

**23,000 High-Quality Seats:
Replicating and Expanding the KIPP Model to 52 Additional Schools**

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Absolute Priority 2 – KIPP serves a low-income student population

KIPP, a national non-profit network of college-preparatory, public charter schools serving early childhood, elementary, middle, and high school students, is applying for the Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools under Absolute Priority 2 – Low Income Demographic.

KIPP serves a low-income student demographic. In 2018-19, the KIPP network of public charter schools educates nearly 100,000 students, across 224 schools. Historically, the primary method we used to determine students’ family income was through individual household applications for free and reduced-price school meals. Increasingly, KIPP schools receive federal nutrition program support under the Community Eligibility Provision (CEP), which, “allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.”¹ CEP ensures eligible students face no stigma, and it reduces paperwork for both families and schools. To qualify for CEP, **at least 40 percent of students in a school must be certified or identified for free meals** through other means-tested programs (for example through the federal SNAP² program). During the 2017-18 academic year, the most recent year for which we have complete data, **of the then 209 KIPP schools, 96 participated in the CEP program.**

Among students in the remaining 113 schools in 2017-18, **89 percent were eligible for free or reduced-price lunch**, with 76 percent qualifying for free meals and 13 percent qualifying for reduced-price meals. Across the 209 KIPP schools in urban and rural communities spanning 20 states and D.C., the percentage of low-income students ranged from 97 percent

¹ <https://www.fns.usda.gov/school-meals/community-eligibility-provision>

² *ibid*

(KIPP Legacy Preparatory School in Houston) to 65 percent (KIPP King High school in San Lorenzo, CA). **Eighty-five percent of schools served low-income students at a rate equal to or greater than that of their surrounding district** (See Appendix G.1). Please see Appendix E.2 for detail on low income student population by school.

Looking at the historic rate of students eligible for free and reduced-price lunch across the KIPP network (Figure 1) before as many schools accessed the CEP, we see that **87% or more of KIPP’s student population qualified for free and reduced-price lunch in each of the last five years.**

Figure 1: KIPP Schools Rates of Free and Reduced-Price Lunch and CEP, 2014-2018

	2013-14	2014-15	2015-16	2016-17	2017-18
% of students eligible for free and reduced-price lunch across the KIPP Network	88%	87%	88%	88%	88%
Number of CEP schools	0	33	69	77	96
Total number of KIPP schools	141	162	182	200	209

Consistent with this track record, KIPP Foundation and the consortium of KIPP Regions are committed to continuing to serve a similar population as we grow. **We are committed to replicating and expanding schools that serve a student population in which *at least 80 percent of students are eligible for free or reduced-price lunch, and we have set a goal of 85% over the grant period (see Section C).***

Competitive Preference Priority 1 – KIPP will open high-quality schools that promote diversity

A substantive body of research has shown the significant benefits to students educated in settings that are racially and socioeconomically diverse. In an ever more diverse world, the

ability to understand and work with those who have different backgrounds and perspectives is critical.

KIPP has spent nearly 25 years providing high-quality education in schools composed primarily of low income, Black, and Latinx students, and we are proud to continue doing this important work. In addition, we believe that one powerful way to live into our mission is by providing a high-quality, racially diverse, and socio-economically diverse school experience. As such, in 2020 KIPP New York City is planning to open KIPP Beyond Charter School, a new middle school serving grades 5-8 that will not only offer strong academics and co-curricular activities, but also an environment where the students and families reflect the diversity of the district and the city. This school, with its intentional focus on enrolling students from racially and socioeconomically diverse backgrounds, will offer KIPP a continued opportunity to learn, grow and increase our impact broadly. Our network structure and national scale position KIPP to capture and share what we learn from this school with the KIPP network broadly.

KIPP New York City anticipates KIPP Beyond would enroll 365 students, with approximately 60 percent qualifying for free or reduced-price lunch. KIPP Beyond will be aligned to KIPP's national model and will leverage KIPP's proven curricula. The school will also adopt practices of restorative justice, which many of our existing schools have successfully implemented to build strong communities. The school will also ensure school staff represents the diversity of students and incorporate an emphasis on culturally responsive pedagogy.

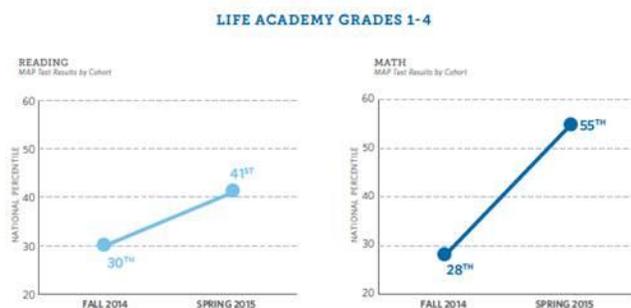
Competitive Preference Priority 2 – *KIPP will reopen academically poor-performing public schools as KIPP schools*

(i) KIPP has success reopening academically poor-performing schools as KIPP schools

Historically, KIPP schools started anew, recruiting a new student body and, generally, opening with the lowest grade level (typically K, 5, or 9), and growing one grade level per year. In 2014, established KIPP regions engaged in their first school re-starts: reopening academically poor-performing public schools as KIPP schools. That year, KIPP DC and KIPP New Jersey – two of KIPP’s oldest and largest regions – became the new operators of previously poor-performing public schools. In each case, KIPP produced stronger student achievement results while serving the same or demographically similar students in the reopened schools.

In Washington, DC, when Arts and Technology Academy, an elementary school (pre-K3 through 5th grade) in Northeast DC, lost its charter after failing to meet its academic achievement goals for multiple years, the school’s board of trustees selected KIPP DC to take over the school, a decision that was approved by the DC Public Charter School Board. At the outset of the restart, KIPP DC restructured ATA into two separate schools: KIPP DC Arts and Technology Academy, an early childhood school with grades Pre-K3 through Kindergarten, and KIPP DC Quest elementary school with first through fifth grades. The reopened schools retained 70 percent of existing students. By its second year after the restart, students at Quest Academy doubled proficiency rates in math and tripled proficiency rates in English/Language Arts on the Partnership for Assessment of Readiness for College and Careers (PARCC), making KIPP Quest the most improved of any public charter school in Washington, D.C. that year. In 2018, Quest was awarded the EmpowerK12 “Bold Performance” School award, which is awarded to schools that have dramatically higher proficiency rates than similar schools.

In New Jersey, at the request of the school district, KIPP reopened Bragaw Avenue Elementary School in Newark as KIPP Life Academy in Fall 2014. KIPP



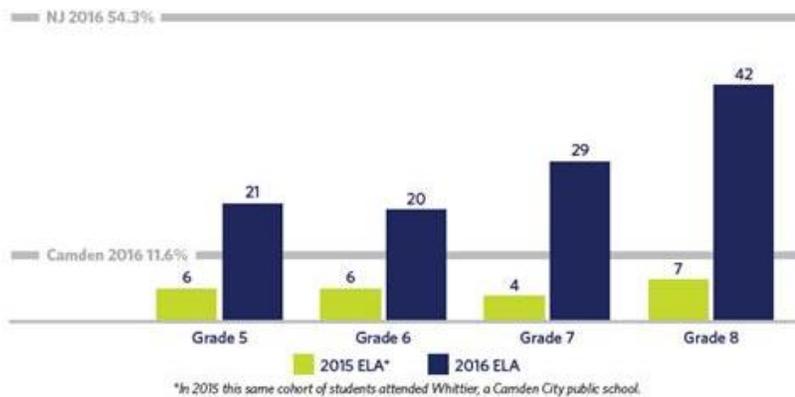
guaranteed a seat to every Bragaw student and ~90 percent stayed. In the fall of 2014, incoming students scored at the 30th percentile in reading and the 28th percentile in math on the nationally-normed Measures of Academic Progress (MAP) test. Later that spring, students improved their performance significantly, performing at the 41st percentile in reading and 55th percentile in math.

The following year, when Whittier Middle School in Camden, New Jersey closed, KIPP New Jersey opened KIPP

Lanning Square Middle School to serve its students.

By the end of the first year, students' PARCC ELA scores improved by four

times compared to the previous year.



(ii) KIPP will continue to reopen poor-performing schools as KIPP schools in the future

In the fall of 2019, KIPP DC aims to restart Somerset Prep PCS, a public charter school educating students in grades 6-12 in Ward 8 of the District of Columbia. Somerset Prep PCS was established in 2013 and has struggled academically in recent years. In 2017, both the middle and high schools were provided specific performance targets by the DC Public Charter School Board (PCSB) and their subsequent performance (PARCC proficiency of 25% in Math, 11% in ELA) will likely lead to the school's closure. In advance of a potential closure decision by the PCSB, Somerset's Board of Directors and Executive Director asked KIPP DC to acquire the school. KIPP DC is eager to open the school as a KIPP DC school and thereby provide a high-quality education to more at-risk students in the city. The restart has been approved by the DC Public Charter Schools Board, the KIPP DC Board of Directors, and the KIPP Foundation Board of

Directors; KIPP DC’s leadership team is currently conducting final rounds of due diligence. We would hope to be able to reopen the school under KIPP DC’s leadership with support of the CSP.

Looking ahead, KIPP will continue to evaluate opportunities to reopen academically poor-performing public schools as KIPP schools and proposes to use CSP grant funding to support the re-opening academically poor-performing schools during the project period. When evaluating whether to pursue such opportunities, KIPP uses the **Restart Assessment Criteria** outlined below.

KIPP Restart Assessment Criteria

Track Record of Executive Director	The sitting regional Executive Director has a sustained track record of success.
Experienced Principal	The turnaround school will be led by an experienced principal.
Regional Leadership	Key members of the regional academic and operational team have a sustained track record of success.
School Type³	We will only allow turnarounds in early childhood, elementary, or middle.
Community Demand	The region has a waitlist for the grade levels served by the turnaround.
K through 12 Path	The region will be able to provide the new KIPPsters with a complete K through 12 KIPP experience
Regional Scale	The region has at least 5 schools from which to draw potential teacher, leadership and operations talent.
Pace	A region may only open one restart school per year.

Academically poor-performing public schools reopened by KIPP are opened within KIPP’s successful model, which is described in greater detail in Sections B & C below.

Competitive Preference Priority 3 – High School Students

(i) KIPP will replicate and expand high-quality charter schools that serve educationally disadvantaged high school students

³ The KIPP DC restart of Somerset Prep PCS high school is outside this criterion and has therefore been approved by the KIPP Foundation Board. The Board’s approval took into consideration KIPP DC’s track record of successful restarts and of running an existing high-performing high school

There are currently 31 KIPP high schools across the country. Collectively, these schools enroll 15,000 educationally disadvantaged students and are recognized for their excellence:

- **KIPP Denver Collegiate High School** has been ranked a top school in Denver and Colorado each of the last three years by US News & World Report.
- **KIPP Northeast Denver Leadership Academy** was ranked the #1 school out of all schools in Denver Public Schools as measured by the Denver Public Schools School Performance Framework for the 2017-18 school year.
- **KIPP Pride High School** in Gaston, NC, was included on The Washington Post’s “Most Challenging High Schools” list.
- **KIPP Atlanta Collegiate High School** was recognized as an AP Challenge School and ranked one of the Best High Schools by US News & World Report in 2017.
- **KIPP DC College Prep** was ranked one of the Best High Schools by US News & World Report in 2018.
- All three of our KIPP Bay Area high schools (**KIPP King Collegiate High School**, **KIPP San Jose Collegiate High School**, **KIPP San Francisco College Preparatory**) ranked in US News & World Report’s 2018 rankings of top US high schools, and KIPP San Jose Collegiate ranked #1 in the Bay Area, and #4 in the state of California.
- **KIPP Nashville Collegiate High School** was named a Tennessee Reward Schools for ranking in the Top 5% of all public schools in the state.
- U.S. News & World Report ranked **KIPP Austin Collegiate** as the 9th best high school in Texas, and 53rd in the country.
- In 2017, U.S. News & World Report ranked San Antonio’s **KIPP University Prep** in the top 10% of all Texas high schools.

As the on-ramp to college, a technical credential, or the military, and ultimately to careers, high schools play a critical role in our K-12 system. Given the need for high-quality high schools, growing demand among our constituencies, and the impact of KIPP high schools on student attainment, **we aim to replicate or expand six new KIPP high schools with CSP support during the grant period.**

(ii) KIPP high schools prepare students for enrollment in post-secondary education

Strong academics, including Advanced Placement accelerated learning program. To prepare students for the rigors of post-secondary education, KIPP implements an Advanced Placement (AP) for All strategy in its high schools. Research demonstrates that success in AP courses is linked to college performance and persistence.⁴ Traditionally, high schools reserved AP courses for their highest achieving students only, but evidence shows that expanding AP courses to all students has a positive impact on college graduation, even for students who do not earn a “3” or better on the AP exam.⁵ By offering AP and pre-AP courses, high schools ensure that students receive a rigorous academic experience throughout, one that prepares them for college-level coursework.

