



# Race to the Top - District

## Technical Review Form

Application #1322DC-1 for KIPP DC

### A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The KIPP DC delivers an extensive comprehension and coherent reform vision. The vision addresses all 4 core educational assurance areas.

a. The district plans to adopt rigorous standards by redesigning and revising curriculum and implement NWEA MAP assessments. Plans are to increase the use of software that implements personalized instructions that is aligned to Common Core State Standards (CCSS) providing real time data. i.e. DreamBox for Math and Waterford Early Learning.

b. Assurance #2 is addressed through building and testing new data systems, development of a Data Warehouse that will serve to track and inform personalized instruction, and build a new Hybrid Learning Management system that will aggregate real-time student achievement data.

c. The reform vision under assurance #3 includes the development of an additional 415 highly qualified teacher through the use of an enhanced rubric and incorporating a compensation structure.

d. The reform vision for assurance #4 details placing 104 Capital Teaching Residency (CTR) trained teachers in low and mid-performing schools and CTR Partner Network will provide ongoing professional development and best practices which will ultimately create 2,000 new, high-quality educators in high need neighborhoods.

The KIPP DC articulates a clear and credible approach to accelerating student achievement, deepen student learning, and increase student equity.

a. KIPP focus is on developing teachers that create personalized learning environments through data driven teaching, differentiated instructional practices, and technology. Their belief is that high achieving schools are created by two key components: strong learning achievements and strong school culture.

b. Providing students an opportunity to work at their own pace facilitates the acceleration of student achievement. The implementation of differentiated instruction and new teacher training will increase equity through personalized student support.

Overall, this places KIPP DC in high range. While the 4 core educational assurances are addressed, the applicant 's plan also details acceleration of student achievement, deepens student learning, and increases equity through personalized student support.

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

(A)(2) Reviewer Comments:

The KIPP DC approach to implementing its reform proposal will support high quality LEA and school level implementation.

a) The plan details their process of selecting LEA participants. All ten schools and all students in KIPP DC are included in this reform proposal. 3,040 under-resourced students will be served through this grant. Students were identified as under-resourced based on a free and reduced lunch percentage of 80% and the fact that 90% are African-American. Based on these data, KIPP DC meets the criterion for eligibility.

b) Figure 2 displays a list of all schools that will participate in grant activities.

c) The narrative reports that nearly 80% of consortium student participants qualify for free and reduced meals. Appendix

A2.1.details the number of participating students, participating students from low income families, and participating educators. The narratives states that nearly 95% of participating students are considered high need students.

KIPP DC evidence earns a score in the high range. The well written narrative and data chart clearly details the processes of selecting participants, lists participating schools, participating low-income families, participating high needs students, and participating educators.

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

(A)(3) Reviewer Comments:

KIPP DC application includes a robust high quality plan that will be scaled up to support district wide change and assist applicant to reach its outcome goals.

a) The plan targets scaling up processes in 3 specific areas: 1)Teachers, 2) Tools and Technology, and 3) Share and Support. In the area of teachers, KIPP's plan creates a pipeline of highly effective teachers through supporting E.L. Haynes Public Charter Schools in human capital. This process will create 104 highly effective teachers and ultimately more teachers in D.C. In the area of tools, Capital Teaching Residency trained teachers will work with Partner Schools to share best practice and help other KIPP regions in selecting tools and technology. Share and support will be provided through sharing best practices with local and national partners.

b) KIPP's theory of change incorporates eight components 1) recruitment, 2) training environment,3) mentors, 4 )coaches,5) professional development, 6)technology infusion, 7) evaluation, and 8) placement. Their plan outlines training 415 high effective teachers, placement of 104 teachers in low and mid-performing Partner Schools in DC, and 20, 900 students will be taught by highly effective teachers in 2020.

c) Plan details realistic timelines, action steps, goals, deliverables, and responsible parties.

Based on the evidence provided in these criteria, KIPP DC scores in the high range. The plan is aggressive, scaled up to support district wide change, and will assist applicant in reaching its outcome goals.

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

(A)(4) Reviewer Comments:

KIPP DC's vision will result in improved student learning, performance, and increase equity through demonstrating ambitious yet achievable goals.

a) DC Columbia Comprehensive Assessment in Reading and Math goal is to cut the number of students scoring non-proficient in half within 5 years ensuring an additional 22.5% of students scoring proficient or advanced in reading to 82%. In math, the projections state an additional 16.32% of students will be proficient or advanced reaching a goal of 89% by 2017. Northwest Evaluation Association's Measure of Academic Progress growth goal is 70% in reading and 75% in math. Adjustments in the math growth goal are needed to coincide with reading growth goal. All goals are within 5 years.

b) Goals to decrease achievement gaps include decreasing the African American/Caucasians achievement gap from 31% to 16% in reading and 16% to 8% in Math. KIPP details plans to decrease the low income/high achievement gap difference to less than 4% in reading and maintain 0% in math.

c) Overall Graduation rate goal the district aspires to achieve 90%. Despite the fact that 43% of DC students graduate from high school, KIPP believes this is an aggressive yet achievable goal.

d) College enrollment rate is goal at 85% in 2017. This percentage is based on the fact that 8<sup>th</sup> graders left middle school and attended high performing high schools. Through the KIPP Through College program, 80% of students matriculated to postsecondary institutions.

e) The plan goal for post-secondary degree attainment is 70% within the first few years of grant that will ultimately increase to 80% in 2017.

KIPP DC demonstrates ambitious yet achievable goals.

a) Plan details 4 goals tailored to address the 4 core educational assurances. Each goal is accompanied by clear action steps, specific timelines, and responsible parties.

KIPP DC student proficiency and growth, graduation rate goals, and achievement gap closure target are ambitious yet achievable. This section shows evidence of a high score. The narrative and supporting documents provide strong evidence of improved student learning, performance, and increased equity.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15
<p>(B)(1) Reviewer Comments:</p> <p>KIPP DC describes a clear record of success in the past 4 years in advancing student learning and achievement and increasing equity in learning and teaching.</p> <p>a) Applicant schools were eligible for a Performance Management Framework rating of Tier I (65-100% high performance) school in 2011 and 2012. KIPP DC is closing the achievement gap in reading and is creating a new achievement gap in math. KIPP students are now outperforming high income, Caucasians peers. These data track proficiency of Class 2016. KIPP DC students are only 11 percentage points behind their high income peers in reading and closed the gap in math outperforming their wealthier peers by 2 percentage points. Significant achievement gains at each middle school and 10<sup>th</sup> grade were reflected in Figure 8 and 9. It is reported that 93% of KIPP DC alumni graduate from high school and 77% attend college within 18 months. Projections show that alumni are on track to graduate at a rate 10 times their peers.</p> <p>b) KIPP maintains that it does not operate low-achieving schools and does not turn around pre-existing schools. It explains that KIPP DC schools are strategically located in underserved neighborhoods where the majority of neighboring schools were identified as “failing” based on No Child Left Behind criterion. Two schools are located in sites where schools were closed due to poor performance. It does provide highly skilled teachers to low to mid-performing charter schools through their Capital Teaching Residency Program.</p> <p>c) Table 5 frames the processes in which KIPP actively makes performance data available students, educators, and parents. Examples of practices included but are not limited to Data Warehouse, weekly progress reports, report cards, ongoing communication, Hybrid Learning Management system that provides real time data, and PowerSchool.</p> <p>Based on the evidence presented in this criterion, KIPP DC ranks in the high range. Although this is a fairly new charter school initiative, the narrative and table detail a clear track record in advancing student learning, achievement, and increases equity in learning.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>KIPP DC maintains a high level of transparency in LEA processes, practices, and investments.</p> <p>a. KIPP DC compiles an annual report that the D.C. Public Charter School Board makes available on its website. This details the average, minimum, and maximum salaries for teachers, administrators, central office, and other support staff as displayed in Appendix B 2.1. Board also makes school budgets for charter LEA public through its website.</p> <p>b. Budget itemizes expenditures with a detailed budget of source and sub-source descriptions. Applicant participates in F33 survey annually. Through this process, actual salary and other financial information are shared. Lastest information reported from survey was dated 09/30/11.</p> <p>Based on the evidence provided, KIPP DC level of transparency is in the medium range. Although there is transparency in process, practices, and investments at the D.C. Public Charter School Board, the criterion would be more convincing by making these data available at the local LEA level.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>KIPP DC shows evidence of successful conditions and sufficient autonomy under State, legal, statutory, and regulatory implementation of personalized learning environments.</p> <p>a. The District of Columbia School Reform Act of 1995 provides D.C.’s charter schools exclusive control over its</p>		

expenditures, administration, personnel, and instructional methods. It is reported that over 32,000 student are enrolled in 53 charter LEAs in DC.

- b. In the area of autonomy, Washington, DC allows school leaders to make quick, effective decisions to improve student performance. i.e. replacing ineffective educators and implementing curriculum
- c. Teachers have a range of tools they can tailor their approach to address classroom needs. Program certification autonomy allows KIPP DC to structure curriculum to meet the needs of their partner.

Overall, this places KIPP DC score in the high range. Plan displays strong evidence of successful conditions and sufficient autonomy to implement personalized learning environment.

(B)(4) Stakeholder engagement and support (10 points)	10	7
---	----	---

(B)(4) Reviewer Comments:

KIPP DC has obtained meaningful stakeholder engagement in the development and support of this proposal.

- a. KIPP DC created a petition that detailed specific priorities for RTT grant then distributed to principals. Principals shared petition with teaches in staff meetings. Although the goal is 70% of teacher participation, an overwhelming 89% of teachers signed petition.
- b. Principals worked with teachers. However, principals informed and solidified the vision. Chief Academic Officer conducted individual conversations with principals and communicated their input.
- c. Director of Capital Teaching Residency meet with vice principals to explain the grant content and goals and solicit feedback.
- d. There is no evidence of student engagement in this proposal. A family and student needs survey would improve the level of stakeholder engagement. Teachers were presented the proposal but there is no evidence of teacher engagement.
- e. Plan does not speak to revisions made when practices and activities were found to be ineffective.
- f. Key stakeholders that offered support to plan include the New Teacher Project, Partner Charter Schools, Investors, Fight for Children, and KIPP Parent Organization.
- g. There is evidence of support from parent organizations however there was no evidence of engagement. Applicant provided 2 parent letters of support of grant proposal.

The applicant has evidence of stakeholder engagement and support. This places KIPP DC in the medium range. Incorporating student, parent and teacher engagement and including institutions of higher education would strengthen the plan.

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

(B)(5) Reviewer Comments:

KIPP DC has demonstrated robust evidence of a high quality plan to implement personal learning environments and establishes the logic behind the reform proposal.

- a. KIPP DC has already invested significant resources in screening and selecting methods and tools required to create personalized learning environments.
- b. Teachers are currently trained to collect data through frequent assessment, analyze subgroup performances, and identify patterns and gaps. Students are assessed 3 times per year to assess growth and proficiency. Data is also used in evaluating and coaching teachers. Data are consistently used as a reference point and planning tool.
- c. Director of Technology generates frequent reports that track the adoption and use of new programs. A Technology Coach will be hired to provide extra support to teachers.
- d. The purpose of the reform is twofold: a growing need for outstanding human capital and need for highly effective technology, learning tools/programs, and data systems.
- e. KIPP DC identified three high need areas 1) math and science 2) special education and 3) early childhood.

