

**Thirty Thousand High-Quality Seats:
Replicating and Expanding the KIPP Model to 65 Additional Schools**

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Responses to Grant Priorities

Absolute Priority 1 – KIPP Has Experience Operating and Managing High-Quality Charter Schools

KIPP is a national non-profit network of college-preparatory, public charter schools serving elementary, middle, and high school students. In 2015-16, the KIPP network serves nearly 70,000 students in its 183 schools, which are located across 20 states and the District of Columbia. KIPP schools operate in underserved communities. Across all KIPP schools, 88 percent of students qualify for the federal free or reduced price lunch program.

Throughout its history—which now spans more than two decades—the KIPP network has been producing dramatically stronger student achievement results and outcomes. Ninety-four percent of KIPP’s eighth-grade and twelfth-grade completers have graduated from high school, compared to the national benchmark of 74 percent for students from low-income families. KIPP’s college matriculation rate stands at 81 percent compared to the national benchmark of 45 percent for students from low-income families. And 44 percent of KIPP alumni have graduated from college with a four-year Bachelor of Arts degree (with an additional 6% earning an Associate’s degree) compared to the national benchmark of 9 percent for students from low-income families.

Independent, third-party research also confirms KIPP’s impact. In a rigorous longitudinal evaluation of KIPP schools’ performance, **Mathematica Policy Research, Inc., found that, “KIPP schools have positive, statistically significant, and educationally meaningful impacts on student achievement, particularly at the elementary and middle school grades.”**¹

For further evidence of KIPP’s experience operating and managing high-quality charter

¹ Tuttle, et al, 2015

schools, please refer to “Section A: Quality of the Eligible Applicant” and Student Achievement Data in Appendices 5.5 and 5.6.

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

KIPP serves a low-income student demographic. In the 2015-16 academic year, **88 percent of the students enrolled in KIPP schools were eligible for free or reduced-price lunch, with 77 percent qualifying for free meals and 11 percent qualifying for reduced-price meals.** Across the KIPP network, **77 percent of non-CEP eligible schools² served low-income students at a rate equal to or greater than that of their surrounding district.**

KIPP Foundation and the consortium of KIPP Regions are committed to continuing to serve a similar population in the years ahead. As we grow, we are committed to serving a student population across our network in which at least 80 percent of students are eligible for free or reduced-price lunch.

Competitive Preference Priority 1 (b) – KIPP’s replication and expansion is occurring in partnership with a number of LEAs across the country

Formally and informally, KIPP works in partnership locally with LEAs to help improve gains for students beyond KIPP schools, and many of the KIPP schools that have opened in recent years and those that plan to open in 2017, 2018 and 2019 will open in partnership with the local district. Detailed below are examples of where KIPP is partnering with the community on school improvement to enhance academic and life outcomes for all students. In addition, please see Figure B.4 in our narrative below, which lists district leaders who have participated in KIPP’s Leadership Design Fellowship program.

² The federal Community Eligibility Program (CEP) qualifies 100% of students for free lunch

Examples of KIPP-LEA Partnerships

| Location | Partnership |
|---------------|--|
| Bay Area | <p>Over the past few years, KIPP Bay Area Schools has been part of an exciting collaboration with the Franklin-McKinley School District in East San Jose, where we partnered with the district to redesign two of its existing schools in the Seven Trees neighborhood. We served on a Steering Committee, helped interview principals, brought their team to visit our schools in both Los Angeles and the San Francisco Bay Area, and shared our school design plans.</p> <p>In part because of this collaboration and partnership, Franklin-McKinley was awarded a District-Charter Collaboration Compact grant from the Bill & Melinda Gates Foundation.</p> |
| Houston | <p>In Houston, KIPP, YES Prep Public Schools, and the Spring Branch Independent School District (SBISD) have created the SKY partnership to share resources and ideas. Through the SKY partnership, KIPP and YES Prep have access to school extracurricular activities and facilities they could not otherwise offer to students; SBISD has access to KIPP and YES Prep’s professional development for teachers and leaders. There is a constant cross-pollination of ideas among the three partner organizations, which has made each organization stronger.</p> <p>KIPP Houston is also the managing partner of the United For College Success (UFCS) coalition. The member schools consist of YES Prep Public Schools, UPLIFT Education, KIPP Austin, KIPP Dallas-Fort Worth, KIPP San Antonio, IDEA Public Schools, Spring Branch ISD, Harmony Public Schools, Houston ISD and Pharr-San Juan-Alamo ISD. The coalition seeks to co-design a data exchange process between secondary schools and post-secondary institutions that will help to increase matriculation, persistence, and college completion rates in Texas. This coalition's efforts serve as an example of how public charter schools and traditional school districts can partner on initiatives that will ensure the success of all students.</p> |
| Massachusetts | <p>As part of the Boston Charter Compact, KIPP MA works with the district to share best practices, and has actively contributed to discussions regarding creating universal enrollment to allow all families to have access to excellent schools.</p> |
| Nashville | <p>KIPP Nashville is partnering with its authorizer to restart the lowest performing elementary school in Nashville.</p> |
| Philadelphia | <p>To develop the next generation of education leaders, KIPP Philadelphia runs an Emerging Leaders Program (ELP). KIPP Philadelphia invites School District employees to join the ELP program free of charge. In addition, KIPP Philadelphia’s Chair of Academics and several school employees have joined and are leading the Read by 4th citywide effort to increase the number of students in Philadelphia entering the 4th grade reading on grade level by 2020. Members of the KIPP team are sharing KIPP’s practices in literacy and also advocating for citywide adoption of research-based literacy best practices.</p> |
| St. Louis | <p>KIPP St. Louis is the first charter school in St. Louis to forge a close partnership with the local district, the St. Louis Public Schools (SLPS). As a part of this partnership, the district has provided KIPP with the building to house its first elementary school. As a result, KIPP and SLPS were able to open a school in a neighborhood that had long</p> |

since ceased to have its own neighborhood school. Through this unique arrangement, all attendance, enrollment and test score data collected at our KIPP schools are reflected in the larger SLPS school district’s data, which strengthens the performance of the City school system.

This partnership extends far beyond real estate and data sharing. It also allows for collaboration in areas such as professional development for teachers, sharing curriculum resources and staff training. For example, KIPP St. Louis made Common Core-aligned assessments publicly available to other schools, including SLPS schools. In addition, KIPP St. Louis is participating in a national Principal training program (Relay GSE) with the goal of replicating similar training for local KIPP leaders and St. Louis Public School leaders.

| | |
|----------------|--|
| Washington, DC | In partnership with the D.C. Office of the State Superintendent for Education (OSSE), KIPP DC received a Dissemination of Best Practices grant through which KIPP DC teachers created online modules for best practices in writing instruction that were shared with educators from partner schools in the nation’s capitol. |
|----------------|--|

Competitive Preference Priority 2 – Promoting Diversity

KIPP’s recruitment and enrollment policies and practices target all populations in the community, regardless of race, disability, ethnicity, or gender. In the 2015-16 academic year, across the KIPP network of 183 schools, 96 percent of KIPP students were African American (57 percent) or Latino (39 percent). Across KIPP, 10 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 more than 80 percent of students are designated as English Language Learners. See Appendix 5.2 for a complete demographic comparison of all KIPP schools to their state and district.

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.

(a) Racial and Ethnic Diversity: As noted above, the majority of students who attend KIPP are African American or Hispanic. These demographics largely mirror and reflect the communities in which our schools are located and operate. In certain geographies, KIPP serves students representing a particularly broad range of racial and ethnic diversity, which again is reflective of local demographics. For instance KIPP King Collegiate High School in San Francisco’s Bay Area serves students within the following demographics: 48% Latino, 26% Asian, and 20% African American. As fully detailed in Appendix 5.2, in communities like Houston, TX, Durham, NC, New York City, NY, and many others, our schools are diverse with no single racial or ethnic group making up a significant majority.

To promote diversity, all of KIPP’s leadership development programs include a “Leading for Equity” content strand. Through this programming, KIPP leaders develop self-awareness around their own cultural proficiency, reflect on what it means to be a leader of equity, and gain tools and strategies to lead equitable schools. Participants also engage in “Affinity Groups” where they engage in dialogs and create alliances across racial identities in order to better recognize and reinforce equitable practices within our schools. This is accomplished through building lifelines within communities of shared experience, while consistently interrupting patterns of inequity. Annually, KIPP trains ~300 individuals in its leadership programs and participants include the leadership teams of KIPP’s schools (e.g. – principal, assistant principal, etc.).

(b) Students with Disabilities: Nationally, on average, 10 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.