Over the past two years, KIPP’s AP for All strategy has expanded access to AP English and Math courses at its high schools, and this year, 16 of 31 KIPP high schools are also piloting a new AP Science curriculum that we’ve tailored to enable more students to engage in AP-level course work. As a result of these efforts, **76 percent of the Class of 2018 took an AP exam** – up from 65 percent among the class of 2014.

⁴ Mattern, K. D., Shaw, E. J., Xiong, X. (2009). *The relationship between AP exam performance and college outcomes*. New York, NY: College Board.

⁵ Dougherty, C., Mellor, L., Jian, S. (2005). *The relationship between Advanced Placement and College Graduation*. Austin, TX: National Center for Educational Accountability.

College and career counseling. To complement the academic preparation KIPP high school students undertake in the classroom, our KIPP Through College (KTC) counselors across the country provide day-to-day, on-the-ground counseling and advising support to KIPPsters and their families. KIPP counselors support students as they prepare for and select the right college and career based on their interests and passions.

Because too many first-generation students “undermatch,” or choose less selective colleges with lower graduation rates than they could likely get into based on their academic profile, we have equipped our college counselors to coach students on the approach to help students find the right college match for success. Through our multi-pronged KIPP **College Match strategy**, we have detailed the student behaviors and action steps that are critical in making a good match, identified the counselor practices that support those student behaviors, and specified the enabling conditions in high schools that ensure these behaviors and practices are implemented. In addition, through KIPP’s College Match strategy, we have identified key outcomes and leading indicators we utilize to monitor progress, support KIPP high schools in setting clear goals against those metrics, and then pilot, refine and roll out tools and resources to help KIPP schools adopt and implement Match practices. For example, we developed a College Match Tool that helps college counselors identify strong match colleges for their students, based on the student’s personal academic profile (GPA and ACT scores). We prepared counselors with materials and a plan to ensure students apply to a strong portfolio of likely (or safety), target, and reach colleges, including **six or more target and reach colleges**—a mix we’ve found is key to dramatically reducing undermatching. In addition, we provide counselors ongoing professional development on the Match strategy as well as data to help regions monitor students’ progress and target support. And, we continuously refine our approach based on performance trends, practitioner

feedback, and learning from research and bright spot high schools within and outside our network.

Finally, we are executing a **career strategy** that prepares our students to compete in the labor market and pursue careers that afford security, opportunities for growth, and a greater sense of agency over their futures. We are focused on helping our high schools integrate career preparation into their offering by: 1) assessing student career strengths and interests via YouScience, an interest and aptitude assessment that helps students think about potential future career matches (currently more than 2,000 students have completed a YouScience assessment this year), 2) providing structured career exposure and work-based learning targeted to in-demand industries to enhance student learning at each grade level, and 3) using students' strengths, career interests, and experiences to support them in identifying a passion and purpose which will set up each student up for post-secondary persistence and success.

Select KIPP regions have begun building relationships with Career Technical Education (CTE) providers aligned to high-demand and high-wage local industries. KIPP New Jersey, for example, has established a strong partnership with NPower, a local CTE program with a national presence. Through this partnership, KIPP New Jersey has placed KIPP alumni into the NPower program to earn IT credentials and participate in internships. In addition, KIPP Foundation has created a CTE Pathways Advising Playbook. This playbook provides KIPP Through College advisors and high school counselors guidance on how to support students for whom a bachelor's degree program is a far reach and alumni who are not college-bound or stopped out and are not interested in re-enrolling. The purpose of the playbook is to provide resources and practical tools to support these students and alumni in identifying and connecting to CTE opportunities. At present, six KIPP regions (those with the largest number high schools) are pursuing this career integration strategy; more regions will join them over the next several years.

Support for college and financial aid applications, and to take standardized tests. As a result of our College Match strategy, we're seeing more and more KIPPsters applying to colleges strategically. **Among the class of 2018, 74% applied to six or more target and reach schools, compared to only 15% in the class of 2014.** In addition, among high school seniors graduating in the spring of 2018, **74% of those with a GPA of 3.5 or higher and an ACT score of 21+ applied Early Decision/Early Action**, a behavior shown to significantly increase odds of admission.

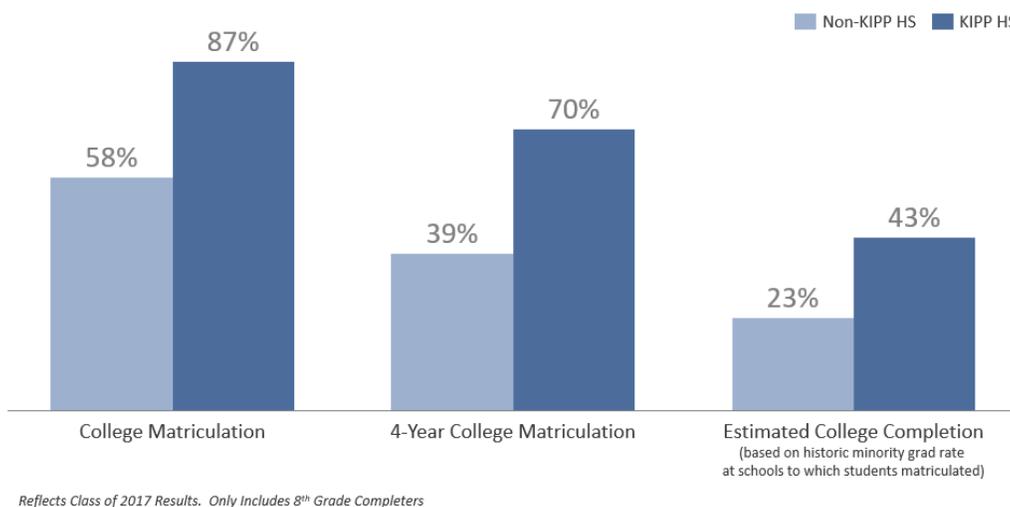
Because college affordability is one of the most significant barriers our students face, we've created a number of financial aid resources (e.g., FAFSA checklist, net price calculator, financial aid vocabulary cheat sheet) for counselors to use with students and families. As a result, **93 percent of the class of 2018 applied for federal or state financial aid.**

Finally, we're focusing on integrating and assessing the ACT's College and Career Readiness Standards throughout our high schools. The ACT exam has proven to be a historical barrier to college access for first-generation students, and we are committed to supporting students in meeting college-readiness benchmarks, gaining access to more selective colleges with higher graduation rates, and strengthening skills that will help them to and through college. Today, 87 percent of KIPP high schools administer ACT interim assessments and **98 percent of KIPP's class of 2018 took the ACT or SAT.**

Attainment results demonstrate that KIPP high schools are preparing students for post-secondary education, and positively impacting high school graduation, college matriculation, and college persistence rates. Looking at the college attainment outcomes for all students who complete eighth grade with KIPP, comparing the outcomes for those who attended a KIPP high school vs. those who did not, we see that students who attended a KIPP high school are more

likely to matriculate to college, matriculate to a four-year college, and matriculate at colleges from which they have a higher likelihood of graduating (Figure 2).

Figure 2: KIPP High schools’ positive impact on college matriculation



We see KIPP High Schools have a similar impact on college graduation. Nationally, only 12% of low-income students earn a four-year degree. KIPP alumni—those who have completed middle and or high school at KIPP—complete college at three times that rate (36%). **For who attend a KIPP high school, the college grad rate is even higher – by nearly four times— with 45% earning a bachelor’s degree.**

(iii) KIPP supports students to persist in postsecondary education

After KIPP, **KTC alumni advisors ensure students have the supports they need to navigate academic, financial, and social obstacles and stay the course to attain a college degree or non-BA credential.** Research tells us that regular student coaching is a critical lever to ensure college students, especially first-generation students, get the support they need to stay on track to graduation. At KIPP, alumni advisors manage and counsel a caseload of students in college. Our counselors are there, both virtually and in-person, to make sure students stay on

track and meet critical deadlines to graduate on time. Through frequent outreach, counselors check in, gauge how students are doing, surface challenges, and intervene and offer coaching when needed.

Critical to coaching is data: gathering it, analyzing it, and leveraging it to prioritize ongoing outreach and follow-up with the students that need it most. Today, KIPP alumni counselors work with a portfolio of 1st and 2nd year students in college to ensure they complete college persistence “benchmark” assessments. These assessments include a series of questions that KIPP counselors ask at specific intervals (e.g. end/start of semester) to evaluate students in college across 4 domains: academic, social-emotional, "passion/purpose/plan" and financial factors. Based on their responses, students are rated on a red, yellow, green scale. Leveraging benchmark and other data, counselors prioritize caseloads and strategize interventions with at-risk students. **Today, of the KIPP high school graduates who attend college, 87 percent return to college in the fall following their first year.** While this early persistence rate is promising, we hope to drive it even higher with the benchmarks and other such interventions over the grant period.

In addition to our persistence counseling strategy, KIPP has also built formal partnerships with nearly 100 colleges and universities nationwide to better support KIPP and other first-generation college-goers. Today, one in four KIPP alumni in college are at a KIPP partner institution. For the full list of number of KIPP alumni enrolled in each partner college, please see Appendix I.3.

(iv) Performance Measures. Throughout the grant period, KIPP will track and hold itself accountable to a set of performance measures related to high-school and post-secondary outcomes. Please see Section C for those detailed measures.

A - Quality of the Eligible Applicant

KIPP (Knowledge is Power Program) was founded 24 years ago in a single classroom with 47 fifth-grade students in a low-income community in Houston, Texas. This past fall, KIPP opened its 224th school and grew to educate nearly 100,000 students in elementary, middle, and high school across over 30 communities in 20 states and Washington, D.C.

As KIPP has grown, we have remained steadfast in our commitment to our national mission: to create a respected, influential, and national network of public schools that are successful in helping students from underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and the competitive world beyond. We are motivated to continue successfully replicating and expanding our proven educational model to close the opportunity gap for more children in educationally underserved communities.

With the Charter Schools Program’s support, over the next three years, KIPP Foundation and the consortium of KIPP Regions will continue to successfully replicate and expand, creating 23,000 high-quality seats across 52 schools. In doing so, we aim to support thousands of educationally disadvantaged students on to living lives of choice and opportunity.

1 – KIPP Students Outperform Similar Students Served by Other Public Schools

KIPP schools, consistently deliver results for their students that exceed results for students from similarly educationally disadvantaged populations. Following longitudinal studies of KIPP’s impact designed to meet What Works Clearinghouse standards leveraging both quasi-experimental and experimental designs, Mathematica Policy Research published the following findings on KIPP’s impact in its 2015 report⁶:

⁶ Tuttle, et al, 2015

- **KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three measures of reading and mathematics skills.**
- **KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies.** Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the studies.
- **KIPP high schools have positive, statistically significant, and educationally meaningful impacts on student achievement** for high school students new to the KIPP network. For students continuing to KIPP high schools from KIPP middle schools, KIPP high schools have **positive impacts on a variety of college preparation activities and the likelihood of applying to college.**

In addition, KIPP schools' outperformance is seen in (a) statewide test scores; (b) nationally-normed tests; (c) student attendance and retention rates; (d) high school graduation rates, college attendance, and college completion rates.

a – KIPP Students outperform on statewide assessments. Across all 20 states and the District of Columbia where KIPP schools operate, KIPP is serving students in some of the most educationally disadvantaged districts within those states. In 2016, 2017 and 2018, KIPP students outperform on state tests across a variety of educationally disadvantaged subgroups. State test results show that KIPP is helping to narrow the achievement gap for educationally disadvantaged subgroups. As demonstrated in Figure A.1, gains in student achievement are significant over time, such that by fourth and eighth grade when the cumulative impact of several years of a KIPP education are evident. For example, within the economically disadvantaged subgroup in 2018, 70 percent of 4th grade classes outperformed the district, in tests of reading, 78 percent did so in math; similarly, 78 percent of 8th grade classes outperformed the district in reading in 2018, and

80 percent outperformed in math. In the same year, English Language Learners in 96 percent of 8th grade classes outperformed those in the state. For a complete view of KIPP elementary and middle school students’ performance by subgroup, compared to the district and state, over the last three years, see Appendix G.

Figure A.1 – Performance on State Tests of Reading and Math, by subgroup

			% of KIPP classes outperforming local district					% of KIPP classes outperforming state				
			Economically disadvantaged	African-American	Latino/Hispanic	Special Needs	English Language Learner	Economically disadvantaged	African-American	Latino/Hispanic	Special Needs	English Language Learner
2018	Reading / ELA	All grades	72%	72%	83%	43%	78%	60%	60%	72%	35%	69%
		Elementary										
		3rd grade	63%	66%	69%	50%	69%	47%	58%	55%	44%	59%
		4th grade	70%	65%	74%	35%	55%	60%	53%	61%	41%	60%
		Middle										
		5th grade	62%	66%	72%	34%	68%	44%	48%	54%	20%	56%
		6th grade	79%	83%	88%	39%	87%	64%	64%	78%	38%	66%
		7th grade	81%	75%	93%	33%	89%	78%	76%	84%	16%	83%
	8th grade	78%	76%	95%	63%	92%	71%	65%	92%	52%	96%	
	Mathematics	All grades	75%	74%	83%	50%	73%	65%	65%	74%	41%	69%
		Elementary										
		3rd grade	85%	80%	83%	62%	72%	67%	67%	73%	50%	69%
		4th grade	78%	73%	87%	61%	85%	58%	69%	78%	55%	75%
		Middle										
		5th grade	59%	63%	67%	47%	60%	47%	49%	59%	31%	63%
6th grade		74%	69%	83%	36%	68%	59%	53%	69%	22%	58%	
7th grade		79%	82%	96%	41%	85%	78%	73%	89%	38%	82%	
8th grade†	80%	81%	87%	59%	79%	77%	77%	85%	57%	71%		

†Includes schools that offer 8th Grade Mathematics, Algebra I, and/or Mathematics I. When multiple state tests are administered, the average of the percentage of proficient students is calculated for the school, district, and state weighted by how many KIPP students took each exam.

