

Training Highly Effective Principals for Students in High-Need Communities

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In this Supporting Effective Educator Development (SEED) proposal, KIPP addresses ***Absolute Priority 2: Supporting Effective Principals or Other School Leaders***. In addition, this proposal addresses the ***Competitive Preference Priority: Promoting Science, Technology, Engineering, or Math (STEM) Education, with a Particular Focus on Computer Science***.

A – Quality of the Project Design

KIPP is applying for SEED funding under Absolute Priority 2: Supporting Effective Principals or Other School Leaders. KIPP’s proposed SEED project will both train and prepare aspiring principals to open new KIPP schools or assume the leadership of existing KIPP schools, as well as train administrators from other public-school districts in KIPP’s proven leadership practices. Collectively, the KIPP principals trained under this grant will lead schools that will educate 48,000 students – a population on par with the 100th largest school district in the U.S., similar in size to Shelby County (TN), Seattle Public Schools, Sacramento City Unified, or Omaha Public Schools. Schools led by principals trained with SEED support will be located across the U.S. in high-need urban and rural communities and will serve a student population in which over 80 percent of students are eligible for free or reduced-price lunch. Utilizing KIPP’s model—which multiple experimental or quasi-experimental third-party studies have found to have positive, statistically significant, educationally meaningful impacts on student achievement—these schools will produce exceptional gains in student outcomes and attainment.

Today, KIPP students graduate from college at a rate comparable to that of students across all demographics and approximately three-times greater than that for students from low-income communities. We expect these attainment rates will only increase as the students in schools led by principals trained with grant support reach college age.

In addition, to deepen and expand impact, KIPP’s SEED project will train administrators of public school districts, charter school systems, and leadership training organizations on

KIPP’s effective principal selection, development, and evaluation practices. In total, these leaders will reach at least three million public school students during the grant period.

Section A.1: An exceptional approach to the priority

Throughout its history—which now spans more than two decades—the KIPP network of schools has been producing strong student achievement results and outcomes in underserved communities across the country. Today, KIPP (which stands for Knowledge is Power Program) serves nearly 90,000 students in its 209 schools and has established a track record of strong performance—raising student academic achievement; high school graduation rates; and rates of higher education matriculation, persistence, and completion. **KIPP students – who are 95% African American or Latino, with 88% qualifying for free or reduced-price meals – complete college at a rate that is comparable to the national average and approximately three-times the rate of students from similar economic backgrounds.** Rigorous independent research that meets What Works Clearinghouse standards with and without reservations confirms KIPP’s **positive and substantial impact on student achievement.**

Highly effective school principals are essential to KIPP’s model and success. KIPP was founded on the idea that great leaders create great schools, and that a great school will change the trajectory of a child’s life.

This emphasis on high-quality school leadership has been core to the KIPP model from the start and is strongly supported by research. According to one study, highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year, while ineffective principals lower achievement by a

similar amount¹. Moreover, great leaders have the largest impact on schools facing the greatest challenges²; principals are so critical to academic success that a six-year study of school leadership could not find a single example of a school improving its student achievement record in the absence of a high-quality leader³.

Aligned to this belief in the importance of school leadership, **KIPP has developed an exceptional approach to selecting, training, and supporting transformational school leaders. KIPP’s school leadership development programs include two formal principal preparation programs: the Fisher Fellowship, which trains new principals to open new KIPP schools, and Successor Prep, which trains new principals to lead established KIPP schools.** These formal preparation programs are supplemented by ongoing coaching and development at the local level once program participants assume the principal role.

These yearlong programs include formal intensive training, residency experiences, and individualized leadership coaching, all within a national cohort. As Gates, et.al., of the Rand Corporation found in their comprehensive study of New Leaders for New Schools— an organization that uses similar principal preparation strategies to KIPP—schools led by New Leaders principals produce statistically significant and larger student achievement gains than those led by non-New Leaders principals.⁴

KIPP’s principal training programs utilize a high-quality, research-driven curriculum focused on three core components:

¹ Gregory Branch et al., *Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals* (Washington, D.C.: Center for Analysis of Longitudinal Data in Education Research, 2012).

² Kenneth Leithwood et al., *How Leadership Influences Student Learning* (New York, NY: Wallace Foundation, 2004); Marguerite Roza, *A Matter of Definition: Is There Truly a Shortage of School Principals?* (Seattle, WA: Center on Reinventing Public Education, 2003).

³ Karen Louis et al., *Learning from Leadership: Investigating the Links to Improved Student Learning* (New York, NY: Wallace Foundation, 2010).

⁴ Susan Gates et.al. (2014). *Preparing Principals to Raise Student Achievement Implementation and Effects of the New Leaders Program in Ten Districts*. Rand Corporation.

1. **Instructional Leadership** – Principals understand how to coach and support teachers and other coaches in their building (i.e., Assistant Principals) to deliver exceptional student gains through lesson planning and preparation, frequent observation, and real-time feedback, as well as incorporating data-driven instruction.
2. **Adaptive Leadership** – Principals learn leadership skills applicable across a variety of contexts. Adaptive leadership explores how to build relationships, manage people, drive results, and create environments in which students, teachers, staff and families can thrive.
3. **Leading for Equity** – Principals explore what makes an equitable school and how to create one, as well as how to implement identity-affirming practices that promote a sense of belonging and community in which students can thrive.

With support from SEED, KIPP will train approximately 120 new principals over 3 years across the Fisher Fellowship and Successor Prep programs.⁵

About the Fisher Fellowship

Across the country, more than 60,000 students are on waitlists hoping to attend a KIPP school. To reach these students and others—and to serve them with excellence—KIPP trains principals to open more schools.

Since 2000, KIPP has trained its new school founders through the Fisher Fellowship (see Appendix 5.1). Annually, between 200-300 individuals apply for the Fisher Fellowship, and this highly selective program accepts approximately 3 percent of all applicants for a cohort that typically averages between 10-15 Fellows. Candidates are assessed using a selection rubric

⁵ If awarded an extension for two additional years of SEED funding, KIPP will train an additional 80 principals, for a total of 200 principals trained over the five-year period. With five years of funding, the number of students impacted by SEED will grow to 80,000. In addition, an extended five-year SEED grant will enable KIPP to train additional public school district administrators on its leadership development model, and to extend the external evaluation associated with this grant, thus studying program impacts for a longer period of time.

aligned to KIPP's Leadership Competency Model and School Leader Readiness Criteria (see Appendix 5.1). Candidates go through multiple rounds of interviews before attending a selection event with a selection committee comprised of regional and national KIPP leaders. At the selection event, candidates go through four interviews and are evaluated using specific rubrics that assess for Instructional Leadership, Culture & Self-Awareness, and Vision & Goals.

Once selected, Fellows spend an entire year (May-June) working fulltime as an employee of the KIPP region in which they plan to open their school. During the program, Fellows learn how to set ambitious goals and relentlessly plan and prioritize them; hire and retain the best talent; build expertise in effective instructional design and academic standards; and develop their personal leadership style that builds on an understanding of self and one's impact on others.

All program content is based on extensive principal effectiveness research, large-scale analytical studies, and case studies of high-performing schools, as well as the experience of principals and senior leaders from across the 209 KIPP schools. The fellowship includes:

- ✓ An intensive, four-week Summer Institute with rigorous coursework taught by dynamic faculty and educational leaders in a university setting
- ✓ Four, multi-day intersessions held throughout the year that leverage active learning such as role-plays and case studies
- ✓ Up to eight residencies (modeled after medical school residency rotations) in KIPP schools, split between schools both in and outside of a Fellow's region
- ✓ Bi-weekly individualized coaching from a leadership coach

As a culminating capstone project, Fellows create a comprehensive plan known as the School Launch Plan (SLP) that guides the design, implementation, and growth of the school they intend to open. A typical SLP is approximately 75 pages once completed (not including appendices)

and will thoroughly detail: plans for engaging parents and the community to develop a vision for the school; plans for hiring and managing staff; curricular and instructional philosophy and model; approach to serving special populations; and a financial budget for Year Zero and Year One. Because new KIPP schools typically start with one to two grades and grow by an additional grade each year, Fellows detail how their plans for the school will evolve as the school reaches full enrollment over multiple years. Coursework and programming aligns directly to the plan, and after multiple iterations, participants present their plan in its entirety in January of the program year. SLP's are scored based on a rubric that evaluates the content, presentation, organization, and quality of writing.

About Successor Prep

While the Fisher Fellowship trains leaders to open a new KIPP school, the Successor Prep program is for leaders who will become principals at existing schools. As any educator knows, leadership transitions are important events within a school, and Successor Prep helps create the conditions for a successful transition.