(c) English Language Learners: Across KIPP, 17 percent of students are designated as English Language 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 those KIPP schools serving communities with Latino populations, materials for families are presented in both English and Spanish. Spanish-language newspapers and radio stations are utilized to inform potential parents of the KIPP school in their community. KIPP actively recruits and hires teachers with experience and success reaching English Language 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.

Competitive Preference Priority 3 – Novice Applicant

KIPP is not a novice applicant.

Invitational Priority

KIPP is unique in that it has multiple, rigorous studies focused solely on its specific model. And KIPP is committed to continuing to participate in independent evaluations examining both

the overall KIPP model and specific practices within the KIPP model to gain insights into challenges and to surface promising practices for both KIPP and others.

In 2008, Mathematica Policy Research embarked on an effort to conduct a rigorous, independent longitudinal evaluation of the impact of KIPP middle schools. In 2010, Mathematica launched a second evaluation, focused on understanding the impact of KIPP at the elementary, middle and high school levels while scaling significantly. Both studies were designed to meet What Works Clearinghouse standards and included both quasi-experimental and experimental designs. Mathematica has published several working papers and three major reports on KIPP resulting from these two studies; with the three major reports being released in June 2010, February 2013, and September 2015. Key findings of the most recent report include:

- **KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts** on three of four 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 study.
- **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, impacts on achievement are not statistically significant. For this group of continuing KIPP students, KIPP high schools do have positive impacts on a variety of college preparation activities and the likelihood of applying to college.

Additional recent studies and their findings include:

- **Mathematica Policy Research (2015) Understanding the Effects of KIPP as it Scales: Volume II, Leadership Practices at KIPP.** Key findings include: Strong regions used consistent leadership structures, intentional development opportunities, and planned extensively to prepare high quality leaders and transition them into the position of principal. The study also found that giving principals more advance notice before they transition into the principal position is associated with larger impacts in reading and mathematics, consistent with the practices reported by strong regions in the case studies. The use of individualized instruction is also positively associated with impacts in mathematics.
- **National Bureau of Economic Research (2010). “Who Benefits from KIPP?”** Examined KIPP Academy Lynn, in Lynn, Massachusetts, and showed that KIPP Academy Lynn is generating statistically significant and substantial student achievement gains, particularly for Limited English Proficiency students, special education students and students with the lowest achievement at the time of entry. The results on average show overall gains of 0.35 standard deviations in math and 0.12 standard deviations in reading for each year spent at KIPP Lynn. Student attrition was also comparable for successful and unsuccessful lottery participants.

In addition to research that has already occurred, **KIPP is also currently participating in additional studies led by third-party, independent evaluators**, including the following:

- The John and Laura Arnold Foundation has funded Mathematica Policy Research to conduct research that will build on previous research to explore the impacts of a KIPP pre-K experience on achievement and non-cognitive outcomes over time; compared to students who start KIPP in Kindergarten.

- In partnership with Proving Ground, which is housed within the Center for Education Policy Research at Harvard University, KIPP is participating in a study to gauge the efficacy and impact of select education technology tools.
- Across the entire network, there are more than a dozen ongoing small studies and interventions being evaluated with a diverse set of researchers; including but not limited to research through the Character Labs, Dr. Sarah Cohodes at Teachers College, Dr. Nicole Stephenson at Northwestern, and doctoral students at University of Texas Health, and Rice University.

At KIPP, we believe in the power of research and will continue to prioritize evaluation to understand the impact we're having, identify strengths and challenges, and continuously improve for all students.



Mike Feinberg and Dave Levin founded KIPP (Knowledge is Power Program) 22 years ago with a single classroom of 47 students in Houston, Texas. Within a year, Mike and Dave opened the two original KIPP Academies in Houston and the Bronx. This fall, KIPP will open its 200th school and grow to serve approximately 80,000 students in elementary, middle, and high school across 31 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. **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, creating 30,000 high-quality seats across 65 schools in up to 32 communities.

Across those communities, leaders have voiced support for KIPP’s continued growth including (See Appendices 2.1 and 2.2 for copies of all letters of support):

| <i>Leaders of major cities and Promise Zones:</i> | |
|--|---|
| Mayor Francis G. Slay, St. Louis, MO | “...KIPP’s presence has helped to close the achievement gap for students of low-income neighborhoods in the City of St. Louis.” |
| Mayor Michael S. Rawlings, Dallas, TX | “KIPP’s presence has helped to expand the educational options of students and families in underserved communities in the city, guiding them on a path toward choice-filled lives.” |
| Sheryl Sculley, San Antonio City Manager | “I enthusiastically endorse KIPP’s application and am excited by the prospect that federal funds could further fuel KIPP’s growth and impact on San Antonio’s students.” |
| <i>Leaders of rural communities:</i> | |
| Mayor John White, Halifax, NC | “KIPP’s presence has helped to send more students in our area to college, and enabled job creation and reinvestment into the local community.” |
| Randy Zook, President and CEO of the Arkansas Chamber of Commerce | “The KIPP Foundation has articulated an aggressive national growth plan to expand the KIPP model to serve more high-need students in the years ahead. We wholeheartedly embrace this plan, and are committed to ensuring its successful execution in the Arkansas Delta.” |
| <i>State leaders, in states where KIPP serves multiple communities:</i> | |
| Dr. Candice McQueen, Tennessee Commissioner of Education | “Not only has KIPP’s school model and approach to serving students led to exceptional achievement results for the students enrolled in KIPP’s Tennessee schools, but KIPP’s results are helping to inform and enhance our conversation in our community about what is possible in education... We are excited to see them continue to grow and serve students.” |
| State Representative Diego M. Bernal, TX | “The students of Texas benefit from KIPP’s presence in our community.” |
| <i>Regional Philanthropic Leaders</i> | |
| Hispanic Foundation of Silicon Valley | “I strongly believe that KIPP is well positioned for growth in the years ahead, and support the vision articulated in their CSP application.” |
| Houston Endowment | “As a funder, we endorse KIPP as an investment-worthy venture, and we are excited by the prospect that federal funds could further fuel the growth of KIPP in our region.” |

When KIPP was founded over two decades ago, there were few visible examples of classrooms in low-income communities that were changing the life trajectories of children.

Today, KIPP schools are identifying and replicating what works, changing the education landscape in low-income communities, and challenging beliefs about what is possible for our country's children. Even as we have made progress, there is still much work to be done and we believe our greatest impact is ahead of us. We are motivated by the challenge ahead and excited to continue successfully replicating and expanding our proven educational model in underserved communities. With the support of the Charter Schools Program, we aim to make a college diploma a reality for thousands more children across the country.

KIPP has a proven track record of opening and sustaining high-quality schools. As evidenced by student academic achievement and attainment, KIPP's impact on closing historic achievement gaps, and KIPP students' results as compared to the state and district, KIPP schools are preparing students—nearly all educationally disadvantaged—for success in college and life.

Across the national KIPP network, there are many examples of **high-performing schools** achieving significant results. While this section will look closely at our student achievement results and even more detail can be found in the attached appendices, a few highlights of KIPP's success across the country include:

- US News & World Report rated three KIPP high schools —KIPP NYC College Prep High School, KIPP Austin Collegiate, and KIPP San Jose Collegiate—among the nation's top 100 high schools.
- KIPP Comienza Community Prep in Los Angeles where 91 percent of students are eligible for free or reduced price meals, ranks as the highest performing elementary school in the state of California serving a majority of low-income students.

- In 2015, the U.S. Department of Education named KIPP Raíces in Los Angeles a National Blue Ribbon School, the only public school within Los Angeles Unified School District to receive this distinction.
- In Lynn, Massachusetts, KIPP Academy Lynn Collegiate High School serves a student population that is 82 percent low income and 19 percent of students receive special education services. Among graduating seniors, 100 percent took the ACT and students earned an average score of 21. In addition, 81 percent of students took at least one AP class, and over half earned a score of three or higher.
- In the Denver, CO, KIPP Denver Collegiate High School which serves a student population that is 87 percent low income, 85 percent of students took an AP class, and 77 percent passed at least one AP exam.
- At Rise Academy in Newark, NJ, more than 65 percent of incoming fifth graders performed below grade level in the fall of 2011. By the spring of eighth grade, over 80 percent were performing at or above grade level, with 40 or more percent of students performing in the top quartile of all students nationally in both reading and math.