(b) KIPP has demonstrated success in significantly increasing student academic growth

In addition to state criterion-referenced exams administered annually, KIPP measures student academic growth on national, norm-referenced tests. At KIPP, Kindergarten through eighth-grade students take a norm-referenced achievement exam - Measures of Achievement Progress (MAP) – developed by the non-profit Northwest Evaluation Association. MAP allows us to measure the growth and achievement levels of KIPP students as compared to a robust sample of peers nationally (10 million students). Students take MAP tests in the fall and/or spring.

The MAP assessment enables us to measure students’ growth **within one academic year**. MAP assigns each student a growth goal based on his or her starting performance and grade level. This target score represents one year of academic growth and is a benchmark for students and teachers to achieve or exceed when tested again.

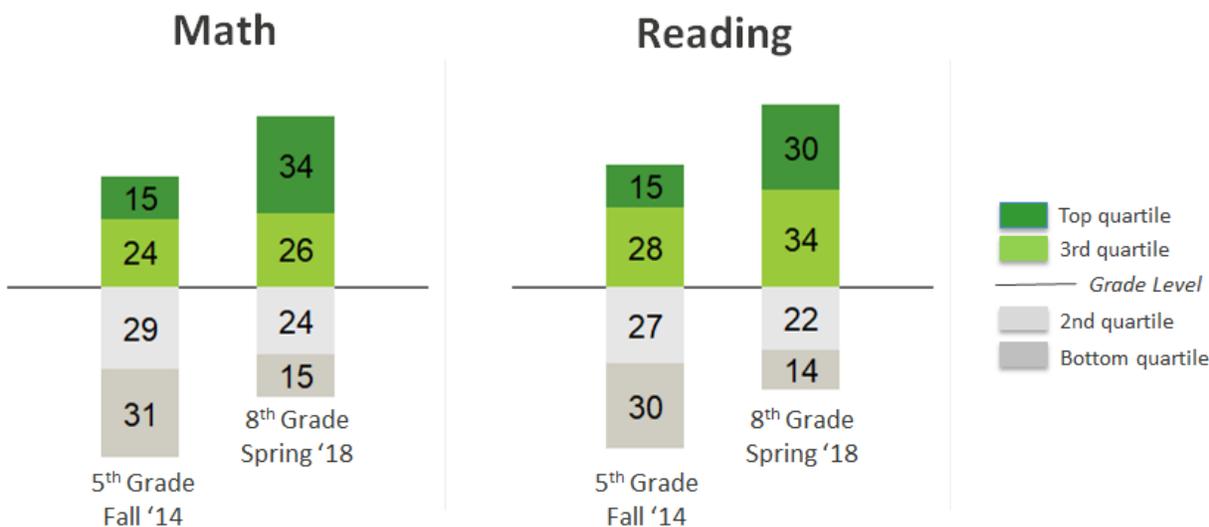
In 2018, **KIPP schools outperformed the national average for students making one or more years of growth within an academic year** as seen in Figure A.2.

Figure A.2: Percentage of students meeting or exceeding MAP fall-to-spring growth targets



When we track **students’ growth over time**, the majority of KIPP students enter middle school in the fall of fifth grade below grade level and the majority exit in the spring of eighth-grade at or above grade level. Figure A.3 shows the most recent performance of eighth-grade classes from across the KIPP network, compared to those same students’ performance when they entered KIPP in the fall of 2014.

Figure A.3 – Student growth from fifth to eighth grade (2018)



Sixty percent of fifth graders performed below grade level in math in the fall of 2014, with 57 percent performing below grade level in reading. By the spring of eighth grade, 60 percent were performing at or above grade level in math and 64 percent were performing at or above grade level in reading.

c – KIPP Schools have higher student attendance rates and comparable or better retention rates

Across all districts and states in which KIPP schools are located, KIPP schools have higher or comparable average daily attendance rates. **During the 2017-18 school year, KIPP’s average daily attendance rate was 94 percent** as compared to 91 percent for the district and 94 percent for the state.⁷ For additional detail on KIPP’s attendance rates see Appendix G.2.

Consistent across reports published in 2010, 2013 and 2015, independent researchers at Mathematica Policy Research found that student retention rates—the rate at which students returned to their school the following year or graduated from the school’s highest grade— at KIPP schools are, on average, **similar to those of surrounding district schools**, and there is no

⁷ KIPP data is as of 2017-18. District and State data is the latest available since the 2014-15 school year.

evidence of systematically higher levels of attrition among the KIPP schools they studied.⁸ In 2011, Mathematica published results of a study which compared attrition by subgroup. It showed that **KIPP has lower middle school attrition for African American and Latino students as compared to the district**, and in particular, **KIPP has lower attrition for African American males than the district schools.**

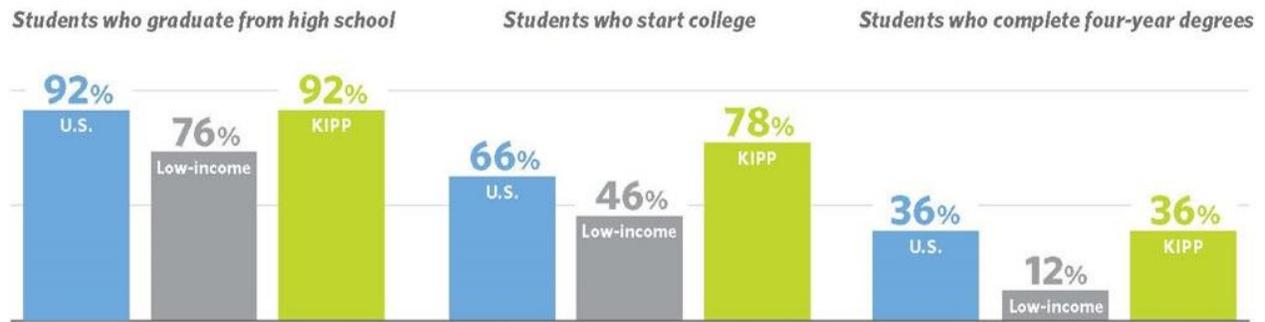
d – KIPP students surpass expectations for High School Graduation, College Attendance, and College Completion

Ninety-two percent of students who completed the eighth grade at KIPP five or more years ago have graduated from high school, and 78 percent have matriculated to college. Among those who completed the eighth grade at KIPP ten or more years ago and/or the twelfth grade at KIPP six or more years ago, 36 percent have graduated from a four-year college and five percent have graduated from a two-year college. To put this in context, **with a 36 percent graduation rate, KIPP students are earning four-year degrees at the same rate as the national average across all demographics and at a significantly higher rate than the average for low-income students**, only roughly 12 percent⁹ of whom have earned a college degree by their mid-20s nationwide. For KIPPsters who attend a KIPP high school, 45% have earned a bachelor's degree. For a comparison of KIPP students' college attainment results with the national average as well as those of low-income peers, please see Figure A.4 below.

⁸ Tuttle, et al, 2010, 2013 & 2015

⁹ U.S. Census

Figure A.4 – KIPP student attainment for students who completed eighth grade at KIPP compared to U.S. and low-income averages



Overall, KIPP works to ensure students receive a high-quality education that produces results: measurable achievement while a student attends KIPP and success in college and beyond. These results are closing the achievement gap for our students, as evidenced by performance versus peers in the state and also as documented in rigorous independent research studies.

2 – Maintaining a high-quality network: schools no longer in the KIPP network

As KIPP has grown from two to 224 schools, we have and continue to closely manage school quality. The KIPP Foundation, which supports and oversees the growth of the KIPP network of schools, enters a trademark license agreement with each school and region for their use of the KIPP name. This agreement articulates the conditions, including quality-control requirements, under which schools and regions may refer to themselves as “KIPP.” (School and regional license agreement templates can be found in Appendix I.2).

We take our commitment to our students, families, and communities very seriously, and as such, the KIPP Foundation may terminate its license agreement – effectively removing the KIPP name—with any school not meeting these commitments. Across nearly two decades, of the 238 schools opened by KIPP-trained educators, 229 schools (96 percent) are in operation, and 224 schools (94 percent) still operate within the KIPP network.

Prior to terminating a license agreement, KIPP makes every effort to support the school's academic and operational health. As an ongoing practice, regional Executive Directors are assigned a single point of contact at the KIPP Foundation, a "Relationship Manager," who ensures, at a minimum, that regions and schools are aware of and have access to resources provided by the KIPP Foundation. Furthermore, KIPP Foundation leads and manages communities of practice for individuals within KIPP schools and regions. Executive Directors, School Principals, Chief Academic Officers, Academic Content Leads, Chief Operating Officers, Directors of Development, business operations professionals, and others connect with their peers across the KIPP network virtually (via e-mail, listservs, and through the KIPP Foundation-hosted KIPP Share platform) and at in-person professional development.

In addition to these ongoing supports, school performance is closely monitored through qualitative and quantitative data collection throughout the year. Should evidence of a struggling school arise, KIPP regional and Foundation staff spend significant time on-site with the school principal, providing instructional coaching support as well as intensive data analysis and financial expertise as needed to support the struggling school.

If, after the benefit of these supports, a school is still struggling, the KIPP Foundation may send an official letter informing the school that it is at risk of losing its right to use the KIPP name and provide a 90-day period within which the school must take adequate steps to cure deficiencies.

Of the 14 schools that are no longer a part of the KIPP network (Figure A.5), KIPP removed its affiliation with the schools due to: persistently low academic performance, low enrollment, financial unsustainability, or governance disagreements with local school boards.

Figure A.5: Former KIPP schools no longer in the KIPP network

School Name and Location	Year opened	Yr closed/left KIPP	Reason	Detail
<i>Schools that have closed: 9 total</i>				
KIPP Asheville Youth Academy (Asheville, NC)	2002	2006	low student enrollment	KIPP and the Asheville School District mutually agreed to close the school because of low student enrollment numbers. KIPP Asheville merged with an existing district school at the end of the 2005-06 school year.
KIPP Chicago Youth Village Academy (Chicago, IL)	2003	2006	low student enrollment & achievement	The KIPP Foundation and school mutually agreed to remove the KIPP name from the school in 2005 because the school had low student enrollment and was underperforming academically. The school closed at the end of the 2005-06 school year.
KIPP Harbor Academy (Edgewater, MD)	2004	2006	school unable to secure facility	The board of KIPP Harbor voted to close the school because it could not secure a building. The school closed at the end of the 2005-06 school year.
KIPP Achieve Academy (Atlanta, GA)	2003	2007	financial unsustainability	The KIPP Foundation and the school mutually agreed to remove the KIPP name from the school in 2005 because it was unable to establish a stable financial model. The school operated as an independent charter school for one year but closed at the end of the 2006-07 school year.
KIPP Sankofa Charter School (Buffalo, NY)	2003	2007	low student achievement	The KIPP Foundation and the school mutually agreed to remove the KIPP name from the school in 2007 because student achievement was persistently not up to KIPP's standards. The school closed at the end of the 2006-07 school year.
KIPP Academy Fresno (Fresno, CA)	2004	2009	financial unsustainability	The board of KIPP Fresno voted to close the school because it could not secure funds to pay off a loan for its school facility. The school closed at the end of the 2008-09 school year.
Lead College Prep Charter School Lead College Prep High School (Gary, IN)	2005 & 2010	2013	disagreement with charter authorizer	The KIPP Foundation and the schools mutually agreed to remove the KIPP name from the schools in 2011 because KIPP's regional governance model was rejected by the local charter authorizer. The local board partnered with American Quality Schools (AQS) to keep the schools open. The schools remained open as AQS schools for two years but closed

				at the end of the 2012-13 school year.
KIPP Memphis University Middle School (Memphis, TN)	2014	2017	low student enrollment	KIPP Foundation, KIPP Memphis, and the Achievement School District mutually agreed to close the school due to persistently low enrollment driven by its remote location within the city of Memphis.
<i>Schools that remain open, without KIPP affiliation: 5 total</i>				
PATH Academy (Atlanta, GA)	2002	2004	philosophical differences with KIPP	The KIPP Foundation and PATH mutually agreed to remove the KIPP name from the school in 2004 because of disagreements with the local board over the school's direction. PATH Academy remains open as an independent charter school.
SAC Prep Charter School (Sacramento, CA)	2003	2004	philosophical differences with KIPP	The local board voted to leave the KIPP network in 2004. SAC Prep Charter School remains open as an independent charter school.
Freedom Prep Middle School (Camden, NJ)	2004	2009	philosophical differences with KIPP	The KIPP Foundation and the school mutually agreed to remove the KIPP name from the school in 2009 because the local board selected a new, unapproved school leader. Freedom Academy remains open as a Democracy Prep charter school.
Coastal Village Primary School Coastal Village Middle School (Galveston, TX)	2009 & 2010	2014	financial unsustainability	The KIPP Foundation and the Galveston Independent School District (GISD) jointly decided in 2014 to end KIPP's relationship with its two Galveston schools. KIPP came to Galveston in 2009, in the wake of Hurricane Ike, and operated for several years with significantly lower per-pupil funding than was sustainable. After establishing that the funding situation would not change, KIPP handed over management of the schools to GISD. Both schools remain open; Coastal Village Elementary changed its name in June 2018 to Rosenberg Elementary.
<p>Note: Over its history, KIPP opened two schools that closed within a year, not included above. KIPP Cole opened in fall 2004 through a contract with the Denver Public Schools under which the new KIPP principal would phase out the existing school and restart it as a KIPP school. The new principal resigned on the first day of the school year, and KIPP turned the school back to the district at the end of that year</p> <p>KIPP New Orleans West (NOW) opened in Houston the wake of Hurricane Katrina to serve New Orleans students displaced to Houston (many living in shelters). The school opened on October 3rd, 2005 and served over 450 students in grades Kindergarten through 8th. The school closed at the end of the school year (2006) when families and teachers returned to New Orleans.</p>				

