unique needs

Project Narrative

A – Need for the Project and Project Design

Meeting the educational needs of all children in our country – particularly those who are poor, minority, or of limited English proficiency – is the most important challenge facing our country over the next decade. The core of this challenge is bringing effective school reform models to scale, led by effective principals who can help chart a path to ensure that all of America’s students have the skills and knowledge to succeed in today’s world.

Consider the following national statistics. In a nation that aspires to be the land of opportunity: (1) only about half of the nation’s African-American and Latino students graduate on time from high school;¹ (2) only one in ten students from low-income families will graduate from college by their mid-twenties;² 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 in an age when a college graduate will earn \$1 million more in lifetime earnings than a high school graduate.⁴

Contrast the national picture with that of KIPP – free, open-enrollment, college-preparatory public schools that operate in underserved urban and rural communities across the country, serving poor, largely minority students in pre-K through high school. Since KIPP began in 1994, it has been extraordinarily successful at carrying out its core mission to help students from educationally underserved communities develop the knowledge, skills, character and habits

¹ Education Week. (2007, June 12). *Diplomas Count 2007: Ready for What? Preparing Students for College, Careers, and Life after High School*. Bethesda, MD: Editorial Projects in Education Research Center.

² Mortenson, T. (2009). *Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2008*. Retrieved from: <http://www.postsecondary.org>.

³ Fox, M.A., Connolly, B.A., and Snyder, T.D. (2005). *Youth Indicators 2005: Trends in the Well-Being of American Youth*, (NCES 2005–050). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

⁴ Day, G.C. and Newburger, E.C. (2002). *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, (P23-210). Current Population Reports. Washington, DC: U.S. Census Bureau. Retrieved from <http://www.census.gov/prod/2002pubs/p23-210.pdf>.

needed to succeed in college and the competitive world beyond. Throughout its growth from two to 82 schools, KIPP has maintained its focus on students with the greatest needs. Over 80 percent of the more than 21,000 students currently in KIPP schools qualify for the federal nutrition program, with 69.9 percent qualifying for free meals and 13.5 percent qualifying for reduced price meals. More than 95 percent of KIPP students are African-American or Latino. Students who enter KIPP schools are typically one or two grade levels behind the national average, yet KIPP schools continually help these students outpace their peers across the country in reaching standards and preparing for college. For example, 92 percent of KIPP's eighth grade classes outperform their districts in math, as do 92 percent in English Language Arts (ELA).⁵ KIPP's college matriculation rate stands at more than 85 percent, and over 95 percent of KIPP's eighth-grade completers have graduated from high school.

Despite its exceptional approach to serving high-need students, KIPP's model has not been widely adopted. Although KIPP has learned how to create a group of high-performing schools that are producing radically better results for high-need children, it has not replicated these high-performing models on a scale necessary to prove that success can be the norm for all students.

The work described in this proposal grows out of KIPP's answer to the following question: what investments will enable the KIPP network to grow at a much faster rate – to double the number of students it serves while simultaneously improving its practices and results? For KIPP, the answer has always been to invest in the development of effective principals. KIPP's founders believed that a school is only as strong as its leader. Therefore, ensuring KIPP schools were founded and led by the most talented, best prepared and best trained educators in the country was key to scaling nationally with excellence. KIPP's deliberate investment in talent

⁵ See school-by-school data in Appendix H.4

to date – including its leadership development programs and performance evaluation systems – has been the engine that has fueled the growth and sustainability of KIPP schools.

Toward this end, the proposed project, described in detail below, focuses on investing in the development of effective principals to scale KIPP’s school model with fidelity. The principal pipeline development practices that the KIPP network has created, and here proposes to broaden and deepen, are eminently replicable and will fill a critical void in the efforts to expand dramatically the number of school principals prepared to create and sustain high-performing schools – both KIPP schools and others – that successfully serve high-need students.

The Proposed Project: Scaling-Up KIPP’s Effective Leadership Development Model by Developing, Expanding and Sharing Practices to Grow the Pipeline of Effective Principals

The non-profit KIPP Foundation (founded to manage the replication of KIPP schools), in partnership with KIPP schools and regional organizations, seeks Investing in Innovation (i3) funds under **Absolute Priority 1 – Innovations that Support Effective Teachers and Principals** to increase dramatically the number of effective principals prepared to lead high-performing schools serving high-need students. (A KIPP region refers to a cluster of KIPP schools that are in the same geographic area, are managed by a local Executive Director and governing board and share a service center that provides operational and instructional support.)

To understand the strategies and goals of the proposed project, as well as KIPP’s track record of impressive student achievement gains, one must first understand KIPP’s beginnings – for much of what was put in place by KIPP’s founders remains at the core today. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin launched a fifth-grade school program in inner-city Houston. With 48 students and an unwavering emphasis on hard work and high expectations, Feinberg and Levin delivered results that drew national attention. Although half of

their students began the year with failing scores on the Texas state test, by the end of the year 98 percent passed both the reading and math sections. In 1995, building on this initial success, Feinberg remained in Houston to lead KIPP Academy Middle School, while Levin returned home to New York City to establish KIPP Academy in the South Bronx.

These first two schools shared a commitment to a set of operating principles, the Five Pillars, which are listed in Figure A.1, and serve as the core principles of all KIPP schools.

Figure A.1 KIPP’s Five Pillars

High Expectations	KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct.
Choice & Commitment	Students, their parents and the faculty of each KIPP school choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
More Time	With an extended day, week and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for success in college.
Power to Lead	Principals have control over their school budget and personnel allowing them maximum effectiveness in helping students learn.
Focus on Results	KIPP schools relentlessly focus on student performance and character development.

Project Goals and Overall Strategies

KIPP’s goals for the proposed project are threefold (see Figure A.2) and focus on: increasing the pipeline of effective principals who are prepared to open or sustain successful KIPP schools grounded in the Five Pillars; and, on equipping others to adopt proven practices.

Figure A.2 Summary of KIPP’s Project Goals

Goal #1	Train 1,000 leaders, including approximately 250 principals who will each open a new school or assume the leadership of an existing school during the grant period (includes approximately 60 principals outside of the KIPP network); and 750 future leaders who will start on the path to school leadership.
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Goal #2	Increase annual school openings by at least 50 percent, accelerating from opening an average of 10 schools per year in the last five years to 15-18 schools per year during the grant period. Accelerated growth will allow 50,000 students to be served in urban and rural KIPP schools by the end of the grant period and 66,000 students as those schools reach full enrollment. ⁶
Goal #3	Equip urban and rural school districts in which KIPP schools are located and scaling charter management organizations to learn to adopt proven KIPP leadership practices to deepen and expand their own principal pipelines to benefit 3 million more students.

To meet the goals outlined above, KIPP will advance an exceptional approach to a largely unmet need through a three-part strategy that is summarized in Figure A.3.

Figure A.3 KIPP’s Three-Part Strategy to Reach these Goals

<p>To reach Goals #1 & #2:</p> <ul style="list-style-type: none"> • Strategy #1: Deepen and expand the pipeline of effective principals able to start and lead KIPP schools successfully serving high-need students. • Strategy #2: Support, develop and evaluate current and aspiring principals by enhancing KIPP’s performance evaluation system.
<p>To reach Goal #3:</p> <ul style="list-style-type: none"> • Strategy #3: Disseminate proven KIPP leadership development practices to school districts and scaling charter management organizations to enable them to deepen and expand their own principal pipelines and support, evaluate and retain principals.

Strategies to Reach Goals

Strategy #1: Deepen and expand the pipeline of effective principals able to start and lead schools successfully serving high-need students.

Over the past four years, KIPP has deepened its commitment to leadership development and internal pipeline development as the driver of growth, excellence and sustainability. Specifically, KIPP invests in identifying and developing future principals from within the very schools that are already delivering results for high-need students for two reasons: first, teachers and assistant principals within these schools already know what it takes to create a successful school and have been integral to making that success happen; second, an intentional, home-grown principal pipeline has a significant multiplier effect as the schools started by new

⁶ KIPP schools typically open with one grade and add one grade per year until reaching full scale.

principals will, in turn, be incubators for the next generation of effective principals both within and outside the KIPP network.

Currently, KIPP offers distinct school leadership development programs that target participants at different points on the path to becoming principals including: grade level chairs, assistant principals, principals assuming leadership of an existing school (successor principals) and two programs designed for principals opening new schools. These year-long cohort-based programs include one or more of the following: a summer institute (six weeks of intensive training and coursework in a university setting), multiple leadership development workshops (lasting from three days to two weeks), participation in a third-party school review team, individualized leadership coaching, completion of a Master’s degree and credentialing program and residencies in high-performing schools. As demonstrated in Figure A.4 below, the training and preparation becomes more intense at each subsequent stage of the leadership pipeline.

One of the distinct elements that characterize each of the KIPP school leadership development programs below is the training within a national cohort. The geographic reach of KIPP schools across the country gives program participants the opportunity to network with a cohort that extends past their own schools or regions and so ensure that best practices are learned and shared widely. As such, all of the program components listed below are designed, planned and executed at a national level.

Figure A.4 KIPP School Leadership Development Programs

Program	Description	Program Elements
Grade Level Chair	A one-year program that develops skills (e.g., data analysis to improve instruction, leading meetings) in those teachers assuming leadership responsibilities at the grade level.	Leadership Development Workshops
Assistant Principal	A one-year program that trains assistant principals to demonstrate greater leadership and responsibility on a school’s senior leadership team.	Summer Institute; Leadership Development Workshops; Master’s degree and Credential Program

Successor Principal	A one-year program that prepares assistant principals to assume leadership at an existing school within 18 months.	Summer Institute; Leadership Development Workshops; Coaching; School Review; Residencies; Master’s degree and Credential Program
Miles Family Fellowship for School Founders	The first year of a two-year program that provides participants interested in starting a new KIPP school with the requisite leadership experiences to apply to the Fisher Fellowship.	Leadership Development Workshops; Coaching; Customized Placement in a KIPP school based on Individualized Leadership Development Plan
Fisher Fellowship for School Founders	A one-year program that prepares entrepreneurial educators to found and lead new KIPP schools.	Summer Institute; Leadership Development Workshops; Coaching; School Review; Residencies; Master’s degree and Credential Program

The tremendous growth in demand for seats in these programs shows how well they are received not only across the KIPP network, but also by partner organizations (see Appendix H.1). Over the past three years, the KIPP Foundation has trained nearly 400 current and aspiring principals, including more than 60 principals from other non-KIPP charter schools, thereby extending the reach of KIPP’s training programs to more students.