Successor Prep is a 15-month program and includes a cohort of approximately 25 individuals each year. Participants, who have all been selected to assume leadership of an established school, are most often in an Assistant Principal role at the outset of the Successor Prep program. The program begins in January during the school year before the individual will become the principal and is designed such that the successor can spend the spring shadowing the current principal with authentic opportunities to “practice” in the role before assuming the position in the following academic year. The program continues with support, coaching and additional training through the leader’s first year as principal.

With SEED support, schools with a Successor Prep participant will also be able to hire a new assistant principal six months before the principal transition. By staffing this position early, the Successor Prep participant can step away from his or her day-to-day job responsibilities (often as an Assistant Principal in the school) to begin planning the transition, working with the regional leadership team, and shadowing the outgoing principal.

Successor principals are in the unique position of needing to lead within a school's existing operating environment *while* creating and beginning implementation of their own vision for the future. To set leaders up for success, the program includes:

- ✓ An intensive, three-week Summer Institute with rigorous coursework taught by dynamic faculty and educational leaders in a university setting.
- ✓ Five two- to three-day in-person sessions held throughout the year focusing on the elements of maintaining effective and lasting organizations, including change management, transition planning, strategic planning and execution, instructional coaching, and performance management
- ✓ Up to two mini-residencies or focused school visits at high-performing KIPP schools across the country
- ✓ One-on-one coaching with a leadership coach throughout the program to maximize strengths and identify areas for development

As an anchoring project conducted throughout the program, Successor Prep participants create and complete a First Year Strategic Action Plan. This is a multi-stage process aimed at answering three fundamental questions: *Where are we now? Where do we want to be? How will we get there?* In order to answer these questions, participants begin by collecting and triangulating data from a variety of sources (e.g., achievement data, staff and student survey data,

etc.) to create a view of current operations. Participants then describe their desired state in terms of aspirations and multi-year outcomes for the school, and conduct a gap analysis to identify disparities between the school's current and desired states. From there, Successor Prep participants identify three strategic priorities to address during their first year as principal. For each priority, successor leaders undertake a root cause analysis, generate actionable goals articulating what they hope to achieve, and develop success measures from which progress can be monitored throughout the year. In the final stage of the process, leaders create an action plan that clearly identifies their activities throughout the year to make their strategic initiatives successful.

In the fall of their first year as a principal, the school undergoes a Successor Leader Visit (SLV): a two-day review of the Successor Prep participant's school. The purpose of the SLV is to review each leader's progress and success against their Strategic Action Plan and identify areas for improvement and refinement. In the remainder of the program, the Successor Prep participant (now Principal of the school) continues to lead the school toward his or her vision.

Section A.2 provides additional detail on the curricular elements of both programs.

KIPP's proposed SEED project will increase the impact of its two principal preparation programs, dramatically increasing the number of effective principals nationwide prepared to lead high-performing schools serving high-need students.

In addition, as further detailed below in Section B.4 (Dissemination), **KIPP will also deepen and extend the impact of this SEED grant by annually training approximately 50 administrators of school districts and charter organizations** through its KIPP Leadership Design Fellowship (KLDF). Launched in 2011, KLDF (see Appendix 5.1) is a six-month cohort-based program offering leaders of school systems and leadership training organizations an in-

depth look at KIPP’s principal selection, development, and support model. Through this program, KIPP will share its approach to principal development to impact those who lead districts and charter organizations. Cumulatively, these district and charter participants will impact 3 million public school students beyond KIPP during the course of the grant.

Section A.2: Quality, intensity and duration of proposed professional development

KIPP’s Fisher Fellowship and Successor Prep programs offer aligned, rigorous training that is intensive, collaborative, job-embedded and differentiated. KIPP’s research-driven curriculum forms the basis of all programming, and all content is structured so that participants have the chance to learn through both direct instruction and opportunities for deliberate practice.

KIPP has developed a carefully crafted curriculum that emphasizes three core components: Instructional Leadership, Adaptive Leadership, and Leading for Equity.

Instructional Leadership: Through Instructional Leadership coursework, participants learn to master a set of skills that, when implemented together, lead to transformational student outcomes. These proven instructional leadership practices include:

- **Developing teachers’ content knowledge and helping them be prepared to deliver high-quality lessons.** In particular, programming trains leaders to: 1) support teachers in understanding and analyzing standards for upcoming modules/units and lessons; 2) produce and/or study and learn a strong, executable lesson plan that the teacher is prepared to deliver; 3) and, when there is not a pre-existing curriculum, backwards-map lessons to standards to create a teaching scope and sequence.
- **Accurately observing a teacher and delivering feedback.** Leaders learn how to: 1) observe a teacher and diagnose development areas against a research-based rubric; 2)

create bite-sized, high-leverage action steps for the teacher to implement; and 3) practice the action steps with the teacher before lesson delivery.

- **Leading weekly data meetings with teachers.** Leaders build the skills necessary to rigorously and frequently analyze data and to coach teachers to understand the implications of the analysis on upcoming teaching plans.

In addition to executing the practices described above with teachers, leaders also learn to coach and develop their Assistant Principal(s) to implement these practices. In doing so, principals give emerging leaders opportunities to stretch and grow, build instructional leadership capacity within their school building, and help fuel a pipeline of future school leaders.

Two times a year, KIPP surveys its teachers and leaders to more deeply understand how each school's culture, school leadership, and instructional practices impact student achievement results. Utilizing a rigorous and independently validated survey instrument from The New Teacher Project (TNTP), KIPP will evaluate the extent to which leaders trained with SEED funding are implementing the instructional leadership practices described above. This rich source of feedback will be used to further enhance programming.

Adaptive Leadership: Participants learn to master a set of skills that enable a leader to drive results through and with their team, regardless of the specific context. The Adapted Leadership content is aimed at training leaders to effectively build relationships, manage people, drive results and create school environments where students and adults can succeed.

Participants work toward achieving mastery of the competencies within KIPP's empirically derived and heavily research-based Leadership Competency Model – skills which effective school leaders regularly demonstrate. Adaptive Leadership competencies are segmented into four categories – Student Focus, Driving Results, Building Relationships, and Managing

People. Student Focus sits at the center of the model and focuses on key student-centric leadership behaviors, including, expressing high expectations for all students; making decisions with student best interests in mind; keeping commitments made to students; establishing a culture of respect; and maintaining strong relationships with students. Under Driving Results, participants work to grow their achievement orientation, continuous learning, critical thinking, decision-making, and planning and execution competencies. Across Building Relationships, participants aim to master stakeholder management, communication, impact- and influence-building, self-awareness, and cultural competence skills. The Managing People competencies focuses on direction-setting, team leadership, performance management, and talent development.

Each participant begins their course by engaging in a 360° assessment, gathering feedback from managers, peers and direct reports on their historical performance against each element of the Leadership Competency Model. Upon reviewing 360° assessment results, the participant's most critical competency growth areas are identified, and development plans aimed at improving performance in identified areas are created. Note: the focus areas of each participant's Adaptive Leadership improvement plan will differ between the Fisher Fellowship and Successor Prep, as the specific adaptive leadership skills required in each role are different. Over the course of the yearlong program, each participant will work with leadership development coaches, regionally-based mentors, and KIPP School Leadership Program faculty to drive individual progress on their Adaptive Leadership improvement plans, with regular (at least monthly) progress monitoring and coaching.

Leading for Equity: KIPP's principal development curriculum focuses on Leading for Equity. As noted in Section A.4, KIPP schools serve a diverse, high-need student population. As part of our commitment to closing achievement gaps, we are working to create equitable learning

environments in our schools. An equitable school deeply engages with families and community partners to implement a shared vision for the school; uses fair hiring practices; develops educators that reflect the communities we serve; and implements just school policies. Equitable schools also ensure academic excellence by adjusting curriculum to meet the socio-cultural needs of the school community; consistently developing and tracking academic achievement across subgroups; and building positive socio-cultural identity for staff and students.

Our Leading for Equity curriculum aims to increase each participant's awareness of their own identity and implicit bias and deepen their understanding of equitable and trauma-informed practices. Leading for Equity training builds the skills and provides the tools leaders need to implement equitable practices across their schools. Participants receive training on:

- How to become well-versed in the assets and challenges of their community and create policies and practices in their school to reflect those assets and challenges
- Identifying and having a plan to develop leaders and educators within their staff that reflect the community they serve
- Developing school staff's cultural competency to best meet the needs of the community
- Ensuring equitable school policies through reviewing academic and culture data on a regular basis and disrupting policies and practices that disproportionately or negatively affect students in a given subgroup
- Driving academic excellence through strategies such as ensuring school content planners adjust curriculum to eliminate gaps; finding opportunities to celebrate connections between content and student experiences; and creating ways to validate and affirm non-academic successes (i.e. cultural, attendance) as well as academic successes.