Finally, one additional KIPP school will close this spring at the end of the academic year: KIPP Forrest City College Prep middle school in Forrest City, Arkansas. The school, located in rural Arkansas less than an hour from Helena, is under-enrolled with 90 5th-8th grade students. KIPP Delta has made parents and students aware and has guaranteed that every KIPP Forrest City student who so desires will have a seat in the KIPP middle or high school in Helena. Today, 50 students who live in Forrest City already attend KIPP schools in Helena, riding KIPP-provided busses (at no cost to families). KIPP is working closely with the local Forrest City school district to place students who prefer to attend school locally.

3 – Maintaining a high-quality network: Nature of financial, operational, student safety, or compliance issues

Local KIPP regions work closely with authorizers to ensure strong operational and financial management. Over the years, should any issues arise, KIPP leadership has ensured that they are addressed in a timely manner.

Nationally, KIPP is financially sound and we have an engaged national Board of Directors. In accordance with IRS requirements, the following policies are in place: Code of Ethics, Whistle Blower Policy, Document Retention and Destruction Policy, and Conflict of Interest Policy. Board members are required to disclose on an annual basis any conflicts of interest, which are reviewed by the Board in accordance with state and federal law. In addition, the KIPP national Board conducts a rigorous performance evaluation of the CEO on an annual basis. The Board's Audit committee oversees KIPP's risk management.

KIPP Foundation and KIPP Regions have policies addressing misconduct; KIPP regions also have a protocol for how to alert the KIPP Foundation should incidents occur related to matters including staff misconduct, student safety, test score tampering, or financial

improprieties. Policies have always been in place, and in recent years they have been augmented with training on how to implement these policies across the KIPP network of schools.

Two years ago, KIPP Foundation began to work closely with KIPP regional Boards to help them assess their risk management oversight by asking all Boards to complete a risk management assessment. KIPP Foundation collects the risk management assessments twice per year from all regions and works with regional leaders to help close any gaps. At the last two KIPP regional Board retreats, risk management – particularly student safety and staff misconduct – were the primary topics. KIPP Foundation has also partnered with Joffe Emergency Services to provide ongoing onsite training and assessment.

This year, KIPP also established a network-wide risk-management committee comprised of General Counsels and regional leaders from the KIPP Foundation, KIPP DC, KIPP LA, KIPP NJ, KIPP NYC, KIPP Indianapolis and KIPP MN. The committee has worked to identify the principal risks to the KIPP network. The committee initially focused on student and staff safety and conduct, coalescing around best practices and their roll-out across all KIPP regions. For example, in 2018 KIPP published its *Student Safety Playbook*, which includes policies and procedures, templates, and training modules for student safety, staff conduct, and emergency/disaster preparedness.

Finally, KIPP regions are working proactively to keep students safe both in and out of school. KIPP DC, for example, has been working with the D.C. Public Charter School Board on issues of student safety, including student safety on public transportation to and from school; responding to weapons possession, physical assault, and/or bullying on campus. In addition to reporting these incidents to DCPCSB, KIPP DC liaises with other local agencies to both increase awareness about these safety concerns and advocate for additional resources to keep students and schools safe.

The safety and well-being of the nearly 100,000 students and over 6,000 staff members across the 224 KIPP schools is paramount. We are working at all levels – nationally and locally—to ensure strong policies, procedures, culture, and practices to sustain consistently high performing, safe, equitable, and joyful schools.

Figure A.6 documents compliance issues that have arisen across the KIPP network and at KIPP Foundation in the past three years.

Figure A.6: Financial, operational, student safety, or compliance issues of the KIPP network, 2015-18

KIPP Region	Issue
KIPP Foundation	In February 2018, KIPP announced the termination of co-founder Mike Feinberg as a result of findings from an independent investigation into allegations of misconduct. Although the incidents investigated allegedly occurred many years ago, and Mr. Feinberg categorically denies any wrongdoing, credible evidence was found of conduct that is incompatible with the mission and values of KIPP.
KIPP Delta	KIPP Delta, with schools in rural Arkansas, missed the deadline to submit required special education personnel paperwork to the Arkansas Department of Education in the Spring semester of 2018. This triggered an audit of KIPP Delta’s special education program documentation and, the region is now on a continuing action plan to ensure that our special education program is in compliance with state standards. KIPP Delta’s special education director was subsequently not renewed, and the region has contracted with the local educational cooperative to ensure compliance and serve as our special education director while we search for a qualified director. We will be on a continuing action plan through February 9, 2020 and anticipate early removal from this by providing accurate and compliant paperwork this spring.
KIPP Eastern North Carolina	Two campuses were placed on financial cautionary non-compliance for late audits in the winter of 2018; this issue was resolved in the spring of 2018 when the audits were delivered. Leadership is working with the auditing team to ensure timely future audits. Additionally, all three campuses have undergone School Nutrition audits that produced Corrective Action Reports, which have since been corrected and closed.
KIPP Massachusetts	Due to Finance staff transitions in the past two years, KIPP MA’s most recent financial audit found material weaknesses in general ledger maintenance, monthly and year end closing processes, finance office staffing, and credit cards and credit card expense reports. KIPP MA has hired a new CFO and put policies, procedure and safeguards in place to prevent this from recurring.
KIPP Minnesota	In 2017 the Minnesota Department of Human Rights opened an investigation into 43 schools that had high rates of suspension for students of color from 2010-2016. KIPP Minnesota, whose student body is 99% students of color, was included in this investigation. KIPP MN successfully settled their concerns by demonstrating its commitment to ensuring that students are at school and in class as much as possible, while still maintaining safe, structured, and nurturing classrooms for all students. KIPP MN used the investigation as an opportunity to further improve our proactive and reactive discipline systems, including our parent engagement, mental health supports, and student data tracking.

KIPP Texas -
Houston

As allowed by Texas state law, the KIPP Texas-Houston region collects optional fees for items such as reward field trips, after-school sports, and leisure books that students are able to keep. These fees are correctly identified as optional in the student handbook and each year, parents must sign a form acknowledging they have read and understood the handbook. At the end of the 2014-15 school year, an office staff member at the KIPP Sunnyside campus sent home a letter to parents mistakenly identifying some of these student fees as mandatory. This was an error in language and did not reflect KIPP Houston's policies, which have always been aligned with Texas Education Agency (TEA) rules and state law.

In May of 2015, a parent of a KIPP Sunnyside High School student filed a complaint with TEA regarding the language in this letter. TEA opened an investigation in April 2016 and presented their findings and recommendations to the KIPP Houston team in December 2016. TEA found that the fees KIPP collected from parents were allowable under state law and worked with KIPP to ensure the communication to parents clearly matched the policy already in place in the KIPP Houston Student Handbook. The KIPP Sunnyside campus letter was corrected as soon as TEA brought it to our attention.

As part of TEA's review, other fee practices were evaluated and the Agency found that the way KIPP Houston was buying school uniforms up front and offering them to families was unallowable. Since its inception as a Houston ISD public charter school, KIPP Houston has sold uniforms directly to families, as a way of providing more affordable and even free uniforms as needed by our families. TEA found that in addition to offering uniforms, KIPP Houston must also explicitly offer families the option to purchase uniforms directly from a vendor of the family's choosing. Policies and practices have been amended accordingly.

Prior to the 2016-17 school year, the KIPP Houston region established new protocols to ensure all school communication with parents is aligned with the student handbook. Since the summer of 2016, a member of the region's executive team has reviewed all letters regarding student fees distributed to parents at the 28 KIPP Houston schools.

During the FY16-17 Single Audit, KIPP Houston was found to be out of compliance with federal and state laws requiring public notice for proposal requests over the simplified acquisition threshold of \$150,000 for special educational professional services under IDEA-B funding. KIPP Houston has submitted a planned corrective action plan to the U.S. Department of Education (dated October 10, 2017). KIPP Houston is implementing a Procure-To-Pay system in fiscal year 2019 that will require all contract requests to be entered into the system and reviewed by the KIPP Houston procurement team. This second level of review will ensure that all contracts needing public procurement will be properly addressed.

During the FY16-17 Single Audit, KIPP Houston was found to have over-claimed \$58,000 in meals for eligible students from the Texas Department of Agriculture. KIPP Houston has submitted a planned corrective action plan to the U.S. Department of Education (dated October 10, 2017). KIPP Houston has henceforth put in place a process for counting and claiming meals which has been reviewed by the Texas Department of Agriculture and with KIPP Houston's auditors.

In the fall of 2017, a former KIPP Explore Academy staff member, Brandon McElveen, was charged with indecency with a child. Mr. McElveen's employment with KIPP Houston Public School has been terminated, and KIPP Houston has been working closely with the authorities conducting the investigation.

KIPP Houston has a number of practices and policies to promote a safe environment including specific policies in place, outlined in its staff handbook, to prevent any inappropriate contact between staff and students. KIPP Houston has a rigorous background check process for new employees through an FBI data base with continuous monitoring. KIPP Houston conducts regular, mandatory training for all employees; has protocol in place for staff, students, and families to report suspected abuse; and programs for supporting students and their families should they come forward. KIPP Houston conducts regular review of these practices.

In all of the above cases, KIPP Foundation or the KIPP Region has taken corrective action.

B - Contribution in Assisting Educationally Disadvantaged Students

This project will make a significant contribution in expanding educational opportunity for educationally disadvantaged students, enabling them to meet challenging State academic standards and become college- and career-ready. The project will replicate and expand KIPP schools that adhere to the same operating principles that have driven the success of KIPP's existing schools.

KIPP Foundation and the consortium of KIPP Regions, with the support of a Charter Schools Program Replication and Expansion grant, aim to open and expand 52 high-quality schools to serve over 17,000 educationally disadvantaged students within the grant period, nearly 23,000 when the schools reach full enrollment two years later.

1 – KIPP Schools Currently Serve an Educationally Disadvantaged Population

KIPP's recruitment and enrollment policies and practices target students who are growing up in urban and rural communities that are educationally disadvantaged. In the 2017-18 academic year, the most recent year for which we have data, across the KIPP network of schools, **96 schools qualify for CEP, 89 percent of students in the remaining 113 schools are eligible for free or reduced-price lunch; 95 percent of KIPP students are African American or Latino. Across KIPP, 11 percent of KIPP students receive special education services, and**

17 percent are designated English Language Learners. This varies by school; there are KIPP schools where as much as a quarter of the student population receives special education services and schools in which 80 percent of students are designated as English Learners. See Appendix G.1 for student demographic detail for each KIPP school compared to that of its state and district.

2 –Replicated Schools Will Recruit, Enroll, and Effectively Serve Educationally Disadvantaged Students

Schools opened or expanded with CSP grant funds will serve a similar educationally disadvantaged population to KIPP schools today, leveraging the academic model that continues to deliver strong student achievement.

a – Recruit and enroll educationally disadvantaged students

The vast majority of new and expanded schools will open within an existing region, a cluster of geographically proximate KIPP schools with a shared leadership team and central support office, and all aim to serve a similarly low-income population as that served by existing KIPP schools in the region.

To actively recruit families and students, school principals and teachers walk door-to-door in our surrounding communities to share information about their KIPP schools. In addition, school principals and teachers set up information tables at community events, work with local faith-based communities, and build relationships with local nonprofits that serve students and families (e.g., the Boys & Girls Clubs, Head Start programs) to ensure parents have knowledge of and equitable access to student enrollment lotteries. As detailed below, KIPP actively recruits, enrolls and supports students with disabilities and English learners.