1 – KIPP Increases Academic Achievement and Attainment for All Students

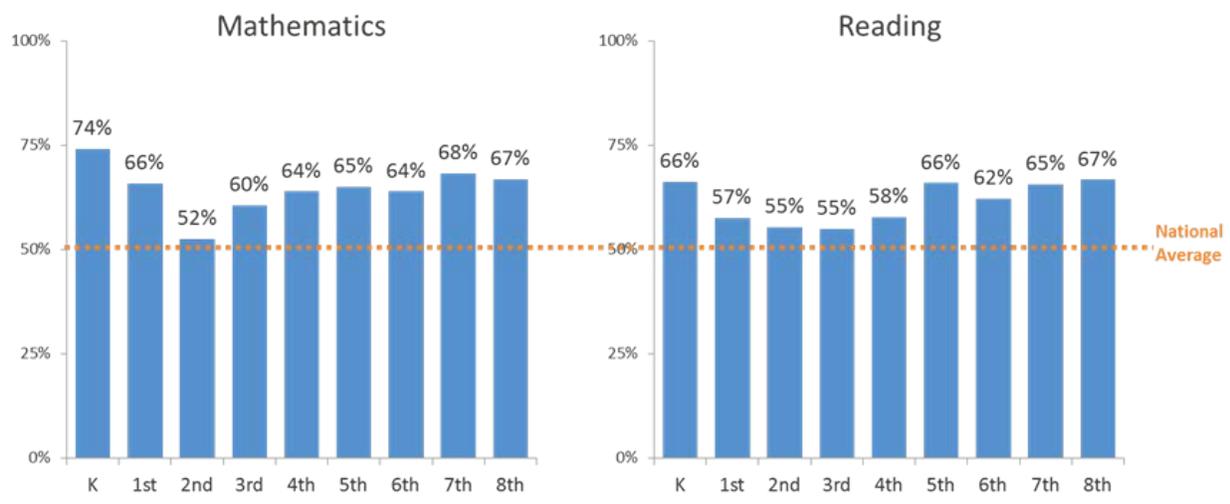
KIPP has demonstrated success in significantly increasing student achievement

KIPP measures student academic achievement in two ways: results on state criterion-

At KIPP, all first- through eighth-graders, and even most Kindergartners, take a norm-referenced achievement exam - Measures of Achievement Progress (MAP) – developed by the

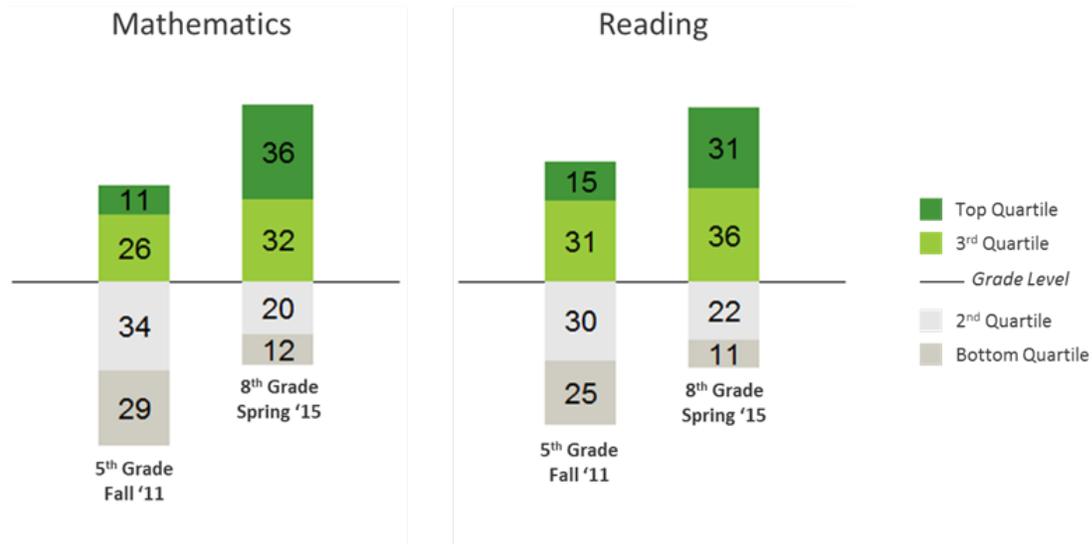
non-profit Northwest Evaluation Association. MAP allows us to measure the growth and achievement levels of KIPP students as compared to a robust sample of peers nationally (10 million students). Students take MAP tests in the fall and/or spring. MAP assigns each student a growth goal based on his or 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.

Figure A.1: Percent of students meeting or exceeding MAP fall-to-spring growth targets



When we track the growth of students over time, the majority of KIPP students enter

Figure A.2 – Growth of recent eighth-grade classes from fifth to eighth grade



Fifty-five percent of fifth graders performed below grade level in reading in the fall of 2011, with 63% performing below grade level in math. By the spring of eighth grade, in reading 67% percent were performing at or above grade level and 68% were performing at or above grade level in math.

2 – KIPP has Demonstrated Success Closing the Achievement Gap

With a student population that is 88 percent low-income and 96 percent African American or Latino, KIPP Foundation and the consortium of KIPP Regions have consistently demonstrated success in closing historic achievement gaps for the students we serve. With outstanding student achievement and attainment results, KIPP is making clear and research-proven progress toward closing the achievement gap.

Rigorous research finds that KIPP has achieved significant results in helping students from educationally disadvantaged communities exceed state academic standards. In addition to the student achievement and attainment results reported later in this section, independent research finds that the KIPP model is realizing positive, statistically significant, and

educationally substantial effects in terms of student achievement gains among educationally disadvantaged students.

As detailed in the “Invitational Priority” section above, KIPP engaged Mathematica Policy Research to conduct a rigorous, independent longitudinal evaluation of KIPP schools’ performance. In its 2013 study³, which included both a quasi-experimental design and a randomized control trial, Mathematica focused on understanding the impact of KIPP at the middle school level. In its report, Mathematica’s research confirmed that:

*“The average impact of KIPP on student achievement is **positive, statistically significant, and educationally substantial**. KIPP impact estimates are consistently positive across the four academic subjects examined, in each of the first four years after enrollment in a KIPP school, **and for all measurable student subgroups.**”*

In answering the question: “How does KIPP affect student achievement?”, Mathematica found:

*“**The magnitude of KIPP’s achievement impacts is substantial**. Across the KIPP schools in the analysis sample, average impacts in all subjects are large enough to be educationally meaningful...This impact estimate suggests that the average KIPP middle school produces approximately 11 months of additional learning growth in math for its students after three years (Bloom, et al., 2008). **The size of the math impact produced by KIPP schools after three years [0.36 standard deviations] is equivalent to about 40 percent of the local black-white test score gap.**”*

*The average impact of KIPP after three years in reading (0.21 standard deviations) is somewhat smaller than that for math...representing approximately eight months of additional learning growth (Bloom, et al., 2008). **The three-year reading impact is equivalent to about 26 percent of the local black-white test score gap in reading.**”*

³ Tuttle, et al, 2013

Mathematica’s most recent evaluation⁴ of KIPP’s effort to scale through support of the federal i3 grant found similar impact sizes persisting as the network scaled - horizontally to more middle schools and also vertically to elementary and high schools. Specifically,

- *KIPP middle schools “have maintained a pattern of positive and significant impacts on reading and math over the last decade, even as the network has grown rapidly.”*
- *“KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of students’ reading and mathematics skills.”*
- *“For new entrants to the network, KIPP high schools have positive, statistically significant, and educationally meaningful impacts on achievement in math, ELA, and science.*

The experimental design met What Works Clearinghouse standards without reservations; the quasi-experimental study design met What Works Clearinghouse standards with reservations. For a more detailed overview of the Mathematica study and findings, please see Appendix 4.

3 – KIPP Students Outperform District and State Peers

KIPP schools, overseen by KIPP Foundation and the consortium of KIPP Regions consistently deliver results for their students that exceed results for students from similarly educationally disadvantaged populations. This outperformance is seen in (a) statewide test scores; (b) student attendance and retention rates; (c) high school graduation rates, college attendance, and college completion rates.

⁴ Tuttle, et al, 2015

a – KIPP Students outperform on state tests

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. Over the last three years, when compared to students in traditional, neighboring district schools, KIPP students outpace their peers, overall and by subgroup. Looking beyond surrounding school districts, when compared to educationally disadvantaged students statewide, KIPP students also outperform multiple subgroups.

i. KIPP Classes Outperform the Local District. State testing begins in third grade, and from third grade through high school, the majority of KIPP classes outperform their local districts in reading and math. In the 2014-15 academic year, the most recent year for which data is available, across all KIPP schools:

- **70% of KIPP fourth-grade classes outperform the local district in math**
- **74% of KIPP fourth-grade classes outperform the local district in reading**
- **73% of KIPP eighth-grade classes outperform the local district in math**
- **70% of KIPP eighth-grade classes outperform the local district in reading**

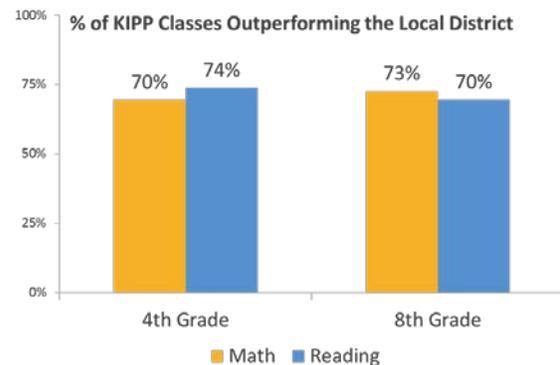


Figure A.3 on the following page illustrates this outperformance by subgroup compared to the local district⁵.