Leaders in both the Fisher Fellowship and Successor Prep programs develop and hone their skills in these three core areas through a summer intensive program, in-person professional development sessions throughout the year, and multi-day residencies at high-performing KIPP schools. In-person professional development is cohort-based, led by experts and proven school leaders, and includes opportunities for authentic practice through role-plays, small group activities, and video-recorded practice. Participants gain further real-time experience through job-embedded leadership opportunities. Participants are expected to attend and actively engage in 100% of programming; proactively seek feedback; and complete intensive pre- and post-work for each session. Finally, participants receive direct one-on-one feedback and support from a personal leadership coach. Days of training for each program are detailed in Figure A.1 below.

Figure A.1– Days of Training

Components of the Program	Fisher Fellowship (days of training)		Successor Prep (days of training)	
	With national cohort	School-based formal training	With national cohort	School-based formal training
Orientation	3		3	
Summer Institute	22		6-16*	
Residency Launch	3		N/A	
Intersession I	6		2	
Intersession II	6		3	
Intersession III	6		3	
Intersession IV	3		3	
Out of Region Residencies		0-16		0-6
School Review Visit		N/A		2
Total	49	0-16	20-30	2-8
	49-65		22-38	
Participants' focus when not in cohort based or formal training	On the ground, in-region residencies		Transition planning on the ground, w/current school leader	

*Aspiring principals who have attended Summer Institute as part of a prior leadership development program may opt to participate in a 6-day session.

Participants consistently rate KIPP's principal development programs highly. In 2017-18:

- 94% of Fisher Fellows and 100% of Successor Prep participants rated their overall experience as effective or very effective.

- 100% of Fisher Fellows reported their experience was very effective or effective in improving their ability to set an inspiring school-wide vision, clear instructional and cultural visions, and ambitious college-readiness goals for students
- 100% of Successor Prep participants report that their experience was very effective or effective in improving their ability to refine and ensure alignment of a clear school vision, mission, and values, and to define how those will be operationalized.

COMPETITIVE PREFERENCE PRIORITY

KIPP aims to improve, through professional development, instruction in STEM fields. Today, 95% of KIPP students are African American or Latino; nationally, 84% of STEM professionals in the U.S are white or Asian males, and only 5% of the workforce in top tech companies are black or Latino. Reversing these trends means providing students with a high-quality Science, Technology, Engineering and Math (STEM) education in K-12.

At KIPP, we are committed to preparing students to thrive in the new economy and close the STEM diversity gap, so that they may one day solve the world’s most challenging problems. Aligned to this commitment, last year KIPP developed a clear vision for K-12 STEM education, depicted in Figure A.2.

Figure A.2 KIPP’s Vision for K-12 STEM

<p>A K-12 STEM approach must promote:</p> <ul style="list-style-type: none"> • Application of the science and engineering practices, crosscutting concepts, and disciplinary core ideas in the Next Generation Science Standards • Curiosity and wonder about the natural world • Use and creation of technology • Understanding of the principles and practices of computer science • Integration among disciplines (including science, technology, computer science, engineering, math, literacy, and high school AP) • Active learning through relevant projects and inquiry • Partnerships with community-based science organizations • Experiences that allow students to see themselves as scientists and engineers • Scientific/STEM literacy for personal and civic decision-making • Opportunities for reflection and metacognition
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KIPP is supporting its schools and leaders to adopt and implement recommended curricula aligned to this vision, including: Eureka Math, Amplify Science, introductory computer science courses for high schools, and Project Lead the Way's engineering curriculum. SEED-trained principals, trained in instructional leadership will ensure the curriculum is coupled with excellent instruction by establishing a clear academic vision; supporting STEM teachers in understanding and analyzing standards for upcoming modules and lessons; supporting STEM teachers through frequent observation, feedback and coaching; and overseeing the administration of multiple forms of assessment to measure and improve teaching and learning.

SEED grant funds will be directed toward developing effective principals who will serve large numbers of students currently underrepresented in STEM fields. By fostering each principal's growth through evidence-based professional development, KIPP will improve student achievement and outcomes in STEM for its students.

Section A.3: Collaboration of appropriate partners to maximize effectiveness

KIPP's principal development programs were designed and created in collaboration with key partners in order to maximize their effectiveness. First and foremost, the programs were developed in close partnership with KIPP's regional academic leaders and Executive Directors (See Appendix 4.2 for letters of support from KIPP's regional leaders). KIPP's 209 schools are clustered together in 31 regions across the country, and we work alongside and in deep partnership with our regional leaders to design coherent, aligned programming with our users in mind. Network input and feedback (see more in Section C.3 below) in the form of surveys, formal and informal interviews, and stakeholder meetings guide all program development.

In addition, curriculum and materials used in our leadership development programs are reviewed and iterated on by KIPP School Leadership Program faculty members (listed below)

and KIPP school-based educators, including principals, teachers, and content experts. Based on feedback, content is revised and piloted, and additional feedback is collected to inform further revisions. The goal is use materials tested by those closest to students and classrooms.

Most importantly, on-the-ground training and development for Fisher Fellow and Successor Prep participants is conducted in close partnership with sponsoring regional and school leaders, who provide critical ongoing in-person observation and feedback. As participants engage in their residencies and mini-residencies and develop their School Launch Plans and First Year Strategic Action Plans, local KIPP school and regional partners provide close guidance and support, ensuring that Fisher Fellows and Successors experience and practice the leadership actions that are most important for success in their respective roles.

External practitioners also increase the effectiveness of the programming. Highly-qualified and experienced instructors who are experts in the field teach in Fisher Fellowship and Successor Prep programs and return year after year. Instructors include:

- Dr. Jeffrey Robinson, Associate Professor at Rutgers Business School
- Dr. Modupe Akinola, Asst. Professor of Management, Columbia Business School
- Ebony N. Bridwell-Mitchell, Asst. Prof. Sociology & Organizations, Brown University
- Betty Dao, Project Manager at SchoolWorks
- Dr. Howard Fuller, Professor of Education, Marquette University
- Dr. Camika Royal, Asst. Professor of Urban Education at Loyola University Maryland

Section A.4: Services focused on those with greatest needs

KIPP schools serve a high-need student population. Explicit in our mission is a commitment to “helping students from educationally underserved communities,” and across our 20+ years, we have continued to serve those with the greatest needs. Among KIPP students:

- **88%** qualify for **free and reduced-price lunch**
- **95%** are **African American or Latino**
- **11%** receive **special education** services
- **17%** are designated **English Language Learners** (*Note: Some schools serve a much higher proportion of ELL students than others*)

Across the over 30 unique communities in 20 states and the District of Columbia where KIPP schools operate, KIPP is educating students in some of the most educationally disadvantaged districts within those states (see Appendix 2.4a). Figure A.3 illustrates the wide variation in where KIPP schools are located along with the student demographics of those regions. For a complete view of KIPP student demographics across geographic regions, see Appendix 2.4b.

Figure A.3 Sample Demographics of KIPP Regions

	Eastern North Carolina	Washington, D.C.	New York City	Los Angeles	San Antonio	Delta (Arkansas)
African American (%)	75	98	43	20	2	91
Hispanic/Latino (%)	10	2	54	78	96	2
Limited English Proficiency (%)	7	1	8	23	31	0
Free & Reduced-price Lunch (%)	91	CEP	91	90	89	CEP

Stark statistics demonstrate that students from low-income communities, like the student population that KIPP educates, have consistently lacked the supports necessary to access higher education and navigate successfully to a four-year degree. Furthermore, at the most competitive universities across the U.S., “more students come from the top 1 percent of the income scale than from the entire bottom 60 percent⁶.” KIPP schools led by the principals trained with SEED support will work to address this inequity.