(i) Students with Disabilities: Nationally, on average, 11 percent of KIPP students receive special education services. KIPP’s special needs students have access to the same college-preparatory education and are held to the same high standards as all KIPP students, with a differentiated process and amount of time to achieve those standards. Increasing the number of special needs students served is critical to achieving our mission of providing a high-quality education to all students and is a focus across the KIPP network, from our CEO to principals. Throughout the recruitment process, KIPP schools provide parents, including those whose students may require special services, with accurate information about the programs, services, and amenities available at the school.

(ii) English Learners: Across KIPP, 17 percent of students are designated as English learners. School by school, the principal and his or her team employ a number of measures to ensure that they are reaching all students and communicating with families in a language they can understand. For example, in the Bay Area, KIPP recruitment materials appear in English, Spanish, Vietnamese, Chinese, and Arabic; the region also provides translation headsets and interpreters at school events. In communities with large Spanish-speaking populations, KIPP schools utilize Spanish-language newspapers and radio stations to inform potential parents of the KIPP school in their community. KIPP actively recruits and hires teachers with experience and success reaching English learners. KIPP schools dedicate professional development time and resources to second-language instructional strategies and techniques. Per state and federal accountability measures, schools carefully monitor the rate of English language acquisition of students and the rates of reclassification.

(iii) Low-income student population: As KIPP schools replicate and expand, we will maintain a focus on educating students from low-income families.

- In fall of 2019, KIPP anticipates re-opening the Somerset PCS school in DC (currently serving grades 6-12) as two new KIPP DC schools: a middle and high school. **Approximately 70 percent of the Somerset student population is considered at-risk.** While KIPP DC participates in CEP so does not collect individual student eligibility for free- or reduced-price lunch, 75 percent of students in the district qualify for free- or reduced-price meals and at KIPP DC, 83% qualified in fall 2014, the last year before the region participated in CEP
- In fall of 2020, 11 KIPP regions plan to replicate or expand 16 schools. Please see Figure B.1 for more detail on the student population served by each KIPP region growing in 2020
- In 2021 and 2022, KIPP aims to replicate or expand an additional 34 schools. In each of the KIPP regions that may replicate or expand a school, KIPP serves a significant population of low-income students. Please see Figure B.2 for detail on the student population served by those additional KIPP regions that may open new schools in 2021 and 2022.

Figure B.1 – Schools anticipated, Fall 2020 by location

KIPP Region	School Type	Grades at full enrollment	Low-income Students in KIPP Region, 2017-18
KIPP Bay Area	High School	9-12	79%
KIPP Colorado	Elementary or Middle	K-4 or 5-8	89%
KIPP Columbus	Elementary or Middle	K-4 or 5-8	CEP (district = 81%)
KIPP DC	Early Childhood	PK3-K	CEP; 83% in 2014 (district = 75%)
KIPP Los Angeles	Elementary Elementary	TK-4 TK-4	90%
KIPP Metro Atlanta	Middle	5-8	CEP (district = 77%)
KIPP Minnesota	Elementary	K-4	CEP; 92% in 2015 (district = 62%)
KIPP New Jersey	Elementary Middle	K-4 5-8	90%
KIPP NYC	Middle	5-8	91%
KIPP Texas – Austin	Elementary or Middle Elementary or Middle	K-4 or 5-8 K-4 or 5-8	87%
KIPP Texas – Houston	High School Elementary Middle	9-12 PK-4 5-8	90%

Figure B.2 –KIPP regions that may open schools in 2021 & 2022

KIPP Region with plan for continued growth	Percentage of KIPP students eligible for free/ reduced-price lunch
KIPP Albany	CEP (district = 54%)
KIPP Baltimore	CEP; 85% in 2014 (district = 87%)
KIPP Bay Area	79%
KIPP Charlotte	CEP; 77% in 2015 (district = 61%)
KIPP Chicago	CEP; 95% in 2016 (district = 84%)
KIPP Colorado	89%
KIPP Columbus	CEP (district = 81%)
KIPP DC	CEP; 83% in 2014 (district = 75%)
KIPP Delta	CEP; 91% in 2014 (district = 99-100%)
KIPP Eastern North Carolina	CEP; 79% in 2015 (district = 64 - 99%)
KIPP Indianapolis	CEP (district = 67%)
KIPP Jacksonville	CEP (district = 49%)
KIPP Kansas City	CEP; 93% in 2016 (district = 98%)
KIPP Los Angeles	90%
KIPP Massachusetts	CEP; 86% in 2015
KIPP Memphis	CEP (district = 80%)
KIPP Metro Atlanta	CEP (district = 77%)
KIPP Miami	District = 72%
KIPP Minnesota	CEP; 92% in 2015 (district = 62%)
KIPP Nashville	CEP (district = 71%)
KIPP New Jersey	90%
KIPP New Orleans	CEP (district = 50%)
KIPP NYC	91%
KIPP Oklahoma City	CEP; 73% in 2014 (district = 84%)
KIPP Philadelphia	CEP; 88% in 2015 (district = 98%)
KIPP San Diego	92%
KIPP St. Louis	CEP; 91% in 2014 (district = 85%)
KIPP Texas – Austin	87%
KIPP Texas – Dallas	93%
KIPP Texas – Houston	90%
KIPP Texas – San Antonio	89%
KIPP Tulsa	87%

Over the grant period, KIPP schools may open in new sites – communities in which KIPP does not currently have a presence – including but not limited to: Albuquerque, NM; Baton Rouge, LA; Buffalo, NY; Central Valley, CA; Detroit, MI; El Paso, TX; Orange County, CA;

Prince George’s County, MD; Rochester, NY; Santa Fe, NM; Stockton, CA; and communities within Florida, New Jersey, and Texas.

(ii) Effectively serve educationally disadvantaged students

To effectively serve educationally disadvantaged students with KIPP’s proven model, KIPP Foundation trains instructional leaders, provides common curricula, implements common assessments, and leads professional development and communities of practice to ensure a consistently strong academic model. KIPP Foundation develops principals for new KIPP schools, upholding a national bar for the quality of KIPP instructional leaders. Furthermore, a national academic strategy and common assessments ensure a KIPP education continues to deliver student achievement gains.

Since its inception in 2000, the KIPP Foundation has shepherded the growth of the KIPP network by recruiting, selecting, and training leaders to found and run new KIPP schools. Strong leadership has proven to be the key to scaling with excellence, and so KIPP invests in recruiting—both internally and externally—highly qualified and mission-aligned individuals, selecting the most qualified from among the pool of candidates, and training those talented individuals in an intensive year-long program.

The majority of KIPP school founders participate in KIPP’s flagship leadership development program, the Fisher Fellowship. This year-long, full-time, cohort-based program includes: a summer institute (four weeks of intensive training and coursework in a university setting), multiple leadership development workshops lasting from three days to two weeks, individualized leadership coaching, and residencies in high-performing schools both within the future-leader’s “home” KIPP region as well as other high-performing schools within and beyond the KIPP network.

As KIPP regions grow in size and capacity to support more principal development locally, we are trialing a Principal in Residence (PiR) training model that delivers more of the Fisher Fellowship content locally. Individuals selected for the PiR program assume roles and responsibilities similar to those of an Assistant Principal: they are a full-time member of a school's leadership team, responsible for coaching teachers and building staff and student culture. In addition, PiRs receive intensive coaching from both a mentor School Leader and a regional Director of Leadership Development; are rigorously evaluated on their growth and performance throughout the program; and attend targeted, formal programming. The PiR emphasizes on-the-job stretch opportunities, regular coaching, and tailored professional development to accelerate development of leaders. KIPP Foundation provides programming and training modules consistent with those in the Fisher Fellowship, which are delivered locally. This alternative pathway ensures consistent quality while maintaining more instructional talent for longer periods in the home region and could ultimately lead to a faster pace of growth.

In addition to training instructional leaders, KIPP Foundation leads KIPP's national academic strategy, which regional academic teams (often a Chief Academic Officer, Director of Curriculum and Assessment, and/or Content Leads) in turn operationalize.

KIPP Foundation works with regional academic experts to vet and select rigorous, college-preparatory and culturally relevant curricula for use across the KIPP network. For example, KIPP elementary and middle schools use the KIPP Wheatley English Language Arts curriculum, Eureka Math, and Amplify Science. KIPP Wheatley provides opportunities for close reading, writing, and speaking based on high-quality, diverse texts that are culturally relevant. Eureka Math helps students develop conceptual understanding and procedural fluency, and to apply math. Amplify Science offers hands-on, multimodal learning designed to fulfill 100 percent of the Next Generation Science Standards. In high school, as described in Competitive

Preference Priority 3 above, KIPP schools use an AP for All curriculum to ensure every student has access to advanced-level coursework. For each of the recommended curricula, KIPP Foundation provides a comprehensive implementation blueprint with enabling conditions—scheduling, structures, and processes—necessary to implement. We also offer a robust catalog of professional development and instructional support resources. We ensure effective instruction through rigorous progress monitoring, supporting schools in implementing a regular cadence of assessments including the nationally-normed Measures of Academic Progress, STEP literacy, state assessments, as well as ACT-aligned interim assessments in high school.

In addition, KIPP convenes academic leader communities of practice and provides professional development (e.g. on coaching teachers or leveraging data in instruction) virtually through its online knowledge-sharing platform (KIPP Share) and at live in-person events, including KIPP’s Leadership Retreats and national Summit.

C - Quality of the Evaluation Plan

KIPP will evaluate its success in this project using objective performance measures aligned to the intended project outcomes (growth of high-quality schools, including high schools). The measures are consistent with KIPP's logic model and will yield data by the end of the grant period.

a –Objective performance measures related to the intended project outcomes.

With the support of the CSP, KIPP will work toward the following project outcomes:

- **Grow the network of KIPP schools.** Open and expand 52 schools to educate 17,000 students in the project period, with a focus on educationally disadvantaged students.
- **Maintain consistently high-quality schools.** Ensure consistently high school quality, both of the replicated and expanded CSP-supported schools and also of the KIPP network of schools overall: ensuring overall quality does not decline as the network grows.
- **Prepare students for post-secondary success.** Support high-school students to enroll and persist in postsecondary education and to ultimately attain a degree.

As such, KIPP will evaluate performance along the following objective performance measures, which will accurately measure the performance of the project and are consistent with the performance measures established for the CSP program.

Figure C.1 – Performance Measures

Measure Type	Performance measure	Target
Outcome: Grow the network of KIPP Schools		
Program Measure #1	The number of charter schools in operation around the Nation	52*
Project Measure #1	Student enrollment in Fall 2020 in the 2 restarted and 16 replicated or expanded KIPP schools	2,200
Project Measure #2	Average number of students enrolled per grade in each KIPP school opened with CSP support	112
Project Measure #3	Number of KIPP high schools opened or expanded with CSP support	6
Project Measure #4	Number of formerly low-performing public schools reopened as KIPP schools with CSP support	4
Project Measure #5	The percentage of students that qualifies for free or reduced-price lunch at grant-funded KIPP schools.	85%
Project Measure #6	The percentage of KIPP students that qualifies for free or reduced-price lunch.	85%
Outcome: Maintain consistently high-quality schools		
Program Measure #2	The percentage of fourth- and eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics and reading/language arts.	
Project Measure #7	The percentage of KIPP schools whose exiting grade outperforms that of district schools for the economically disadvantaged subgroup	4 th ELA: 75% 4 th Math: 83% 8 th ELA: 83% 8 th Math: 85%
Project Measure #8	Annual student retention** rate in grant-funded KIPP schools.	89%
Outcome: Prepare students for post-secondary success		
Project Measure #9	The percentage of KIPP graduating seniors that takes one or more AP exams	80%
Project Measure #10	The percentage of KIPP graduating seniors that passes one or more AP exams	50%
Project Measure #11	The percentage of KIPP graduating seniors that scores 21 or higher on the ACT	40%
Project Measure #12	The percentage of KIPP graduating seniors that applies for Federal and/or State financial aid	91%
Project Measure #13	The percentage of KIPP graduating seniors accepted to college	95%
Project Measure #14	The percentage of KIPP graduating seniors that has a post-secondary plan	95%
Project Measure #15	The percentage of KIPP high school graduates who, after their first year of college, returned to college the following fall	90%
Project Measure #16	The percentage of KIPP high school graduates that has graduated from college	50%