⁵ These results understate KIPP’s impact because they “start” at the end of 5th grade and so do not reflect the significant student growth from spring of fourth grade to spring of fifth grade

Figure A.3 - Demographics and Test Score Performance of KIPP Schools

| | # of KIPP schools serving grade level | # of KIPP school students | % of students eligible for free/ reduced lunch | % of students African-American or Hispanic | % of KIPP schools outperforming local district (Mathematics) | % of KIPP schools outperforming local district (Reading/ELA) |
|------------------|---------------------------------------|---------------------------|--|--|--|--|
| 2014-15 | <i>Elementary</i> | | | | | |
| 3rd Grade | 29 | 2,983 | 90% | 98% | 79% | 72% |
| 4th Grade* | 25 | 2,284 | 90% | 98% | 70% | 74% |
| | <i>Middle</i> | | | | | |
| 5th Grade | 79 | 7,099 | 88% | 94% | 34% | 43% |
| 6th Grade | 75 | 7,434 | 88% | 96% | 54% | 57% |
| 7th Grade | 69 | 6,560 | 86% | 96% | 69% | 71% |
| 8th Grade | 60 | 5,129 | 85% | 96% | 73% | 70% |
| 5th v. 8th Grade | -- | -- | -- | -- | 39 pp increase | 27 pp increase |
| 2013-14 | <i>Elementary</i> | | | | | |
| 3rd Grade | 22 | 2,237 | 91% | 96% | 74% | 68% |
| 4th Grade* | 17 | 1,451 | 88% | 96% | 85% | 77% |
| | <i>Middle</i> | | | | | |
| 5th Grade | 73 | 6,574 | 89% | 95% | 44% | 37% |
| 6th Grade | 70 | 6,753 | 87% | 96% | 74% | 68% |
| 7th Grade | 61 | 5,452 | 88% | 96% | 83% | 85% |
| 8th Grade | 60 | 4,997 | 86% | 95% | 87% | 82% |
| 5th v. 8th Grade | -- | -- | -- | -- | 43 pp increase | 45 pp increase |
| 2012-13 | <i>Elementary</i> | | | | | |
| 3rd Grade | 14 | 1,356 | 87% | 96% | 64% | 71% |
| 4th Grade* | 11 | 875 | 90% | 95% | 83% | 83% |
| | <i>Middle</i> | | | | | |
| 5th Grade | 70 | 6,261 | 86% | 95% | 61% | 56% |
| 6th Grade | 61 | 5,689 | 86% | 95% | 69% | 70% |
| 7th Grade | 60 | 5,265 | 86% | 95% | 89% | 82% |
| 8th Grade | 54 | 4,172 | 84% | 96% | 89% | 93% |
| 5th v. 8th Grade | -- | -- | -- | -- | 28 pp increase | 37 pp increase |

*only includes 4th grades at elementary schools

Similarly, as shown in Figure A.4 below, **the majority of KIPP high school classes outperform their local districts**, on state end-of-course-exams.

Figure A.4 - Percentage of KIPP high school classes outperforming their districts on state criterion-referenced end-of-course exams

For a detailed view of KIPP High School results on state exams, compared to the district and

Looking within the aggregate results, highlights of KIPP schools’ outperformance include:

- At KIPP SHINE Prep in Houston, TX, 57 percent of students are Latino, 36 percent are African American, and 93 percent qualify for free or reduced-price lunch. When compared to the district and the state, KIPP 4th graders are out-performing both by significant margins.

| | <i>% of 4th Graders Achieving Proficient or Advanced on the STAAR</i> | | |
|---------|--|-----------------|--------------|
| | KIPP SHINE (Houston, TX) | District | State |
| Math | 94% | 68% | 73% |
| Reading | 96% | 63% | 73% |

- In Los Angeles, CA, KIPP Raíces Academy serves a student population that is 89 percent low-income. As shown in the table below, on 2014-15 Smarter Balanced

Assessment Consortium (SBAC) exam, KIPP students far outpaced students in the district and state.

| | <i>% of 4th Graders Achieving a Level 3 or 4 on SBAC</i> | | |
|---------|---|-----------------|--------------|
| | KIPP Raíces (Los Angeles, CA) | District | State |
| Math | 77% | 26% | 35% |
| Reading | 70% | 29% | 39% |

- Similar results are seen among KIPP Summit Academy 8th graders:

| | <i>% of 8th Graders Achieving a Level 3 or 4 on SBAC</i> | | |
|---------|---|-----------------|--------------|
| | KIPP Summit (San Lorenzo, CA) | District | State |
| Math | 85% | 15% | 33% |
| Reading | 82% | 26% | 45% |

- By 11th grade, 69 percent students at KIPP Denver Collegiate High School in Denver, CO, scored a level 4 or 5 on the Colorado Student Assessment Program (CSAP) in English Language Arts. When compared to the local community, 36 percent of students in the local district achieved a level 4 or 5 on the CSAP ELA exam.
- KIPP DC Promise Academy in Washington, D.C. is an elementary school where 99 percent of students are African-American and 13 percent receive special education services. In 2014-15, Promise Academy third grade students boasted the fifth highest math scores in the state on the PARCC exam.

For a closer look at outcomes by school and subgroup, please see Appendix 5.6.

ii. KIPP Subgroup Performance vs. the District and State. In 2013, 2014 and 2015, KIPP

schools outperform the district in both ELA and math among every subgroup. Similarly, KIPP

Figure A.5 – Performance on State Tests of Reading and Math, by subgroup

2015 Performance On State Tests By KIPP Students In States Served- Reading/ELA And Mathematics, 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 |
| 2015 | Reading / ELA | All grades | 68% | 73% | 77% | 50% | 76% | 57% | 62% | 66% | 31% | 59% |
| | | Elementary | | | | | | | | | | |
| | | 3rd grade | 72% | 82% | 73% | * | 50% | 59% | 64% | 67% | * | 50% |
| | | 4th grade | 78% | 76% | 83% | * | * | 48% | 65% | 50% | * | * |
| | | Middle | | | | | | | | | | |
| | | 5th grade | 50% | 57% | 53% | 61% | 62% | 42% | 46% | 51% | 32% | 37% |
| | | 6th grade | 70% | 68% | 89% | 37% | 88% | 60% | 59% | 74% | 25% | 67% |
| | | 8th grade | 75% | 82% | 92% | 69% | 100% | 69% | 73% | 85% | 41% | 82% |
| | Mathematics | All grades | 63% | 72% | 75% | 43% | 68% | 63% | 63% | 70% | 37% | 59% |
| | | Elementary | | | | | | | | | | |
| | | 3rd grade | 83% | 91% | 100% | * | 90% | 72% | 82% | 100% | * | 90% |
| | | 4th grade | 78% | 82% | 75% | * | * | 65% | 65% | 75% | * | * |
| | | Middle | | | | | | | | | | |
| | | 5th grade | 40% | 61% | 48% | 42% | 50% | 43% | 44% | 46% | 35% | 37% |
| | | 6th grade | 58% | 62% | 81% | 23% | 72% | 63% | 54% | 70% | 22% | 54% |
| | | 8th grade† | 66% | 81% | 80% | 53% | 64% | 75% | 77% | 77% | 50% | 60% |

*Fewer than ten classees

†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 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 average daily attendance rates. During the 2014-15 school year, KIPP’s average daily attendance rate was 96 percent as compared to 90 percent for the district and 94 percent for the state. For additional detail on KIPP’s attendance rates see Appendix 5.3.

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 evidence of systematically higher levels of attrition among the KIPP schools they studied. 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**. For additional detail on KIPP's attrition rates by please see Appendix 5.4.