Section A.5: Approach addresses the needs of the target population

Leading schools that deliver outsized student achievement. With support from SEED, KIPP will train principals to open and sustain schools in KIPP’s school model, which as proven by rigorous third-party research, has a significant positive impact on student achievement among this high-need student population. Examples of KIPP’s performance include:

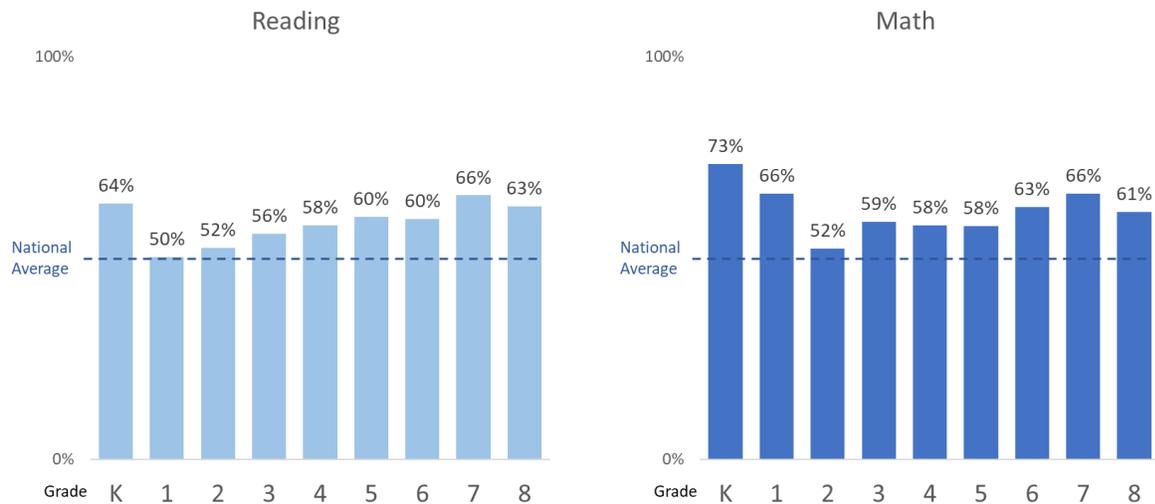
⁶ The Upshot. “Some Colleges Have More Students from the Top 1 Percent than the Bottom 60. Find Yours.” *New York Times*, 18 Jan. 2017.

- **Two-thirds of KIPP Houston High School students**, 90% of whom are eligible for free or reduced-price lunch, **passed one or more Advanced Placement exam**
- **In rural Eastern North Carolina**, only 36% of fifth graders joined KIPP’s middle school proficient or higher in math or reading, yet **79% and 77% of eight graders leave the school scoring proficient or higher** in tests of math and reading, respectively
- **Two KIPP elementary schools** – KIPP Comienza Community Prep in Los Angeles and KIPP Shine Prep in Houston – were named **2017 National Blue Ribbon Schools**
- **Two KIPP high schools**— KIP P Austin Collegiate, and KIPP San Jose Collegiate—were named to **US News and World Report’s top 100 high schools** in the country

Furthermore, KIPP students outperform the national average for annual growth on

NWEA’s Measures of Academic Progress (MAP), a nationally normed test. See Figure A.4.

Figure A.4 Percentage of Students Meeting or Exceeding Growth Targets* in 2016–17



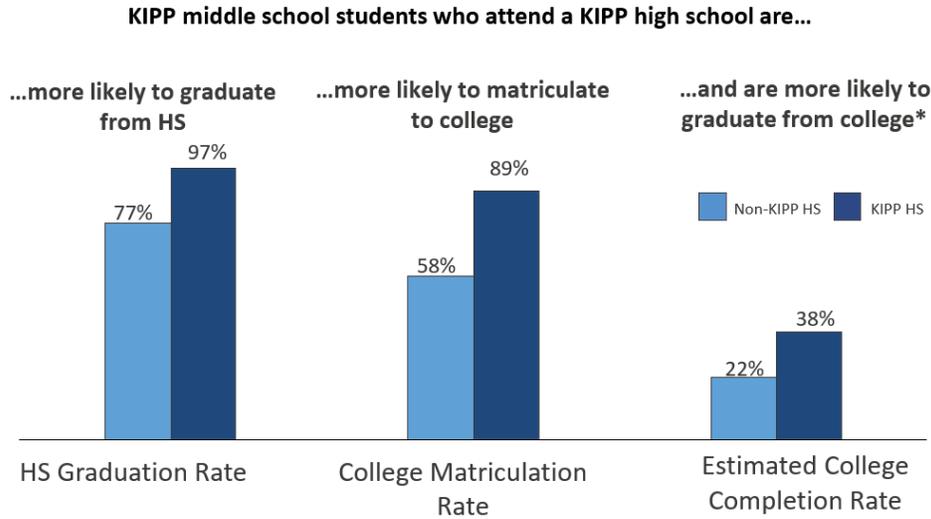
*Growth targets represent fall-to-spring growth based on NWEA’s MAP assessment. For additional detail on MAP, see Section D.

Leading schools that deliver outsized student attainment. KIPP’s four-year college graduation rate is comparable to the national average across all demographics and approximately 3 times the rate for students from low-income families.

KIPP high schools have an outsized impact on student attainment, as high school graduation rates, college matriculation rates, and expected graduation rates are all higher for KIPP students within our high schools than for those who completed eighth grade in a KIPP middle school but chose a different high-school option. As a subset of principals trained by

SEED support go on to lead KIPP high schools within the project period, they will be driving these outsized attainment gains.

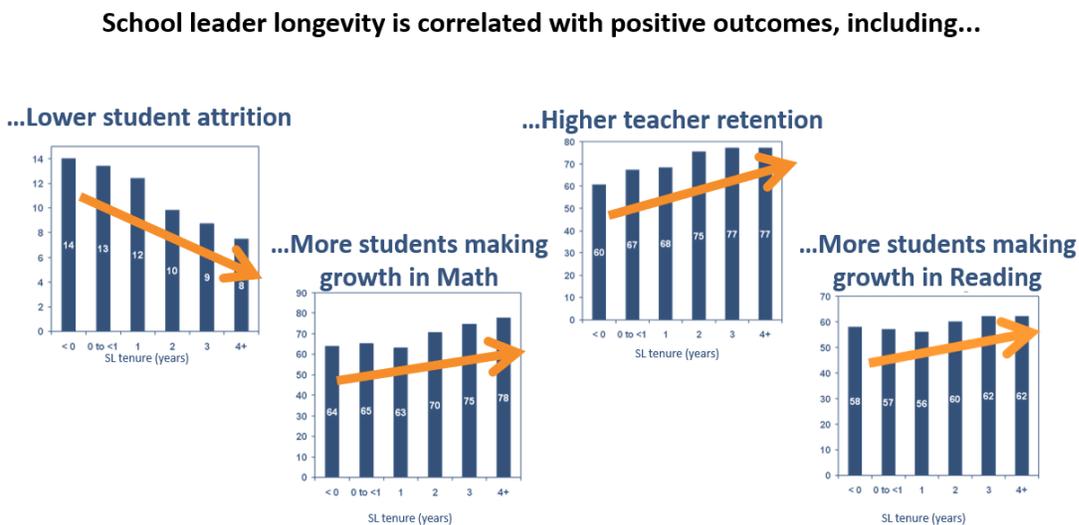
Figure A.5 Impact of KIPP high schools on college success



* Across the 12 regions with a KIPP high school with a graduating class in 2014

Prepared to lead and sustain excellence. External research and our own internal analysis confirm that principals who stay in their roles longer achieve greater student achievement gains. Longer-tenured school leaders not only reduce our talent need, but also enhance academic gains and school health.

Figure A.6 Correlation of leader longevity and outcomes



Since the job of leading a school is not easy, KIPP’s principal development programs are designed to make the job of leading a transformative school more sustainable over the long term. The training, experience, exposure, and skills participants gain in the Fisher Fellowship and Successor Prep programs enable them to start strong, deliver results early, and mitigate challenges that may plague less well-trained new school leaders.

Education is the surest path out of intergenerational poverty, with research showing the chance a child born into the bottom income quartile moves to one of top two incomes quartiles as an adult increases by 3X if the child obtains a college degree. By training more highly effective school leaders, KIPP is creating a pathway to economic mobility for more high need students.

B – Significance

Section B.1: Magnitude of the results to be attained by the proposed project

Education is understood as the key to greater opportunity and economic mobility, and as a way out of poverty. And yet, outcomes among low-income and minority students paint a sobering picture and confirm that America has not yet become a land of opportunity for all. Today, only one in ten students from low-income families will graduate from college by their mid-twenties. This is happening at a time when a college graduate will earn one million dollars more in lifetime earnings than a high school graduate.⁷

KIPP schools, run by KIPP-trained principals implementing the KIPP model, have consistently demonstrated an ability to improve, substantially and measurably, student achievement and growth; close achievement gaps; increase high school graduation rates; and improve college matriculation and attainment. KIPP students are already completing college at a

⁷ Carnevale, A., Cheah, B., & Hanson, A. (2015). *The Economic Value of College Majors*. Washington, DC: Center on Education and the Workforce, Georgetown University.

rate approximately three times that of their peers; by the time students in the schools led by principals trained under this project reach college age, we anticipate that number will increase to five times. At this rate, the schools led by principals trained with SEED support will at full enrollment produce nearly 20,000 *more* college graduates and \$20B more in lifetime earnings for those individuals, families, and communities.