The district plan on this criterion places them in the high range due to the comprehensive implementation of personalized learning environments and justifies the logic behind the reform.

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

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

KIPP DC has an extensive, high-quality plan for improving learning and teaching by personalizing environment in order to provide all students the support to graduate college- and career-ready.

- a. The belief of KIPP DC instills in students is knowledge in power which is the acronyms of the charter LEA. Students enter kindergarten not identified by grade but rather the year they will enroll in college. Teachers engage students and parents in conversations about college and future goals. College was identified as the expected outcome. Educators believe that student will rise to the expectation.
- b. In the area of identifying and pursuing learning and development goals, KIPP has adopted Common Core State Standards and administer assessment that are nationally normed and mapped to college readiness. The STEP assessment is used to develop milestones for PreK-4 grade. Individual goals are identified and shared with student and during parent teacher conferences. Residency support teachers in administering assessments, share data, and internalize personal goal setting.
- c. Evidence of deep learning includes “Extended Time on Task” which allows the school hours to run from 8:00 to 5:00. Reader’s and Writer’s Workshop” models allow students to choose their own books and engage their academic interest.
- d. All students participate in “specials” or electives such as orchestra, art, and foreign language. KIPP DC students start practicing with instruments in first grade. Mandarin curriculum is taught at the high school. During Saturday school, students have access to art classes, yoga, and SAT/ACT prep courses. Parents and students visit colleges and universities to ensure students begin to think of college as a tangible goal.
- e. KIPP DC belief is that “soft skills” or “non-cognitive factors” are just as important as academics. Schools values are referenced in Appendix C1.3 Instruction at the beginning of the year is framed around school values. Character lessons are interwoven into academic lessons. Professional development encompasses direct instruction and evaluation of students’ non-cognitive skills.
- f. A personalized sequence of instructional content and skill development is evident through KIPP’s Response to Intervention Program, offering advanced Math blocks for high level students, utilization of Khan Academy online math program with struggling students, offering Advanced Placement courses, and Future Focus career readiness applications.
- g. There were several instructional approaches shared in this criterion. KIPP DC has implemented College Preparatory Advanced Placement courses. Additional approaches evident were the use of SMARTBoards, document camera, Learner Response Systems, iPads, laptops, tablets, and mobile devices. Interactive lessons with create music and power point presentations were also used during instruction. Examples of digital learning specified include but are not limited to: Dreambox, Read 180, Rosetta Stone, and Lexia.
- h. Ongoing and regular feedback of student data will be accomplished through the Data Warehouse in one snapshot and Hybrid Learning Management System. Teachers will have access to achievement, behavior, and attendance data. Data Days, held once per quarter, allow teachers to examine and make plans using these data. Data Team will assist teachers in analyzing and acting on data.
- i. KIPP fosters an environment of high need students in the least restrictive environment, scaffold learning, and make appropriate modifications for special needs students. Teacher/pupil ratio is reported at 11:1. The Capital Teaching Residency will help to address a gap in special education teachers. KIPP’s believes in sustaining a comprehensive special education program. Plan specifically addresses one population of high-need students, special education. Plan fails to specify other high need subgroups i.e. English Language Learners.
- j. The primary support to students occurs directly from teachers. Residents and lead teachers take part in both internal- led and vendor-led training on how to use student learning tools.

Overall, this places KIPP DC in the high range. The district details college and career-ready strategies that will accelerate learning. The plan detailed timelines for implementation as referenced on Table 6, identified action steps, goals, responsible parties, and was credible. Applicant failed to address other high needs groups such as English Language Learners.

(C)(2) Teaching and Leading (20 points)	20	18
---	----	----

(C)(2) Reviewer Comments:

KIPP DC details a robust plan to engage educators in training and work in professional teams and communities.

- a. Educators will participate in high-leverage, school based professional development centered around curricula and blended learning tools. Teachers will spend 20 hours of summer training with consultants on blended learning. Math

Illuminations and Words Their Way will aid in identifying teaching points and instructional strategies.

- b. KIPP DC school leaders have autonomy over scheduling, structures, and instruction. Teachers modify aspects of their curriculum and teach rigorous college and career readiness standards. Early childhood schools utilize project base assessments. Middle and high schools use advance instructional opportunities for all students. Their high school hires and trains high-level science and math teacher in special education.
- c. A variety of small groups on digital devices are used with participants.
- d. KIPP DC educators complete 30 hours of professional development on using data. Data and Instructional teams work with consultants in identifying gaps in student data. The Strategic Teaching and Evaluation System conduct classroom observation and supports elementary instructional teams. Residents learn and practice the data analysis process and are trained on matching student outcomes with instructional strategies. Technology Coaches will be used to further personalize instruction. Defining the frequency of these measures will offer more support to this criterion.
- e. Residents and lead teachers have two formal evaluations each year and are provided feedback. Residents are evaluated on a 6 point rubric competency. Leaders provide feedback on 3 key areas of growth and 3 key areas of strength. Future plans include investing in an online observation platform which will afford KIPP DC the opportunity to upload video with feedback, and questions about teacher actions. If residents fail to show improvement, they are released from the program.

All participating educators will have access to, and know how to use tools, data and resources to accelerate student progress.

- a. Actionable information involves the use of assessments such as the Strategic Teaching and Evaluations System and NWEA MAP Assessments, the Data Warehouse that incorporates student specific information, and Hybrid Learning Management System that allows access to real time student achievement data via multiple online platforms.
- b. High-quality resources include teacher access to network-wide collaboration via KIPP share, an online platform that allow teachers to share their curriculum, connect with teachers across the network, and explore 10,000 lesson plans. Best content and instructional practices are also shared at the annual KIPP School Summit.
- c. Processes and tools to match student needs begin with conversation with teachers. There is evidence that if a resource is not working teachers and school leaders will come together to discuss resources and brainstorm solutions. A Technology Coach will be hired through the RTT grant to evaluate the use of technology, set goals, and determine effectiveness of these learning resources.

School leaders and school leadership teams will have access to training, policies, tools, and resources to facilitate an effective learning environment.

- a) KIPP DC lays out a solid plan to utilize information from district teacher evaluation system to improve educator effectiveness, school culture and climate and continuous improvement. Principals facilitate an open dialogue around improvement between school leaders and teacher by consistently observing and providing feedback. The New Teacher Project’s Instructional Culture Insight Survey is administered twice a year to track the instructional culture with schools and schools leadership teams. An entire day is spent reviewing these data to enhance school climate and cultures.
- b) KIPP DC monitors data and make changes when they fail to meet their goals. The Chief Academic board provides a board perspective on school improvement practices and support implementation of trainings, systems, and practices toward school improvement. Quarterly meetings are held with principals. Sharing best practices and suggestions for instruction occur under the leadership of instructional coaching teams. Best practices in school leadership are shared through external providers. Culture Insight survey assist in aligning professional development to close achievement gaps.
- c) KIPP DC aims to ensure at least 90% of students will be educated by effective teachers and 95% will have effective principals. Applicant recognizes DC’s need for high-quality teachers in STEM subjects, special, and early childhood education. Residents learn and train alongside high-performing experts.

Overall, this places KIPP DC in the high range. The plan would be strengthened by defining specific timelines.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

KIPP DC shares its practices, policies, and rules that facilitate personalized learning.

- a. The organization of the LEA central office will ensure that support systems and services are available to all participating schools. Central office support staff includes Chief Academic Offices, instructional coaches, and special education experts. Data, technology, compliance, and business teams work on site at school to provide school and classroom needs. Appendix D1.1 maps out the staffing structure and Appendix D1.2 details the 12 member Board of Trustees.
- b. KIPP DC principals to have full control over school budgets, hiring, professional development, schedules, and calendars. Budgeting begins at the school level which is drastically different from most districts. In the area of spending, budgets are tailored to suit programmatic design. There is a lack of evidence that these decisions are made by school leadership teams. Decision-making processes appear to occur at the LEA and principal level only.
- c. Students will progress and earn credit based on demonstrated mastery. High school students have the option of earning credit in world language and core subjects through dual enrollment or online courses which allows them to complete the class faster than a regular semester. Primary and middle schools uses learning groups. Table 8 details the level, approach, and purpose of reading groups of middle schools. The use of technology allows students to demonstrate mastery at their own pace.
- d. There is evidence of multiple comparable ways of demonstrating mastery through oral presentations, projects, performance tasks, and assessment. District of Columbia Comprehensive Assessment is administered 3 times a year in grades K-11, Northwest Evaluation Association Assessment are administered as well as 3 internal benchmark assessments per year. Appendix C 1.2 outline KIPP DC assessment framework by grade level, assessment, and common core alignment.
- e. KIPP DC program provides special education services to both students with disabilities and English language learners. Their academic model is designed using a “responsible inclusion” approach. Students receive intensive instruction with deficits in math and reading. Lexia Reading software addresses reading deficits of middle school special education students. Each Early Childhood Intervention model contains inclusion classes. Information and school reports are formatted and language that are easily accessible to parents.
- f. All teachers are provided a cell phone and cell phone plan so that parents and students have access to teachers around the clock.

Overall, this places KIPP DC in the medium high range. This criterion would be stronger by including school leadership teams in the decision making process.

(D)(2) LEA and school infrastructure (10 points)	10	9
--	----	---

(D)(2) Reviewer Comments:

KIPP DC and school infrastructures strongly support personalized learning.

- a. Teachers, parents, and students are provided communications tools, curriculum, supplies, technology, and data to develop personalized learning. All stakeholders have access to technology and tools that will accelerate student achievement inside and outside the classroom. Table 9 describes the in school and out of school supports provided to teachers, parents, and students.
- b. The plan details appropriate technical support that will be provided to schools using experts from hardware and software vendors to lead training sessions, lead teachers serve as peer trainers and resources. Teachers are available via email or cell phone in the evening hours for students and parents.
- c. Currently, KIPP DC does not export information in an open format. Parental access is granted to parents through Dreambox which shows student achievement data through the Data Warehouse.
- d. The district details an innovative plan that uses interoperable data systems. Said systems such as building a Data Warehouse will include student demographic, academic, assessment, behavioral, and attendance data. Through the RTT grant, further investments in this warehouse allow access to additional data such as student mastery of college and career-ready standards, school quality information, and detailed special education data.