Meeting KIPP’s ambitious principal development and school replication goals described in Goal #1 and Goal #2 now depends on deepening and significantly expanding the reach of these pipeline programs that launch teachers on the path to found new or lead existing KIPP schools. Therefore, KIPP will use a substantial portion of funds to:

Activity 1a: Expand the capacity of KIPP’s principal training to support the creation of additional seats in these programs, particularly the earlier stage programs, providing KIPP with the capacity to train nearly 1,000 future urban and rural principals serving the full pre-K through high school continuum as well as to fund program enhancements to the successor principal program to ensure sustained success in mature schools. Grant funds will be used to refine successor principal training to include “residencies” (a series of two-week apprenticeships in

high-performing schools) and the opportunity to participate, along with a peer and an independent evaluator, in a review of the school for which the participant will be assuming the principal role in order to inform first-year leadership priorities.

Activity 1b: Significantly expand the pool of principals-in-training by staffing the assistant principal role sooner in a school's development. The assistant principal role is a direct training ground for future principals. Because KIPP schools consistently receive less funding per pupil than traditional public schools and take several years to grow to full enrollment, most KIPP schools do not staff an assistant principal role until the fourth year of a school's existence, which impedes KIPP's ability to support positions that give aspiring principals the real world experience they need to open and successfully lead high-need schools. Grant funds will enable KIPP to hire assistant principals earlier in a school's life, thereby accelerating the development of a strong pipeline of future principals.

Activity 1c: Advance effective local practices to support the development of principal pipelines. Members of the KIPP Foundation's national training team will work with local Directors of Leadership Development to create training modules that can be implemented locally so that more aspiring principals have access to rigorous and high-quality leadership training. Grant funds will enable Directors of Leadership Development to enhance KIPP's ability to identify, support, place and evaluate talent.

Activity 1d: Codify and support the exchange of effective local principal pipeline development practices. Fortunately, some principals and regional Directors of Leadership Development have begun to identify and create effective development paths for aspiring principals. With grant funds, Mathematica, KIPP's partner in program evaluation, will identify KIPP regions that have the best track records in: (1) managing through leadership transitions

(i.e., with little or no impact on factors such as student achievement and teacher retention) and (2) utilizing performance evaluation systems to identify – from within existing teacher pools – strong candidates to become effective principals. Mathematica will codify these local practices in case studies to be disseminated throughout the KIPP network and beyond.

Strategy #2: Support, develop and evaluate current and aspiring principals by enhancing KIPP’s performance evaluation system.

To support the principal development and school replication growth described in Goal #1 and Goal #2 and to propel sharing with the education sector as described in Goal #3, KIPP will use a portion of i3 funds to continue building two key tools of KIPP’s performance evaluation system: the Leadership Competency Model and the Healthy Schools and Regions Framework. These tools measure, respectively, the effectiveness of principals and the quality and sustainability of schools, and are used in processes to cultivate and support great principals as well as to measure the success of leadership development investments. As demonstrated below, these tools are fair, rigorous, transparent, and use multiple measures (with student gains as a significant factor) and multiple rating categories to differentiate performance. Therefore, KIPP proposes using a portion of grant funds for the following activities:

Activity 2a: Ensure ongoing refinement and adoption of KIPP’s Leadership

Competency Model. This research-based tool, designed in collaboration with KIPP school principals and national experts, describes the competencies and behaviors that define effective principals (further details provided in Appendix H.2). KIPP uses the Leadership Competency Model in its pedagogy, coaching model and evaluation tools to develop current and future principals. Tools associated with the Leadership Competency Model form a rigorous, transparent and fair evaluation system that includes: mid-year and end-of-year performance evaluations, 360 degree “full circle feedback” reviews, career progression roadmaps (e.g., what

to expect in transition from grade level chair to assistant principal) and proficiency roadmaps (e.g., expectations of a novice versus a master principal). Grant funds will support the following activities: (1) refinement of tools in collaboration with a steering committee of teachers and principals to identify any unique requirements for sub-populations within the KIPP network (e.g., early childhood principals, rural principals and principals serving large populations of Limited English Proficient (LEP) students); (2) validation of those elements that are better predictors of principal effectiveness; (3) extension of the Leadership Competency Model so that it can be used by principals to evaluate teachers; and (4) dissemination of effective practices both within and beyond KIPP.

Activity 2b: Continue to implement and refine KIPP's Healthy Schools and Regions Framework. The KIPP Foundation's Research, Design and Innovation team, in collaboration with KIPP principals, has developed the Healthy Schools and Regions Framework⁷ for defining school quality and sustainability based on multiple measures collected from a myriad of sources (e.g., student assessments, parent and teacher surveys, observations from a comprehensive school review) (further details provided in Appendix H.3). The information collected through the Healthy Schools and Regions Framework allows principals to: critically assess their schools against a robust set of performance outcomes and leading indicators; to identify best-in-class practices by transparently viewing data from across KIPP's national network of schools; and to share strategies for improvement.

Grant funds will support: (1) the refinement of data collection and reporting (e.g., assessments, survey instruments, school reviews and performance dashboards); (2) infrastructure related to data collection, analysis and reporting; and (3) ongoing training and support for principals and other leaders in data-driven decision-making.

⁷ Trademark application has been filed.

Activity 2c: Enable principals to effectively use performance management tools. To truly leverage these tools, principals need to understand not only who is achieving the greatest results in key areas, but also how these outcomes have been attained. Grant funds will allow local leadership to hire Performance Evaluation Managers who will play an essential role in supporting principals to effectively implement performance evaluation systems by handling one or more of the following responsibilities: management of assessments and other data collection; data analysis, reporting and coaching; and performance reviews.

Strategy #3: Disseminate proven KIPP leadership development practices to school districts and scaling charter management organizations to enable them to deepen and expand their own principal pipelines and support, evaluate and retain principals.

In support of Goal #3 to share KIPP's practices with others, the final set of activities will focus on identifying, capturing, leveraging and disseminating KIPP's most successful principal pipeline development practices. These practices can be adopted by others who are engaged in building, growing and/or sustaining systems of schools in service to high-need students. (See Section E - Dissemination Methods for further detail.)

Activity 3a: Codify tools, programs, and practices. KIPP will identify, capture and share information about its pipeline development practices both within and beyond the KIPP network. The first suite of tools to be disseminated will include: (1) KIPP's Healthy Schools and Regions Framework, including detailed indicators, metrics, data collection protocol and survey instruments for measuring and reporting school quality and (2) KIPP's Leadership Competency Model, including evaluation tools, goal-setting tools, proficiency and leadership development roadmaps, realistic job preview tools, interview protocols and selection rubrics.

Activity 3b: Disseminate tools and practices. Further, KIPP will produce and disseminate accessible information about its pipeline development practices through multiple avenues including:

- *National Online Portal.* KIPP will create a national online portal that provides leaders both within the KIPP network and across the country with access to the tools and best practices highlighted above as well as to a library of case studies.
- *National Leadership Development Symposiums for Superintendents and District Leaders.* KIPP will host a national symposium for superintendents and district leaders to share knowledge about how to effectively build internal leadership pipelines within a system of schools and to provide hands-on technical assistance to those interested in creating their own comprehensive model for evaluating essential academic and non-academic student outcomes. These symposiums will be hosted three times throughout the grant period and will target superintendents and school administrators in school districts in which KIPP schools are located (accounting for 17 of the 20 largest cities in the nation).

B – Strength of the Research, Significance of the Effect and Magnitude of Effect

Research Overview

KIPP schools, run by KIPP-trained principals and utilizing the Five Pillars, have consistently demonstrated success in meeting their core mission to: improve, substantially and measurably, student achievement and growth; close achievement gaps; increase high school graduation rates; and improve college attainment. There are increasing numbers of experimental and non-experimental studies examining the potential effects of charter schools and the charter school movement,⁸ but **KIPP is unique in that it has multiple, rigorous studies focused solely**

⁸ Solomon et al. 2001; Hoxby and Rockoff 2005; Witte et al. 2007; Abdulkadiroglu et al. 2009; Hoxby et al. 2009; Dobbie and Fryer 2009; Zimmer et al. 2009.

on its specific model (see Figure B.1 for a complete list). Section B details this KIPP-specific body of research that meets the *Strong Evidence* threshold supporting KIPP’s application for a scale-up grant:

- The KIPP model has been evaluated in multiple well-designed and well-implemented experimental or quasi-experimental studies in diverse states and school districts;
- The entire body of evidence – rigorous, correlational, and descriptive – indicates that the effects of KIPP are positive, such that KIPP improves student achievement and growth; and



Here, we highlight three rigorous, well-designed and well-implemented research studies authored by the following organizations: (1) Mathematica Policy Research;¹⁰ (2) National Bureau of Economic Research (NBER);¹¹ and (3) SRI International.¹² Individually and collectively, these studies demonstrate that the KIPP model is realizing statistically significant, substantial and important effects in terms of student achievement gains for high-need students in both urban and rural communities.

Individually, each of the three studies has high *internal validity*: the NBER study uses school lottery results to select a randomized control group; and the Mathematica and SRI studies use quasi-experimental designs employing matched comparison groups. In addition, the Mathematica study examines 22 KIPP schools in multiple states and demonstrates the *external*

⁹ Tuttle, C.C., Teh, B., Nichols-Barrer, I., Gill, B., and Gleason, P. (forthcoming June 2010) *Student Characteristics and Achievement in 22 KIPP Middle Schools: A Report of the National Evaluation of KIPP Middle Schools*. Washington, D.C.: Mathematica Policy Research.

¹⁰ Tuttle et al. 2010.

¹¹ Angrist, Dynarski, Kane, Pathak, and Walters. (2010) *Who Benefits from KIPP?* Cambridge, MA: National Bureau of Economic Research.

¹² Woodworth, K.R., David, J.L., Guha, R., Wang, H., & Lopez-Torkos, A. (2008). *San Francisco Bay Area KIPP schools: A study of early implementation and achievement. Final report*. Menlo Park, CA: SRI International.

validity of KIPP’s impact (i.e., that KIPP’s impact can be generalized and that the KIPP model is scalable in a national context).