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

Unlike many schools across the country that report college matriculation rate as a

⁶ Postsecondary Education Opportunity, www.postsecondary.org

college degree by their mid-20s nationwide. For a comparison of KIPP students' college

Figure A.6 – KIPP student attainment for students who completed eighth grade at KIPP compared to U.S. and low-income averages*

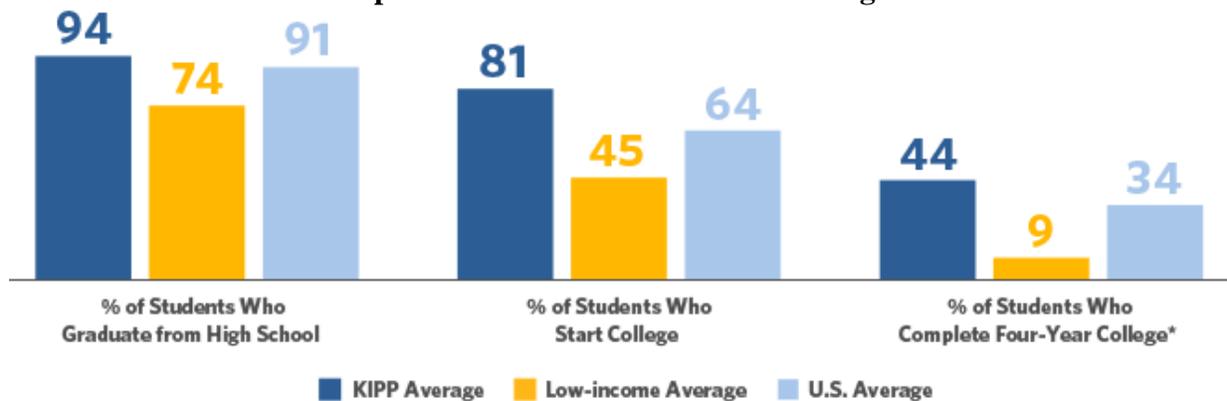


Figure A.7 – High School Graduation and College Matriculation, Persistence, and Completion of KIPP Students*

| | Year Completed 8 th | | | | | | | | | | | | |
|--|--------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| <i>Percent of 8th/12th grade completers who have:</i> | | | | | | | | | | | | | |
| • graduated high school | 100% | 95% | 92% | 96% | 99% | 100% | 99% | 97% | 95% | 95% | 93% | 93% | 92% |
| • matriculated to a four- or two-year college | 82% | 84% | 85% | 93% | 94% | 93% | 94% | 91% | 86% | 83% | 80% | 80% | 77% |
| • graduated at a four- or two-year college or are persisting | 71% | 50% | 56% | 63% | 63% | 58% | 65% | 59% | 54% | 55% | 55% | 62% | 63% |
| • graduated at a four- or two-year college | 65% | 44% | 54% | 54% | 60% | 52% | 55% | 43% | | | | | |
| <i>N</i> | 17 | 94 | 96 | 113 | 119 | 124 | 142 | 308 | 685 | 1471 | 1798 | 2358 | 2945 |

*Data based on ongoing contact with students by KIPP faculty and KIPP Through College staff; high school graduation, matriculated to college, and persistence data as of Fall 2015. College graduation data updated after winter 2015-16 graduations. Only the students completing middle school in 1998-2005 had six years or more to complete college.

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.

B - Contribution in Assisting Educationally Disadvantaged Students

This project will make a significant contribution in assisting educationally disadvantaged students. 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 65 high-quality schools in up to 32 unique communities to serve 30,000 educationally disadvantaged students.

KIPP will ensure that it makes a positive contribution to preparing educationally disadvantaged students for success in college and beyond by (1) serving a similar student population in all new and expanded schools, (2) implementing the proven high-quality educational model that has enabled students to develop academically and socially and go on to college success, and (3) helping to drive change more broadly in the communities in which KIPP schools operate.

1 – Continuing to Serve an Educationally Disadvantaged Population

We anticipate that schools opened or expanded with grant funds will serve a similar educationally disadvantaged population to KIPP schools today. 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. In 2017, 20 new and expanded KIPP schools will open in 14 unique communities. In 2018 and 2019, KIPP will open 45 schools in as many as 32 communities. In each of those communities, KIPP serves a majority of low-income students, between 70 and 99 percent. Please see Figure B.1 for more detail on the student population served by each KIPP region growing in 2017 and Figure B.2 for detail on the student population served by those additional KIPP regions that may open new schools in 2018 and 2019.

Figure B.1 – Schools opening in 2017 by location

| Location of planned new school | KIPP Region | School planned to open in 2017 | Grades at full enrollment | Students in KIPP Region eligible for free/ reduced-price lunch |
|---|--------------------|---|------------------------------------|---|
| East Palo Alto, CA or East Menlo Park, CA | KIPP Bay Area | KIPP Ravenswood K-8 | TK – 8 th | 75% |
| Redwood City, CA | KIPP Bay Area | KIPP Excelencia Community Prep (expansion) | TK – 8 th * | 75% |
| Los Angeles, CA | KIPP LA | KIPP LA Elementary School #8 | K – 8 th | 90% |
| Washington, DC | KIPP DC | KIPP DC Primary School #6 | Pre-K – 4 th | CEP** |
| Washington, DC | KIPP DC | KIPP DC Middle School #6 (expansion) | 5 th – 8 th | CEP |
| Miami, FL | KIPP Miami | KIPP Miami Elementary School #1 | K – 4 th | 73% |
| Atlanta, GA | KIPP Metro Atlanta | KIPP Metro Atlanta Primary School #4 | K – 4 th | CEP |
| Atlanta, GA | KIPP Metro Atlanta | KIPP Metro Atlanta Middle School #5 (expansion) | 5 th – 8 th | CEP |
| Boston, MA | KIPP Massachusetts | KIPP Academy Boston High School (expansion) | 9 th – 12 th | 86% |
| St. Louis, MO | KIPP St. Louis | KIPP St. Louis Elementary School #3 | K – 4 th | CEP |
| St. Louis, MO | KIPP St. Louis | KIPP St. Louis High School #1 (expansion) | 9 th – 12 th | CEP |
| Halifax, NC | KIPP ENC | KIPP Halifax College Preparatory Primary School | K – 4 th | 79% |
| Oklahoma City, OK | KIPP Oklahoma City | KIPP OKC Elementary School #1 | Pre-K – 4 th | 70% |
| Oklahoma City, OK | KIPP Oklahoma City | KIPP OKC Middle School #2 | 4 th – 8 th | 70% |
| Philadelphia, PA | KIPP Philadelphia | KIPP North Philadelphia Charter School | K – 4 th | 88% |
| Nashville, TN | KIPP Nashville | KIPP Nashville College Prep Elementary | K – 4 th | CEP |
| Dallas, TX | KIPP DFW | KIPP Pleasant Grove Middle School | 5 th – 8 th | 92% |
| Houston, TX | KIPP Houston | KIPP North Primary School | Pre-K – 4 th | 91% |
| Houston, TX | KIPP Houston | KIPP North Middle School | 5 th – 8 th | 91% |
| San Antonio, TX | KIPP San Antonio | KIPP San Antonio Middle School #4 | 5 th – 8 th | 87% |

*TK-5 is established; school is expanding to include 6-8

**Enrolled in the federal Community Eligibility Program (CEP), which qualifies 100% of students for free lunch

Figure B.2 – Additional KIPP regions that may open schools in 2018 & 2019

| KIPP Region with plan for continued growth | Percentage of KIPP students eligible for free/ reduced-price lunch |
|---|---|
| KIPP Albany | CEP |
| KIPP Austin | 88% |
| KIPP Baltimore | CEP |
| KIPP Charlotte | 77% |
| KIPP Chicago | CEP |
| KIPP Colorado | 82% |
| KIPP Columbus | CEP |
| KIPP Delta | CEP |
| KIPP Indianapolis | CEP |
| KIPP Jacksonville | CEP |
| KIPP Kansas City | 99% |
| KIPP Memphis | CEP |
| KIPP Minnesota | 92% |
| KIPP New Jersey | 88% |
| KIPP New Orleans | CEP |
| KIPP New York | 90% |
| KIPP San Diego | 97% |
| KIPP Tulsa | 85% |

Six KIPP schools opening in 2017 are located in **Promise Zone [CPP 1c]** cities including: Atlanta, Los Angeles, Nashville, Philadelphia, San Antonio, and St. Louis. In addition to those communities, KIPP seeks to open new schools in 2018 and 2019 in Promise Zone cities including Camden, Indianapolis, and San Diego. KIPP schools aim to contribute to a holistic approach to combating poverty and enabling children across our country to live fulfilling, choice-filled lives. In his letter of support, Mayor Francis G. Slay of St. Louis, MO, notes, “KIPP’s presence has helped close the achievement gap for students of low-income neighborhoods in the City of St. Louis.” Please see Appendix 2.1 for the full letter of support. Given KIPP’s national footprint, we look forward to partnering with additional Promise Zone cities in the future.

2 – Implementing KIPP’s Proven Educational Model

The schools opened or expanded with grant funds will implement KIPP’s proven high-quality educational model that has enabled students to develop academically and socially and go on to college success. While each KIPP school is unique and tailored to the local context, all KIPP schools: (a) are rooted in the Five Pillar Operating Model (b) maintain a relentless focus on continuous improvement, and (c) provide college-preparation support beyond the classroom through the “KIPP Through College” program.

a – The Five Pillar Operating Model

KIPP was founded to prepare educationally disadvantaged students for success in college and the competitive world beyond. The proposed project will create new and expanded KIPP schools that adhere to the same operating principles, thereby preparing even more educationally disadvantaged students for success in college.