Multiple, rigorous, third-party studies confirm the positive impact of KIPP's model. In 2015, Mathematica Policy Research released the results of a longitudinal study of the impact of KIPP elementary, middle, and high schools. The rigorous study utilized both a randomized control trial and a quasi-experimental design and met What Works Clearinghouse standards without reservations. It found that, "...**KIPP schools have positive impacts on student achievement**, particularly at the elementary and middle school levels." These results reinforced the results of an earlier 2013 study of KIPP middle schools that met What Works Clearinghouse standards without reservations and showed "KIPP middle schools have **positive and statistically significant impacts on student achievement across all years and all subject areas examined**." The size of this impact is educationally substantial. For instance, "three years after enrollment, the estimated impact in math is 0.36 standard deviations...approximately 11 months of additional learning growth in math for its students." In reading, Mathematica estimated impacts **equivalent to adding approximately eight months of learning growth**. Similar magnitudes exist in science and social studies. In addition, "the impacts for student subgroups are similar to the average overall impact among all KIPP students."

KIPP's proposed SEED project will increase the number of highly effective school leaders of KIPP schools. Leaders trained will directly impact 36,000 KIPP students during the 3-year grant period, and likely thousands more over the course of their careers. As the instructional

leaders of their schools trained to deliver KIPP’s research-proven model, these highly effective principals will drive gains in student achievement and outcomes.

Further, by convening and training district and charter administrators through KLDF (see section B.4 below), KIPP has the potential to impact millions of additional public-school students. With support from SEED, KIPP will support other school systems to drive student achievement and close achievement gaps through transformative school leadership.

Finally, research made possible by a SEED grant will enable KIPP to surface learnings and contribute to the sector’s knowledge base regarding effective principal development. In addition, the independent assessment of the predictive power of KIPP’s selection rubric will have implications for how KIPP selects principals and transfers learnings to the broader sector; similarly, the assessment of early impact of KLDF will further enhance how KIPP shares its learnings, tools, and approaches; validate KIPP’s principal selection rubric; and inform the broader education sector about how to select educators for new school leadership, as well as how to prepare leaders to take over the helm of an existing school.

Section B.2: Project Costs in Relation to Numbers Served and Anticipated Results/Benefits

Costs relative to numbers served: Principals trained with SEED support will lead schools that educate 36,000 over the three-year grant period and 48,000 at full enrollment⁸. With requested federal support of \$10.2M and matching support of \$2.8M over three years, this project proposes a cost of \$360 per student during the three-year grant period, and \$270 per student at full enrollment⁹. This cost per student does not capture the thousands of students that will receive an excellent education in those same schools well beyond the term of the project.

⁸ New KIPP schools typically open with one or two grade levels and add a grade each year until they are fully grown

⁹ Calculations do not include cost of KLDF (program to disseminate learnings) of \$400,000/year, as that program does not directly impact KIPP students

Costs relative to results/impact: Today, 88% of the students KIPP schools educate come from low-income families. Today, KIPP students graduate from college at a rate approximately three times higher (and growing) than their peers from low-income communities. By the time students educated in SEED-trained principals' schools head to college, we anticipate that rate will be five-times greater. With a college degree, students will go on to generate nearly \$20B more in lifetime earnings—earnings that translate into greater consumer spending, higher tax revenues, and healthier and more civically engaged citizens – earnings that break the cycle of intergenerational poverty.

Section B.3: Incorporation of project into the organization beyond the grant

KIPP's unwavering focus on developing effective principals to support school quality, growth, and sustainability ensures the incorporation of the project activities well beyond the grant period. In particular:

- **SEED-trained principals will continue to receive a variety of supports.** Each school led by a SEED-trained principal will be part of a regional hub, led by an Executive Director and leadership team, with a shared school support center that provides joint administrative, operational, and academic resources across the schools within each region. KIPP regions have centralized academic roles, often a Chief Academic Officer and/or Director of Curriculum and Assessment, who support principals to ensure that schools are delivering high-quality instruction that is aligned to state standards. Regions plan and host local professional development days for principals and teachers, and support principals in monitoring school performance through rigorous and regular data collection and analysis. The regional center also helps to identify, hire and cultivate talent and resource sustainable schools. The national KIPP Foundation supports

principals, including with continued training and resources for instructional leadership; specific professional development retreats for teachers; and direct professional development support.

- **Evaluation results will strengthen all future leadership programming.** Evaluation and feedback, collected both formally and informally during the grant period, will inform and strengthen all future programming. As further detailed in Section D, KIPP’s proposed SEED project includes an independent evaluation, conducted by Mathematica, which will examine: 1) the effectiveness of KIPP’s principal development programming; 2) the validity and reliability of the rubric KIPP uses to select new principals; and 3) the impact of KLDF on participating organizations. Both during and beyond the grant period, evaluation-generated insights will enable KIPP to improve the design and content of its principal training, selection of principal candidates, and the dissemination of leadership practices through KLDF.

- **Broad dissemination of KIPP’s principal development practices and tools will benefit school districts and charter schools nationwide.** Through the KIPP Leadership Design Fellowship (KLDF), KIPP will facilitate the exchange of tools and practices with a cohort of leaders whose districts, and organizations educate at least three million students. As leaders return to their districts and put what they’ve learned at KLDF into practice, they will have the opportunity to drive lasting impact for the leaders and students in their district.

Section B.4: Dissemination that will enable others to use the information or strategies

With the support of a SEED grant, KIPP will not only ensure that greater numbers of America’s most underserved students have access to a college-preparatory education, but also capture and disseminate the tools we create and practices we surface as proven to drive excellence and effectiveness of principals in schools across the country.

We know that many more students can benefit from what we're learning at KIPP. By 2020, KIPP schools will educate 120,000 students. At that size, KIPP will be among the top 30 school districts in the U.S. With our comparable size and diversity of contexts in which KIPP schools operate, our tools, coursework, approach to training, and other leadership development practices are **eminently replicable by others engaged in building and sustaining excellent schools.**

Dissemination through KIPP Leadership Design Fellowship. As part of this project, **KIPP will share its most successful principal-development practices with school districts, charter management organizations, and other talent-development organizations through the KIPP Leadership Design Fellowship (KLDF).** This six-month cohort-based program provides opportunities for senior district and charter leaders—those who are responsible for principal recruitment, selection and/or professional development—to learn about KIPP's principal-development practices. Of past participants, 98% said their experience was "Extremely Valuable/Valuable" and all said they would recommend the program to others.

Similar to the Fisher Fellowship and Successor Prep programs, all KLDF sessions include both classroom learning and opportunities for collaboration; a program strand focused on equity in leadership; and opportunities to observe KIPP practices in action. Participants, who apply to the program, come together for three two-and-a-half day in-person summits scheduled to coincide with principal development programming to allow for experiential learning. Day one often involves sharing KIPP's content and practices. Day two focuses on seeing the work in action and how to apply concepts. Day three gives participants the opportunity to serve as critical collaborators to one another as they seek to apply what they've learned to challenges

within their home districts or organizations through consultancies and collaboration. In preparation for each summit, participants receive extensive pre-reading and pre-work.

As part of KIPP’s proposed SEED project (and as further detailed below in Section D) Mathematica Policy Research, Inc., will partner with KIPP to study the impact of the KLDF program. What we learn through the evaluation will inform future dissemination efforts.

Beyond KLDF, KIPP will produce and disseminate the results of this project through:

- Online Open Sharing – KIPP will capture and disseminate the tools we create and practices we surface with SEED funding via KIPP’s online Resource Library (www.kipp.org/approach/resource-library/). This open-access platform on our website features hundreds of KIPP resources for instruction and culture, college counseling, and school leadership. Over the past year, **resources have been downloaded 20,000+ times**.
- Conferences and Workshops – In the coming years, KIPP aims to present lessons learned through participation in education and related conferences such as: Aspen Action Forum, ASU+GSV Summit, National Charter Schools Conference, South by Southwest (SXSW) for Education, and the Yale School of Management Education Conference.