Strong Evidence of KIPP’s Impacts to Support the Proposed Project

Study #1: Mathematica Policy Research

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¹³ Pre-publication version of *Student Characteristics and Achievement in 22 KIPP Middle Schools: A Report of the National Evaluation of KIPP Middle Schools* available upon request.

[Redacted]

¹⁴ Two-tenths of a standard deviation is viewed as substantively important based on a study done on the achievement effects of class-size reduction measured in Tennessee’s Project STAR. This is often used for comparative purposes in benchmarking effect size in other educational interventions.

¹⁵ Bloom, H.S., Hill, C.J., Rebeck Black, A., and Lipsey, M.W. (2008). *Performance Trajectories and Performance Gaps as Achievement Effect Size Benchmarks for Educational Interventions*. Working Paper.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Study #2: National Bureau of Economic Research

Another recent well-designed and well-implemented study, *Who Benefits from KIPP?*, published by the NBER, examined KIPP Academy Lynn, in Lynn, Massachusetts and showed that KIPP Academy Lynn is **generating statistically significant and substantial student achievement gains, particularly for LEP students, special education students and students with the lowest achievement at time of entry**. State test gains for *each year* a student spends at KIPP Academy Lynn were 0.35σ in mathematics and 0.12σ in ELA. The NBER study also found effect sizes of 0.44σ in math and 0.38σ in ELA for SPED students and 0.45σ and 0.38σ , respectively, for LEP students. The NBER study used a rigorous, lottery-based approach to create statistically comparable treatment and control groups. Because of this, the NBER study is able to examine (and control for) observable characteristics, and ensure that the treatment and control groups were equivalent in terms of unobservable characteristics like family motivation.

NBER Design and Implementation. The NBER researchers utilized admissions lotteries for four entering cohorts of students (2005-2008) in order to estimate the causal effect on achievement as a function of time at KIPP Academy Lynn, controlling for selection bias. This design, equivalent to a randomized control trial, is eligible to receive the What Works Clearinghouse's highest rating of meeting standards (without reservations).

As expected in a randomized design, the treatment and control groups were demographically similar. However, the study also found that KIPP Academy Lynn serves students from an equally or more underserved demographic than the population of its surrounding school district and KIPP Academy Lynn actually takes in applicants that “have somewhat lower test scores than the average Lynn [Public Schools] student” (Angrist et al, 2010).

NBER Findings and Effects. Overall, the NBER study key conclusions are statistically significant and substantial. Key findings include:

- **KIPP is generating significant and substantial student achievement gains.** State test score gains for each year a student spends at KIPP Academy Lynn were 0.35σ in math and 0.12σ in ELA. These results are significant at the 1 percent level.
- **Students at KIPP Academy Lynn who historically have faced the biggest learning challenges in other contexts – LEP students, special education students and the lowest achievers – make the most progress.** As noted in the study, “the findings reported here strongly suggest that KIPP Academy Lynn benefits the weakest students most” (Angrist et al, 2010). For example: (1) test score gains for special education and LEP students were larger in Mathematics (0.44σ , 0.45σ respectively) and ELA (0.30σ , 0.38σ), and (2) students with baseline scores half a standard deviation below the applicant mean receive an additional achievement boost of 0.05σ and 0.08σ each year they attend KIPP Academy Lynn.
- **Student attrition is comparable for successful and unsuccessful lottery participants.** Thus, the statistically significant and substantial results reported above are not due to high levels of student attrition.

NBER Synopsis. The NBER study is well-designed and well-implemented, the key findings cited above are statistically significant, substantial and important, and the study has high internal validity.

Study #3: SRI International

The SRI study, *San Francisco Bay Area KIPP schools: A Study of Early Implementation and Achievement - Final Report* is well-designed and well-implemented (as evidenced by its What Works Clearinghouse evidence rating),¹⁶ the key findings are statistically significant and substantial, and the study has high internal validity. As part of SRI International's comprehensive examination of KIPP Bay Area, SRI observed that **“Bay Area KIPP schools outperform their local districts and that their students make above-average gains compared with national norms”** (Woodworth et al, 2008). In order to determine whether the observed achievement gains were attributable to KIPP, SRI conducted a quasi-experimental study using a matched comparison group design for two cohorts of fifth grade students in each of three KIPP Bay Area middle schools. The study found positive and statistically significant one-year effect sizes in both math and ELA. In math, each cohort across all three schools studied had positive effect sizes ranging from 0.19σ to 0.86σ . A majority of the effect sizes in ELA were significant and ranged from 0.16σ to 0.54σ across schools and cohorts.

SRI Design and Implementation. The SRI researchers employed a propensity score matching approach and identified “the factors (e.g., prior achievement, race/ethnicity and residential location) that predict whether a student will attend KIPP” and then matched KIPP students with similar non-KIPP students. Since all key factors predicting KIPP enrollment and

¹⁶ What Works Clearinghouse. (2008). *WWC Quick Review: San Francisco Bay Area KIPP Schools: A Study Of Early Implementation and Achievement*. Retrieved May 10, 2010 from <http://ies.ed.gov/ncee/wwc>.

test scores were included in the matching, this approach produced as unbiased an estimate of the impact of KIPP as is possible, short of random assignment (Woodworth et al, 2008).

SRI Findings and Effects. Key findings supporting KIPP’s model include: **Attending KIPP produced 5th grade math achievement effects that are “positive and statistically significant for all three schools across both cohorts, with effect sizes ranging from 0.19 σ to 0.86 σ .** These effect sizes correspond to adjusted differences in estimated percentile rank between KIPP and non-KIPP students ranging from 6.8 to 33.0 percentile points. For fifth-grade ELA achievement, four of the six effect sizes are statistically significant, ranging from 0.16 σ to 0.54 σ , across schools and cohorts,” corresponding “to adjusted differences ranging from 5.6 to 21.0 percentile points. In a field where 0.20 σ is generally considered to be a policy-relevant effect, these represent modest to substantial effect sizes” (Woodworth et al, 2008). The effect sizes described above are all one-year impacts.

SRI Synopsis. The SRI study on KIPP Bay Area is well-designed and well-implemented, the key findings are statistically significant, substantial and important and the study has high internal validity.

Supporting Evidence from Additional Research Studies

In addition to the three major studies referenced above, there have been several other descriptive and quasi-experimental studies (including two additional matched comparison group designs in Baltimore and Memphis) conducted on KIPP schools since 2001 that corroborate the evidence provided by the three studies detailed above, and that further demonstrate KIPP’s impact on students across multiple and diverse geographic locations. The policy brief *What Do We Know About the Outcomes of KIPP Schools?* by Jeffrey R. Henig at Columbia University, is an analysis of six of these studies. From his meta-review Henig found the following:

- Students who enter and stay in KIPP schools tend to perform better than comparable students in more traditional public schools;
- Better performance does not appear to be attributable to selective admissions; and,
- KIPP students tend to be minorities and many performed poorly in previous schools.

We have adapted a chart from Henig’s brief to demonstrate the breadth of the research conducted on KIPP’s model (see Figure B.1). These additional studies of KIPP schools prove that KIPP schools are successful at meeting their core mission to improve, substantially and measurably, student achievement and growth, close achievement gaps, increase high school graduation rates, and improve college enrollment and completion rates.

KIPP’s Model is Research Proven

The breadth and rigor of the existing research evidence on KIPP constitutes strong evidence and supports the request for a scale-up grant, so that KIPP may expand its programming to serve significantly more high-need urban and rural students directly and to indirectly serve even more students through the sharing of best practices.

Figure B.1 Overview of KIPP Research Studies

Study (Author)	Year	Study Design	Sites Included (and Cohort #'s)	Number of years of follow-up	Comparison Group	Effects: Significance and Magnitude
Mathematica Policy Research, Inc. (Gill, Gleason, Nichols-Barrer, Teh, Tuttle)	2010	QED using student-level propensity score-matched comparison group.	22 KIPP schools nationwide, 2 to 6 cohorts each	2 years baseline, 1- 4 years follow-up per cohort	Matched students in local public school districts in which KIPP schools reside	[REDACTED]
NBER (Angrist, Dynarski, Kane, Pathak, Walters)	2010	Student-level, lottery-based	KIPP Lynn, Lynn, Massachusetts (4 cohorts)	1- 4 years follow-up per cohort	Unsuccessful KIPP Academy Lynn lottery participants	State test math gains of 0.35 for each year at KIPP, with larger gains for LEP and SPED students. Reading gains of 0.12 SD for each year, with larger gains for SPED (0.3-0.4 SD) and LEP students. Slightly greater gains in both subjects for students with lower incoming baseline scores.
SRI International (Woodworth, David, Guha, Wang, Lopez-Torkos)	(1) 2008 (2) 2006	(1) QED using student-level propensity score-matched comparison group. (2) Analysis of KIPP NRT data, interviews, surveys, observations.	(1) 3 Bay Area Schools (2 cohorts each); (2) 5 Bay Area schools	3 years follow-up per cohort	Matched students in Bay Area Districts serving KIPP students	After 1 year, KIPP had effects sizes ranging from 0.16 to 0.86 on students who entered in 5 th grade. KIPP also had effect sizes ranging from 0.24 to 0.88 after 1 year with students who entered in 6 th grade.
Center for Research in Educational Policy, University of Memphis. (McDonald, Ross, Abney, Zoblotsky)	2008	QED using matched comparison group design:	KIPP Diamond, Memphis, TN (4 cohorts)	Up to 4 years follow-up per cohort	Matched students at nearby and similar schools	“Noteworthy achievement” in Year 1 and Year 4 revealed fairly positive outcomes, with speculation that leadership instability had disrupted earlier progress.
The Center for Social Organization of Schools. Johns Hopkins University (Mac Iver, Farley-Ripple)	2007	QED using student-level matched comparison group design	KIPP Ujima Village, Baltimore, MD (4 cohorts)	Up to 4 years follow-up per cohort	Own prior achievement and matched students at feeder schools	KIPP advantage was statistically significant even when students who subsequently left the program were retained as part of the experiment group.
Educational Policy Institute	2005	School-level Achievement Analysis w/ State and NRT’s	24 KIPP schools nationwide	1 year	National Norms	“KIPP schools post substantially greater gains than what is considered normal.”
Musher, K., Musher, D., Graviss, Strudler	2005	School-level Achievement Analysis Using State and NRT’s	KIPP Academy Middle, Houston, TX (2 cohorts)	3 years	National Norms	Woodcock-Johnson scores in reading, math, and writing improved about 1.8 years for each academic year for both cohorts. Only low-income neighborhood school in TX with 100% of eighth-grade students passing all components of TAKS.
New American Schools. (Doran, H.C., and Drury, D.W.)	2002	Student-level Analysis of Achievement Gains	KIPP DC: KEY, KIPP Gaston College Prep, KIPP 3D	1 year	District Aggregate; National Norms	KIPP students’ scores overall and for subgroups “improved at impressive rates,” greater than those same students achieved before entering KIPP, and greater than respective districts. Largest gains in DC (12.13 NCE’s in reading and 23.54 in math).