Overall, KIPP DC scores in high range. Implementing an export function in an open format will strengthen the plan.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>KIPP DC lays out a sound plan for continuous improvement processes of timely and regular feedback on progress toward goals, corrections, and improvement during the grant.</p> <ol style="list-style-type: none"> <li>The plan details the timely and regular feedback on progress that applicant will monitor, measure, and publically share on the quality of RTT investments. The three projects identified are Teachers, Tools and Technology, and Sharing and Support.</li> <li>Table 10 outlines the strategies and tools used for continuous improvement in those 3 areas.</li> <li>Table 11 listed strategies, methodology and frequency, and purpose and rationale towards tracking feedback on progress to goals.</li> <li>Monitoring will occur through leadership teams, school leaders, teachers, and external regional and national partners.</li> <li>This information will be publically shared at annual development showcases, KIPP regions and partner school summits, and by alumni.</li> <li>KIPP DC has full autonomy to course correct during the implementation of RRT grant cycle.</li> <li>Based on the evidence provided, all proposed activities at the end of the grant cycle will continue after the term of the grant.</li> </ol> <p>Overall, the district continuous improvement process for correction score in high range. The plan's inclusion of Tables 10 and 11 offer support that strengthens the plan significantly.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>KIPP DC's plan details their approach to continuous improvement through modes of ongoing communication and engagement with internal and external stakeholders.</p> <ol style="list-style-type: none"> <li>Plan details internal stakeholder communication and engagement through the Teacher Residency Leadership Team, resident and principal meetings, teaching residency director meeting with mentors, and families.</li> <li>External communications and engagement through KIPP summits, teacher residency summits, KIPP Share online platforms, and Manager and Alumni partnerships.</li> </ol> <p>Overall, this places the district in the high range. There is clear evidence of continuous internal and external communications and engagement with stakeholders.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>KIPP DC performance measures are ambitious yet achievable based on the goals, measures, and targets set.</p> <ol style="list-style-type: none"> <li>Plan identifies the rationale for selecting measures. Performance measures are listed in Appendix E3.1.</li> <li>Identified performance measures are rigorous based on the performance measure chart. However, AppendixTable E3 Grades PreK-3 percent of students scoring in the "typical" or "strength" categories on the social-emotional assessment reflects goals that decrease throughout the term of the grant. A rationale of these trends on Appendix Table E3 Grades PreK-3 would be helpful to the reader.</li> <li>Plan delivers 12 to 14 performance measures as criterion specifies.</li> <li>Monitoring changes in assessment results over time will allow the applicant to measure rigor related to college readiness.</li> </ol> <p>Overall, this places KIPP DC in the high range. A rationale of these trends on Appendix Table E3 Grades PreK-3 would be helpful to the reader.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

KIPP DC's plan evaluates the effectiveness of Race to the Top funding activities.

- a. Plan shows evidence of evaluating effectiveness of 3 targeted areas. Table 12 delivers strategies for measuring the effectiveness of each RTT investment in technology centered on projects, activities that employ technology, and metrics of effectiveness. Table 13 delivers strategies for measuring the effectiveness of RTT investments in professional development.
- b. More productive use of staff involves teacher aids being replaced with highly qualified residents. Due to a comprehensive professional development program, approximately 40% of lead teaching positions at KIPP DC are graduates of the teacher residency program each year.
- c. Applicant's modification of school schedule and structures is delivered through an extended school day and extended school year.
- d. Through technological improvements in the areas of Technology Coaches, quarterly surveys, and use of Data Warehouse, teachers will have more time to plan to meet students' needs

Overall, this places KIPP DC in the high range. There is sound evidence that supports plans to evaluate the effectiveness of RTT funded activities through professional development, productive use of time and staff, and improved use of technology.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

KIPP DC shows evidence of a sound budget. Project funds are clearly identified, reasonable, sufficient, and provide a rationale for all investments and priorities.

- a. Applicant's budget identifies all funds. Project level Budget Summary Table outlines the projected 4 year budget of capital teaching residency. Table 3-1 summarizes the sources of funding. Table includes private donations, public funds, placement fees, as well as RTT district revenues.
- b. Project level Budget Summary table outlines the projected 4 year budget of Tools and Technology. Table 3-2 summarizes the sources of funding. Table includes KIPP DC contributions, private funds, RTTT-DC IIS and RTT-D.
- c. Project level Budget Summary table outlines the projected 4 year budget of Share and Support.
- d. The budgets are reasonable and sufficient to support the development and implementation of the applicant's proposal in capital teaching residency, tools and technology, and share and support. It is noted that no money is allocated to equipment.
- e. Budget reflects a one-time investment in the development of the Data Warehouse and the purchase of iPads
- f. Plan provides thoughtful rationale for all investments and priorities.

Overall, this places KIPP DC in the high range. The applicant has strong evidence of a sound budget for the project.

(F)(2) Sustainability of project goals (10 points)	10	10
--	----	----

(F)(2) Reviewer Comments:

KIPP DC demonstrates a sound plan for sustainability of project goals after the term of the grant.

- a. KIPP DC will contribute from local funds, at least what would have been spent on compensation and benefits, for teachers' aids. Reported amount is two million dollars. Another potential source of funding is increasing operating reserves with anticipated benefits of economies of scale projections of 1 million dollars.
- b. One percent of the projected budget will be closed by leveraging per pupil funding after the grant.
- c. Manager of Alumni and Partnerships will be rolled into teacher residency program budget.
- d. Key activities of our sharing and support will continue after the grant.

Overall, this places KIPP US in the high range. There is strong evidence of financial support from State and local government.

Competitive Preference Priority (10 total points)

--	--	--

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

Competitive Preference

KIPP DC has given priority to integrate public and private resources that address social, emotional, and behavioral needs of participating students.

1. Plan details a description of coherent and sustainable partnership with various private and public organizations that are all part of the KIPP DC KIPP Through College Program. The three facets of this program include The Venture Philanthropy Partners Partnership, The Accenture Partnership, and The Citi Partnership.
2. KIPP DC listed 10 population-level desired results that aligned with broader Race to the Top proposal. Table 19 outlines the desired results for KIPP DC students, alumni, and families. The results include students graduating from high school college and career ready.
3. Methods to track selected indicators will be accomplished through a robust Salesforce database. This system will allow you to log contact notes, grades, test scores, and other major milestones. Other methods of tracking include quarterly reports, reporting and assessment, and participation in KIPP College account.
4. KIPP DC uses data to target its resources. The integration of data from Salesforce into the Data Warehouse will assist in bettering understanding college and career readiness trackers. This will allow KIPP DC to design a tool that provides real-time early warning systems. The KIPP Through College program will use data points to the frequency and type of advising that each student receives. The program can also hold workshops with parents so that they can receive direct support in completing their taxes.
5. Evidence that reflects scaling up the model beyond the participating students include through the partnership of teacher residency and "college completion trends" strand, staff from schools across the county are learning best practices. Six additional community based partnerships were formed as a result of KIPP Through College. Accenture and Future Focus programs have led to a national KIPP Accenture partnership to impact thousands of students each year.
6. Results will be improved over time through partners and the KIPP community focused on increasing the number of low-income students who are college and career ready.
7. Plans integrating education and other services will focus on key behaviors and character building through experiential learning. Reference is made to Part I of the Competitive Preference Priority to support this criterion.
8. Assessing the needs and assets of participating students and identifying and inventorying the needs and assets of students will be accomplished through the needs of KIPP Through College to hire additional staff and examine the ways that KIPP currently partners. Due to Accenture partnership, KIPP DC will be able to tap into the employee base, host workshops, and serve as mentors to their student. The Citi partnership addresses the lack of financial literacy in the communities.
9. KIPP DC decision making process to select, implement, and evaluate supports is addressed in Accenture advising KIPP nationally about the manner in which they are building out the Salesforce database. Limited information is shared in this criterion.
10. Parental engagement is evident through KIPP DC requiring all KIPP'PP Through College staff members to have a meaningful conversation with each student's parent or guardian at least once per quarter. This will allow staff to provide support to the family to ensure students are college and career ready. Citi offers financial aid workshops with families of KIPP DC middle school student to support actions are being taken around college applications.
11. Through the three previously mentioned partnerships, program effectiveness will be monitored. Also through these partnerships, KIPP Through College will address challenges and problems by applying some best practices and content knowledge.
12. Identification of ambitious yet achievable performance measures for students are included in Appendix E 3.1.

Overall, KIPP DC evidence reflects a score in the high range. The overall plan successfully integrates social, emotional, and behavioral needs of participating students.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

KIPP DC shared its plan to coherently and comprehensively address how it will build on the 4 core educational assurance areas designed to significantly improve learning and teaching.

The district plans to adopt rigorous standards by redesigning and revising curriculum and implement NWEA MAP assessments. Plans are to increase the use of software that implements personalized instructions that is aligned to Common Core State Standards (CCSS) providing real time data. i.e. DreamBox for Math and Waterford Early Learning.

b. Assurance #2 is addressed through building and testing new data systems, development of a Data Warehouse that will serve to track and inform personalized instruction, and build a new Hybrid Learning Management system that will aggregate real-time student achievement data.

c. The reform vision under assurance #3 includes the development of an additional 415 highly qualified teacher through the use of an enhanced rubric and incorporating a compensation structure.

d. The reform vision for assurance #4 details placing 104 Capital Teaching Residency (CTR) trained teachers in low and mid-performing schools and CTR Partner Network will provide ongoing professional development and best practices which will ultimately create 2,000 new, high-quality educators in high need neighborhoods.

The KIPP DC articulates a clear and credible approach to accelerating student achievement, deepen student learning, and increase student equity.

- a. KIPP focus is on developing teachers that create personalized learning environments through data driven teaching, differentiated instructional practices, and technology. Their belief is that high achieving schools are created by two key components: strong learning achievements and strong school culture.

Student achievement will be accelerated through a high quality plan of learning, teaching and leading. All academic needs are being met with interventions, extended school day, extended school year, and response to intervention for special education students. An increase in educator effectiveness will occur through the implementation of the teacher residency program, professional development, educator evaluations, and academic experts. The Teacher Residency Program will expand access to the most effective teachers as the number of participants increase and ultimately be assigned to KIPP schools. The performance measures identified will seek to close the achievement gaps. Through visits to college and universities campuses, offering foreign language, arts, music classes along with setting high expectations, achievement gap will decrease across subgroups. KIPP DC has set an ambitious projection of students graduating prepared for college and career.

Overall, KIPP DC has met Absolute Priority 1.

Total	210	198
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	10

Optional Budget Supplement Reviewer Comments:

KIPP DC outlines a plan to address a specific area that is supplemental to the plan for addressing Absolute Priority 1.

- a. KIPP DC rationale for selecting this area is a belief that there exists an unmet need for highly effective teachers able to dramatically increase student achievement. The DC teacher shortage is in three areas: STEM education, special education, and early childhood education. KIPP DC plans to join forces with E.L. Haynes Public Charter School to enhance the Capital Teaching Residency Program. Their mission is to close the achievement gap in Washington, DC by eliminating the human capital teacher shortage. Upon completion of the program, residents are hired as certified teachers at E.L. Haynes, KIPP DC, and other partner schools in the city. The optional budget request is \$744,000 to cover the gap between what E.L. Haynes is able to provide to cover salaries of 48 residents. This means that even

more residencies over next the 3 school years through 2017. Although this appears to be a rationale to address this specific population; however, the ability to replicate this plan across schools across the Nation are limited due to partnerships with charter schools exclusively.

- b. Co-development and implementation of plan is by both LEAs sharing similar philosophies aligned to excellent student achievement results. Both believe in increasing the number of highly effective teachers and working to manage and implement the Capital Residency Teacher program. Partnership is formally supported by the signing of a Memorandum of Understanding (MOU). These funds will support improving student achievement and closing achievement gaps, decreasing dropout rates and increasing high school graduation rates, and improving teacher retention.
- c. The proposed budget for this supplement is adequate to support the development and implementation of this activity. Based on the amount provided in the RTT budget supplemental request of (\$814,747.00), the cost is reasonable. This supplement will impact 25 students each year which represents a per student cost of only \$510.00.