Section C.1: Specified and Measurable Goals, Objectives, and Outcomes

KIPP’s SEED project has two overarching goals over the three-year grant period:

1. Train 120 new principals to lead high-performing schools that educate 48,000 students annually from high-need communities
2. Share approach to principal training with 150 administrators whose districts and CMOs collectively educate 3 million students

Over the course of the grant period, we aim to achieve the following outcomes and will hold ourselves accountable to reporting against the corresponding 3-year targets. If awarded a two-year extension, we will train more principals and impact more students. Please see Figure C.1 for more information on the measures and baseline performance.

Figure C.1 – Project Measures and Targets

Objective	Measurable outcome	3-Year Target
Goal 1: Train 120 new principals to lead high-performing schools that educate 48,000 students annually from high-need communities		
Train principals to open schools to educate a high-need student population	Number of principals trained in the SEED project	120 <i>5-yr: 200</i>
	Number of seats, in SEED-trained principals' schools	48,000 <i>5-yr: 80,000</i>
	For schools led by SEED-trained principals, percentage of student body that qualifies for free or reduced-price lunch	88% <i>5-yr: 88%</i>
Training is high quality such that leaders implement what they've learned	Percentage of SEED-trained principals who rate principal development training as effective or highly effective	90%*
	Teacher retention rate in SEED-trained principals' schools	75%*
	Percentage of teachers in SEED-trained principals' schools who agree or strongly agree with the statement: <i>The feedback I get from being observed helps me improve student outcomes.</i>	75%*
Schools led by trained leaders are high quality	Percentage of teachers in SEED-trained principals' schools who agree or strongly agree with the statement: <i>My school has effective instructional leadership.</i>	75%*
	Percentage points by which SEED-trained principals' schools exceed the national average for students making one or more years of growth in reading	exceed by 15 percentage points*
	Percentage points by which SEED-trained principals' schools exceed the national average for students making one or more years of growth in mathematics	exceed by 15 percentage points*
	Average points of growth on ACT from fall of 9 th grade to spring of 11 th grade	grow by 7 percentage points*
Goal 2: Share approach to principal training with 150 administrators whose districts and CMOs collectively educate 3 million students		
Deliver high-quality training to reach 3 million students	Number of administrators that participate in the KIPP Leadership Design Fellowship	150 <i>5-yr: 250</i>
	Percentage of KIPP Leadership Design Fellowship participants rating the program "effective" or "very effective" overall	85%*
	Number of students in KIPP Leadership Design Fellowship participants' districts or CMOs	3 million <i>5-yr: 5 million</i>
*If awarded a 5-year grant for this project, KIPP would work with the Department to set adjusted performance measures for year 4 and year 5		

The outcomes will be measured by established tools, and the targets represent performance relative to an established baseline. Principals in new schools often need several years to bring their schools to full potential. As such, many of the targets represent performance at or above the national average for KIPP schools—the goal being that even in their early years, schools led by SEED-trained leaders will be performing at least as well as established KIPP schools.

Figure C.2 – Measurement and Baselines

Measurable outcome	How it will be measured	Baseline and relationship to target
Number of principals trained in the SEED project	Program participation	Based on historic actuals
Number of seats, in SEED-trained principals' schools	Enrollment capacity of principals' schools, as reported by the local region	Assumes ~400 students per school
For schools led by SEED-trained principals, percentage of student body that qualifies for free or reduced-price lunch	Student eligibility for Free or reduced-price lunch as reported to the federal lunch program	Consistent with eligibility rate across all KIPP schools today: 88%
Percentage of SEED-trained principals who rate principal development training as effective or highly effective	End-of-program participant survey	Consistent with program goal of 90%
Teacher retention rate in SEED-trained principals' schools	Staff rosters; retention vs. year prior	Above established KIPP schools' average retention of 73%
Percentage of teachers in SEED-trained principals' schools who agree or strongly agree with the statement: <i>The feedback I get from being observed helps me improve student outcomes.</i>	Survey administered by TNTP (see below)	Above established KIPP schools' rate of 73%
Percentage of teachers in SEED-trained principals' schools who agree or strongly agree with the statement: <i>My school has effective instructional leadership.</i>	Survey administered by TNTP (see below)	Above established KIPP schools' rate of 69%
Percentage points by which SEED-trained principals' schools exceed the national average for students making one or more years of growth in reading	Student performance fall to spring as measured by MAP assessment (see below)	Above established KIPP schools, which outperform the national average by 12 percentage points
Percentage points by which SEED-trained principals' schools exceed the national average for students making one or more years of growth in mathematics	Student performance fall to spring as measured by MAP assessment (see below)	Above established KIPP schools, which outperform the national average by 9 percentage points
Average points of growth on ACT from fall of 9th grade to spring of 11th grade	KIPP administered practice ACT tests and 11th grade ACT test scores	Based on growth seen by comparable school network educating a similar population (this is a new metric for KIPP so

		KIPP specific actuals are not yet available)
Number of administrators that participate in the KIPP Leadership Design Fellowship	Program participation	N/A
Percentage of KIPP Leadership Design Fellowship participants rating the program “effective” or “very effective” overall	End-of-program participant survey	Consistent with program goal
Number of students in KIPP Leadership Design Fellowship participants' districts or CMOs	Publicly available enrollment information	In line with past performance

To assess performance on program goals, KIPP will leverage two national assessments (above and beyond the state-specific student assessments)

NWEA’s Measures of Academic Performance (MAP): With more than 7,400 districts, schools, and educational agencies using the Measures of Academic Progress® (MAP®) assessment, the Northwest Evaluation Association™ (NWEA™) has an incredible sample size to study the reliability and validity of MAP. Because MAP is adaptive, traditional reliability calculations are not possible as a student can never take the same test twice. Therefore, NWEA uses correlations between two tests administered with different but related item pools, and then two tests with different item pools. In general, these correlations hover between 0.78 and 0.84. MAP’s concurrent and predictive validity between is also strong. There is strong concurrent validity (mid 0.80s) and predictive validity (low 0.80s), with tests that have mostly multiple-choice questions. Tests with more performance-based items tend to have lower correlations. MAP is administered in KIPP schools K-8.

TNTP’s teacher survey tool: TNTP regularly examines the validity and reliability of its measures and surveys. The TNTP instructional culture index measure was found to be a valid, statistically significant predictor of school-aggregated student achievement and of teacher retention. A 2012 study by the American Institutes of Research also found the reliability of the overall TNTP Insight Survey to be relatively high; the individual teacher-level measures had a reliability

coefficient of 0.80 with school-level reliability at 0.76. Across KIPP schools, all teachers and leaders complete the TNTP survey.

Section C.2: Adequacy of the Management Plan

KIPP will achieve the objectives of the proposed project on time and within budget, under seasoned management, in close collaboration with KIPP regional leaders across the country, and drawing on deep experience running principal-preparation programs, collecting and analyzing diverse performance data, and managing federal grants. Each partner’s roles as well as major activities and milestones related to the proposed project appear in Figure C.3.

Figure C.3: Major Activities and Milestones

Major Milestones	Responsible Parties	Year 1	Year 2	Year 3
Train 120 new principals to lead high-performing schools that educate 48,000 students annually from high-need communities				
Select Successor Prep (SP) participants	KIPP Regional leadership (RL)	Oct-Dec	Oct-Dec	Oct-Dec
Successor Prep orientation (program kick-off)	KIPP Foundation School Leadership Programs Team (KSLP Team)	Jan	Jan	Jan
Select Fisher Fellows	KIPP Foundation (KF) staff; input from Regional leadership (RL)	Jan – Apr	Jan – Apr	Jan – Apr
Successor Prep participants complete school diagnostic, create strategic plan	SP participants, with RL and KSLP Team	Jan-May	Jan-May	Jan-May
Successor Prep mini-residencies or focused school visits	SP participants, host-school leadership	Jan-May	Jan-May	Jan-May
Fisher Fellowship orientation (program kick-off)	KF – School Leadership Programs Team	May	May	May
Summer Institute (Fisher Fellowship and Successor Prep)	KSLP Team	Jun-Jul	Jun-Jul	Jun-Jul
Successor Prep participants become Principals of their schools	SP participants	Jul	Jul	Jul
Fisher Fellows open new schools	Fisher Fellows	N/A*	Jul	Jul
Residency Launch	KSLP Team	Aug	Aug	Aug
SP intersessions	KSLP Team	Mar, Oct, Dec, Feb	Mar, Oct, Dec, Feb	Mar, Oct, Dec, Feb
Successor Leader Visit	KSLP Team	Sept - Dec	Sept - Dec	Sept - Dec
Fisher Fellowship Intersessions	KSLP Team	Sept	Dec-Feb, Sept	Dec-Feb, Sept
Evaluate program year and plan for program refinements in following year	KSLP Team	Nov – Apr	Nov – Apr	Nov – Apr
Share approach to principal training w 150 administrators whose districts and CMOs collectively educate 3M students				
Launch application to participate in KIPP Leadership Design Fellowship (KLDF); recruit participants	KIPP Leadership Design Fellowship (KLDF) Team	Oct-Dec	Oct-Dec	Oct-Dec
Convene KLDF cohort in three sessions, integrated with KIPP principal development programming	KLDF Team	Feb, Mar, Jul	Feb, Mar, Jul	Feb, Mar, Jul

*Fisher Fellow Cohort opening schools in Jul 2019 began in May 2018 and so are not included within this SEED grant application

Project Leadership

This project will be managed by KIPP’s senior leadership team. **KIPP’s Chief Learning Officer, Freddy Gonzalez, will lead this work as its Project Director.** Key personnel and other critical team members (see Figure C.4) bring deep experience training instructional leaders as well as driving change within a geographically dispersed network of schools.