C – Experience of the Eligible Applicant

The eligible applicant includes the KIPP Foundation, a nonprofit organization, and the consortium of KIPP schools and regional organizations. KIPP delivers a transformational educational experience to both rural and urban students throughout the pre-K through high school continuum. The KIPP model has resulted in both positive student achievement and student attainment outcomes. Section B provided strong evidence of KIPP’s success based on rigorous, well-designed and well-implemented independent studies. This section addresses KIPP’s experience in scaling-up large, complex, and rapidly growing projects, and provides additional evidence of KIPP’s continued impact on student achievement and attainment.

Past Performance Implementing Large, Complex and Rapidly Growing Projects

KIPP has a decade-long track record of successfully implementing and managing large, complex and rapidly growing projects. Demonstrating this, first and foremost, is the successful management of the rapid growth of the KIPP network itself:

- The KIPP network has grown from two schools serving 600 students to 82 schools serving more than 21,000 students in just under a decade.
- During this period of exponential growth, KIPP has maintained a profound commitment to serving our country’s students with the greatest needs – more than 80 percent of students in KIPP schools qualify for free or reduced-price meals through the federal nutrition program.
- KIPP has extended its geographic reach from just two states to 20 states and the District of Columbia, each with its own charter laws and drastically different per pupil funding levels, ranging from \$5,400 per student in Oklahoma to nearly \$16,000 per student in New Jersey.¹⁷
- KIPP has expanded beyond the original middle school model to a pre-K- high school model, establishing 16 primary schools and 11 high schools within KIPP regions.

¹⁷ By summer 2010, when KIPP opens in Jacksonville, Florida.

Most significantly, KIPP has managed this rapid growth while maintaining the dramatic student achievement results that sparked the initial demand for school replication.

This successful growth has been made possible by the KIPP Foundation's careful management and implementation of several large, complex and rapidly growing programs in support of the scale-up of the KIPP network. First among these is the creation and growth of KIPP's leadership development programs. The KIPP Foundation was created in April 2000 to replicate the KIPP model, and in particular to recruit, select and develop educators to plan, open and lead their own KIPP schools in high-need rural and urban communities across the country. Don and Doris Fisher, founders of Gap, Inc. were convinced that the achievements in the flagship KIPP Academies in Houston and the Bronx were not accidental, but rather the expected consequence of fidelity to the Five Pillars. They approached KIPP's founders to replicate the success of the flagship schools, and in 2001 KIPP launched the Fisher Fellowship, an intensive year-long program to prepare educators to open new KIPP schools. Since its inception, the Fisher Fellowship has trained nearly 100 KIPP school founders. Furthermore, KIPP's leadership development programs have expanded from one program serving three principals preparing to open new KIPP schools to a set of differentiated training programs that have developed 400 current and aspiring principals, including 60 principals from other charter school networks.

Other KIPP programs that have grown rapidly and increased in complexity include:

- *Board and Regional Leader Communities of Practice.* The KIPP Foundation established the only national community of practice for charter boards and a national community of practice of regional leaders to support the ongoing professional development and exchange of

effective practices among KIPP's growing network of more than 30 autonomous local executive teams and the hundreds of members of their local governing boards.

- *Annual KIPP School Summit.* The KIPP Foundation continues to host an annual summit which has evolved from a conference for 35 teachers and leaders to a summer symposium offering 2,000 participants the opportunity to learn and share effective practices with their peers from across the country through 250 professional development sessions delivered through more than 20 differentiated strands of content.
- *Performance Evaluation Management Tools.* In less than three years, the KIPP Foundation's Research, Design and Innovation team has: coordinated with representatives from all existing schools and regions to develop a framework for defining school quality and design tools for capturing the appropriate data via the Healthy Schools and Regions Framework; piloted the concept in 26 schools; and implemented the tools across the full network of 82 schools and to others in the field.

KIPP has Significantly Improved Student Achievement and Attainment Results

As described below and illustrated in Figures C.1 and C.2, KIPP schools have a proven track record of increasing student achievement as measured by both: (a) national norm-referenced exams and (b) state criterion-referenced exams.¹⁸

¹⁸ Figure C.1 is accurate as of the end of the 2007-2008 school year. Four-year growth data presented in this form with National Percentile Ranks is not available for the 2008-2009 school year due to KIPP's switch from the use of the Stanford-10 to NWEA's Measures of Academic Progress (MAP) assessment. Figure C.2 is accurate as of Spring 2009.

Figure C.1. Norm-Referenced Test Results¹⁹

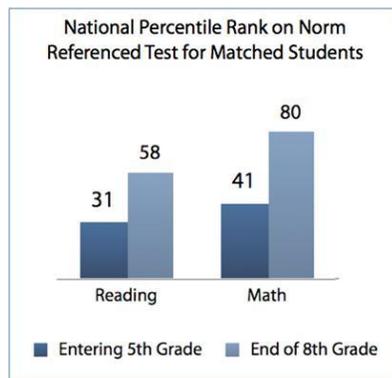
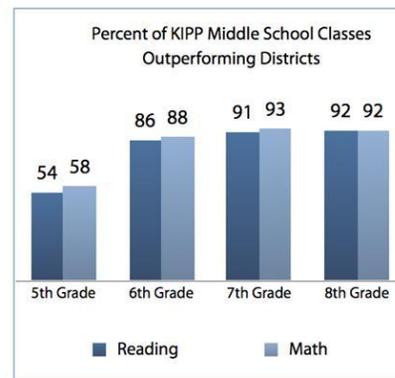


Figure C.2 State Criterion-Referenced Test Results



National norm-referenced exams

The average student who takes a nationally norm-referenced exam will score at the 50th percentile, which is considered on grade level. Many students who start at KIPP in the fifth grade often perform at least one grade level or more behind their peers.²⁰ As demonstrated in Figure C.1., historically, after four years at KIPP, many students made gains of nearly four deciles in math and nearly three deciles in reading as measured on the SAT-10 test.²¹

State criterion-referenced exams

Data from KIPP primary, middle and high schools show that students across the country are achieving at outstanding levels, in most cases far beyond their peers in traditional district schools. The following sections describe KIPP’s results by school type.

- *Primary Schools.* Until second grade, schools utilize a variety of diagnostic and formative assessments to measure the development of literacy skills, mathematical concepts, social and emotional, and fine and gross motor skills. KIPP SHINE Prep in Houston, TX represents

¹⁹ KIPP’s middle schools serve fifth through eighth grade. This chart is based on middle school student performance on the Stanford Achievement Test (SAT-10). National Percentile Rank (NPR) here is determined by averaging the Normal Curve Equivalent (NCE) scores for all matched KIPP students and converting the average NCE to an NPR.

²⁰ All second through eighth grade KIPP students take a norm-referenced achievement exam (NRT). Until 2008-2009, the Stanford Achievement Test (SAT-10) was the primary norm-referenced test used at KIPP. We then began transitioning to a nationally-normed, computer-adaptive assessment called Measures of Academic Progress (MAP). NRT’s allow us to track the performance of students while enrolled in KIPP as compared to their grade-level peers nationally. This provides KIPP with a way to monitor student achievement longitudinally and to see the progress students are making on the road to college.

²¹ Due to the gradual transition to the new NRT (Measure of Academic Progress), KIPP does not have national information about decile gains on MAP yet.

KIPP’s most mature primary school (founded in 2004), and includes KIPP’s first third grade cohort of students.²² As Figure C.3 illustrates, at KIPP SHINE, student achievement results on Texas’s State Criterion Reference Exam not only far outpaced both the Houston Independent School District and the state; they also are approaching the most affluent communities in Texas, including Highland Park, in suburban Dallas, even though KIPP SHINE enrolls larger numbers of low-income students and LEP students.

Figure C.3 KIPP SHINE 3rd Graders vs. District and State Counterparts

School/ District	3 rd Grade Reading TAKS Passing Rate	Reading TAKS Commended Performance*	3 rd Grade Math TAKS Passing Rate	Math TAKS Commended Performance*	Low-income Students	Limited English Proficiency Students
KIPP SHINE Prep	100%	60%	99%	66%	96%	58%
Houston ISD	90%	41%	82%	34%	81%	31%
Highland Park ISD	100%	88%	100%	80%	0%	< 1%
State of Texas	89%	46%	84%	37%	57%	17%

Source: Texas Education Agency’s Academic Excellence Indicator System (<http://ritter.tea.state.tx.us/perfreport/aeis/>)

*A Commended Performance (CP) score indicates that a student has answered 96% or more questions correctly.

- *Middle Schools.* The vast majority of KIPP eighth-graders outperform their local district counterparts on state criterion-referenced exams in ELA, math and science. For example, the eighth graders in:

- **92 percent of KIPP schools outperform the local district in math**
- **92 percent of KIPP schools outperform the local district in ELA**
- **88 percent of KIPP schools outperform the local district in science**

Furthermore, the research body cited in Section B provides strong evidence that KIPP is realizing these student achievement gains while serving **higher proportions of low-income**

²² Most KIPP elementary schools start with pre-K or kindergarten classes. The majority of KIPP schools are currently in their first or second year. Most state criterion-referenced testing begins in the third grade, and KIPP schools administer nationally norm-referenced tests (such as the SAT-10 or MAP assessment) beginning in the second grade. As a result, in 2007-2008, only two elementary schools, KIPP SHINE and KIPP McDonogh 15 Elementary, a creative arts transformation school in New Orleans, have students who took state or norm-referenced assessments. KIPP SHINE’s results are detailed above. KIPP McDonogh 15 Elementary’s historical results have been encouraging, with all students making gains in each subject.

and minority students than the districts where its schools are located, and enrolling students who perform at the same baseline level, or lower.