Based on the evidence provided, KIPP DC score is in the medium range. Providing additional information to identify the responsible parties who will be part of the implementation process would be beneficial as well as replicating this plan across schools across the Nation are beyond charter schools would be beneficial.



## Race to the Top - District

### Technical Review Form

Application #1322DC-2 for KIPP DC

#### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
(A)(1) Reviewer Comments: The applicants vision of producing highly-effective teachers for schools is a clear and credible approach. This is a very strong start for the proposal by focusing on current efforts (where they are now) and what is achievable through RTTT-D. It is a comprehensive and coherent reform vision and builds on three of the core educational assurance areas identified in the ARRA. The proposal (1) adopts standards and assessments that prepare students to succeed in college and the workplace; (2) builds data systems that measure student growth and success while informing teachers and principals with data about how they can improve instruction; and (3) involves recruiting, developing and retaining effective teachers and principals especially where they are most needed. The last key area--turning around lowest-achieving schools--does not apply here since there are no low-performing schools within this group of charter schools.  The diversification of student instruction is one of the key factors that allow students to move at a pace that provides them with a depth of knowledge appropriate to them. This proposal has done an outstanding job in describing the development of a personalized learning environment for each student and reducing the academic gap between students, including the supports needed for success. In detailing the resident involvement, the assessment system, professional development and assists along the way, the application has created a credible plan for success.		
(A)(2) Applicant's approach to implementation (10 points)	10	10
(A)(2) Reviewer Comments: (a) Six of the ten schools are considered high-minority schools with 100% African American student bodies. All of the schools chosen have a high percentage of students on free or reduced lunch (80%) which is an indication of high-need status		

these students and schools. These schools qualify for the competition's eligibility requirements.

(b) This proposal will affect all 10 KIPP-DC schools. A complete list of schools is provided in the Appendix.

(c) The applicant has indicated that the program will include 3040 participating students from low-income families. There are 293 educators involved in the program which seeks to certify 415 new highly-effective educators through the Center for Teacher Residency by the end of the program.

(A) (2) These responses meet all of the requirements for a high score.

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

(A)(3) Reviewer Comments:

The applicant has described a high-quality plan that involves key goals/Project Investments:

- Increasing access to highly-effective teachers for students across the District of Columbia;
- equipping teachers with innovative tools and technology that help "teachers teach and students learn;" and
- building a framework to share and support best practices with local and national partners.

Each of these key goals is followed by what activities will be undertaken toward accomplishing these goals and timeline in which they will fall. The logic model presented in Figure 3 in this section describes the learning environments and school culture changes that affect the growth of students and how the plan they have devised will result in meeting program goals.

(Included within this model are descriptions of residency recruitment, the training environment, mentors, coaches, professional development and certification, technology, student evaluation and placement.)

This is a very complete picture of what KIPP-DC hopes to achieve through this project.

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

(A)(4) Reviewer Comments:

The applicant has set some ambitious but achievable targets based upon their vision. They have surpassed state targets in all instances. They list the following information:

(a) Performance on summative assessments: Two assessment tools, the DC Comprehensive Assessment System and the NW-Measures of Academic Progress (both of which are aligned with CCSS) are used to develop student proficiency and growth. They have set the following goals in reading and mathematics that will be met by 2017:

- (1) Reading and math students not proficient is to be cut in half within 5 years. They anticipate moving from 60% proficient to 82% proficient by 2017.
- (2) In advanced math the goal is to move from 73% to 89% within this timeframe.
- (3) The target for the Median Growth Percentile is now 66 for reading and 69 for math. The applicant anticipates moving to 70 for reading and 75 for math.
- (4) The plan uses the NWEA MAP growth assessment to provide a target of 70% in reading growth and 75% in math growth.
- (5) The applicant is using the NWEA MAP College Readiness Assessment to determine readiness for college. The reading level is now 74% but is targeted for 85%. Math is at 85% at present but anticipates moving this to 90% by 2017.

(b) The achievement gap referred to in the plan is basically between African Americans and Caucasians. Currently the African American student lags behind Caucasians by 31% points in Reading and 16% points math. KIPP DC seeks to reduce the reading gap to 16% and the math gap to 8% by 2017. As evidence of this they point to successful outcomes by students who have left middle schools for high performing high schools and successfully made that transition and outperformed students in these schools. Low income versus the high income academic gaps is targeted to be reduced to less than 4% by 2017.

(c) Graduation rates are unobtainable at present since they have no graduating high school class. But KIPP DC points to the

successful graduates of its middle schools as evidence of what is possible in the future. They have set the high school graduation rate at 90%.

(d)-(e) Since KIPP DC has not had any high school graduates, the data is not available. However, they have set a 85% college matriculation rate and as evidence say: "Thirty-three percent of those students who graduated from KIPP middle schools graduated with a four year college degree. Another 5% earned a two year degree. KIPP DC points to the KIPP thru College support group of alumni as a major influence in the future increase in college enrollments and completion of a two or four year degree.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

(a) The record of success is impressive, but does not include information for four years as required by this section . The proposal describes the DC Public Charter School Board's Performance Management Network. Tier I is described as high performing as opposed to Teir II (mid-performing) and Tier III (low-performing). In 2011 and 2012, all KIPP DC schools were recognized as Teir I schools. In the early childhood school 35 out of 39 academic targets were met in 2012. In closing the achievement gap the applicant presents two impressive graphs (Figure 6 and 7) that demonstrate closing the reading gap between Caucasian and African American students in reading and math. Key Academy was recognized by the federal government as a Blue Ribbon School. However, free and reduced price lunch students are not performing well in these graphs.

One problem with these two figures is that they do not provide us with any information regarding the number of students represented by these graphs. Given the fact that these schools serve a large number of student on free and reduced lunch, it is important to know how many students are represented in each category to understand the significance of closing the gap. There is no question that the achievement of students attending these school surpasses that of DC School System. It is important to note, as the applicant has, that students that have had a longer tenure in the KIPP system, score at least 27 percentage points greater than those who enter high school without prior KIPP DC schooling which clearly shows the effect upon learning outcomes.

Most information on high school graduation rates is anecdotal rather than based on evidence. According to the applicant those students who transferred to a DC high school had a 93% graduation rate. Seventy-seven students are believed to have matriculated at a four year college within 18 months. This is compared to the DC schools who graduate 43% of whom only 9% go on to college. [NOTE:High school graduation rates for KIPP DC, while targeted for the future, do not apply since there have been no graduates of the high school.]

(b) KIPP DC does not have any low-performing schools or lowest achieving schools (all are Tier I PMF).

(c) Table 5, Current and Future Practices to Increase Access to Student Performance Data makes this data available to students, educators and parents. The main difference between the usual communication practices of a school district or charter school is the future reliance on both the Data Warehouse and Hybrid Management System. This allows:

1. Educators view, analyze and plan instruction around aggregate and detailed student, class and school performance data and access daily real-time student learning data.
2. Students to access detailed individual performance data and permits them to investigate progress across specific content areas.
3. Parents access student reports and receive reports on college readiness data.

This response is well put together to support this section, but the lack of numbers pertaining to the academic performance graphs (Figures 6 and 7) do not provide the full level of information that is required.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>This applicant has a high level of transparency in LEA processes, practices and investments. A number of sources are available to find information regarding school level expenditures for instruction. These are listed below:</p> <ol style="list-style-type: none"> <li>1. The DC Public Charter School Board publishes an annual report on the PCSB website which describes average, minimum and maximum salaries for teachers, administrators, central offices and school support.</li> <li>2. A detailed school budget is published with information covering aggregate level personnel salaries, non-instructional staff, leadership and administrative staff.</li> <li>3. KIPP DC annually participates in the F-33 survey and combined NPEFS/F33 report.</li> </ol> <p>[NOTE: Information is available in Appendix B2.1 through the KIPP DC Annual Report to DC Public Charter School Board 2011-2012, page 3598.]</p> <p>This is public information and meets all criteria for transparency required for section(B) (2).</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The <i>District of Columbia School Reform Act of 1995</i>, which made charter schools part of the public education system in D.C., provides D.C. public charter schools with “exclusive control over its expenditures, administration, personnel, and instructional methods.” There are a number of conditions that contribute to the conditions that would lead the reader to believe that this program would be successful. They include:</p> <ol style="list-style-type: none"> <li>1. They are accountable to the DC Public Charter School Board which has oversight for their operations, but are left with a high degree of autonomy, leading to quick and effective decisions;</li> <li>2. The PCSB has issued KIPP DC letters of <i>good standing</i> indicating that no performance deficiencies exist. In addition, Compliance Review Reports for KIPP DC schools indicates that they are operating congruent within all applicable laws and regulations; and</li> <li>3. The 2011-12 Charter Review Analysis and Fiscal Analysis indicates solid fiscal management is in place.</li> </ol> <p>Regarding conditions for successful implementation of the proposed program, the Capital Teaching Residency benefits from the reform context of the District of Columbia. D.C. currently provide free pre-Kindergarten education services in its public schools, public charter schools, and publicly-funded community-based organizations for children 30 months to five years old who reside in the District. Per pupil allocations for three- and four-year-olds, as well as supplemental public funding designed to support the addition of a second teacher in select early childhood and elementary grades, creates a successful condition for KIPP DC to implement its reform proposal through CTR.</p> <p>Ten points are awarded for meeting all of the conditions required by this section.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	9
<p>(B)(4) Reviewer Comments:</p> <p>The applicant has taken several steps to ensure support for the proposal.</p> <ol style="list-style-type: none"> <li>1. Using the principals as a sounding board for needs, resources and technology, they developed a petition of support for the proposal in each Charter school. This petition:             <ol style="list-style-type: none"> <li>a. Asks teachers to support the training and development of new teachers through the CTR program through 2016;</li> <li>b. Looks for support of the planned investment in technology, tools and support to help teachers meet individual needs of their students; and</li> <li>c. Seeks their support in the sharing of best practices about CTR regionally and nationally. Eighty-nine percent of the teachers in these schools signed the petition pledging their support.</li> </ol> </li> <li>2. The applicant has also asked for and received support from:</li> </ol>		

- E. L. Hayes Charter School, a non-KIPP-DC charter school (20% of CTR graduates train there).
- New Teacher Project--a national nonprofit organization that helps train, evaluate and certify new teachers.

3. Investors in education supporting this proposal include City Bridge Foundation, New Schools Venture and Fight for Children.

4. A sample letter of support has also be included from the KIPP Parent Organization two schools.

This information from key stakeholders, teachers, administrators, parent organizations and others is nearly complete. It would be helpful to provide more information on student and/or parent involvement regarding the proposal and their feedback on it.

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

(B)(5) Reviewer Comments:

The applicant describes a high-quality plan that will have successfully identified the needs and gaps that will occur in personalized learning environments. Much of their plan centers around what the resident student does and how he/she does it. Student achievement results and data analysis help to indicate the successful classroom teacher. Students receive frequent assessments. This information then undergoes an analysis of information across subgroups which leads to the identification of patterns and gaps and allows teachers to address these.

Resident teachers are assessed three times a year as they ease into the full-time role of teacher. Data is used to coach and educate teachers who are:

--taught to track student achievement data (whole and small group);

--identify trends;

--create a plan to address gaps; and

--informally track student progress.