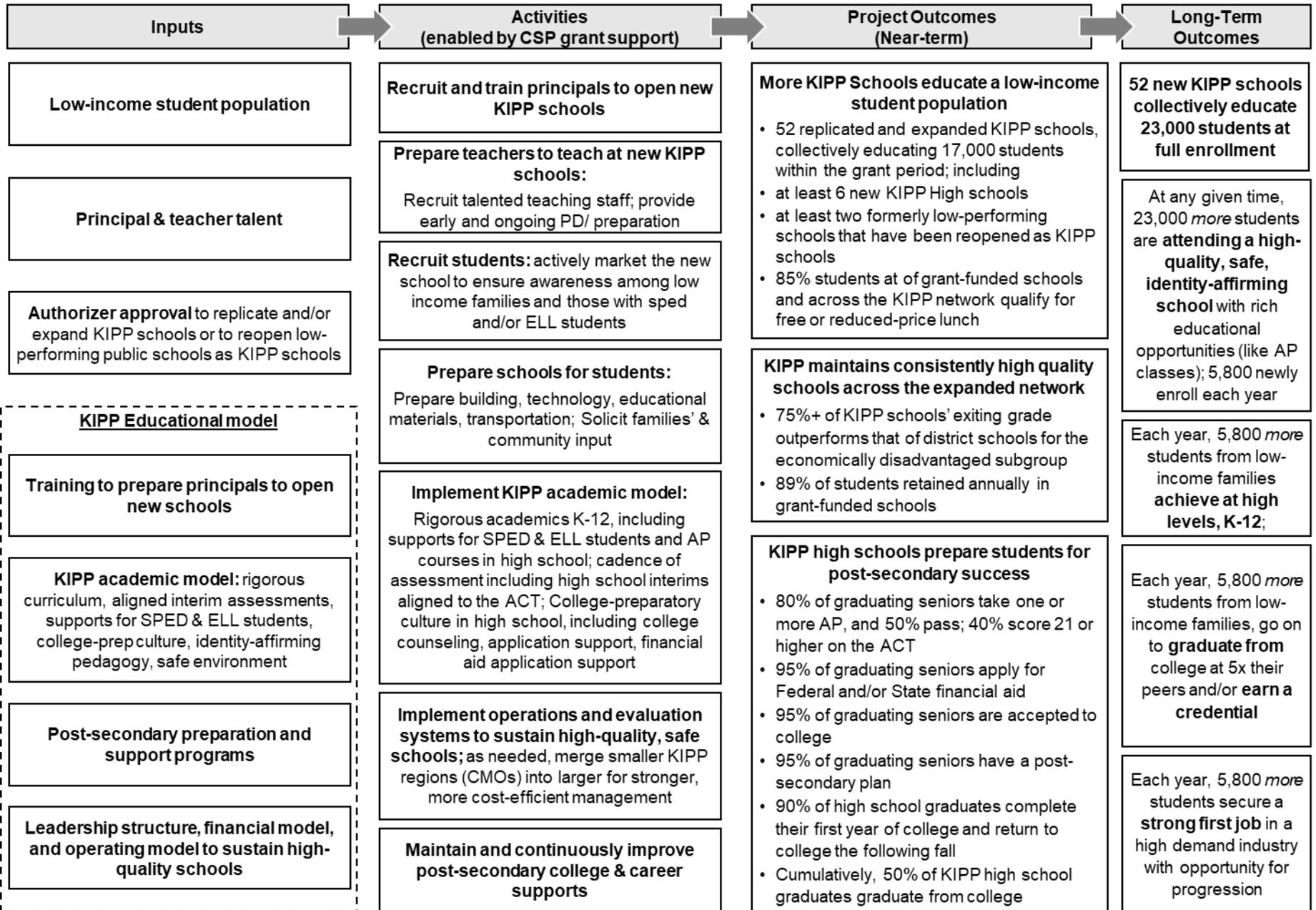
*52 new or expanded grant-funded KIPP schools

**Returns the following year or completest the highest grade in the school

b – Logic model

These objectives and performance measures are consistent with KIPP’s logic model. See Figure C.2 for the complete logic model.

Figure C.2: Logic Model: Replication & Expansion of KIPP Public Charter Schools



Each of the proposed project performance measures has an appropriate baseline; targets are ambitious yet achievable; metrics will produce data within the project period; and targets will be met at various times within the project period, as detailed in Figure C.3.

Figure C.3 – Project Measures Detail

Project Measure	Valid Baseline	Target is ambitious & achievable	When target will be reported & met
1: Enrollment in Fall 2020			
	0	2,200 –We anticipate restarting two schools fall 2019 and opening 16 schools in fall 2020. Somerset PCS, which KIPP DC will restart as two schools has 425 students today. KIPP schools average 112 students/ grade today; open w one grade. $16 \times 112 = 1,800 + 425 = 2,200$	<u>Met</u> – Fall 2020 <u>Reported</u> – Spring 2021
2: Average number of students per grade in grant-funded schools			
	112 average across the KIPP network today	112 – maintain healthy enrollment in replicated & expanded schools	<u>Met</u> –beginning fall 2020 and maintained each year <u>Reported</u> – first APR following Somerset restart: spring 2020
3: Number of high schools opened or expanded with CSP support			
	Average of 2 new KIPP high schools for past 5 years	6 – open average of 2 new high schools over the three years of grant-funded school openings	<u>Met</u> – Fall 2022 <u>Reported</u> – beginning spring 2020
4: Number of formerly low-performing schools reopened as KIPP schools with CSP support			
	Four schools restarted in 5 years 2014-18	4: two in final diligence for fall 2019 + two TBD in the grant period	<u>Met</u> –Fall 2022 <u>Reported</u> – beginning spring 2020
5: Percentage that qualifies for free or reduced-price lunch at grant-funded schools.			
6: Percentage of KIPP students that qualifies for free or reduced-price lunch			
	88% across the KIPP network	85%. Percentage fluctuates each year with student enrollment; KIPP goal of at least 80%	<u>Met</u> – beginning fall 2020 and maintained each year <u>Reported</u> – beginning spring 2020
7: Percentage of KIPP schools whose educationally disadvantaged students outperform those in district schools			
	4 th ELA: 70% 4 th Math: 78% 8 th ELA: 78% 8 th Math: 80%	Increase of five percentage points across all exiting grades: 4 th ELA: 75% 4 th Math: 83% 8 th ELA: 83% 8 th Math: 85%	<u>Met</u> – spring 2021 (students take state exams) and maintained each year <u>Reported</u> – beginning spring 2021 (will only include Somerset PCS restart data from spring 2020; spring test data available fall of the year following)

8: Annual student retention* rate in grant-funded KIPP schools.			
	87% across the KIPP network	89% -- Aim for strong starts in replicated & expanded school with retention above network average	<u>Met</u> – Fall 2021 and maintained each year <u>Reported</u> – beginning spring 2021 (Somerset PCS restart data only)
9: Percentage of graduating seniors that takes one or more AP exams			
	76%	80% -- as more schools offer AP for All, and as the culture of AP for all grows, more students take 1+ AP	<u>Met</u> – beginning spring 2021 and maintained each year <u>Reported</u> – Spring 2020
10: Percentage of graduating seniors that passes one or more AP exams			
	42% score 3 or higher on one or more AP exam	50% - as more students take more AP and pre-AP classes, passing rate will increase	<u>Met</u> – beginning spring 2021 and maintained each year <u>Reported</u> – Spring 2020
11: Percentage of graduating seniors that scores 21+ on the ACT			
	34%	40% -- as more strong high schools prepare students w rigorous curriculum and ACT-aligned interim assessments, scores increase. Increase of point or two a year is significant.	<u>Met</u> – beginning spring 2022 and maintained each year <u>Reported</u> – Spring 2020
12: Percentage of graduating seniors that applies for Federal and/or State financial aid			
	91%	95% -- While we aspire for 100% of our students to leave us with a post-sec plan, we believe that goals of 100% are unlikely to be met across a network of over 100,000 students	<u>Met</u> – beginning spring 2020 and maintained each year <u>Reported</u> – beginning spring 2020
13: Percentage of graduating seniors accepted to college			
	93%	95% --While we aspire for 100% of our students to leave us with a post-sec plan, we believe that goals of 100% are unlikely to be met across a network of over 100,000 students	<u>Met</u> – beginning spring 2021 and maintained each year <u>Reported</u> – beginning spring 2020
14: The percentage of graduating seniors that has a post-secondary plan			
	TBD – Today, we collect college-going data. We will have standard and comprehensive approach to collecting non-college path data by spring of 2020, at which time the baseline will be established	95% -- While we aspire for 100% of our students to leave us with a post-sec plan, we believe that goals of 100% are unlikely to be met across a network of over 100,000 students	<u>Met</u> – beginning spring 2020 and maintained each year <u>Reported</u> – beginning spring 2021*

15: The percentage who returned to college the following fall			
	87%	90% -- Increase in persistence rate as the number of KIPP alumni in college increases substantially in this time	
16: Percentage of KIPP high school graduates that has graduated from college			
	50% -- Cumulative measure; 45% have earned a BA and 5% have earned an AA	50% -- Maintain: this is a lagging indicator so the benefit of AP for All, ACT-aligned incentives, KIPP's high school blueprint, etc. will not impact those who will graduate college over the grant period and not at large enough rates to positively impact the cumulative outcome	<u>Met</u> – beginning spring 2020 and maintained each year <u>Reported</u> – beginning spring 2020
Note: Assumes first APR will be due spring of 2020 *Student post-secondary plans will be collected in the spring, but we anticipate the data collection and finalization will not be complete by the APR deadline			

High-quality data collection, analysis, and reporting methods. KIPP Foundation has rigorous, established systems in place to ensure timely, reliable, valid, and meaningful high-quality data collection, analysis, and reporting across its growing network (currently at 224 schools). Data managers within local KIPP regional offices work collaboratively with KIPP Foundation's national Research & Evaluation, Insight & Analytics, and Technology teams to collect data and report on annual performance metrics (see www.kipp.org/results) such as student and staff demographics and retention rates, state and norm-referenced test results, shared formative assessment results, results from annual stakeholder surveys, as well as data on alumni attainment outcomes. Furthermore, KIPP maintains a database of post-secondary outcomes. Data is collected and inputted by local counselors and/or data managers and aggregated, maintained, quality-assured, and analyzed by KIPP Foundation.

Data is submitted to KIPP Foundation through a variety of mechanisms. A majority of KIPP schools utilize Illuminate as their Assessment Management platform, which has enabled the development of automated processes to pull assessment data from this application into our

national data systems. A third-party platform is leveraged to pull data directly from the various Student Information Systems in use across the network. Additional data points are submitted via a custom web-based portal and a [Force.com](https://www.force.com) application called the Alumni Database. In addition, the Foundation captures some information directly from vendors who serve all KIPP schools (e.g. ACT). The College Board provides AP participation and passing rates to KIPP Foundation directly.

KIPP has and will ensure it maintains the capacity to collect and report reliable, valid, and meaningful performance data as evidenced by prior high-quality data collection and reporting. KIPP has maintained the data rigor, and comprehensiveness, as reported on the website, throughout its growth. In addition, KIPP's practices for data collection have evolved as our alumni base has both grown and aged. For example, KIPP surveyed its alumni base in 2016 and again in 2017; the results can be found here: [Alumni Survey Results](https://www.kipp.org/approach/kipp-through-college/kipp-alumni-survey-results/) (<https://www.kipp.org/approach/kipp-through-college/kipp-alumni-survey-results/>). To ensure ongoing ability to report performance by student sub-groups as compared to the state and district performance, KIPP will enhance its data systems and augment staff as needed to ensure comparative data is available for every reporting period.

D - Quality of the Management Plan and Personnel

KIPP has a proven approach to growth management and a seasoned leadership team with a track record of opening and sustaining high-quality schools. Specifically, KIPP has (1) a sound multi-year financial and operating model, (2) a strong management plan to ensure the project achieves objectives on time and within budget, and (3) highly qualified personnel.

1 –Sustaining the New Schools Beyond the Grant: Financial and Operating Model

(i) Multi-year financial model

The KIPP Foundation and the KIPP schools and regions request \$87,993,936 over five years for the grant activities described in this application and further detailed in the budget and budget narrative. Eighty-nine percent (\$78 million) of these funds will be used at the school and regional level to open and expand 52 new schools. The remaining 11 percent (\$10 million) of grant funds will be utilized by regional central offices and the KIPP Foundation to augment their existing infrastructure to support healthy growth, prepare new principals, provide ongoing training and management supports, ensure continued quality through rigorous evaluation, and oversee implementation and financial management of grant funds.

Beyond the grant period, schools will continue to be operated locally with support from the KIPP Foundation. Through a combination of public and private funding, KIPP Foundation and the consortium of KIPP Regions will have the resources to operate the new and expanded schools beyond the grant period. Most operating expenses will be covered by public revenue, and local and national partners will cover selected costs of the KIPP model, such as additional time in school, enrichment activities, and KIPP Through College program supports for students and alumni. The multi-year financial model in Figure D.1 presents projected uses and sources of funds beyond the grant period related to the ongoing operation and continued expansion of the KIPP network.

**Figure D.1– KIPP Network Projected Uses & Sources of Funds
During and Beyond Grant Period**

\$ Millions	2018-19	2019-20	2020-21	2021-22	2022-23	2021-24	2024-25	2025-26
Public Revenues	965	1,071	1,189	1,320	1,465	1,626	1,805	2,003
Private Funding Need	241	268	297	330	366	407	451	501
Total Sources	1,206	1,339	1,486	1,650	1,831	2,033	2,256	2,504
Personnel	724	803	892	990	1,099	1,220	1,354	1,503
Facilities	145	161	178	198	220	244	271	301
Transportation	36	40	45	49	55	61	68	75
Others	302	335	372	412	458	508	564	626
Total Uses	1,206	1,339	1,486	1,650	1,831	2,033	2,256	2,504

In addition, KIPP has been fortunate to receive the support of major philanthropic partners who have made, and continue to make, a significant contribution to the success and sustainability of the KIPP network. Our largest philanthropic partners include: The Doris and Donald Fisher Fund, The Walton Family Foundation, The Laura & John Arnold Foundation, The Charles & Lynn Schusterman Family Foundation, The Bill & Melinda Gates Foundation, The Karsh Family Foundation, and private individual donors.