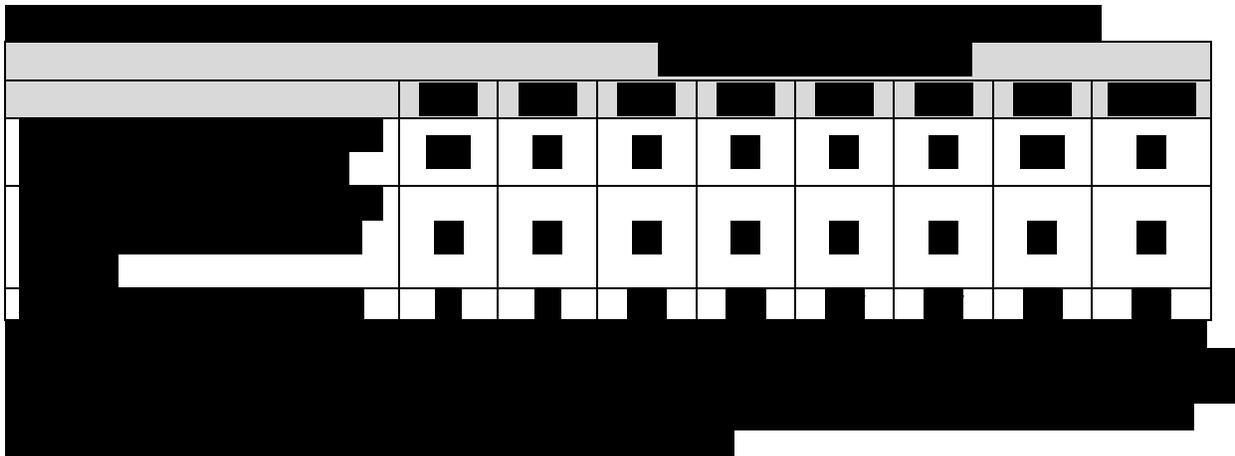
For a closer look at proficient and advanced levels of KIPP eighth graders on their state assessments in comparison to their local district counterparts, please see Appendix H.4.

- *High Schools.* KIPP currently operates 11 high schools, seven of which were in operation during the spring 2009 testing season. Impressively, **100 percent of KIPP high school classes outperformed their local districts on state criterion referenced exams** in ELA, general math, Algebra I, Algebra II, Geometry, general science and history/social science.

Student Attainment Results

While a significant percentage of schools across the country report their college matriculation rate as the percentage of high school seniors who matriculate, KIPP tracks and reports the percent of students who complete the *eighth grade* at KIPP and then go on to graduate from high school and matriculate to college. In a nation where typically only 40 percent of low-income students go onto college,²³ of those students who attended and completed a KIPP middle school in or before 2004: **88 percent of KIPP alumni have matriculated to college. Furthermore, 95 percent of KIPP eighth grade completers have graduated from high school.** [REDACTED]

²³ This represents the percentage of students from low-income families nationally that enter college, based on original data from the Census Bureau and National Center for Education Statistics. Mortenson, T. (2009, November). *Family Income and Educational Attainment, 1970 to 2008*. Postsecondary Education Opportunity, No. 209.



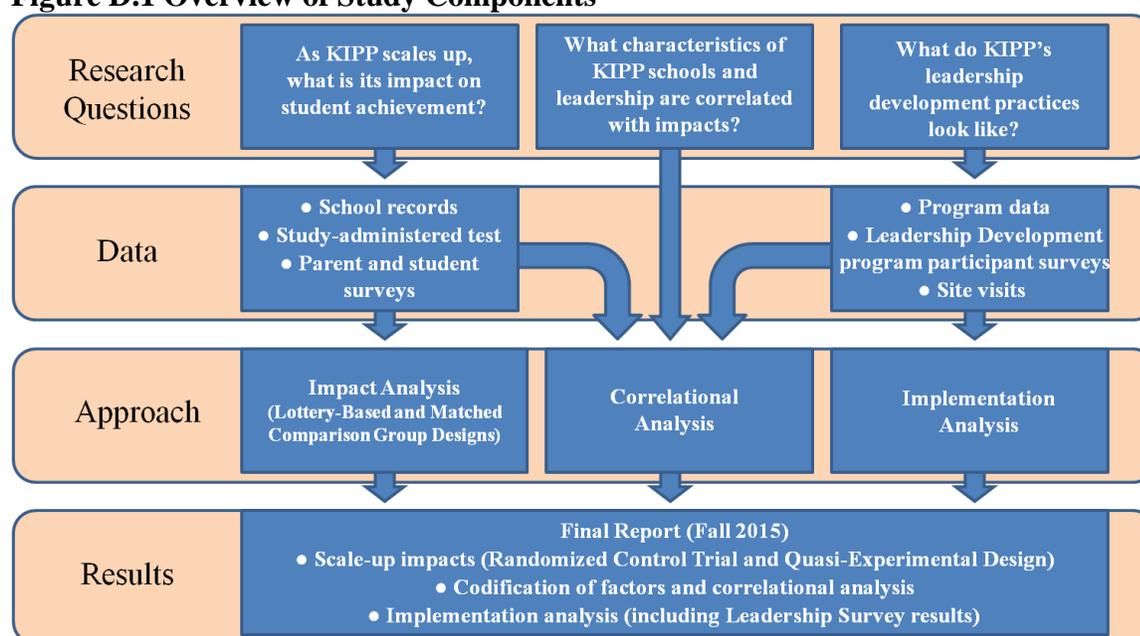
In summary, KIPP’s decade-long track record of success in growing KIPP; careful management and implementation of several large, complex and rapidly growing programs to support the scale up of the KIPP network; and KIPP’s significant success in improving student achievement and student attainment demonstrate the experience needed to effectively implement this proposed project.

Section D – Project Evaluation

KIPP schools have a documented track record of increasing disadvantaged students’ academic outcomes. As the KIPP network continues to grow into new communities and grades, it faces a dual challenge of effectively serving more students while building a solid pipeline of principals to sustain its success. The independent evaluation of KIPP, conducted by Mathematica Policy Research, will address research questions, described below, that align closely with the specific goals of i3 scale-up grants.²⁴ Mathematica’s comprehensive, integrated approach is based on a rigorous study design and proven data collection techniques that can be applied broadly. Figure D.1 shows the relationships between the main study components.

²⁴ Mathematica will comply with the rules and requirements of the federal evaluation of the i3 grant program and all technical assistance provided by the federal evaluation contractor.

Figure D.1 Overview of Study Components



Research Questions

The evaluation will focus on the following questions:

1. **As KIPP scales up, in numbers of schools and grades served, what is its impact on student achievement?** Is achievement maintained in existing schools and how does it compare to achievement in new schools? Is there variation across schools?
2. In order to scale up, KIPP will invest in the identification, development and support of highly effective school leaders. **What do KIPP's leadership structure, training and pipeline development practices look like at the school, regional and national level?** Is there currently variation between levels or within each level? To what extent are KIPP's leadership development practices having their intended effects?
3. Finally, how are impacts correlated with implementation of the KIPP model? **To what extent are variations in leadership competencies, pathways or practices linked to variation in objective measures of school performance?** What lessons can be drawn from these patterns for future replication efforts, both within KIPP and in other systems?

Methods for Addressing Research Questions

Below we describe the research design and how it addresses the desired evaluation elements.

1. Impact Evaluation of KIPP Effectiveness at Scale

The impact evaluation will assess whether KIPP can sustain its effectiveness for students as its network grows. Mathematica proposes to evaluate KIPP's impacts on student achievement by capitalizing on the advantages of both experimental and quasi-experimental designs (QEDs). An experimental approach can provide the most rigorous assessment, but can only be applied in schools where admission is determined by lottery. The QED may be somewhat less rigorous, but can be applied to all schools. The following subsections describe Mathematica's empirical strategy to employ both in concert to address different sub-questions, including:

- What is the impact of KIPP elementary, middle and high schools for students who are admitted by lottery compared to students who apply but are not admitted?
- How does student achievement by KIPP middle and high school students compare to achievement for other middle and high school students in the same school district?
- What is the additional benefit of having a KIPP high school option in school districts with KIPP middle schools?

a. Experimental Impacts of KIPP on Student Outcomes

The first part of the impact evaluation will use admissions lottery data from oversubscribed KIPP schools to conduct a well-designed randomized control trial (RCT) of KIPP's effect on student outcomes. Mathematica draws on a wealth of experience conducting RCTs that enables them to: (1) implement quickly and efficiently; (2) place minimal burden on the school and applicants; (3) interfere minimally with application and admissions procedures; and (4) readily obtain informed consent from applicants. Figure D.2 summarizes the proposed RCT analysis.

Figure D.2 Estimated Samples for the RCT

Est. number of schools	School level	Entry grade in fall 2011	Estimated sample size		Type of outcome data
			Treatment group (Lottery winners)	Comparison group (Lottery losers)	
10	Elementary (gr. K to 4)	Kindergarten	500	500	<ul style="list-style-type: none"> • Parent survey • School records • Study-administered test (gr. 2)
15	Middle (gr. 5 to 8)	5 th	675	675	<ul style="list-style-type: none"> • Parent/student survey • School records • Study-administered test (gr. 7)
5	High (gr. 9 to 12)	9 th	500	500	<ul style="list-style-type: none"> • Student survey • School records • Study-administered test (gr. 11)

Mathematica will follow students for three years beginning in Year two of the grant and assess them on multiple outcomes.²⁵ Given that the KIPP network spans multiple states, Mathematica plans to administer a nationally-normed standardized assessment as a common measure of student performance.²⁶ The benchmark estimation model will be a regression that compares the mean outcomes of lottery winners to those of lottery losers, allowing the impact estimates to vary for each school. The basic form of the model is:

$$(1) y_{ij} = \alpha_j + X_{ij}\beta + \delta_j T_{ij} + \varepsilon_{ij} ,$$

where y_{ij} is the outcome of interest for student i in school j ; α_j is a school-specific intercept, X_{ij} is a vector of characteristics of student i in site j ; T_{ij} is a binary variable for treatment status (i.e., indicating whether student i won the admission lottery in site j), and ε_{ij} is a random error term. β and δ_j are parameters or vectors of parameters to be estimated. As the estimated coefficient on treatment status in site j , δ_j , represents the impact of admission to a charter school in site j . To obtain an overall estimate of the impact of KIPP schools,²⁷ Mathematica will average the school-specific impact estimates $\hat{\delta}$ over the J schools as follows:

²⁵Figure D.4 provides more detail on outcomes.