All KIPP, schools share a commitment to a set of operating principles, the “Five Pillars,” which serve as the core principles that continue to guide all KIPP schools. The Five Pillars are listed in Figure B.3.

Figure B.3 – Five Pillars Operating Model

| Pillar | Description |
|--------------------------------|--|
| High Expectations | KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that creates and reinforces a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests. |
| Choice & Commitment | Students, their parents, and the faculty at each KIPP school commit to a college-preparatory education. Everyone commits to make and uphold a commitment to the school and each other to put in the time and effort required to succeed. |
| More Time | With an extended school day, week, and year, KIPP students have more time in the classroom to learn the knowledge and skills they need, plus opportunities to engage in extracurricular experiences. |
| Power to Lead | The principals of KIPP schools are effective leaders who control school budgets and personnel. They can move dollars or make staffing changes to maximize student learning. |

| | |
|-------------------------|--|
| Focus on Results | KIPP schools focus relentlessly on student performance and measurable outcomes. Students are expected to achieve in preparation to succeed at the nation’s best high schools and colleges. |
|-------------------------|--|

To date, KIPP has successfully replicated its model for assisting educationally disadvantaged students from two schools to, as of the 2016-17 school year, 200 schools. Adherence to the Five Pillars has enabled KIPP to replicate with quality. Building on the High Expectations, More Time and Focus on Results Pillars in particular, the national KIPP Foundation is now leveraging KIPP’s scale as well as best and proven practices to further equip school and regional leaders with playbooks, systems, tools and resources around how to run great schools with excellent instruction.

b – Relentless Focus on Continuous Improvement

Through the Healthy Schools & Regions framework, a set of measures that, together, create a holistic assessment of school health (discussed in detail in Section E), KIPP evaluates all schools throughout the year. As an organization, we report our results externally and post them on our website on an annual basis. And internally, we review our results and compare outcomes across schools at multiple points and on many dimensions. As an organization, we are committed to getting better as we get bigger. Examples of this relentless focus on continuous improvement include organizational investments in:

- **Curriculum** – We have developed Instructional Blueprints for Literacy and Math recommending a mix of high-leverage practices to drive excellent instruction – and the ideal time to spend on each. Aligned to the Blueprints, we have identified or, in the case of literacy, developed a curriculum that teachers can use day-to-day in the classroom.

- **Academic Leadership and Instruction** – We are enhancing our leadership training programs, creating content that builds on our leaders’ instructional leadership capacity. We have designed and integrated new coursework into our principal training programs to support principals in implementing instructional methods, schedules, and curriculum aligned to college-ready standards.
- **Sharing and Professional Development.** Centrally, KIPP Foundation hosts virtual knowledge-sharing platforms and in-person national professional development sessions. Regional leaders also provide local professional development for both teachers and leaders. Regional leaders and principals visit KIPP schools across the country to learn from others.

c – “KIPP Through College” Support

While much of the groundwork for success in college and life is laid in the classroom (e.g., academics, study skills, character-building, etc.), it is deeply strengthened through the efforts of the staff of the KIPP Through College (KTC) programs at our high schools and in our regions. Local KTC counselors help students prepare for and thrive in college, offering:

- intensive guidance during the high school and college application processes
- financial counseling to help determine how to bridge the gap between colleges’ financial aid packages and expected family contributions
- career services assistance to help students seek summer internships and work study programs as well as to improve their resumes and interviewing skills
- ongoing support to help alumni in college to integrate socially and achieve academically, including facilitating connections among KIPP alumni enrolled at the same college

KIPP continues to invest in tools, practices, and innovative programs to help students prepare for, apply for, thrive in, and graduate from college. For example, over the past three

years our KTC team has driven a major shift in how college counseling is executed across the KIPP network, to ensure that our high school students are applying and matriculating to their best match colleges where their chances of graduating are higher.

Looking ahead over a five-year horizon, KIPP will have 40,000 college-age or older alumni. KIPP will also continue to invest resources in identifying the strategies that significantly increase the likelihood that our alumni graduate from college once they have matriculated. Key to our strategy is a) improving our college counseling and b) building partnerships with higher education institutions. Over the past five years, we have established partnerships with more than 75 colleges across the nation, diverse in geography and selectivity, that have committed to work with us to help close the attainment gap for first-generation students. This year, we expect that at least one in five of our alumni will enroll in a partner campus. For a full list of KIPP's college partners, see Appendix 6.3.

3 – Impact on Educationally Disadvantaged Students Beyond KIPP

KIPP Foundation and the consortium of KIPP Regions aim to be a catalytic force for change – improving educational outcomes for all students – in our communities. One way in which KIPP aims to drive change is by serving as an example of a replicable educational program that delivers strong student outcomes. More formally, KIPP (a) partners with school districts locally (*see a description of these efforts under Competitive Preference Priority 1*), (b) offers a national leadership development training program for district leaders across the country, and (c) makes its most frequently requested tools and resources easily accessible online.

b – Leadership development training for districts across the U.S.

In 2011, KIPP developed the KIPP Leadership Design Fellowship (KLDF) training program for school district leaders. The curriculum for KLDF has been designed for key

administrators from some of our nation’s largest school districts and charter management organizations (CMOs) to learn alongside KIPP’s leadership development team regarding best practices to select, train, and evaluate school principals. KIPP believes that to create and sustain a high-quality school that prepares students for success in life, a talented, well-trained, and committed principal must be at the helm. Collectively, the participants in each annual KLDF cohort have the potential to impact ~3 million public school students.

This eight-month cohort-based program provides opportunities for participants to learn from KIPP and one another, with the aim of deepening relationships and promoting ongoing learning well beyond the eight months of the program. In each year of the program, senior officials from 15 to 20 school districts have participated. Past participants include:

Figure B.4 KLDF Participants

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

The participant feedback has been very positive; 97% of past participants said their experience was "Extremely Valuable" and 100% said they would recommend the program to others. One past participant called KLDF “an extraordinary professional development

experience,” adding, “systems should send leaders with decision-making authority to enhance their leadership development programs.”

KIPP Foundation and the consortium of KIPP Regions aim to promote more high-quality schools and greater educational outcomes for many more students by sharing the leadership development practices that have enabled KIPP to replicate and sustain high-quality results.

c – Sharing KIPP Online

In November 2015, KIPP launched the Beyond KIPP Resource Library, which puts our most-requested tools and resources in one public place. Beyond KIPP offers links and downloads in four of KIPP’s major focus areas: teaching and learning, leadership development, college, and character. Beyond KIPP represents the best of what KIPP has learned over more than 20 years of practice, and is intended to support all educators in improving outcomes for students. Beyond KIPP is a living resource that is continually refreshed and updated.

C - Quality of the Project Design

KIPP’s goal for this project is to **successfully open or expand 65 schools in educationally disadvantaged communities to allow 30,000 students to be served annually as those schools reach full enrollment.**⁷ These schools will serve a student population that is very similar to the populations served by KIPP schools today. Grant funds to support the proposed project will be used by newly-opening and expanding KIPP schools, their local leadership teams, and by the KIPP Foundation to dramatically accelerate the number of high-need students who receive a rigorous, college-preparatory education and are on a path to and through college. To ensure we meet that over-arching goal, KIPP Foundation and the consortium of KIPP Regions specify the following objectives and measurable outcomes.

⁷ The majority of KIPP schools open with one grade and add one grade per year until reaching full scale.

1 – Goals of the Proposed Project: Specified, Measurable, and Attainable

Within the ultimate goal of opening more schools to serve more educationally disadvantaged students, KIPP has the following **objectives**:

- *Grow the network of KIPP schools.* When the newest KIPP schools open in late August and early September of 2016, there will be 200 KIPP schools in 20 states and the District of Columbia, and yet, KIPP has not come close to meeting the demand for high-performing schools in the communities we serve. Across the country, 55,000 students are on our waitlists hoping to attend a KIPP school. Nationally, we aim to grow our enrollment over the next five years to 120,000. KIPP maintains a goal of delivering significant outcomes for a student population in which at least 80 percent of students qualify for free or reduced-price meals throughout its growth.
- *Continue to get better as we get bigger.* KIPP strives to raise rates of student achievement and college graduation beyond where they are today. In this country, children of affluent families graduate from college at approximately seven times the rate at which children from low-income families graduate. While KIPP students are approaching a graduation rate five times higher than their low-income peers (and beyond the national average for all students), we continue to work to close this attainment gap and know that outstanding academic preparation is critical. Operating within a network of schools affords many opportunities to learn from KIPP schools across the network: to identify, assess, and codify best practices centrally, and to disseminate learnings through national convenings and leadership gatherings.