As a condition of their eventual certification as a teacher they must:

- Demonstrate understanding of multiple student levels of learning;
- Modify plans to support all of the students;
- Plan and execute lessons aligned to CCSS;
- Check for student understanding;
- Purposefully use a variety of student engagement strategies;
- Use and interpret assessments that scaffold questions and tasks;
- Use formative assessments to adjust and inform long-term plans; and
- track, analyze and use summative assessment to drive instruction.

The logic behind this plan is the need for highly trained human capital and the use of highly effective technology, learning tools/programs and data systems. As a result, the Director of Technology plays an important role as he/she evaluates the use of software and learning programs and provides trouble shooting and professional development. The proposal has asked for a Technology Coach to provide extra support for teachers.

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

	Available	Score
(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

This entire section has been broken down section by section to show how the personalization of education takes place with KIPP DC. For instance, they emphasize the role that assessments play in analyzing student needs and gaps through NWEA MAP computer based assessments and the movement they will make to the partnership for Readiness for College and Careers (PARC). The information technology continues to tailor the Data Warehouse to improve student outcomes together with the Hybrid Learning Management system mentioned previously.

Another key area for this section is classroom technology which seeks to distribute iPads to students and scale up the

educational software. For those in CTR training, the plans include incorporating a training rubric and providing increased student access to computers and iPads. A strength of their approach to personalizing student instruction is the differentiation of instruction through a variety of instructional practices. Adding to the ability to personalize instruction is the fact that there is a very low teacher to student ratio (1:11). In early childhood and 1st grade there are two teachers in every classroom while in the secondary schools there are three in every classroom with Resident teachers working with small groups and lead teachers working with whole groups.

The applicant indicates that students learn that the key to their success is accomplished by connecting their current learning to future goals. The schools have placed a strong emphasis on college as a goal for all students. In doing this, they have created a culture of positive expectations for students who work in an environment that "connects the dots between learning and life's goals."

There are a host of good practices in this section that are too lengthy to delve into deeply, but they do support the personalized instruction that this grant seeks. For instance, lead and Resident teachers set individualized goals for every student so they are aware of where they are and where they have to go to move toward their goals. The teacher's role here is to increase student achievement by analyzing student outcomes, building student goals and supporting students in meeting their targets.

Another factor affecting the success of these students relates to time-on-task. Student work days are from 8-5 and Saturday--much longer than the average student in public schools. This allows a greater diversification of instruction, expansion of academic content and increased exposure to diverse culture, contexts and perspectives. It also allows for field trips that take advantage of the wealth of diversity found in the DC area. The fact that these schools are small provides the advantage of developing relationships between families, students and teachers that may not be possible in large city schools.

Yet another advantage that is brought up in this section is the streamlined use of technology and multimedia resources that are available to the student. There are several digital learning software packages (Dreambox, Read 180, Rosetta Stone) which place modern resources at the finger tips of students. Students, families and teachers have access to a number of data resources that keep them up to date on student progress.

It is noteworthy in this discussion to observe that 40 teachers are working toward certification in special education.

Full credit is given to this presentation.

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

(C)(2) Reviewer Comments:

A. There is evidence of educator training and support through the following:

1. Professional development for dealing with implementing a personalized learning environment is a year round activity. They have assembled an impressive list of sessions actually offered for the 2012-13 school year. These are sessions provided by internal and external agents. In addition to this, there is continued evaluation throughout the school year to insure that all students and teachers are on track to preparing students that are college- or career-ready. In 2012 170 content specific sessions were offered, differentiated by grade levels.
2. The majority of training by KIPP DC personnel is either focused on strategies for implementing personal learning environments which emphasize the use of multi media, project-based learning and collaborative work in the classroom.
3. The applicant stresses its commitment to creating a culture that speaks to college ready/career students. Professional development is designed to meet college/career standards. Throughout the instructional year, student progress is monitored (Data Warehouse, Hybrid Learning Management System), adjusted and focused on the long term goal of college readiness. All KIPP DC educators participate in up to 30 hours of PD specifically focused on using data to identify and respond to individual student needs.
4. KIPP DC uses Data Days to spend time disaggregating data by student and by standard in order to identify trends in mastery and create individualized student support plans that target specific areas in which students are struggling.

(b) Evidence that educators have access to and know how to use tools data and resources to accelerate student progress include:

1. Actionable information based on mini observations of every teacher every other week giving them the opportunity to improve their teaching. A Resident formal coaching and the evaluation cycle is used for feedback to improve their effectiveness in the classroom. The formalized evaluation of Residents weighs the pros and cons of their performance and provide suggestions on areas of improvement. Actionable information is also gleaned from: 1) the Data Warehouse 2) summative and formative assessments and 3) the Hybrid Learning Management system.
2. Aside from the ongoing PD, the teachers have a network of educators from throughout the KIPP system from which they can develop, modify units and lessons to teach to the CCSS aligned benchmark. In addition, through the Technology Coach both Lead Teacher and Resident can assess meaningful feedback and improvement. The use of the Data Warehouse and Hybrid Educational Learning system has ben mentioned earlier.
3. The needs of the students are assessed by a number of instruments and then matched with a learning program that will optimize their personal learning environment. A series of approaches are taken by the teachers in the form of discussion, collaborative work, project-based learning, videos and audio and manipulatives. Feedback obtained from the use of these is used to further refine personal learning environments.

(c)

1. KIPP DC provides a graduated role for their Resident teachers who work with a Lead Teacher in the classroom. In such an environment, they are able to receive continuous feedback about performance until they are ready to take over the class by the end of the year. The evaluation system is a valuable source in informing students of their specific needs as well as the means to address them.
2. Principals play a vital role in this process. Principal meetings are held quarterly so that principles can share best practices and compare outcomes by school. It is common practice for KIPP DC leaders to openly share challenges and successes and to use these conversations to learn from each other and therefore holistically improve LEA outcomes. Principals and chief academic officers also evaluate external data from a variety of normative tools as they create plans for school improvement.
3. Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).
4. As has been noted, the use of assessments and one-to-one meetings with the head teacher as well as the CTR evaluation system assures meaningful feedback to address student and teacher needs.

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals. KIPP DC's plan seeks to increase the number of highly trained effective urban educators by 415. They reckon that by 2020 these teachers will impact more than 21,000 students in the DC area. Their goal is to ensure that 90% of the students are being taught by an effective teacher and 95% have an effective principal leading their school. A significant proportion of the teacher trainees will go on to teach special education.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

(a) The central office structure is organized around providing support to the schools. This organization includes a 12 member Board of Trustees, Chief Academic Officers, Instructional Coaches and Special Education Experts whose efforts are all directed toward supporting the classroom. The key player in this organization is the principal who is given great flexibility in a number of areas.

(b) The schools do not have leadership teams. Leadership starts with the principal who is responsible for the school budget and defining the roles and responsibilities for educators and noneducators. They have flexibility in hiring and full autonomy in executing their staffing model and the electives that they offer. This flexibility extends to curriculum materials, professional development extra-curricular programs and class trips.

(c)-(d) Students have multiple opportunities to demonstrate mastery. This is revealed through the number of assessments designed to reveal their progress. These assessments include:

- the District of Columbia Comprehensive Assessment System;
- the Northwest Evaluation Association Assessment (given 3 times a year);
- the Strategic Teaching Evaluation of Progress (STEP); and
- the internal benchmarks established by KIPP.

(e) Special education and ELL students have strong support from the teaching staff. The inclusion model is widely used with the philosophy that these students should be placed in the least restrictive environment appropriate to their needs. All students are provided with development of social, behavioral, self-advocacy and academic skills--a foundation on which to build the rest of their lives. Learning resources and instructional practices are provided to parents as part of the belief that they can encourage maximum educational growth of the students by outfitting all stakeholders with technology and tools to accelerate student achievement. Table 9 is provided as a description of the access that teachers, students and parents have to learning resources.

(D)(2) LEA and school infrastructure (10 points)	10	7
--	----	---

(D)(2) Reviewer Comments:

(a) Table 9 presents an outline of the learning resources both in school and out that are available to teachers, students and parents. For these parents, information about their child's progress is provided through the use of phone calls, parents' nights and numerous letters home as well as an open invitation to visit their child's classroom to observe instruction. Through the school budget students are assured that lack of funds is not a problem for their access to uniforms, school supplies, field trips and extra-curricular activities. Teachers ensure that students have the necessary resources for their academic growth.

(b) Access is provided to ensure that, day or night, the student has technical support in the form of online or school support.

(c) Parents can not export their information in an open data format at this point. However, they can use various instructional technologies like *Dreambox* to gain information about student data. Data Warehouse will provide this access under this grant proposal.

(d) From the information supplied, it does not appear that DC KIPP has an interoperable data system at this time. However, the Data Warehouse is designed to provide that capability in the future.

The lack of an interoperable data system and the ability to export data in an open format makes this response fall in the mid-range of credit.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

KIPP DC has an excellent approach to ensuring that there is continuous improvement in the program. Three words--collect, analyze and act--sum up this approach. Utilizing the data collection system, KIPP DC will put together all available data on student progress. There are class observations of Residents and feedback is collected from stakeholders. There are meetings with:

- CTR leadership team (monthly)
- Residents and Principals (every 2 weeks)
- CTR mentors (monthly)

There are strategies for tracking feedback on progress toward the goals that have been set for the schools. A good deal of this comes through comprehensive program surveys, certification completion by Residents, retention data, external evaluation, observation data, evaluation data and student achievement outcomes. The design for these schools provides built in internal and external measures to ensure that the right track is being followed. Where it is not, the principal of each school has the flexibility to change direction. The data in Tables 10 and 11 clearly show how the role of professional development, technology and staff function to provide a personalized learning environment for students.

The information contained in this section is strong evidence of a process of timely and regular feedback on the project goals and allows from corrections along the way. This is a very transparent process, since much of this information is available to the public through the data warehouse and regular communication with parents via letters, telephone and the website.

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

(E)(2) Reviewer Comments:

There are a number of communication techniques in play here. Some have already been mentioned in (E) (1). The main stakeholders are both internal and external and include the CTR Leadership Team, Residents and Principals and CTR Mentors. There is a wide range of parent activities. Parents are invited to Saturday School, parent nights and school-wide planning meetings and are contacted by mail, e-mail and telephone when their children as the need arises. Other stakeholders in other KIPP regions, funders and and partnerships are part of regular communication.

Full credit is given to this section for the applicant's means of reaching out to internal and external stakeholders .

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

(E)(3) Reviewer Comments:

KIPP DC has chosen its program measures based on their effect of creating college and career ready students. These program measures are outlined below together with the goal they are seeking for each student:

1. Effective teachers--90% of the 4000 students will have access to effective teachers.
2. Effective principals--95% of the 4000 students will have access effective principals.
3. 89% of the students taught by Residents will meet the college readiness benchmark in math and reading.
4. Of the children in K-1, 95% will meet college readiness benchmarks in math and 90% will meet this goal in reading.
5. 96% of the PK-3 students will score strongly on the social emotional DECA and DESSA assessments.
6. 86% of the 4th grade students will meet the benchmarks established for reading and math.
7. 97% of the 8th grade students will be measured as proficient or advanced in math while 88% will be proficient or advanced in DC CAS reading.
8. In grades 9-12: 90% will complete FAFSA; 86% will meet the standard for college and career readiness in reading math; and 90% will complete a Career Development Plan. 88% of the 10 grade students will be measured as proficient in advanced math and 76% in reading.