Figure C.4: Key Personnel and Project Leadership

Key Personnel
<p>Mr. Freddy Gonzalez, <i>Chief Learning Officer, SEED Project Director</i> With nearly 15 years of experience in education, Mr. Gonzalez oversees KIPP’s leadership development programs for those entering the principal and assistant principal roles. Prior to joining KIPP Foundation, Mr. Gonzalez was a principal at KIPP Austin for seven years and a teacher for two. He has been a member of KIPP’s leadership team since 2014. Mr. Gonzalez earned his B.A. from Brown University and his M.A. from New York University.</p>
<p>Mr. Jack Chorowsky, <i>President</i> Mr. Chorowsky leads the development and execution of KIPP’s national strategy to drive school growth and K-16 student outcomes. He guides KIPP’s leadership team in optimizing the school, regional, and national operating models required to deliver college and career results at scale; supporting our network in their successful implementation; and training and developing our leaders. Jack previously served as President and Chief Operating Officer at KIPP NYC. Before joining KIPP, Jack was a principal at Levin Capital Strategies, where he invested in media and technology equities.</p>
<p>Ms. Erin McMahon, <i>Chief of Programs & Impact</i> Ms. McMahon leads the KIPP Foundation’s development of a world class program model in order to promote the academic and life success of KIPP students, collaborating with KIPP regional leaders; and, overseeing the design and delivery of critical support services to drive growth, develop and manager talent, and implement key academic practices. Ms. McMahon has over 15 years of teaching and leadership experience in a number of major urban school districts, including teaching in Washington, D.C.; Boston; the New York Department of Education; and Denver Public Schools. In the latter position, under her leadership, her school celebrated the highest growth in one year in Denver Public Schools history. Ms. McMahon earned a B.A. from Yale University, a M.B.A. from Cornell University, and a M.S. in education from Pace University.</p>
<p>Mr. Kevin Newman, <i>Fisher Fellowship Director</i> Mr. Newman oversees the Fisher Fellowship program. He has been with KIPP for 13 years, joining the KIPP Foundation in 2015 after ten years with KIPP Austin Public Schools. A former Fisher Fellow, Mr. Newman founded and led KIPP Austin Academy of Arts & Letters for over five years. He was a successor leader at KIPP Austin Collegiate High School. Mr. Newman earned his B.A. from the University of Dallas and his M.A. from New York University’s Steinhardt School of Education.</p>
<p>Ms. Candace Rogers, <i>Successor Prep Director</i> After seven years as a principal at a high performing charter school, Ms. Rogers joined the KIPP School Leadership Programs (KSLP) team in 2011. Since joining KIPP, Ms. Rogers has had the privilege of ushering seven cohorts of leaders into the critical role of school leader. As Director of Successor Prep, she is focused on crafting a curriculum and overall program that is meaningful, engaging, and relevant for successor leaders. Ms. Rogers earned her B.A. from University of Michigan and her Masters of Education from University of Virginia.</p>

<p>Mr. Orpheus Williams, <i>Senior Director for Leadership Development</i> Since transitioning 4 years ago from KIPP NYC (where he served as a school leader and school leader manager), Mr. William has continued his work teaching and coaching great leaders. Currently, he serves as the Senior Director of Leadership Development for KIPP Foundation. There he focuses on the technical and adaptive development of all emerging leaders, as well as developing the equity lens of current regional leaders. Mr. Williams earned a B.S. from Cornell University, a M.S. of Education from Trinity College, and a M.S. of School Administration from Baruch College.</p>
<p>Other Project Personnel</p>
<p>Mr. Richard Barth, <i>Chief Executive Officer</i> As CEO of the KIPP Foundation, Mr. Barth has overseen the growth of the network from 45 to 209 schools as of fall of 2017. Under Richard’s leadership, KIPP dramatically expanded its leadership development programs, advocated for high-performing charter schools on Capitol Hill, and secured partnerships with 90+ colleges and universities. Mr. Barth holds a B.A. from Harvard University.</p>
<p>Mr. Garfield Byrd, <i>Chief Financial Officer</i> Mr. Byrd leads the Finance, Grants, and Financial Planning & Administration teams at KIPP. Prior to joining KIPP, Garfield spent 25 years in both the non-profit and for-profit sectors, providing accounting and financial guidance to numerous organizations including, most recently, the Wikimedia Foundation. Mr. Byrd earned his B.A. and M.B.A. from the John F. Kennedy University.</p>
<p>Mr. Jonathan Cowan, <i>Chief Research, Data & Innovation Officer</i> Mr. Cowan partners with and oversees KIPP’s national Research & Evaluation, Insight & Analytics, KIPP Through College, and Technology teams. Prior to joining KIPP, Mr. Cowan spent over ten years at The Boston Consulting Group (BCG), where he assisted senior executives of large, complex organizations in addressing strategic, operational, and organizational issues and in managing large-scale change. As a principal and then as a partner and managing director at BCG, Mr. Cowan spent several years helping to build and lead BCG’s public education practice. Mr. Cowan earned his B.S. from Yale University and his M.P.A. and M.B.A. from Harvard University.</p>

The **KIPP Foundation Board of Directors**, whose members collectively have extensive experience in education and developing human capital, will have ultimate oversight of the project. Please see Appendix 1 for more detail on KIPP’s leadership, Board of Directors. And Mathematica research team.

Section C.3: Procedures for Ensuring Feedback and Continuous Improvement

Just as these training programs emphasize the value of repeated practice and constructive feedback, KIPP applies the same mentality to the operation of these programs. Feedback is actively collected via both formal and informal mechanisms; programming is then adjusted accordingly to ensure that all programs are continuously improving and increasingly tailored to participants’ needs.

In terms of formal mechanisms, participants provide sustained feedback through a combination of surveys and one-on-one calls. For example, during Summer Institute, participants fill out daily surveys whose results are then relayed to and reviewed by instructors, to be implemented as soon as the following day. Program design teams meet regularly to examine and synthesize participant feedback and data in order to identify key themes and trends; action plans are then created to hold the team accountable to making revisions, whether to presentations, handouts, or other programming protocols.

In terms of informal mechanisms, in the process of observing and tracking participants' practice and progress, program leaders are also encouraged to critically evaluate where the training has been most effective or where the training could be improved. With each iteration, program leaders are increasingly able to gain insight into what methods are most impactful and then to act upon those insights. Furthermore, as internal data (e.g., student performance data or teacher feedback) is gathered throughout the school year, those resources also help inform where these programs can help to provide the most support and leverage to instructional leaders.

D – Evaluation

A high quality, rigorous, and well-implemented evaluation of the KIPP School Leadership Programs (KSLP) will support sustained implementation of effective programs to prepare and support school leaders. Effective school leaders, in turn, support teachers and help students achieve better outcomes (George W. Bush Institute 2016; RAND 2017). Mathematica will conduct an independent evaluation to understand how KIPP school leadership programs support the development of effective school leaders. The evaluation will examine four research questions about the Successor Prep, Fisher Fellowship, and KIPP Leadership Design Fellowship

(KLDF) programs, with results reported in each year of the study (Table 1). If the option is exercised, all results would be updated in Year 2 of the option period.