Measures

Over the five-year project period, KIPP will work to realize the following **project outcomes**.

Figure C.1 – Performance Measures

| Measure type | Performance Measure and Targets |
|---------------------------|--|
| Program Measure #1 | The number of charter schools in operation around the nation |
| Program Measure #2 | The percentage of fourth- and eighth-grade KIPP students who are achieving at or above the proficient level on state assessments in mathematics and reading/ language arts |
| Project Measure #1 | KIPP will enroll 3,000 students in 20 new or expanded schools in Fall 2017 and will enroll an average of 90 students per grade in each of the new or expanded schools opened in Fall 2018 and Fall 2019. |
| Project Measure #2 | Across grant-funded schools, KIPP will serve an average student population in which at least 80 percent of students qualify for free or reduced-price lunch. Similarly, KIPP will maintain a student population across the national network of schools in which at least 80 percent of students qualify for free or reduced-price lunch. |
| Project Measure #3 | KIPP will maintain an annual student attrition rate of 12 percent or lower in grant-funded schools. |
| Project Measure #4 | Sixty-five percent of students will outperform the national average for annual growth in reading and math on the NWEA MAP assessment. |

Each of the above proposed project performance measures has an appropriate baseline, is appropriately ambitious yet achievable and is aligned to KIPP’s Healthy Schools & Regions Framework such that the data collection will be achievable and high quality. As detailed in Figure C.2, the measures are carefully considered to allow performance data to be reported throughout the project period.

Figure C.2 – Project Measures Detail

| | Rationale for Baseline | Ambitious | Achievable and high-quality data collection | Data available for June 1 Annual Report | | | |
|--|--|---|---|---|--------------|-------|--------------------|
| | | | | 6/ 17 | 6/ 18 | 6/ 19 | 12/20 ⁸ |
| Project Measure #1 Number of students | Schools’ projected enrollment rates (2017 openings); average network enrollment (2018 and 2019 openings) | A healthy school with strong recruiting and connection to the community is able to achieve its desired enrollment | Data is collected nationally and validated through the rigorous Healthy Schools & Regions data collection process | ✓ | ✓ | ✓ | ✓ |
| Project Measure #2 Low-income demographic | Performance metric to which our Board of Directors holds us accountable as a national organization | National target not necessarily achievable for a subset of schools | | | ✓ | ✓ | ✓ |
| Project Measure #3 Low attrition | Average annual fall-to-fall attrition across the KIPP network | Target implies equal or better retention than established KIPP schools | | | | ✓ | ✓ |
| Project Measure #4 High achievement | Average performance across the KIPP network | Target is above both our baseline and the national average of 50%. | | | ⁹ | ✓ | ✓ |

⁸ Final performance report; assumes 90 days after the end of the project period

⁹ The spring performance data is not finalized and validated until mid-July

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 strong management plan to ensure the project achieves objectives on time and within budget, (2) a tested, replicable business plan for improving, sustaining, and ensuring the quality, and performance of the new and expanded schools, (3) a sound multi-year financial and operating model and committed support from key stakeholders, (4) a plan for maintaining quality, by closing, as needed, low-performing schools, and (5) highly qualified personnel.

1 – 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. KIPP Foundation oversees the expansion of the network to ensure that growth is strategic, sustainable, and well-executed, providing quality assurance by approving all new school openings through the growth management process described below. The process helps ensure that regions are able to address the capacity, human capital, and financial and operational requirements that come with growth. KIPP Foundation will utilize the Healthy Schools & Regions Framework to evaluate the proposed project throughout the grant period as described in Section E.

Each party's role as well as major activities and milestones related to the proposed project appear in Figure D.1.

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

| Major Milestone | Responsibility ^a | Timing | 20 Schools opening ^b 2017 | | | 20 schools opening 2018 | | | 25 schools opening 2019 | | |
|--|-----------------------------|----------------|--------------------------------------|----------------|--------|-------------------------|----------------|--------|-------------------------|----------------|--------|
| | | | 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 | |
| Executing on the Healthy Growth Process and Principal Training | | | | | | | | | | | |
| Healthy Growth Process | KF, S | Jun | (prior yr) | | | (Grant Y1) | | | | | |
| Recruitment & selection of those founding leaders participating in the Fisher Fellowship | KF, RL | Sep-Mar | (prior yr) | | | (Grant Y1) | | | | | |
| Founding principals successfully complete year-long training ^c | KF, S | Full yr | ✓ | | | ✓ | | | | | |
| Annual School Site Planning and Hiring | | | | | | | | | | | |
| Teacher recruiting | S, RS | Feb-May | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New staff professional development | S | July-Sept | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student recruiting | S, RS | Feb-Jun | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Curriculum set and aligned | S | May | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial planning | S, RS | Jan-May | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Key KIPP Foundation Supporting Services to Ensure Quality and Sustainability | | | | | | | | | | | |
| New school support visits ^d | KF, SP | Aug-Jan | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Professional development for Executive Directors and regional staff | KF, RL | Quarterly | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Annual Summit – national PD event for teachers, principals, and staff | KF, S | Aug | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professional development and practice sharing for KIPP principals | KF, SP | Feb | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PD and best practice sharing for chairs of local boards of directors | KF, BC | Mar/Apr | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Program Evaluation, Planning, and Design of the Education Program | | | | | | | | | | | |
| Administration of state tests ^e | S | Feb/Mar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Administration of MAP norm-referenced testing ^e | KF, S | Fall or Spring | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Collection of student demographic and attrition data ^e | KF, S | Oct/Nov | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| KIPP network-wide annual stakeholder surveys ^e | KF, S | Oct/Apr | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Collect attainment data (HS graduation, college matriculation, etc.) ^e | KF, S | Sept | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oversight and Management of the Grant | | | | | | | | | | | |
| Train grant admin staff at KIPP Foundation, and locally (as needed) | KF, S | Oct-Dec | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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; ^cHandful of exceptions where principals were trained in prior years; ^dApplies to all new KIPP high schools as well as any school opening within and emerging KIPP region; ^eApplies to all KIPP Network schools; ^fData collection at new schools commences in the first implementation year

2 – Business Plan for Improving, Sustaining, and Ensuring Quality & Performance

In order to achieve our goals for students and communities across the country, KIPP (a) carefully determines which regions are eligible for new school openings, (b) trains and supports school principals with rigorous programming, and (c) provides direct supports in facilities, financial management, central office operations, student academic achievement, governance, oversight, and human resources.

a – The KIPP Healthy Growth Process: Assessing growth eligibility

With support from the Charter Schools Program, KIPP will open and expand 20 new schools in 2017, 20 in 2018, and 25 in 2019. The vast majority of these schools will be within an existing KIPP region: a geographic area in which existing KIPP schools are clustered, overseen by an Executive Director, governed by a local board, and supported by a shared services center. New schools opened within a region benefit from a rich talent pool as well as financial and operational economies of scale. Furthermore, an established shared services center supports school operations so that school principals and teachers can focus on excellent instruction and student academic growth. The majority of KIPP schools are organized within regions, and KIPP has committed to opening the majority of new schools within established regions. Looking ahead, we are exploring additional locations, including Miami, FL, in 2017, where KIPP will bring excellent schools to students and families. As we explore expansion into new geographies, we plan to begin by securing high quality leadership talent while evaluating prospective sites funding, facilities, and other local conditions.

Regions that are planning to open new schools work closely with the KIPP Foundation as they develop and execute against tailored strategic growth plans unique to their local context. This process of engagement is differentiated depending on a region's stage of growth.

Regions in early stages of their growth plans engage in a rigorous self-assessment that covers the full Healthy Schools & Regions Six Essential Questions (covered in detail in Section E) to understand growth readiness. Regional leadership works closely with their Board of Directors and a KIPP Foundation Relationship Manager to evaluate growth readiness, identify milestones, and surface key supports that will be needed to achieve goals for growth. Throughout this process, the Relationship Manager acts as a thought-partner, advisor, and conduit bringing in the supports of the KIPP Foundation as needed.

For regions that have successfully replicated several times, the Executive Director and Relationship Manager determine whether there have been any substantive changes to the operating environment (e.g., state and local funding, charter law, etc.) that could impact the viability of growth and then focus specifically on those areas, potentially revising the strategic plan and/or identifying supports that will be critical to achieve successful growth.

The KIPP Foundation's Chief Network Growth Officer, supported by KIPP Foundation's Relationship Managers who work closely with local KIPP regional leadership, oversees the assessment of a region's readiness for growth.