²⁶ Mathematica is aware of testing issues for young children and will select a valid and reliable assessment.

²⁷ They will standardize test scores so that scores can be combined across grade level. Specifications will include both “intent to treat” (ITT) and “treatment on the treated” (TOT) estimates.

$$(2) \hat{\delta} = \frac{1}{J} \sum_{j=1}^J \hat{\delta}_j$$

Mathematica implemented a RCT design in 16 KIPP middle schools in 2008 and 2009 and will be able to directly compare those extant findings (expected Summer 2012) to the effects as KIPP scales up during the grant period. The study’s minimum detectable effect (MDE) with high probability is 0.10 of a standard deviation across all schools.²⁸ A 0.10 standard deviation effect converts to a 4-percentile test score gain for students scoring at the 30th percentile.

b. Quasi-Experimental Impacts of KIPP on Student Outcomes

The proposed study includes two sets of well-designed QED analyses that broaden the evaluation’s scope to KIPP schools with shorter waiting lists, as described in Figure D.3.

Figure D.3 Sample Designs for the Quasi-Experimental Analyses

Analysis	Type of school	Who is included?	What is being compared?	What type of outcome data?
School-level impacts	Middle schools (MS)	MS students in KIPP districts	<ul style="list-style-type: none"> • Similar students in KIPP and not in KIPP at the same grade 	<ul style="list-style-type: none"> • School records
	High schools (HS)	HS students in KIPP districts		
Added benefit of KIPP HS to region	High schools	Students who attended a KIPP MS	<ul style="list-style-type: none"> • KIPP students with a HS option and KIPP students without a HS option <ul style="list-style-type: none"> ○ Across regions within a cohort ○ Across cohorts within regions 	<ul style="list-style-type: none"> • School records • Student survey • Study-administered test

The first set of QED analyses matches KIPP middle and high school students with observationally similar non-KIPP students—based on variables such as prior test scores—and compares their subsequent academic performance.²⁹ The second set of QED analyses focus specifically on students who attended KIPP middle schools to increase our understanding about the added benefit of a KIPP high school option. This will be done by taking advantage of (1) variation in KIPP high school availability across regions at a single point in time and (2)

²⁸ The MDE for elementary, middle and high schools is 0.20, 0.13, and 0.22 SD, respectively, and 0.10 combined. This assumes 80 percent of KIPP lottery winners attend KIPP. Proposed sample sizes account for factors including availability of open slots, exemption rates, take up rates, consent rates, and response rates.

²⁹ Mathematica cannot study elementary schools using a QED because there is no valid and reliable pretest available for establishing baseline equivalence.

variation in availability across cohorts, by year, in a given region. The MDEs for the QED analyses are 0.08 of a standard deviation for middle schools and up to 0.11 for high schools.³⁰

2. Implementation Study of KIPP's Leadership Development Model

Mathematica proposes to study the implementation of KIPP's leadership structure, training, and pipeline development practices at the school, regional, and national levels to achieve two primary purposes: (1) describe what KIPP's leadership structure looks like, both before and after scale-up; and (2) identify factors capturing specific dimensions of how the KIPP model is implemented. Questions include the following:

- How do schools and regions identify candidates within KIPP possessing the competencies to become future principals?
- What does the leadership pipeline look like at each school and region, and how does that change as schools age and regions expand?
- What leadership preparation or training, formal or informal, is in place at the local level: before, after, or in place of the national KIPP School Leadership Development Programs?
- How have the KIPP School Leadership Development Programs training influenced graduates' job experiences?

Mathematica will address these questions by: (1) conducting case studies and site visits in each region or school, interviewing regional staff, principals, and other school leaders, and codifying the information; and (2) administering a web-based Survey in Year 1 and 4 to learn about the experiences of program participants, allowing a comparison of early responses with those obtained once KIPP leadership programs have been expanded for several years.

3. Relating Variations in Leadership Pathways to Variation in School Performance

The final component of the research design will study variation in leadership across schools as it relates to impacts on school outcomes. Mathematica will examine variation across

³⁰ The 0.11 number is for a cohort comparison focused only on KIPP high schools slated to open between 2009-10 and 2011-12. Samples that include 7 other pre-existing KIPP high schools have an MDE of 0.09.

KIPP schools and regions in three main ways: (1) the characteristics of individual leaders, focusing on leadership competencies as measured by KIPP; (2) how schools or regions differ in the ways they prepare or select staff for leadership pathways; and (3) key dimensions of the pathways themselves, such as the positions considered to be important and the length of time individuals typically serve at each position. Mathematica will use appropriate statistical techniques to relate these features of KIPP leadership programs to: (1) school outcomes such as teacher retention or student attrition, and (2) estimated impacts on achievement; for which Mathematica will incorporate leadership characteristics into the student impact analysis to examine whether schools or regions that utilize different leadership pathways options have significantly different impacts on students. This analysis will provide a linkage between leadership structure and school performance to inform replication of the KIPP model.

Data Collection

Data for all components of the study will come from the sources described in Figure D.4.

Figure D.4 Data Sources and Measures

Source	Planned Collection Dates	Sample	Measures
Site visits and interviews	Year 1	• Staff in schools/regions and leadership development programs (LDP)	Characteristics of KIPP leadership structure and development programs
Web-based Leadership Surveys	Year 1	• Pre-grant LDP participants	KIPP leadership development program experiences
	Year 4	• Post-grant LDP participants	
Student telephone interviews	Years 2-4	• HS QED samples	Motivation, engagement, educational expectations and plans, KIPP satisfaction, self concept
	Year 3	• MS/HS RCT sample	
Parent telephone interviews	Year 3	• ES/MS RCT sample	Involvement in child's education, educational expectations for child, KIPP satisfaction, reason for leaving KIPP
Student-level school records	Years 1-5	• MS/HS QED samples	State assessment scores, proficiency levels in math and reading, attendance, HS graduation and college enrollment
	Years 2-5	• ES/MS/HS RCT samples	
Study-administered test	Years 1-4	• HS QED samples	Standardized test scores
	Year 4	• ES/MS/HS RCT samples	

Mathematica has a long history of protecting confidentiality and privacy of records and considers such practice a critical aspect of the scientific and legal integrity of any data collection effort. In Year 5 of the grant period, Mathematica will make available a restricted-use file of the data as a tool for authorized users.

Mathematica’s proposed workplan will provide timely, useful information throughout the study period. The final report at the end of the grant period will address scale-up impacts (RCT and QED), the scale-up correlational analysis, and the implementation analyses of KIPP leadership programs. In the intervening years, Mathematica will submit interim annual reports to KIPP on findings and progress.

Finally, the \$5.6 million budget allocated to program evaluation ensures that Mathematica will have adequate resources to execute the evaluation as described above.

E – Strategy and Capacity to Bring to Scale

Students Reached by Proposed Project and Applicant’s Capacity to Reach Them

Leveraging the collective leadership and management capacity of the KIPP Foundation, of KIPP’s local leadership teams and local boards, and of KIPP-trained principals leading other charter schools, the infusion of grant funds to support the proposed project will dramatically accelerate the number of high-need students who are exceptionally well-served and on the road to college during the grant period and in the years ahead. Specifically, by 2015, grant funding will allow KIPP schools to directly serve more than 50,000 high-need students from traditionally underserved rural and urban communities across the nation. When these schools reach full enrollment in 2018-19, they will serve 66,000 students. Grant funding impact will be felt well beyond the grant period, as the increased pool of developing leaders will allow KIPP to continue to scale at an average rate of 18 new schools per year, adding nearly 8,000 students per year and growing to serve nearly 90,000 students by 2020.

In addition to students attending a KIPP school, at least 20,000 students will benefit from having a principal trained through the KIPP national leadership development programs (and more than 30,000 students as those principals' schools grow to full enrollment). To date, this program has trained 60 leaders from other high-performing charter management organizations across the country. Grant funding will allow KIPP to continue to train leaders from other organizations even as we are building our capacity to train a far larger number of our own leaders. Finally, by broadly disseminating best practices to the school districts in which KIPP schools are located and to other charter schools, KIPP will influence local leadership practices to reach an estimated three million students across the country.

Capacity to Bring Proposed Project to National Scale

The KIPP Foundation and the consortium of KIPP schools and regional organizations have talented and highly-qualified personnel, financial resources, and the management capacity to bring the proposed project to scale on a national level.

Once a network of dozens of standalone schools, today KIPP is growing into a network of pre-K-high school clusters of schools (regions) in communities across the country, as shown in Figure E.1.

Figure E.1 KIPP School Locations



With schools in 17 of the 20 largest cities across the country and in the most rural areas of the eastern Arkansas Delta and North Carolina, KIPP is a network of public charter schools that is truly national in scale. This scale ensures that the proposed project reaches students in nearly every corner of the nation.

Each KIPP regional organization is led by a highly-capable Executive Director and a local board of directors that possess the skills necessary to manage a growing charter school management organization. From the start, this project will involve these local teams, take advantage of their management and operational skills, and provide them with the latest tools and systems to build their capacity to develop effective principals. Together with the organizational capacity of the KIPP Foundation (described above in Section C), KIPP’s regional structure and significant local talent ensure that the activities proposed in this application will be implemented fully and with fidelity nationwide.

Feasibility of Proposed Project to be Replicated Successfully in a Variety of Settings and with Diverse Student Populations

KIPP already has demonstrated that its Five Pillars can be replicated successfully in a variety of the most challenging rural and urban settings across the nation. Figure E.2. on the following page illustrates the portability of the KIPP model across widely varying regions, student demographics, per pupil funding levels, and state charter school laws.

Figure E.2 Sample Demographics/Features of KIPP School Regions

	Austin	Arkansas Delta	Washington, D.C.	Houston	Los Angeles
African-American (%)	5	97	100	33	35
Hispanic/Latino (%)	94	1	0	62	63
Limited English Proficiency (%)	18	0	0	32	28
Special Needs (%)	6	4	9	4	8
Average Per Pupil Funding	\$8,930	\$7,000	\$14,000	\$8,390	\$6,650
State Charter Law Letter Grade*	D	D	A	D	A

*As rated by the Center for Education Reform. The report’s A-F grade rating reflects the strength of charter authorizers when it comes to factors such as per-pupil funding and whether charter school administration and staff are free of educational red tape.