In choosing these, the applicant has provided ambitious yet achievable measures which follow its plan throughout the application. These measures are all subject to the aggressive administration of assessments outlined earlier for the purposes

of improving implementation.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

The applicant has provided substantial plans to evaluate the effectiveness of the three major RTTT-D projects--Teachers, Tools and Technology and Share and Support. This is outlined in Tables 12 and 13. Much of what is here is supported by earlier comments where these techniques and strategies are first introduced. These are effective plans and there does not appear to be any waste in activities that would lead to criticism. In fact, the description is quite in line with the proposed plan.

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

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

This is a strong, complete budget. They have identified all of the expenses associated with the three main projects: Center for Teacher Residency, Tools and Technology and Share and Support. Each of these projects is broken down into its constituent parts and each expenditure identified. They have identified funds in a generic manner (i.e., public \$21,247,426, private \$493,250; and RTTT-D, \$10,000,000). In examining each of the three main project budgets (which have been combined into one overall budget), these funds are reasonable and sufficient to support the development and implementation of the applicant's proposal. Of particular importance is the fact that a great emphasis is placed on the employment of the very people the proposal is shaping into highly-effective teachers--the Residents. No equipment is purchased and all funds are directed to support the proposal--Data Warehouse, Hybrid Educational Assessment System, professional development, etc. This clearly provides a thoughtful rationale for investments and priorities.

The largest one-time investment is placed upon residents who will move on after certification from their initial year in the classroom. Most of these expenditures will be taken over by KIPP DC including the Manager of Alumni and Partnerships who will continue in his/her role. Much of the funding will be taken over by fundraising and local support to sustain the training program.

(F)(2) Sustainability of project goals (10 points)

10

10

(F)(2) Reviewer Comments:

The applicant has developed a sustainability plan that is reasonable. They have provided revenue sources for each of the projects:

### Center for Teacher Residency

- Fundraising in the amount of 2.5 million dollars;
- Increase in placement fees;
- KIPP DC Operating revenues 1.0 million dollars;
- Additional assistance from long standing partners; and
- New partnerships.

### Technology and Tools

- Technology spending will amount to \$300,000;
- Data Warehouse and Hybrid Learning Management System are all a low cost item and not burdensome to the continuation of the program; and
- Costs associated with this program will include hardware replacement, software licenses and continued employment of the Technology Coach.

### Sharing and Support

- Key activities will continue with the Manager of Alumni and Partnerships retained.

This is a high-quality plan which counts on significant funding from public sources for its schools, \$21,247,426. The sustainability plan provides evidence that these activities will continue at the end of the funding.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

#### Competitive Preference Priority Reviewer Comments:

(1) KIPP Through College has developed a number of partnerships, but there are three of particular importance in supporting alumni in getting into college. These partnerships include:

1. Venture Philanthropy Partners Partnership who have committed \$650,000 for five years to KIPP. This includes youthCONNECT, a consortium of high performing community organizations who collaborate with KIPP DC, share best practices and holistically address the needs of youth.
2. Accenture Partnership (a consulting firm) created the Future Focus--a career readiness program.
3. The Citi Partnership for college completion which draws upon the expertise and programmatic support of the partners

(2) The applicant has identified 10 population-level desired results. This is described in Table 19 where they identify the population group (e.g., students, alumni), the type of result (educational, family and community), desired results and performance measure. Additional performance measures are found in A4.

(3) (a) KIPP Through College uses VPP, Accenture and Citi (key partnerships) to track the progress of students. The key milestones they are searching for along the way include the College and Career Development Plan, Creation of a College Wish List and participation in an applied learning opportunity.

(b) KIPP Through College uses a robust tracking system--SalesForce--to track communication with students. Connected to the national KIPP network, it provides trends in college completion for alumni. This basically a design used in conjunction with Data Warehouse and is designed to follow students who are not performing academically as expected.

(c)-(d) By 2012-13 800 KIPP DC students and alumni are receiving support and services from the program. This number will nearly double by 2015. Through accommodation with its partnerships, KIPP Through College will expand its program nationally. Assistance will be extended via a newly developed computer-based training to KIPP high school and college students across the country. All three partner organizations as described in (G) (3) (b) are focused on using data tracking, monitoring and constant evaluation to improve outcomes for alumni.

(4) The same partnerships are able to address some of the key social-emotional and behavioral needs. All three partnerships focus on key behavior and character building.

(5) The KTC team has been built up from 5 to 10 allowing a smaller caseload to permit more attention to a students individual needs. KTC partners have been able to use their own areas of expertise to inventory and identify the needs and assets of KIPP schools, KIPP DC alumni, the schools and communities they serve. Accenture advises KIPP nationally about the manner in which they are building their SalesForce. Their assistance allows KTC to tailor their services, support and programming to the needs of individual students. Meaningful discussions with parents take place each quarter. This includes gathering critical information necessary for KTC advisors to provide personalized guidance. Citi provides financial counseling parents related to college. All three partners include reporting and evaluation components to monitor program effectiveness.

(6) As reported in (E) (3) (1), KIPP DC has aggressive but achievable performance measures.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

**Absolute Priority 1 Reviewer Comments:**

This applicant has coherently and comprehensively addressed this section. They provide three key goals dealing with resident students, tools and technology and share and support, all of which lead students to college or career readiness. The ultimate goal is to produce highly qualified teachers which they state is a high priority for our country. In every instance they have shown how to create a personalized learning environment with tools and supports and provided substantial evidence to show that it is being implemented at KIPP DC. They have through a high quality plan (key goals, activities, a rationale for those activities, a timeline, deliverables and parties responsible) presented a credible plan that shows every instance of succeeding. The goals of this program (1) adopts standards and assessments to prepare students for college and/or careers; (2) provide a robust data system to measure student growth and success as well as informing teachers and principals with information that will improve instruction; and (3) includes recruiting, developing and retaining effective teachers. The student is not held back in this proposal, he/she can proceed at a speed with the depth of knowledge appropriate to them. Throughout this application, KIPP DC demonstrates that they will meet the academic needs of each student, increase the effectiveness of educators, expand student access to the most effective educators, decrease achievement gaps across student groups and substantially increase the rates at which students graduate from high school.

Total	210	200
-------	-----	-----

### Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	8

**Optional Budget Supplement Reviewer Comments:**

The applicant has provided an Optional Budget for the purpose of training 79 teachers at E. L. Haynes Public Charter School. The Center for Teacher Residency will be involved in the training. For this reason, the applicants are requesting an additional funds of \$814,747. The funds are for salaries and fringe for 48 Residents, 60% of the salaries costs will be paid by E. L. Haynes and the rest through this grant. This is basically a teacher training program, much like that in the main body of the proposal. The purpose behind this is to create a pipeline for DC Public Charter Schools; to close the achievement gap; and retain highly effective teachers in Public Charter Schools. If this is not funded, it will not adversely affect the applicant's ability to implement its proposal or meet Absolute Priority 1. The description is clear, discrete and could be replicated nationwide

although it would pertain to the charter school system since certification is obtained through the PCS system.

The rationale they offer is sound, since they are both located in Washington, DC which has great need of highly-effective teachers. They do not offer a high quality plan for this aspect of the grant. They do carry out activities that would be co-developed and implemented across two LEAs--KIPP DC and E. L. Haynes. The budget is simple and funds only resident salaries and appears reasonable and adequate.



# Race to the Top - District

## Technical Review Form

Application #1322DC-3 for KIPP DC

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

KIPP DC's reform vision which includes implementing assessments aligned with college and career ready standards for all grade levels, build a Data Warehouse, and ramp up and existing Capital Teaching Residency program, incorporates the four key areas to support comprehensive education reform: (1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; (2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

Applicant articulates a clear and credible approach to reach their goals by providing an exhaustive description of their Theory of Change where highest achieving schools that are developing college and career ready students begin and are sustained by high quality teachers. Applicant supports their theory with cited evidence for a convincing approach to accelerate student achievement and deepen student learning with effective teachers. Application would have been stronger if clear evidence of growth in the past four years had been provided.

There is no supporting evidence in the proposal where students have an opportunity to develop learning environments based on their individual academic interests. Proposal would be stronger with this key aspect.

Overall, KIPP DC's reform vision is thorough and comprehensive which is reflected in the high score.

(A)(2) Applicant's approach to implementation (10 points)	10	9
---	----	---

(A)(2) Reviewer Comments:

KIPP DC's approach to implementing its reform proposal is to include all schools and all students from each school site. Justification is provided for how they selected participating schools with a global perspective indicating their goals and activities will positively affect each student. This is a broad statement and in general, the reform vision of the applicant will likely result in benefiting all students but a stronger approach might have been to provide details on each participating school and an explanation on how they were selected to participate.

Applicant has provided a detailed list of the schools that will participate.

Applicant has provided the total number of participating students, identified the percentage of the participating students that are from low-income families, and participating students who are high-need. There is sufficient evidence based on the definition provided on how low-income and high-need were identified.

The high score for this area reflects the overall approach to implementation and the comprehensive definitions of identifying participating students and educators.

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

10

10

(A)(3) Reviewer Comments:

KIPP DC has provided a far-reaching high-quality plan to reform districts in their district with an extending vision to reach other districts within the DC area. Evidence supporting their proposal for reform includes:

- Scaling up - proposal is based on existing successful teacher trainer program, will develop a Data Warehouse to be modeled and share best practices and support with other organizations.
- Change beyond participating schools - teachers will be trained through a well developed program to recruit, train, mentor, and place teachers in the district and in partner schools which will expand program beyond schools participating in this proposal.

Applicant provides extensive evidence on how their proposed plan of reform will improve student learning outcomes for all students:

- Comprehensive teacher training program to recruit, train, and retain effective educators
- Develop data systems to personalized learning for students and assist teachers with instruction; improve reporting of data to maximize students' achievement
- Share and support best practices with local and national partners

Proposed plan provides timelines, and goals which seem relative to the identified activities and will expand after project timeframe. Responsible parties are addressed and associated with key activities.

A high score for this area is given based on the applicant's extensive supporting evidence.

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

10

10

(A)(4) Reviewer Comments:

KIPP DC's vision is likely to result in improved student learning and performance due to their exhaustive analysis of student achievement data and evidence of data supporting success of past programs. Applicant's vision is likely to increase equity by addressing performance gaps between African American and Caucasian students with documentation of how KIPP schools have already made progress in closing this gap. Their vision is ambitious with multiple activities and goals yet achievable due to their proven track record.

Applicant's proposal exceeds State ESEA targets by not only adopting assessments aligned with Common Core Standards but raising the percentage of increases on assessments above the State level targets for all grade levels. Supporting evidence includes:

- Performance on summative assessments includes benchmarks and annual assessments will increase proficiency status in four areas (reading/math, median growth percentile, percent meeting college readiness benchmark, growth target) which exceeds State targets
- Decreasing achievement gaps is aggressively targeted to decrease the difference between African American/Caucasian and low-income/high-income participating students
- Setting a 90% high school graduation rate for participating students is ambitious and achievable based on success from other KIPP schools at the national level
- Increasing college enrollment rates at 85%
- Postsecondary degree attainment rate at 70% by implementing processes to track students after they graduate from high school

Applicant has provided detailed documentation on their vision to improve student learning and will likely be successful in meeting their performance targets based on the identified activities. The high score reflects the convincing evidence in this area.