In addition, KIPP has many regional philanthropic partners who provide support in their local community. Please see Appendix C for letters of support from the KIPP Foundation Board of Directors, local board chairs as well as local and national funders who are committed to KIPP’s ongoing health.

(ii) Multi-year operating model

Over its nearly 20-year history of replicating high-quality schools, KIPP has developed an operating model to support growth and sustain schools, which pairs (a) strong regional capacity with (b) national supports.

a – Regional capacity to sustain replicated schools

With support from the Charter Schools Program, KIPP will replicate and expand 2 schools in 2019 (Somerset restart), 16 new schools in 2020, 17 in 2021, and 17 in 2022. All schools will be opened and operated by an established KIPP regional team— an experienced Executive Director, executive team, and governing board--with a track-record of successful growth; the vast majority will open or expand in a city with other existing KIPP schools.

Regional leadership is responsible for developing and executing local growth plans, with support from the national KIPP Foundation. Local governing boards provide input, review, and ultimately approve their region’s growth plan. Both local and national leaders are deeply invested in creating successful, healthy, and sustainable schools.

Schools within a region are supported and sustained by an experienced central office team and a number of shared-service supports including but not limited to:

- Liaising with the local authorizer to secure approvals and ensure ongoing compliance
- Recruiting teachers, both as the school grows and after it reaches full enrollment
- Maintaining consistent high-quality school operations with common, tools, resources, purchasing, training, and other supports for school-based staff
- Collecting, analyzing, and packaging student performance data

To ensure that all schools are well supported, KIPP is taking two steps to reduce variability in central offices and ensure that all schools, including those that start in new geographies, will have strong sustained operations.

Merged central offices. KIPP regions are of varying size, due to their historic rates of growth, and larger regions benefit from economies of scale that enable more robust, experienced central offices with stronger systems and greater depth of talent. In the past few years, KIPP Foundation

has supported mergers among regions so that the larger, more robust central teams (generally found in larger regions), extend to support even more schools. The merged entity of two or more regions, then has both greater capacity for growth and greater capacity to sustain more high-quality schools. Last year, for example, the local boards of the four KIPP regions in Texas (Austin, Dallas, Houston, and San Antonio) voted unanimously to merge, forming a single ‘KIPP Texas’. With over 25,000 students in more than 50 schools, the consolidated KIPP Texas has deeper talent pipelines, greater operational and financial expertise, and the ability to streamline administrative costs. The new combined entity has better and broader academic capacity to oversee and improve KIPP schools.

This year, KIPP San Diego, which currently has one school, is exploring a possible merger into KIPP Los Angeles (with a central office that supports 17 LA schools), creating a Southern California regional team, better able to support healthy growth in San Diego and sustain strong schools across the expanded region. Looking ahead, KIPP Foundation will support similar mergers between smaller and larger KIPP regions, setting the stage for continued growth and stronger ongoing operations across the board.

New-site expansion led and sustained by regional experts. In the grant period, KIPP may open schools in cities where no KIPP schools currently exist. All new schools, however, including those in new cities, will be opened and sustained by established KIPP regional leadership teams. For example, KIPP Bay Area aims to open and sustain new schools in Stockton, CA, and KIPP New Orleans is exploring opening schools in Baton Rouge. Should a KIPP school open in a state in which KIPP schools are not yet located (e.g. Michigan), experienced KIPP regional leaders who have a proven track record managing school growth will direct those efforts and ensure successful ongoing operations. In fact, this year KIPP opened its first school in Miami, an effort led by the experienced team from KIPP New Jersey. While we

believe in the benefits of geographic proximity, new site expansion is possible if a deeply experienced KIPP regional team with strong local infrastructure leads the effort in partnership with the national KIPP Foundation.

b– National supports to improve, sustain, and ensure quality

KIPP Foundation’s primary role is to support the growth and sustained quality of the network of KIPP schools. In addition to supporting growth and training founding leaders, KIPP Foundation provides direct ongoing supports to ensure quality. In addition, each region develops its own business plan with support from the KIPP Foundation’s growth team.

i. Financial Management. As public schools, KIPP schools are primarily funded by state and local tax dollars. Per-pupil state and local funding varies considerably across the network of KIPP schools, ranging from \$4,102 per pupil in some communities to \$18,595 in others in the 2017-18 school year. As public schools serving predominantly low-income students, the majority of KIPP schools receive federal funding through the Title I program, Title II program, Part B of IDEA, and other categorical grants. Local school and regional leadership, in partnership with the local board of directors, manage sources and uses of funding for the school and region.

KIPP Foundation provides supports for finance and operations staff including:

- In-person professional development for finance and operations leaders;
- Data-driven insights, e.g. financial health and operations data benchmarks, forecasting tools
- Forums for collaborative problem-solving and knowledge sharing (e.g. national knowledge sharing platform KIPP Share; COO/CFO community conference calls)
- Negotiated vendor relationships (e.g., KIPP regions purchase insurance from a common provider)

ii. Facilities. Securing affordable facilities is a crucial component of KIPP’s growth and sustainability, as the cost for facilities typically represents the second-largest expense item—after personnel—of a KIPP school budget. Facility decisions are influenced both by the need for and availability of space. Facilities are sourced, financed, and managed by the regional team. However, KIPP Foundation provides tools and resources to help with the process and works closely with a partner that provides facilities financing expertise to KIPP regions.

Furthermore, KIPP Foundation has a Charter School Credit Enhancement Program grant from the Department of Education to support regions in getting financing for facilities.

iii. Central Office Operations. The central office operations function, led by a COO who reports to the regional Executive Director, is often responsible for working with the local authorizer and other local authorities to secure a charter and space, preparing facilities to be ready for students on the first day, managing enrollment practices, and managing large contracts (such as for food service). Working closely with the CFO and Finance team, this function also manages risk and ensure student safety. KIPP Foundation convenes and leads a community of practice to support and develop operations leads and staff. Recent activities and professional development have focused on growth, student safety, enrollment, and attendance.

iv. Human Resources of KIPP Schools. Identifying, attracting, and retaining top teaching talent is critically important to each KIPP school. KIPP principals work closely with the regional team to recruit, hire, evaluate, and retain employees. KIPP Foundation provides teacher recruitment support by developing and managing a national marketing campaign to recruit teachers, by supporting local efforts, leading a talent-recruitment community to facilitating the sharing of effective practices, and by hosting the KIPP Careers national job board.

2 – The Management Plan will achieve the Project Objectives on Time and Budget:

Responsibilities, Timelines, and Milestones

KIPP will achieve the objectives of the proposed project on time and on budget with established processes and an experienced management team. The KIPP Foundation will manage the proposed project in collaboration with local KIPP leadership. Each party's role as well as major activities and milestones related to the proposed project appear in Figure D.2.

Figure D.2 – Responsibilities, Timelines and Milestones for Accomplishing Project Tasks

Major Milestone	Responsibility ^a	Timing	14 Schools opening ^b 2020			18 schools opening 2021			18 schools opening 2022		
			Grant Yr 1	Year 2	Year 3	Grant Yr 2	Year 3	Year 4	Grant Yr 3	Year 4	Year 5
			Planning	Implementation		Planning	Implementation		Planning	Implementation	
Plan for growth											
KIPP DC completes diligence, finalizes plan to restart Somerset PCS	RL, RS	Spring	(before yr 1 & early yr 1)								
Growth strategy developed; approved by local Board	RL, BC	Varies	(before yr 1)			(before yr 2)			(before yr3)		
Recruit & select founding principals	KF, RL	by Mar	(prior yr)			(Grant Y1)			(Grant Y2)		
Founding principals complete training ^c	KF, RS	Full yr	✓			✓			✓		
Secure school facility	RS	By Mar	✓			✓			✓		
Annual School Site Planning and Hiring											
Recruit teachers	S, RS	Feb-May	✓	✓	✓	✓	✓	✓	✓	✓	✓
Train new staff	S	July-Sept	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recruit students	S, RS	Feb-Jun	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prepare schools for students' arrival (facility, transportation, equipment & materials)	RS, S	Jul - Sep	✓	✓	✓	✓	✓	✓	✓	✓	✓
Key National Professional Development (PD) to Ensure Quality and Sustainability											
PD for Executive Directors and regional staff	KF, RL	Quarterly	✓	✓	✓	✓	✓	✓	✓	✓	✓
Annual Summit – national PD event for teachers, principals, regional academic leads, staff, and Board	KF, RL, BC, S	Aug	✓	✓	✓	✓	✓	✓	✓	✓	✓
PD and practice sharing for KIPP principals	KF, SP	Feb	✓	✓	✓	✓	✓	✓	✓	✓	✓
Key Assessments and Data Collection											
Administer state tests ^c	S	Feb/Mar	✓	✓	✓	✓	✓	✓	✓	✓	✓
High school students take AP exams ^d	S	May	✓	✓	✓	✓	✓	✓	✓	✓	✓
High school students take ACT ^d	S	Spring; Fall	✓	✓	✓	✓	✓	✓	✓	✓	✓
KIPP network-wide annual stakeholder surveys ^c	KF, S	Oct/Apr	✓	✓	✓	✓	✓	✓	✓	✓	✓
Collect enrollment data ^c	KF, S	Oct/Nov		✓	✓		✓	✓	✓	✓	✓
Collect state test scores ^d	KF, S	Fall	✓	✓	✓	✓	✓	✓	✓	✓	✓
Collect attainment data (HS graduation, college matriculation, etc.) ^d	KF, S	Sept	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oversight and Management of the Grant											
Train grant admin staff at KIPP Foundation, and locally (as needed)	KF, S	Oct-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓
Provide ongoing PD in financial & grant mgmt. to grant-funded KIPP schools	KF, S	Jan-Dec	✓	✓	✓	✓	✓	✓	✓	✓	✓
Submit annual reports to the USDOE	KF	April	✓	✓	✓	✓	✓	✓	✓	✓	✓

^aKIPP Foundation (KF), School (S), School Principal (SP), Regional staff (RS), Regional Leadership (RL), Board Chair (BC); ^bopening or expanding; ^cFisher Fellowship or Principal in Residence; ^dHandful of exceptions where principals were trained in prior years; ^eApplies to all KIPP Network schools; ^fData collection at new schools commences in the first implementation year; we will have enrollment data at Somerset restart schools only

3 - Qualifications of Key Personnel

KIPP's regional **Executive Directors** and **School Leaders** will play a critical role in effectively launching the new schools and expanding existing schools as proposed in this project and in assuring that grant funds are implemented with fidelity to meet the goals and objectives outlined in this application. The Executive Directors and principals of these KIPP schools, critical to the project's long-term success, are collectively committed to ensuring the successful implementation of activities in this proposal during and beyond the grant period as demonstrated by their partnership agreements in Appendix I.1.

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

Mr. John Alford, Chief Network Growth Officer, is responsible for the KIPP Foundation's oversight of the growth of the KIPP network. In this role, he works closely with the KIPP regional executive directors to ensure healthy growth. The Chief Network Growth Officer will oversee the team of KIPP Foundation Relationship Managers who themselves each work closely with several KIPP regions. Mr. Alford brings extensive and diverse experience to KIPP, having previously served as Senior Director in the New Schools office at the New York City Department of Education. If KIPP is awarded CSP funding, **Mr. Alford will serve as the Project Director.**

Mr. Freddy Gonzalez, Chief Learning Officer, oversees the KIPP School Leadership Programs (KSLP), which includes leadership development opportunities for

teacher leaders, assistant principals, successor school principals and founding school principals. These programs help leaders develop the necessary knowledge and skills needed to be effective in leadership roles at their schools. Annually, KSLP trains and develop over 300 leaders across the KIPP network. Prior to joining the KIPP Foundation, Mr. Gonzalez worked at KIPP Austin as a teacher for two years and a principal for seven years. He has served as a member of KIPP's leadership team since 2014.

Mr. Jonathan Cowan, Chief Research, Data & Innovation (RDI) Officer, is responsible KIPP's national Research & Evaluation and Insight & Analytics teams (focused on creating ongoing visibility into KIPP's network-wide performance, generating actionable insights, and ensuring high quality data and research to support network leaders in making data-driven decisions); the national KIPP Through College team (focused on ensuring that KIPP alumni nationwide successfully matriculate to and graduate from college); and KIPP's Technology team (focused on application development and technology infrastructure). Prior to joining KIPP, Mr. Cowan spent more than 10 years at The Boston Consulting Group (BCG) where, as a principal and partner, he spent several years helping to build and lead BCG's public education practice.

Ms. Erin McMahon, Chief of Programs & Impact, leads the KIPP Foundation's development of a world class program model in order to promote the academic and life success of KIPP students. Ms. McMahon supports KIPP regional leaders, oversees the design and delivery of critical support services to drive growth, supports high school excellence, and ensures implementation of 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.