Not only is the KIPP model replicable in a variety of settings, the leadership pipeline development strategies proposed within this application are also highly transferable to school districts and to other successfully scaling charter management organizations in a variety of operating environments. KIPP's leadership training and curriculum emphasize the talents and skills that all highly effective principals need, and the leadership pipeline development model offers lessons for best-in-class systems of schools.

In addition, the performance evaluation system described in Section A has grown out of input from principals operating in diverse environments serving a variety of student populations, and, therefore, is equally applicable to principals in rural and urban settings, from pre-K through high school. For example, performance management and stakeholder management skills, included in the KIPP Leadership Competency Model and valued among all KIPP principals, are just as important to principals in traditional district public schools. Likewise, measures such as teacher satisfaction and parent satisfaction, captured in the Healthy Schools and Regions Framework, are as applicable to a district school as they are to a KIPP school. The strategies proposed here will also work in a range of policy environments; most districts and schools could put KIPP's competency-based pipeline development and performance evaluation systems into practice without significant changes in law, regulation, or contractual agreements.

Cost Estimates

The KIPP Foundation and the KIPP schools and regions request \$50 million over five years for the grant activities described in this application and further detailed in the budget and budget narrative. Roughly half (\$22.9 million) of these stimulus funds will be used at the school and regional level to accelerate the number of principals in training and effectively support them. \$21.5 million will support program costs to add seats to national training programs (including

participant travel and fees for consultants who serve as faculty), positions at the KIPP Foundation to appropriately staff program expansion and to further enhance program evaluation systems, and costs of dissemination and grant management. Finally, \$5.6 million will fund program evaluation by Mathematica.

Federal funds will be matched by \$10 million in private funding that also supports expansion of national training programs and ongoing development of KIPP’s performance evaluation systems. The proposed project to expand KIPP’s capacity to develop future principals builds upon the current infrastructure already in place to train leaders. Figure E.3 below highlights the estimated cost of the proposed project per student per year, factoring in the \$50 million costs described in this proposal (and presented in Form ED 524), the \$10 million private sector match, as well as the full costs of running all of KIPP’s national leadership development programs.

Figure E.3 Program Cost Per Year & Per Student

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost per student*	\$541	\$502	\$448	\$365	\$271

*Students served is based on projected students in KIPP schools during each year of the grant. Actual cost per student served will be lower as the estimates above include only students served directly by KIPP schools. Several thousand additional students are already being served by the 60 principals KIPP has trained who lead schools in other organizations and thousands more will be served by the 60-70 principals trained during the grant period.

The KIPP Foundation suggests the following estimate of costs to reach additional students by staffing schools with a KIPP-trained effective principal. KIPP invests \$150 thousand in each founding principal to cover the year-long training and residency required to prepare an aspiring principal to open a new school. As highlighted below in Figure E.4, assuming an average school enrollment size of 500 students, to train sufficient principals to reach 100,000, 500,000 and one million students, respectively, would cost \$30 million, \$150 million, and \$300 million.

Figure E.4. Cost Estimate for Training Effective Principals to Reach Additional Students

Total students to Reach	Total Schools/Principals Required (500 students per school)	Total Principal Training Costs (\$150,000 per principal)
100,000	200	\$30M
500,000	1,000	\$150M
1,000,000	2,000	\$300M

In addition to the cost of preparing the founding principals as laid out in Figure E.4, the other key cost for opening new schools is the school start-up costs so that the school culture can be built from scratch and rooted in the Five Pillars. The KIPP Foundation estimates that the average school start-up cost is \$350 thousand. This means the total cost for preparing the leaders *and* opening 200 schools to serve 100,000 students will be \$100 million; for 500,000 students, it would be \$500 million (to fund leaders and start-up for an additional 1,000 schools); and for one million students, it would be approximately \$1 billion dollars (leaders and start-up for another 2,000 schools).

While it would be a considerable undertaking to open 2,000 schools in one year, it is not unreasonable to assume that each of the 20 largest schools districts could open 10 new schools per year over the course of ten years. Such investments would cost a total of \$100 million per year (15 percent of the funds the Secretary has at his disposal through this grant program) and would position one million children to achieve to high standards and succeed in college.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Although scaling this work to one million or even 500,000 children requires significant investment, it is also important to recognize the potential cost savings were school districts to commit to growing high-performing schools; for example, school districts are in a position to reduce the costs of school start-up in ways that a charter school often cannot, although we have not discounted the cost in our projection. In addition, there are significant resources inside larger school districts that could be reallocated if districts were to make this approach a top priority, particularly since our shared service centers are funded at no more than 10 percent of the total per pupil revenue, or less than half of what most districts spend outside of school expenses.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dissemination Mechanisms

With grant funds, the KIPP Foundation will bolster efforts to disseminate strategies, innovations, and promising practices by sharing its model with the broader education community. The KIPP Foundation will develop and implement solutions to surface effective practices and share them nationally to help educators across the country achieve and sustain results with high-need children in both rural and urban settings. Specifically, the KIPP Foundation will engage in a bold, visionary process to enable knowledge sharing at a national scale by:

- *Hosting a National Leadership Development Symposium for Superintendents.* Key to KIPP’s dissemination strategy will be targeted sharing of best practices with superintendents

across the country. Toward this end, KIPP will host an invitation-only symposium three times throughout the grant period during which KIPP will seek to work the district leadership teams from the school districts where KIPP schools are located (involving 17 of the 20 largest cities in the nation) to engage in dialogue about KIPP's leadership development programs and practices. The goals of this symposium will be twofold: (1) to share knowledge about how to effectively build internal leadership pipelines within a system of schools; and (2) to provide hands-on technical assistance to those interested in creating their own comprehensive model for evaluating essential academic and non-academic student outcomes, as well as identifying which school elements make these types of results possible.

- *Capturing Best Practices and Creating Tools to Share with the Field.* Mathematica will produce case studies of model leadership competencies in action; document strategies and systems that emerge from KIPP's pipeline development projects; and KIPP will refine its performance management tools, including the Healthy Schools and Regions Framework and the Leadership Competency Model, to share with the field (See Appendix H.2 and H.3).
- *Creating a National Effective Leadership Portal.* This unique online portal will provide access to the above tools as well as to a library of case studies of KIPP principals in action. This portal will serve as a comprehensive and accessible resource for educators, researchers and policymakers nationwide to learn more about KIPP's leadership development practices.
- *Speaking at National Forums.* KIPP's co-founders, Mike Feinberg and Dave Levin, and CEO Richard Barth frequently speak at national forums for practitioners, business leaders, and entrepreneurs. These dynamic leaders will continue to use national speaking engagements to broadly share information about the KIPP model, as well as KIPP's successes and lessons learned in developing pipelines of highly effective principals. KIPP

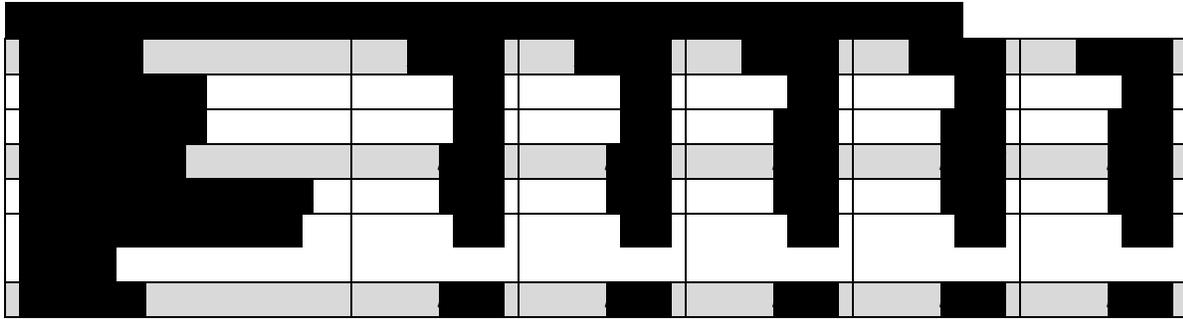
will seek out future speaking engagements at annual meetings of groups such as the Council of Great City Schools, Council of Chief State School Officers, and the Hunt Institute for Educational Leadership.

- *Sharing with Policymakers.* Due to Secretary Duncan’s interest in creating state-wide or district-wide school climate needs assessments, there is already high demand to share information related to KIPP’s Healthy Schools and Regions Framework. Throughout the grant period, KIPP will create policy specific briefing materials to provide more information about this framework, the context regarding implementing the Five Pillars with fidelity, research on their impact, and materials about comprehensively evaluating school quality.
- *Operating as an Open Book.* Each year, thousands of dignitaries, education practitioners and researchers from across the globe tour KIPP schools to learn about practices in serving high-need urban and rural students. KIPP will continue its commitment to such visits and information-sharing through the portal described above and an open-door policy for visitors.

F – Sustainability

Resources to Operate the Project Beyond the Length of the Scale-Up Grant

Through a combination of public and private funding, KIPP will have the resources to operate the project beyond the grant period. The operating model will persist with local and national partners assuming the practices in the leadership development model described in this proposal. As described in the budget narrative, sub-grants for local level roles will support the accelerated hiring of positions that can be covered by per pupil public funding by the end of the grant period (once schools have reached full enrollment). The multi-year financial model in Figure F.1 below presents *projected* uses and sources of funds related to continued operation of national training programs and investment in evaluation systems by the KIPP Foundation.



Over the last three years, KIPP has trained 380 leaders and rising leaders, funded by \$10.5 million in philanthropy and \$1.8 million in fees. Absent grant funding, the KIPP Foundation would continue to train principals and aspiring principals at the current program enrollment rate with the same participant and philanthropic funding levels. Grant funding will enable KIPP to dramatically increase the rate of growth.

Beyond the scale-up grant, KIPP's national training programs will be funded by traditional sources: participant fees and private funding. Some programs have been fully funded through annually-renewed philanthropic grants while others have been funded by a mix of sources. We expect this support to continue throughout and beyond the grant period.