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

	Available	Score
--	-----------	-------

(B)(1) Demonstrating a clear track record of success (15 points)	15	14
<p>(B)(1) Reviewer Comments:</p> <p>KIPP DC has provided an impressive picture of their success record in each of the participating schools with descriptions, charts, raw student data and other evidence. Applicant does a good job of describing how their past record has increased equity in learning and teaching with specific details as evidenced by success in raising student achievement with fifth grade students and then replicating the process in other grades, increasing the achievement gap between African American and Caucasian students, increasing high school graduation rates and college enrollment.</p> <p>KIPP DC does not operate low-achieving schools and does not turn around pre-existing schools. Applicant does provide convincing evidence of helping close under-performing schools and providing a high-performing option to parents for their children. They are also impacting surrounding schools through the placement of effective teachers who have graduated from their teacher residency program and the proposal will grow this program. There is insufficient data to support the increase in student performance based on resident teachers being placed in partner schools. There is, however, statements in support of the program from administrators in one of the partner schools indicating that preliminary results from 2011-2012 assessments show increases in student performance.</p> <p>Applicant makes student performance data available to students, educators, and parents through weekly progress reports, report cards, and ongoing communication. The proposed plan will increase access for students and parents to data through the creation of a data warehouse. Students and parents will be able to track progress across specific content area. The plan is specific to monitor assessment data and help teachers analyze and plan instruction. Documentation of the plan does not specifically address how or if the student will be involved in the development of plans to improve performance.</p> <p>Applicant's score in this area is high due to the level of detail provided to support their record of success and documenting their ability to improve student learning.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>KIPP DC has demonstrated evidence of a high level of transparency in their charter school processes, practices, and investments with substantial public documentation for each participating school. Detailed expenditures for instruction, instructional support, pupil support, and school administration were provided as appendixes in the proposal. All school-level expenditures from State, local, and private funds are accessible to the public through annual reports on their website and were included in the proposal for personnel salaries for all instructional and support staff at the school level. These salaries were documented for instructional staff, teachers, and non-personnel expenditures.</p> <p>The high score reflects the thoroughness of the applicant in providing all the supporting evidence.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>KIPP DC abides by Washington, D.C.'s charter laws and regulations. Charter schools in DC are granted a high degree of autonomy and KIPP DC takes advantage of this by creating an environment for each school to meet state performance measures but allows them to independently create their own path to meet the needs of their school. Teachers have a range of tools to tailor their instruction to meet the personalized learning environment for each participating student.</p> <p>A high score depicts applicant's demonstrated evidence of successful conditions and sufficient autonomy in each participating school.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>KIPP DC has submitted a proposal with strong stakeholder engagement and support including:</p> <ul style="list-style-type: none"> <li>• A description of how teachers and principals participated in the development of the proposal and provided feedback</li> <li>• 89% of teachers signed in support of the proposal which exceeds the 70% requirement</li> </ul> <p>There is no evidence that students or families were engaged in the development of the proposal with the exception of two letters from parents indicating they supported the proposal. These letters do not necessarily provide evidence parents were involved in the development of the proposal. Applicant failed to provide evidence of teacher engagement in the development</p>		

of the proposal. Teachers responded to surveys in support of what was being proposed, but applicant does not indicated if teachers provided feedback and how the feedback was incorporated into the proposal.

Letters of support were provided from investors (foundation, nonprofit venture firm, business) and the KIPP parent organization. Given the goal to track participating students in college enrollment and post secondary success, a partnership letter from a higher education institution would have solidified this goal. Another area lacking in this proposal is student support. Documentation of support from student organizations would make a stronger proposal.

Applicant's score in this area is in the high middle range due to the lack of evidence of engagement of teachers, students, and higher education institution is developing the proposal.

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

(B)(5) Reviewer Comments:

KIPP DC performed an extensive analysis of resources and effective methods to create personalized learning environments. Needs were assessed and targets set to improve student learning. Applicant identified critical needs as growing outstanding human capital and improving technology, learning tools/programs, and data systems. The proposed plan is likely to continue progress made from proven strategies used in other KIPP schools. Applicant has sufficiently identified needs and addressed in the plan how it will close identified gaps. A high score is given based on the thoroughness of the application to address these areas.

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

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

KIPP DC has submitted a high-quality plan for improving learning and teaching by personalizing the learning environment to support participating students in graduating college and career ready. The proposed plan includes an approach to implement instructional strategies that enables all students to pursue a rigorous course of study aligned with Common Core Standards/college and career ready standards and graduations requirements. KIPP DC's plan accelerates student learning through supporting individual students' needs. Evidence to support the quality of the plan includes:

- Table 6 in the narrative provides detailed current, short term, and long term goals tied to key areas: assessments, technology, and classroom technology
- Differentiated instructional practices for participating students is incorporated in classroom instruction
- Participating schools are in the process of transitioning to Common Core Standards
- Continued development of effective and highly effective teachers

Learning in the KIPP DC program is based upon "knowledge is power" which is communicated to students and parents early in their school career. A strong aspect in this proposal is how the plan begins in the 3-year-old program establishing the goal of graduating and attending college by making them aware of the year they will graduate and building plans to ensure they understand how to reach their goals. Applicant provides specific information on how students identify their interests and how the plan enables them to pursue those interests, i.e., content areas, fine arts, foreign language, Saturday school opportunities. Students are exposed to diverse cultures, contexts, and perspectives through instruction in multiple foreign language programs Applicant's plan assists all students in developing not only academic success, but also builds pertinent character traits and helps them develop critical thinking and problem solving skills.

KIPP DC includes strategies in the proposal to enable personalized learning goals to graduate on time and college and career ready. Relationships are built with parents and students, ongoing communication is established, students are provided support through Response to Intervention plans, advance placement courses are offered, digital learning through a variety of software and online programs, and high school students participate in Future Focus to ensure college and career readiness and meet graduation requirements. All proposed initiatives are proven effective through past successful implementation or scientifically based research.

Multiple strategies for incorporating data-driven decision making and instruction are apparent in applicant's proposal. Utilizing technology and expanding existing data systems, KIPP DC's plan will provide regular feedback that is frequently updated and personalized learning recommendations. Applicant's proposed Data Warehouse is innovative in its approach to combining data from multiple sources, including progress on Common Core Standards, and enabling access for parents, students, and

teachers. The data warehouse will include a Parent/Student module to provide online access to individual student performance. Applicant will provide mechanisms/strategies for high need students through their intensive teacher training and placing these effective teachers in partner schools.

Applicant provides sufficient evidence to support how the proposed plan accommodates all students to ensure they are on track to meet college and career ready and graduation requirements by providing intervention, appropriate modifications, and comprehensive professional development and resources for district staff.

KIPP DC has an appropriate strategy to ensure training and support are in place for students to understand how to use tools and resources to manage their learning. An intensive process is in place to have resident teachers become proficient on how to use tools and resources by undergoing instruction from internally-led and vendor-led trainings. It is then the resident teacher's responsibility to ensure students are effectively trained.

Overall, the applicant has met all the requirements in this area and has provided sufficient documentation to support their approach which is reflected in the high score.

(C)(2) Teaching and Leading (20 points)	20	18
---	----	----

(C)(2) Reviewer Comments:

KIPP DC has submitted a high-quality plan for improving learning and teaching by personalizing the learning environment to support participating students in graduating college and career ready. The proposed plan includes an approach to teaching and leading that helps educators improve instruction and increase their capacity to support student progress toward meeting college and career ready standards and graduations requirements. KIPP DC's plan engage all participating educators in training and in professional teams or communities. Evidence to support the quality of the plan includes:

- An intensive training program for supporting effective implementation of personalized learning environments that meet needs of individual students by utilizing adaptive learning technologies and the newest standards, instructional techniques, and learning philosophies. Response to Intervention program and working with external to consultants to develop skills in personalized learning environments and teaching to college and career ready standards
- Extensive year-round professional development to adapt content and instructions in response to academic needs by basing school-wide modifications to instruction and content by student outcomes and grade level context. Students participate in small groups and principals/teachers have flexibility to adjust curriculum or instruction based on student needs.
- Data is used to support teachers' capacity and improve teaching by working with outside assessment consultants to identify gaps and individual student needs and create plans aligned to meet the needs and bridge gaps. Education staff are trained to analyze data and apply results to accelerate student learning.
- Using feedback to improve teachers' and principals' effectiveness by conducting formal evaluations twice a year, create plans for improvement, and to expand current processes to include an online observational platform for resident teachers where feedback can be annotated on videos to improve instruction. The online observational platform is an innovative approach and could prove to be beneficial in the future.

KIPP DC's proposal provides supporting evidence that all participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements as indicated by:

- Identifying optimal learning approaches that respond to individual student needs by using tools for basing instruction on assessment performances, data warehouse, and a hybrid learning management system.
- Access to resources aligned with college and career ready standards and tool to create and share new resources is accomplished through utilization of high-quality instructional content and informative assessments and access to networks of KIPP teachers to share resources.
- Continuous feedback being provided in bi-weekly staff meetings to resolve issues and identify solutions to meet needs of each participating student.

Applicant's proposal provides access to information for school leaders to improve educator effectiveness and school culture and climate by setting high expectations for teachers to teach their students and continuously improve their own practice. Frequent and consistent observations and feedback from principals is an effective approach to improving performance. Multiple measures to determine success, effective data analysis, feedback with support and sharing of best practices, and professional development will most likely result in improved instruction.

Applicant's plan to increase the number of students who receive instruction from effective and highly effective teachers and principals is supported by evidence of a successful resident teacher program. The program is based on effective practices from other professional environments and has a proven track record of success. This is an innovative approach to develop

effective teachers. The proposal is a global approach to create effective teachers in all areas and does not specifically address hard to staff subjects and specialty areas. Based on the information provided, KIPP DC is not a hard-to-staff school and has a large number of applicants applying for few positions.

KIPP DC has provided sufficient documentation to support their proposal of effective teaching and leading to improve instruction. Even though KIPP DC itself is not a hard-to-staff school or a high-need school, the proposed plan expands their approach to schools in the area that are hard-to-staff or high-need. Weakness in the application was the failure to provide sufficient evidence that this expansion of strategies has proven effective to increase student performance in those schools. Resident teachers were placed in partner schools, but no data for 2011-2012 after teachers had been there a year, was available. A high score is given to reflect the extensive documentation in this area with a small deduction for failing to provide sufficient evidence as stated above.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

KIPP DC has provided a comprehensive plan to support the implementation of the proposed plan. Resources and support will be available to educators and students to focus optimizational results in the classroom.