Mr. **Garfield Byrd, Chief Financial Officer**, 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. **Nolan Highbaugh, General Counsel**, provides legal counsel to the KIPP Foundation on a wide range of issues including strategic decisions, transactions, human resources, governance, and real and intellectual property. Prior to joining KIPP, Mr. Highbaugh worked as an Associate in the Public Finance Department of Orrick, Herrington & Sutcliffe, LLP. Before entering law school, Nolan was a Budget and Policy Analyst for both the Chief Administrative Office of Los Angeles County and the Office of Mayor Willie L. Brown Jr. in the City and County of San Francisco. He earned his JD from Stanford Law School and is a member of the California State Bar Association.

Mr. **Richard Barth, Chief Executive Officer**, will play an active role in the execution of this project. As CEO of the KIPP Foundation, Mr. Barth has overseen the growth of the network from 45 to 224 schools as of fall of 2018.

The **KIPP Foundation Board of Directors**, whose members collectively have extensive experience in education and managing rapidly scaling organizations, will have ultimate oversight of the project.

Resumes and biographies of key project personnel can be found in Appendix B.

Conclusion

With support from a Charter Schools Program Replication and Expansion grant, KIPP will continue to grow with quality, replicating or expanding 52 schools, and in so doing, bringing the promise of opportunity to 17,000 more students within the grant period, and 23,000 when the replicated and expanded schools reach full enrollment. With their proven ability to scale to educate with quality students from low income families, KIPP Foundation and the consortium of KIPP Regions aim to drive change in the lives of the students in our classrooms and prepare them for post-secondary success when they graduate from high school. And moreover, we hope to inform the conversation of what is possible in education and in so doing, we hope to be a part of a broader change: a high-quality education for all students.

(i) how the applicant will meet the educational needs of students

See Section B of the Project Narrative.

(ii) how the applicant has considered and planned for transportation needs

Understanding where families live and their transportation needs is part of founding and expanding a new school. Once a school is open, ensuring students can access schools and arrive safely and ready to learn is critical. Each KIPP region handles transportation slightly differently to meet their unique local context. Regions receiving funds under the CSP has considered and planned for transportation; the following highlights each region's approach.

KIPP Albany: KIPP Albany provides bus transportation for all students in the city of Albany that are ineligible for district transportation.

KIPP Atlanta: School-based operations staff work with families to coordinate ride-share and carpooling opportunities for families.

KIPP Bay Area: Our first preference is to secure a school facility that is central and accessible for the majority of our families. For schools in a less proximate school location, we work with the school leadership to assess the impact for our families and explore busing options and routes that would ensure access to our school. We also consider supporting transportation expenses with philanthropy in a school's founding years, until they have adequate student enrollment to sustainably cover the expense.

KIPP Charlotte: We currently provide busing to areas across the Charlotte region. We add a bus each time we add a grade level and estimate that approximately 70% of our students take advantage of our free transportation.

KIPP Colorado: We aim to create neighborhood schools and to serve the families in the immediate area of the school. If students are not in the immediate area of the school and in need of transportation, we will contract with a transportation service and provide transportation to and from the school to families for free. We will also ensure we provide all transportation services as required by IEPs of students at our school.

KIPP Columbus: We utilize the transportation from Columbus City Schools.

KIPP DC: All students in the District of Columbia are eligible for the city's "Kids Ride Free" program, which provides free public transportation by bus and rail to all minors

enrolled in a D.C. public charter school or district school. All KIPP DC schools are conveniently located within walking distance of Metro rail stations or bus stops. Additionally, the D.C. Office of the State Superintendent provides students with severe disabilities or those who require educational services provided off-site free transportation on a dedicated bus.

KIPP Eastern North Carolina: KIPP ENC offers bus transportation for all of our students. We fund the labor, service, and capital costs and self-manage our transportation program to ensure all students can access our schools to learn.

KIPP Jacksonville: KIPP Jacksonville Schools offers all students, new and returning, the opportunity to utilize our KIPP-owned buses free of cost. We design our routes around the locations that our students live. We stop at over 30 schools and approved safe stops per district requirements. Presently, over 75% of our students ride the buses to and from school daily.

KIPP Kansas City: We have a transportation collaborative that allows us to affordably transport all students who live within District boundaries through yellow buses. Any new schools would be a part of this collaborative.

KIPP Los Angeles: All of our schools have a student transportation budget intended to provide bus/metro passes to students and their families who have any challenges getting to school. We are also piloting a ride-share program at one of our schools to support students who have more significant transportation needs.

KIPP Massachusetts: We will coordinate with the corresponding school district (i.e. Boston Public Schools) and city for transportation services. We will secure transportation services via outsourcing for special non-district transportation.

KIPP Miami: KIPP Miami goes beyond the state minimum requirements and provides bussing transportation even when not required. In addition, all students with an IEP are provided with transportation as required by the student's IEP.

KIPP Minnesota: We offer free busing service to all families living in the city of Minneapolis and accommodate requests from outside the city as long as transportation time does not exceed one hour. We coordinate transportation service for students whose IEP or whose status as a homeless or highly mobile student makes busing impractical.

KIPP Nashville: Each new school commits to a target service area and routes transportation within this zone. Financial and operational planning during student recruitment ensures that funding and vehicles exist to meet the needs of our target community.

KIPP New Jersey: KIPP New Jersey goes beyond the state minimum requirements and provides transportation even when not required. In addition, all students with an IEP are provided with transportation as required by the student's IEP.

KIPP New Orleans: All schools operated by KIPP New Orleans provide free transportation to students who live more than one mile from their school’s campus. Bus routes are planned according to families’ needs and geography. Special transportation accommodations are provided in accordance with a student’s IEP.

KIPP New York City: Students attending KIPP NYC schools will receive transportation services for the entire school year, including the extended school summer session, for which they are eligible under §2853(4)(b) and §3635 of the Education Law. Specifically, the New York City Department of Education will provide students with passes to use the city’s public buses and trains. Students eligible for transportation services will receive these passes. Additional transportation needs for students in Special Education will be determined by their IEP.

KIPP Philadelphia: All eligible students who qualify for yellow bus service will receive it through the School District of Philadelphia. Likewise, those who qualify for Transpasses will also receive them through the School District of Philadelphia's transportation services. All other students will either be transported to school by their guardians or travel to and from school via public transportation.

KIPP Texas: All KIPP Texas schools provide the option of bus transportation to and from schools and will continue to provide that service to our families. Regular bus service is provided within generous geographical boundaries (which vary by city and the location of other KIPP schools), and transportation is provided for all special education KIPPsters.

b) For each school operated or managed by the applicant, provide:

(i) student assessment results for all students and for each subgroup of students

See Appendix G

(ii) attendance and student retention rates...and four-year adjusted cohort graduation rates

See Appendix G.2 & G.3

(iii) information on any significant compliance and management issues within the last 3 yrs

See Section A.3 of the Project Narrative

c) Describe the educational program that the applicant will implement in each school

(i) how the program will enable students to meet challenging State academic standards

See Section B of the Project Narrative.

(ii) grade levels of students served

Nationally, KIPP schools serve students grades PreK-12. See Appendix F for a complete listing of KIPP schools and grades in each.

(iii) instructional practices

See Section B of the Project Narrative.

d) ...the applicant currently operates or manages more than one charter school.

See Appendix F

e) Information regarding any charter schools operated or managed by the applicant that have closed, had their charter revoked, or had their affiliation revoked/terminated

See Section A.2 of the Project Narrative.

<i>f) Provide a complete logic model</i>
See Section C of the Project Narrative.
<i>g) compliance with title IX</i>
In compliance with Title IX and 34 CFR 106.34, KIPP prohibits discrimination on the basis of sex. In Houston, where we operate our only single-sex schools - KIPP Polaris Academy for Boys and KIPP Voyage Academy for Girls - equal, single-sex school options are available to both sexes. Where our schools offer single-sex extracurricular activities, student enrollment is voluntary and substantially equal extracurricular activities are offered for the excluded sex.
<i>h) how the applicant currently operates or manages the high quality charter schools... including the legal relationship between the applicant and its schools</i>
See Section D of the Project Narrative and Appendix I.2, Additional Information - License Agreement Templates
<i>i) how the applicant will solicit and consider input from parents and other members of the community...including in the area of school governance.</i>
<p>One of the most significant contributing factors to KIPP’s success is the partnership that exists between students, their families, teachers, principals, and the communities we serve.</p> <p>Parents, families and community members are vital partners and stakeholders in our schools. At KIPP, we employ a variety of strategies to solicit and consider input from parents and other members of the community on the implementation and operation of our schools both before and once a school in opened.</p> <p>Where we plan to open schools, we engage in listening tours with parents and community members to hear about their experiences with public education and learn more about the types of academic and extracurricular offerings they would like to see in future schools. Many KIPP regions hold neighborhood “meet-and-greets” to answer questions about our new school plans and gain feedback. Through community presentations and street canvassing, we increase awareness of the KIPP educational programs and increase our own understanding of the local community and the potential needs of the families we intend to serve. We build on all of these learnings throughout the school’s planning year to ensure family voices are included in all aspects of the school’s design.</p> <p>Once a new school is open, we solicit and consider input from parents and community members through multiple avenues. Many KIPP schools/regions reserve designated seat(s) for parent representatives on their governing boards. KIPP schools also have active parent-teacher organizations and family members are encouraged to join school site advisory committees where they are able to offer feedback on annual plans, budgets and school priorities. Parent feedback is solicited formally annually through parent satisfaction surveys. Finally, to build community schools host various events throughout the school year including open houses, family workshops, and town halls.</p>
<i>j) Lottery and enrollment procedures</i>
All KIPP schools are public schools open to all students. In compliance with federal law, recruitment efforts target all populations in the community, regardless of race, disability,

ethnicity, or gender. The only information required to apply to a KIPP school is the student's name and contact information. No test scores, grades, recommendations, behavioral history, ethnicity, or disabilities are taken into consideration. In instances when the local authorizer implements common enrollment systems, KIPP schools participate in those systems.

If the number of applicants to a particular school during open registration exceeds the school's capacity, a public random selection process for admission will be used. In the event of a random public drawing, enrollment preferences that are in compliance with all legal requirements may be used. Examples of enrollment preferences include: siblings of current students, children of employees, proximity, and other preferences approved by the authorizer in compliance with local and federal laws.

k) IDEA compliance

As public schools, all KIPP schools are subject to Part B of IDEA and Federal civil rights laws prohibiting discrimination on the basis of disability. As is true for students with disabilities attending traditional public schools in the State, or who are publicly-placed at private schools as a means of providing special education and related services, students with disabilities attending KIPP's charter schools and their parents retain all rights under Part B of IDEA.

KIPP is responsible for providing a free appropriate public education (FAPE), by direct and indirect services, to all students with disabilities within the age group three - 21, who fall within our jurisdiction and are therefore served by the school with assistance from their state. A student experiencing difficulties in the regular education program may be considered for eligibility for special education services. A student who has received all pertinent and reasonable support in the general education setting and who continues to have difficulty in making adequate yearly progress may be considered for referral for evaluation for special education services.

At the beginning of each school year, the school has in effect a current Individualized Education Plan (IEP) for every student with a disability who is receiving special education and/or related services from the school. Educational decisions leading to the development of the IEP are based only on a student's individual and unique needs. Educational decisions are not based upon administrative expediency, availability of services (e.g., a related service is provided on a consultation basis only), cost of service or type or severity of disability.

KIPP schools provide a range of transition services for students receiving special education services. These include a coordinated set of activities for a student with a disability that:

- Is designed within a results-oriented process, that promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing adult education, independent living, or community participation;
- Is based on the individual student's needs, taking into account the student's strengths, preferences and interests; and

<ul style="list-style-type: none"> • Includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
<i>l) how the proposed project will assist educationally disadvantaged students in mastering challenging State academic standards</i>
See sections A & B of the Project Narrative.
<i>m) Budget narrative</i>
See attached
<i>n) Audited financial statement</i>
See Appendix H
<i>o) Policies and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high quality schools.</i>
In the event that a school closes, the Board of Trustees will delegate to the Principal and Regional Executive Director the responsibility to manage the dissolution process. Once the principal has informed the staff, the school, along with the Regional Executive Directors, will derive a task list and specific plan of action for the remainder of the academic year. The process will begin with verbal notification to parents, legal guardians and families of children enrolled in the school during a school family meeting. Written notification will then be provided to parents and legal guardians of all students. It will then be the responsibility of the school's principal, counselor and staff to work with the students and families to secure the best and most appropriate school placement for every student. School staff will make all arrangements for transfer of students and school records will be hand delivered to the district or school to which the student will be transferred. In addition, a copy of the child's records will be provided to each student's parent or legal guardian. Communication will be led by the school principal and the Regional Executive Director to ensure appropriate transfer of assets, student records and students.
<i>p) request and justification for Federal or State waivers</i>
N/A

**Descriptions of requirements have been shortened here to accommodate space constraints.*