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 the KIPP network. Our largest philanthropic partners with distinguished histories of giving include: **The Don and Doris Fisher Fund, The Walton Family Foundation, The Robertson Foundation, The Michael & Susan Dell Foundation, The Eli and Edythe Broad Foundation, The Bill & Melinda Gates Foundation, Miles Family Foundation, and Rainwater Charitable Foundation.** Since 2001, the KIPP Foundation has raised approximately \$150 million in private philanthropic funding. Furthermore, the KIPP Foundation is in the midst of a five-year effort to diversify its funding base as the network grows. The ongoing funding

plan includes continued partnership with many of the philanthropists whose letters of support appear in Appendix D.

Finally, the leaders of the consortium of KIPP schools, critical to the project's long-term success, are collectively committed the successful implementation of activities in this proposal during and beyond the grant period as demonstrated by their letter of support in Appendix D.

Incorporation of the Project Activities into the Ongoing Work of KIPP

Thoughtful planning that includes: (1) an emphasis on local capacity building and “train-the-trainer” approaches; and (2) KIPP’s historical and unwavering focus on developing effective principals to support quality, growth and sustainability, ensure the incorporation of project activities well beyond the grant period. As highlighted above, grant funding will support accelerated hiring of positions that, by the end of the grant period, can be supported on the additional public funding that results from a school growing to full enrollment.

By the end of the grant period, the most effective pipeline development practices (i.e., identifying, recruiting, developing, placing, rewarding and retaining highly effective principals) will have been shared throughout the network of KIPP schools and implemented by principals, Executive Directors, and a growing community of local Directors of Leadership Development who will continue to advance and exchange practices well beyond the grant period. Those same Directors of Leadership Development will have been trained to implement locally modules of KIPP’s national training programs to complement the training programs that are the core service offered by the KIPP Foundation. Through the work of local Performance Evaluation Managers in concert with local leadership, the performance evaluation processes associated with the Leadership Competency Model and the Healthy Schools and Regions Framework will become common operating procedures.

Furthermore, grant funding will support broad dissemination of training modules, principal pipeline development processes, and the tools of KIPP’s performance evaluation system using multiple methods to benefit school districts and charter schools nationwide.

G - Quality of the Management Plan and Personnel

Management Plan

KIPP will achieve the objectives of the proposed project on time and within budget through experienced management, collaboration with the leadership of KIPP schools and regional organizations throughout the country, partnership with other leading charter management organizations that participate in KIPP’s leadership development programs, partnership with our independent evaluator, Mathematica, and through support from our philanthropic partners. Each partner’s roles as well as major activities and milestones related to the proposed project appear in Figure G.1.

Figure G.1 Responsibilities, Timelines and Milestones for Accomplishing Project Tasks

Major Milestone	Responsible parties	Year 1	Years 2-4	Year 5
<i>Deepen and expand pipeline of effective principals</i>				
Recruit and select additional national training staff	KIPP Foundation (KF)	Sep-Oct	May-Jun	May-Jun
Recruit and select Assistant Principals	Principals	Sep-Oct	Mar-Jun	Mar-Jun
Recruit and select Directors of Leadership Development	Executive Directors (EDs)	Will vary by region		
Conduct orientation for national training programs	KF	N/A	May	May
Execute Summer Institute	KF	N/A	Jun-Jul	Jun-Jul
Execute national training programs	KF	Sep-Mar	Jun-Mar	Jun-Mar
Evaluate program year and plan for program refinements in following year	KF	Nov-Apr	Nov-Apr	Nov-Apr
Nominate participants to following year’s national training programs	Principals, EDs, CMOs	Mar-Apr	Mar-Apr	Mar-Apr
<i>Local pipeline development practices</i>				
Hire Directors of Leadership Development (DLDs)	Executive Directors	Will vary by region		
Create case studies of local practices	Mathematica	Ongoing		
Host/attend professional development/effective practice exchange for principals and Executive Directors	KF, Principals, EDs	Feb Aug	Feb Aug	Feb Aug
Host/attend professional development/effective practice exchange for Directors of Leadership Development	KF, DLDs	Aug	Aug	Aug

<i>Expansion of KIPP Schools</i>				
Submit letters of intent for growth	EDs, Principals	N/A	July	July
Approve growth	KF	Apr	Apr	Apr
Open schools	EDs, Principals	June	June	June
<i>Dissemination outside KIPP</i>				
Design online portal	KF, Consultant	By June	N/A	N/A
Post tools and case studies to portal	KF	Ongoing		
Host guests at Annual KIPP School Summit	KF	Aug	Aug	Aug
Host national symposium	KF	TBD	TBD	TBD
<i>Program Evaluation</i>				
Data collection, analysis and reporting	Mathematica	Ongoing		
Release of final impact and evaluation report	Mathematica	N/A	N/A	Sept
<i>Grant reporting</i>				
Recruit and select staff	KF	Sept	N/A	N/A
Submit reports	KF	Each qtr	Each qtr	Each qtr

Relevant Training and Experience of Key Project Personnel

Several KIPP Foundation senior leaders will be among the project’s key personnel and all have training and experience relevant to managing large, complex and rapidly growing projects.

Mr. Jonathan Cowan, Chief Research, Design & Innovation (RDI) Officer will serve as Project Director for KIPP’s grant activities, if funded. Mr. Cowan is responsible for leading the RDI team’s efforts to support the KIPP network by: (1) leading and scaling network-wide innovation efforts in support of KIPP’s regions and schools; (2) enabling local, grassroots innovation to have a broader impact by identifying effective practices and helping to catalyze and disseminate them; and (3) driving ongoing insight via research and analysis that feeds KIPP’s innovation pipeline and supports KIPP regional organizations. Prior to joining KIPP, Mr. Cowan spent over 10 years at The Boston Consulting Group where he assisted senior executives of large, complex organizations in addressing strategic, operational and organizational issues and in managing large-scale change. As a principal and partner at BCG, Mr. Cowan spent several years helping to create and lead BCG’s public education practice.

Ms. Kelly Wright, Senior Learning Officer oversees all of KIPP’s national leadership development programs and will oversee all grant activities related to the expansion and

enhancement of these programs. Prior to joining the KIPP Foundation, Ms. Wright founded KIPP Adelante Preparatory Academy in San Diego. Under her leadership, in 2007, KIPP Adelante was awarded the National Title I Distinguished School Award for being the one school in California (out of over 6,000 Title I schools) that most narrowed the achievement gap. Furthermore, Ms. Wright's entire national training team staff (whose biographies can be found in Appendix C) is comprised of former principals with experience serving high-need students, most of whom previously founded or lead a KIPP school prior to joining the KIPP Foundation staff.

Mr. Richard Barth, Chief Executive Officer will play an active role in the dissemination strategy due to the close alignment between the proposed project (to expand KIPP's direct reach as well as KIPP's contribution to broader education reform) and KIPP's 2015 Strategic Plan. As CEO of the KIPP Foundation, Barth has overseen the growth of the network from 45 to 82 schools, and has the network on track to meet its five year goal to double in size to 97 schools.

KIPP's regional **Executive Directors** will also play a critical role in the advancement and exchange of local practices, and in assuring that grant funds are implemented with fidelity to meet the goals and objectives outlined in this application. Finally, the **KIPP Foundation Board of Directors**, whose members collectively have extensive experience in education and managing rapidly scaling organizations will have ultimate oversight of the project (biographies and CVs for full KIPP team can be found in Appendix C).

Relevant Training and Experience of Independent Evaluator

Mathematica Policy Research, a recognized expert in study design, has conducted independent, objective evaluations for over 40 years, with unparalleled experience executing randomized control trials (RCTs) in educational contexts. As the operator of the What Works

Clearinghouse (WWC), Mathematica is well versed in study design and the components of high-quality research. In particular, the experience of the proposed study team along three key dimensions make them uniquely qualified to conduct the independent evaluation for the proposed project:

- ***Pioneering the implementation of RCT studies in charter schools*** in several studies, including the *Evaluation of KIPP Middle Schools*, the *Evaluation of the Equity Project (TEP) Charter School*, the *Evaluation of Charter Management Organization (CMO) Effectiveness*, and the *Evaluation of the Impact of Charter School Strategies*. Mathematica’s approach brings rigor to lottery-based studies of charter schools by incorporating close monitoring of the lottery and waitlist admissions process.
- ***Expertise designing the most rigorous non-experimental approaches to estimate impacts when RCTs are not feasible***, as in the *Evaluation of KIPP*, the *Multi-State Charter School Study* and the study of the *Achievement Impacts of New Leaders Charter School Principals*.
- ***Experience conducting non-experimental analyses to examine school factors that may be related to more positive or more negative impacts on student outcomes***. Both the *Evaluation of the Impact of Charter School Strategies* and the *Multi-State Charter School Study* examined the characteristics that distinguish effective charters from ineffective ones in terms of standardized academic outcomes, and the *CMO* study has a qualitative component geared towards identifying strategies and programmatic elements associated with more positive outcomes.

The leadership team for the evaluation includes **Dr. Philip Gleason** as principal investigator, **Ms. Christina Clark Tuttle** as project director, and **Ms. Emily Dwoyer** as survey

director, each of whom has performed a similar role on rigorous studies of charter school impacts and has detailed knowledge of KIPP through his or her work on the current *Evaluation of KIPP*.

Dr. Kevin Booker and **Dr. Josh Furgeson** will round out the study team (full CVs in Appendix C). The studies cited above and described in more detail in Appendix H.5 showcase the team's expansive knowledge of the issues related to the study of charter schools, and KIPP in particular.

Conclusion

KIPP has proven that success can and should be the norm for all students and that demography does not have to define one's destiny. An infusion of \$3 grant funds to support KIPP's proposed project will serve millions of students by helping KIPP share success, replicate it further and make it the norm for all students. The existing 82 KIPP schools across the country have achieved excellent results serving the nation's highest need, low-income and minority students. The key to this unparalleled national success has been an unrelenting focus on training and developing effective principals.

The principal pipeline development practices that the KIPP network has developed, and proposes to broaden and deepen with grant funds, are eminently replicable and will fill a critical void in efforts to dramatically expand the number of effective school principals prepared to create and sustain high-performing schools that successfully serve high-need students. With grant funds, KIPP will scale to serve more rural and urban students by accelerating the development of future principals and by further codifying best-in-class practices to share with others looking to identify, select, develop, place and retain transformational principals. Altogether, these funds will ramp up KIPP's ability to demonstrate on a national scale that, with the right school leadership in place, all children can be on a path to college even under the most challenging conditions.