1. The district's central office is structured to to house key administrative personnel who focus on supporting classroom-based instruction and supports each participating school.
2. Principals at each school lead their schools by controlling their own budgets and personnel. Principals have a highly effective degree of autonomy with full access to district-wide instructional resources, professional development through KIPP network, and school-based operational resources. Principals develop school schedules, calendars, and personnel matters for educators and non-educators in their own schools. Application would have been stronger if leadership teams were developed to make decisions instead of the principal being responsible for all of these areas.
3. The proposed project will enable students the opportunity to become engaged in creating and monitoring their own learning pathway to meet personal and academic goals. The innovative framework provides students an alternative method of completing course work in multiple ways without having to attend traditional hour/day class schedules.
4. Multiple assessments to measure student learning exists in the proposed plan and are given multiple times throughout the school year to provide students more opportunities to master content knowledge. Data from these assessments will be analyzed to guide teachers in designing changes in curriculum and instruction to address the needs of students. Project staff will lead the training, analysis, and program management required to make these assessments effective. Appropriate intervention is incorporated in the plan. Applicant provides specific timelines of when these assessments will be administered to insure students have multiple opportunities to demonstrate mastery of standards.
5. Modeling of differentiated instruction for teachers, adding technology components to meet students' needs, access to a variety of instructional materials, providing appropriate intervention, and parental involvement are appropriate practices to give full accessibility to all students.

The applicant receives a high score in this area for providing documentation for a comprehensive infrastructure to support implementation for their plan.

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

(D)(2) Reviewer Comments:

KIPP DC presents a high-quality plan to support project implementation through comprehensive policies and infrastructure to support personalized learning. Sufficient evidence is provided for:

1. All participating students, parents, and educators have necessary content, tools, and other learning resources to which is documented in Table 9 - Supports provided to ensure access to learning resources for all stakeholders, regardless of income. Applicant's support provides details for access for teachers, parents, and students, in school and out of school and is sufficient to meet the goals of the proposal.
2. Applicant has an aggressive plan to provide teachers, parents, and students with access to technical support by effective training procedures for teachers and instructional staff. Teachers will then extensively train students in class to ensure

fluency with technology. Teachers are available by email or cell phone outside of school hours for parents and students.

3. Evidence supporting applicant's proposal provides parents and students the ability to export information in an open data format is the use of an online technology system, Naviance Succeed. The system allows multi-year plan opportunities, complies with FERPA, and allows parents and students to monitor progress toward academic goals.

4. There is supporting evidence that parents and students will have access to some data but not in an open data format. Applicant's proposal of their data warehouse plan will address developing a process to address this missing portal.

Based on the comprehensive program described in this proposal, the students and parents will have access to the information they need. The score for this area is high.

### E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>KIPP DC's strategy for implementing a rigorous continuous improvement process provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy addresses how the applicant will monitor, measure, and publicly share information on the quality of its investments. Evidence to support the continuous improvement process includes:</p> <ul style="list-style-type: none"> <li>• A rigorous continuous improvement process by creating strategies and tools to monitor progress throughout implementation</li> <li>• Address problems timely and regularly</li> <li>• Use data to to utilize site-based decision making and improve areas of the plan</li> <li>• Establish a decision making team to address areas of planning, budgeting, curriculum, patterns in staffing, and professional development at each school</li> <li>• Implement a detailed plan that identifies strategy being used for each component of the plan, frequency of collecting data and sharing results, and the purpose and rationale of each activity</li> <li>• Detailed explanation of stakeholders engagement, monitoring, and assessing progress of the proposed plan</li> <li>• Participating schools will publicize key information through multiple public vehicle</li> </ul> <p>It appears all data, tools, and strategies will continue after grant funding is over to continually improve processes.</p> <p>Applicant has presented a high-quality plan with a comprehensive strategy to implement a rigorous continuous improvement process that is ambitious and achievable which is reflected in the high score.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>Strategies for ongoing communication and engagement with internal and external stakeholders is convincing and supported by evidence of the project staff designing and implementing internal and external communications systems that will report to all parties the status and effectiveness of grant activities, budget expenditures, student progress toward performance targets and overall progress toward reaching program goals and objectives. Timelines and staff responsibilities will be published which will provide accountability. Quarterly reports and meetings of advisory boards are sufficient and allows adequate time for monitoring and making adjustments if needed. Applicant meets criteria for this area and receives high score.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>Applicant's proposal includes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. Multiple measures have been identified by KIPP DC for the required performance measures and additional leading indicators have been identified in the project to ensure each site based teams have information to determine interim growth as well as long-term proficiency outcomes. Proposal includes project performance measures in College and Career Readiness, Academic Growth, and Social-emotional Indicators.</p> <p>Rationale behind creating these performance measures is appropriate based on the goals established by the project.</p>		

The measures provide rigorous, timely, and formative leading information tailored to the proposed plan and theory of action regarding the applicant's implementation success or areas of concern by addressing college and career goals, educator effectiveness, social-emotional indicators, and project evaluation. Plan provides professional development for teacher content knowledge, utilizes curriculum and resources to meet needs of diverse learners, utilizes project based lessons, and uses to technology to manage the process. An area lacking documentation in this proposal is community involvement by students.

Applicant's approach to review and improve the measure over time is insufficient to gage implementation progress. The proposed plan includes obtaining feedback from participants through online sharing platforms, teacher and alumni surveys, and input from data warehouse user community which is feasible to provide sufficient information on the effectiveness of the program.

The score for this area is high due to the applicant thoroughly addressing all components.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
---	---	---

(E)(4) Reviewer Comments:		
<p>Applicant has devised an extensive plan to evaluate the effectiveness of the investment to bring about school improvement. Specific aspects of the plan that documents the effectiveness include:</p> <ul style="list-style-type: none"> <li>• Expanding resident teacher program</li> <li>• Detailed activities in Tables 12 &amp; 13 that measure effectiveness for each project identified within the proposal</li> <li>• Data measures effectiveness of efforts</li> <li>• Utilizes technology to increase productivity</li> <li>• Schools will be able to determine benefits of key practices based on evaluation</li> <li>• Key practices will be reviewed and revised based on effectiveness</li> </ul> <p>The applicant has provided documentation to support the elements of this area through utilizing existing processes. Applicant's proposal would have been stronger if it identified new processes or strategies to bring about change. KIPP DC receives the top score.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:		
<p>The budget proposed by KIPP DC identifies all funds that will support the project. The budget is reasonable and sufficient to support the development and implementation of the proposal. Applicant has identified one-time investments and ongoing operational costs. Table 3 - 1 provides detailed sufficient evidence of the itemized budget. Ongoing support after the grant funding will be provided by local partners as applicable.</p> <p>A high score has been given in this area due to the comprehensive, detailed budget and narrative supporting this proposal.</p>		

(F)(2) Sustainability of project goals (10 points)	10	10
--	----	----

(F)(2) Reviewer Comments:		
<p>A thorough analysis was performed by the applicant to develop a high-quality plan for sustainability by including participant support (state, mayor, partners, participating schools), high quality project management (leadership team), accessible curriculum systems (data warehouse, common assessments, teacher residency program), highly qualified and certified staff, ongoing staff development, and interactive learning and teaching resources (technology, data systems, state and federal accountability systems). Applicant identified other support funds from other sources during the life of the grant and beyond. Sufficient evidence was provided to describe the sustainability of the project and a high score was given.</p>		

Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p>KIPP DC meets the competitive preference priority based on:</p> <ul style="list-style-type: none"> <li>Partnerships with business and industry partners is primarily with the Venture Philanthropy Partners, Accenture and Citi UNCF and provides documentation on how the partners will support the project.</li> <li>Identification of 10 population-level desired results for students in the LEA or consortium of LEAs.</li> <li>Each partner has a specific role in the project and partner collaboration will be tracked at the aggregate level for all participating students and will be determined for each grade level of students</li> <li>Use of data to target resources for participating students by use of data warehouse and KIPP Through College program. Will work with KIPP network and other partners to target resources and improve student achievement and complete college</li> <li>Develop a strategy to scale the model beyond participating students by utilizing a model with proven successful results, share best practices, and expand to other partnering community-based organizations.</li> <li>Improve results over time by working with partners to provide tools to change the structure and strategies for each participating school.</li> <li>Work with KIPP Foundation and partners to provide participating students with social, emotional, and behavioral skills and increase number of low-income students who are college and career ready</li> <li>KIPP Through College partnerships will increase personnel to support emotional and behavioral needs of students and provide professional development and career readiness training for staff which will build capacity of staff in participating schools</li> <li>Needs and assets of school and community are aligned with goals for improving education and family and community supports. Business and consulting firm partners will provide opportunities for internships and personalize services to students.</li> <li>Meaningful conversations and communications are held with parents on a quarterly basis</li> <li>Students and families will have access to partner services and KIPP Through College to support families to keep students on track to graduate</li> <li>KIPP Through College program will allow project staff to monitor key indicators and results and making necessary adjustments. Progress will be tracked and feedback provided ensuring continuous improvement through reporting and evaluation components.</li> <li>Performance measures are correlated with partners and are ambitious yet achievable.</li> </ul> <p>Applicant provides convincing evidence of meeting competitive preference and receives a high score.</p>		

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

As stated in other sections, KIPP DC has comprehensively addressed how it build on the core educational assurance areas to create personalized learning environments to improve learning. The designed plan has the potential to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards and graduation requirements; accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

The applicant address the four key areas originally identified in the American Reinvestment and Recovery Act (ARRA) to support comprehensive education reform: (1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; (2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools. Supporting evidence that the plan addresses these core educational assurance areas are documented in the other sections.

The applicant provides sufficient evidence that these areas of concentration will positively effect student learning and insure

goals under this proposal are met. The applicant meets Priority 1.

Total	210	199
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	5

Optional Budget Supplement Reviewer Comments:

KIPP DC's optional budget addresses a specific area through a consortium with another charter school, E.L. Haynes, to provide professional development for teachers through a residency program. The request for additional funding is for a separate project and will not adversely affect applicant's ability to implement its proposal and meet Absolute Priority 1. KIPP DC's application for funding is clear, discrete and innovative and can be replicated in schools across the nation. Applicant's proposal is replicable under the direction of the KIPP organization. Resident teachers who go through the program can be placed in other schools. It is unclear in the proposal the requirements for candidates who are recruited and accepted into the program. It is also unclear if these resident teachers are placed in any public school or just charter schools.

1. Applicant provides a convincing rationale for the specific area and population they are addressing. Proposed strategy for professional development is to develop additional effective teachers to be placed in schools within the DC area. Applicant fails to address how increasing the number of resident teachers strategically increases hard to measure skills and traits, diversity across schools and classrooms, data systems, predictive algorithms, content-tagging schemes, new curriculum and online supports for students re-entering school from juvenile justice systems, or a credit recovery program to support English language learners newly entering secondary school. There is no supporting evidence of the proposed resident program will meet any of the above mentioned criteria. Proposal addresses the same students that is in the original proposal which is charter school students.

2. Applicant provides a high-quality plan which addresses how the applicant proposes to carry out activities that were co-developed and implemented across KIPP DC and E. L. Haynes charter schools. KIPP DC and E.L. Haynes are both high-performing schools. Application would have been stronger if the partnership would have been between KIPP DC and a low-performing school. This would have provided data to support placing these teachers in low-performing schools will increase student performance.

3. The proposed supplemental budget is adequate to support the development and implementation of activities proposed to increase the number of resident teachers being trained over the next four years through the resident program. Costs are reasonable in relation the objectives, design, and significance of the proposed activities and the number of students to be served.

The score for this area is in the low middle range because the applicant did not provide sufficient evidence of the resident teacher program addressing specific areas as stated in number one above.