Table D.1 Research questions and project outcomes

Research questions	How results will improve the program	Outcome measures	Results
1. Which aspects of the three school leadership programs do participants find the most useful?	Improve the design and content of the school leadership programs		Year 1; updated Years 2 and 3
2. Are participants in the three school leadership programs able to apply the lessons of the program in their own settings?	Improve the use and dissemination of KIPP leadership strategies	Participant perceptions of programs on study-administered surveys	Year 2; updated Year 3
3. Do Fisher Fellowship participants with higher total or component scores on the selection instrument become more effective school leaders?	Improve KIPP’s ability to identify candidates with high potential for effective leadership Provide field with insight on the most important attributes to school leader success	Student achievement on state test scores; retention and development of teachers and leaders; teachers’ and students’ views on climate and leadership as revealed by KIPP-administered survey instruments	Year 2; updated Year 3
4. Does the updated Successor Prep program produce more effective school leaders?	Support investment and dissemination of the program with an evaluation designed to meet WWC standards Understand the most important elements of training and support during a leadership transition		Year 3

Section D.1: Evidence about the project’s effectiveness that would meet What Works

Clearinghouse Evidence Standards, with or without reservations

The evaluation will support the training and identification of effective school leaders and the dissemination, both within the KIPP network and among other charter and traditional public schools, of tools and strategies that promote effective school leadership. Each of the evaluation’s first three research questions is designed to help KIPP improve its school leadership programs improve during the project period and provide valuable information to the broader field about the most important components of school leader training and the attributes successful leaders

possess. In this section, we describe Mathematica’s approach to answering those research questions and discuss how the results can be used to improve programs.

The **first two research questions** will yield periodic performance feedback for each of the three programs, supporting KIPP to make responsive changes to the programs’ design to better meet the needs of future school leaders. Mathematica will administer (1) annual surveys to participants beginning in Year 1 of the project (shortly after each cohort completes the program) to measure their levels of satisfaction and identify ways to improve the leadership programs, and (2) follow-up surveys to some cohorts of participants after they have experience in their new schools to learn how the programs supported their development as school leaders. For example, do participants report that the key components of the curriculum were included in the training and given the appropriate amount of focus? Did principals find the skills and activities from the programs useful, and did they apply them in their schools? The surveys will build on surveys currently used by KIPP and allow Mathematica to compare the responses of different participant cohorts to reveal areas that improved.

The evaluation will also help the KLDF program to more effectively disseminate tools and strategies for effective school leadership. With a Year 1 survey to past participants of KLDF, Mathematica will identify who participates in the KLDF program (for example, district superintendents, school principals or assistant principals, teachers); how KLDF participants are bringing the KLDF tools and strategies to their own settings; and where participants might need more support. Mathematica will also survey leadership directors at charter management organizations or local education agencies, among others, who send participants to KLDF. This will help us understand their needs and goals for school leadership.

Answers to the **third research question** will enhance KIPP’s ability to identify future leaders with high potential for effectiveness by pointing the way to evidence-based changes that could be made in how KIPP identifies participants for the Fisher Fellowship, and to lessons learned that could be applied to other programs about leadership selection and about which attributes matter most to leader success. The evaluation will examine the validity and reliability of the selection instrument KIPP uses to identify promising Fisher Fellowship participants and find opportunities for improvement (Table 2). If a significant correlation is revealed by an analysis of predictive validity, it will indicate that the instrument (or component of the instrument) can identify effective school leaders. The study’s minimum detectable correlation between scores on the instrument and outcomes is 0.35, based on an analysis that includes four cohorts of Fisher Fellows.

Table D.2. Analysis of Fisher Fellowship Program’s selection instrument

Performance indicator and what it measures	How it is measured	Evaluation features
Reliability: whether the instrument has the potential to make meaningful distinctions between participants	Compare how similar each participant’s scores tend to be across those given by different raters or components	The evaluation will examine two measures of reliability: interrater reliability measures whether multiple raters assign the same scores, and internal consistency measures whether scores on different components of the measure are similar.
Predictive validity: whether participants with higher scores on the instrument are more effective once they become school leaders	Correlate scores on the instrument with outcomes measured after participants have led their schools for one or more years	Outcomes will include student and teacher retention rates and student achievement gains within schools, accounting for factors outside of principals’ control, including teachers’ experience and students’ prior achievement and background characteristics. To learn whether certain items on the selection instrument are more predictive than others, the evaluation will examine subscales and use factor analysis.

Section D.2: The evaluation will provide performance feedback and permit periodic progress assessment

The fourth research question will produce rigorous evidence of the effectiveness of the Successor Prep program and support future investments in the program and dissemination of its effective strategies for leadership transitions to the broader field of education. The evaluation

focuses on the effectiveness of the updated Successor Prep program that was provided to cohorts of participants beginning in 2017, as well as the effectiveness of additional updates to the program during the project years. The evaluation will measure the impact of leaders in these cohorts in each year since they began leading a school, to understand whether the updated program successfully prepares participants to be effective leaders of pre-existing schools.

The evaluation will employ a matched comparison group design to rigorously assess the effectiveness of the updated Successor Prep program. Mathematica will compare outcomes in schools led by Successor principals newly trained in the updated program with outcomes in schools led by principals who were not in the updated program. Intervention and comparison school matches will be identified based on characteristics of students in each of several years before a leadership transition. The matching characteristics could include average student achievement and socioeconomic status. The comparison group will include participants of the previous Successor Prep program, who will be more experienced than the intervention group principals, and it will also include those who did not receive the full Successor program because they were assigned to the school through another process (such as an expedited assignment or training in a graduate school of education). To the extent possible, supplementary analyses will examine different pathways to leadership in KIPP schools.

This analysis approach is designed to meet WWC group design standards with reservations, and be adequately powered to detect meaningful statistically significant effects. The matched comparison groups will satisfy WWC baseline equivalence requirements. Furthermore, the analysis will include a large enough number of schools to detect significant effects. The study's minimum detectable effect size for the impact of a principal trained in the updated Successor Prep program on school-wide student achievement is 0.12 standard deviations, based

on an analysis that includes the four most recent cohorts of Successor Prep participants for whom test scores will be available for analysis in Year 3.

As required by the WWC, the analysis will compare outcomes for intervention and comparison schools measured in the same school year. However, most leaders in the comparison group (previous cohorts of Successor Prep participants) will have a longer tenure in their school than leaders in the intervention group will, setting a high bar for program success. To level the playing field, we will include an adjustment for principal tenure in the analysis. It is possible to control for tenure in a longitudinal analysis by pooling data from multiple follow-up years so that principals in both the intervention and comparison group will be observed both when they are new to a school and after they have led a school for multiple years. An analysis that controls for group differences in tenure or experience can meet WWC group design standards with reservations (e.g., Xu et al. 2011 in the WWC's 2016 Teach For America intervention report).

In a secondary analysis, Mathematica will use an alternative rigorous approach to address the tenure differences between principals in the intervention and comparison groups. The alternative approach will employ a comparative interrupted time series design, to compare intervention group principals to comparison principals with the same length of tenure in their school. Well-implemented comparative interrupted time series designs have been shown to replicate results from randomized controlled trials (St.Clair, Cook & Hallberg 2016). By using outcome data from different school years, intervention and comparison group leaders with the same amount of tenure in their schools can be compared. A limitation of this approach is that factors other than differences in the programs, such as improvements made in all KIPP schools in a given school year, could lead to differences in outcomes from different years. To account for this possibility, the analysis will include year effects.

Section D.3: Objective performance measures related to the intended outcomes

KIPP leadership programs are designed to identify and train highly effective school leaders. The evaluation and implementation study will produce, to the extent possible, quantitative and qualitative data about the effectiveness of KIPP's school leaders program (Table 1). Study-administered surveys of program participants will provide indicators of satisfaction and program utility. Measures of reliability and predictive validity will help to assess the value of the Fisher Fellowship selection instrument. Finally, rigorously estimated impacts of the Successor Prep program will measure whether the program promotes effective leaders who influence objective outcomes including student test scores, teacher retention, student retention and the use of effective leadership practices as measured by rich surveys of students, teachers, leaders, and other staff.

Section D.4: The evaluation will provide valid and reliable performance data

The outcomes used in this study are relevant and will produce valid and reliable performance data. The outcome measures in Table 1 were selected to measure how the programs prepare effective school leaders who support teachers and help improve student outcomes. State standardized test scores satisfy WWC outcome requirements for face validity and reliability. Surveys administered by KIPP and based on those developed by The New Teacher Project--which measure school culture and vision, instructional planning, and the ability to set clear expectations--have been independently validated to predict student outcomes (The New Teacher Project 2012; 2018). The evaluation will also examine the tenure and career path of principals because school leadership is often a stepping stone to other positions at KIPP that can influence student outcomes.