All KIPP schools opening in the fall of 2017 have successfully begun this process and all schools to be opened in 2018 and 2019 will undergo this process, thus ensuring they are on a path to a healthy start.

b – Training and supporting the principals of the new schools

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 nationally with excellence, and so KIPP Foundation invests in staff to recruit—both internally and externally—highly qualified and

mission-aligned individuals, to select the most qualified from among the pool of candidates, and to train those talented individuals in an intensive cohort-based program. KIPP's deliberate investment in leadership talent to date has been the engine that has fueled the growth and sustainability of KIPP schools.

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 KIPP network and in partner organizations. Fisher Fellows are selected through a rigorous and multi-stage process, the final stage of which is the selection event. At this national event, a committee of peers—high-performing leaders throughout the KIPP network—evaluate each candidate's readiness to found a new school through an intensive two-day process culminating in an interview with KIPP founder Mike Feinberg.

After the Fisher Fellowship planning year, founding KIPP school principals continue to receive formal support. In the first half of their first year as principal, each new school will receive a visit from a team that includes the regional Executive Director, at least one current Fisher Fellow, and a KIPP Foundation staff member. The areas of focus in the first year school evaluation visit are: student achievement, teaching and impact on learning, leadership and management, and learning community/ school culture.

c – Direct 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 ensuring a region’s readiness to grow and supporting and training each founding principal, 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. 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. Because KIPP schools start small with one or two grades of about 90 to 100 students per grade, they may be initially housed in a wide variety of facilities, including, but not limited to, church basements, shopping malls, and entire floors in traditional public school buildings. Schools often relocate to new facilities to accommodate more students as they grow. Many KIPP schools co-locate with other schools in order to take advantage of existing school facilities. Facilities are sourced, financed, and managed by the regional team. KIPP Foundation enables cross-region knowledge sharing by hosting and cultivating virtual and in-person sharing opportunities. The virtual platform, KIPP Share, has a “room” devoted to finance and operations conversations and resources. KIPP schools and regions also have access to the consulting services of a facilities finance expert retained by the KIPP Foundation.

ii. 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; Tulsa, with ~\$4,400 annual per-pupil funding, is on the low end as compared to New Jersey’s over \$16,000 per pupil. 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, such as:

Building Capacity of Finance & Operations Leaders via: In-person professional development; Data and insights (e.g. definition of metrics for financial health and sustainability; financial health and operations data benchmarking); Forums for collaborative problem-solving/knowledge sharing (e.g. national knowledge sharing platform KIPP Share; COO/CFO virtual community calls)

Direct Support & Tools: Finance site visits to develop targeted support plans to improve financial management practices; Direct recruitment and selection support for senior finance and operations leaders; Developing financial management and planning tools (e.g. KIPP financial model template) and related training and implementation support; and Consulting support (e.g. real estate/facilities/facilities financing consulting)

Financing for Growth and Sustainability: Financing programs that give regions access to capital for growth and facilities; Access to a low-interest rate loan in the event of financial distress or opportunistic investment (KIPP Financial Assistance Loan)

iii. Central Office Operations. The regional central office provides many supports, as outlined in this section. Among them, the operations function 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). Operations are managed locally, most often by a Chief Operating Officer (COO), who is commonly a direct report of the Executive Director.

In addition to enabling virtual and live sharing opportunities through KIPP Share and in-person events, KIPP Foundation's recruitment team helps to recruit and develop COOs. KIPP Foundation also invites new COOs to participate in its leadership programming, providing professional development on KIPP tools and practices as well as leadership development to prepare participants for the rigors of their role within the KIPP context.

iv. Student Academic Achievement. KIPP principals are the instructional leaders of their schools, responsible for hiring, developing, evaluating, and retaining excellent teachers. In addition, KIPP regions have centralized academic supports, often a Chief Academic Officer and/or Director of Curriculum and Assessment who supports principals to ensure high-quality instruction, aligned to state standards. KIPP Foundation supports regions by recruiting CAO talent; developing local academic leaders through a national year-long Regional Academic Leader training course; hosting and facilitating knowledge sharing through its online platform, KIPP Share; and at in-person events, including KIPP's Leadership Retreats and annual national Summit.

Overseen by Dave Levin, KIPP's co-founder, several KIPP Foundation teams work to support the implementation of common academic systems and practices, rooted in research and best practice, by equipping KIPP teachers and leaders with training, tools and resources.

v. Governance and Oversight. KIPP regions are overseen by local boards of directors. In addition, each KIPP school is approved and monitored by a local charter-authorizing agency. Charter authorizers may include school districts, universities, or state departments of education. All schools opening or expanding in 2017 have already received, or are on track to receive,

permission to open from the designated chartering agency. Figure D.2 provides detail on the charter authorizers that oversee the KIPP schools that will be supported with grant funds.

Figure D.2 – KIPP Charter Authorizer Detail by Location; Sites for 2017 school openings

| KIPP Region | Charter Authorizer, Schools opening or expanding 2017 |
|-----------------------------|--|
| KIPP Bay Area | Redwood City School District and Ravenswood School District |
| KIPP Dallas Fort Worth | Texas Education Agency |
| KIPP DC | D.C. Public Charter School Board |
| KIPP Eastern North Carolina | North Carolina State Board of Education |
| KIPP Houston | Texas Education Agency |
| KIPP LA | Los Angeles Unified School District |
| KIPP Massachusetts | Massachusetts DESE |
| KIPP Metro Atlanta | TBD |
| KIPP Miami | Miami-Dade County Public Schools |
| KIPP Nashville | Metro Nashville Public Schools |
| KIPP Oklahoma City | Oklahoma City Public Schools |
| KIPP Philadelphia | Philadelphia School Reform Commission |
| KIPP San Antonio | Texas Education Agency |
| KIPP St. Louis | Washington University in St. Louis |

KIPP Foundation provides support for local boards by providing exemplar governance resources and facilitating a community of practice for local board chairs. In particular, the community of practice aims to ensure that all 31 local KIPP sites, will have strong board leadership and governance practices. In the coming years, KIPP Foundation’s work, headed by the Director of Executive Leader Program and Strategy, will continue to invest in deepening and strengthening local board leadership through:

- Providing robust in-person professional development for both board leaders and general board members at the annual national Board Chair Retreat and KIPP School Summit events; and,
- Working with a targeted subset of local boards to ensure strong board leadership pipelines.

vi. Human Resources of KIPP Schools. Identifying, attracting, and retaining top teaching talent is critically important to each KIPP school realizing its goals. KIPP principals work closely with the regional team to recruit, hire, evaluate, and retain employees. The regional recruiting team, in close collaboration with principals, screens resumes, schedules interviews, observes sample lessons, checks references, and completes the new-hire paperwork. KIPP Foundation provides teacher recruitment support by developing and managing a national marketing campaign to recruit teachers, by supporting local efforts, facilitating the sharing of effective practices, and by hosting the KIPP Careers national job board.

Achieving the Growth Objectives: Replication Track Record

Employing the processes and implementing the supports outlined above, KIPP has demonstrated that its model can be replicated successfully in a variety of the most challenging rural and urban settings across the nation. Figure D.3 illustrates the varying regions, student demographics, per-pupil funding levels, and state charter school laws in which the KIPP model has delivered results for students.

Figure D.3 – Sample Demographics/ Features of KIPP Regions

| | | Eastern North Carolina | Washington, D.C. | New York City | Los Angeles | San Antonio |
|--|---------------|------------------------|------------------|---------------|-------------|-------------|
| KIPP performance vs. the district, 8 th grade (percent proficient or higher on state exams) | Reading / ELA | 94 vs. 29 ^a | 26 vs. 24 | 31 vs. 20 | 54 vs. 33 | 79 vs. 63 |
| | Math | 60 vs. 10 | 47 vs. 3 | 57 vs. 9 | 49 vs. 23 | 68 vs. 52 |
| African American (%) ^b | | 77 | 99 | 45 | 26 | 3 |
| Hispanic/Latino (%) ^b | | 5 | 1 | 52 | 73 | 95 |
| Limited English Proficiency | | 2 | 1 | 8 | 26 | 25 |
| Free & Reduced-price Lunch | | 79% | CEP | 90 | 90 | 87 |
| Average Per Pupil Funding ^c | | \$8,338 | \$14,500 | \$13,887 | \$9,200 | \$8,900 |
| State Charter Law Letter Grade ^d | | C | A | B | B | C |

^aEnd-of-course exams

^bDemographics are from the 2015-16 school year

^cFigures are rounded to the nearest hundred.

^dAs rated by the Center for Education Reform in 2015. The report's A-F grade rating reflects the strength of charter authorizers on factors such as per-pupil funding and whether charter school administration and staff are free of educational red tape.

3–Multi-Year Financial and Operating Model and Stakeholder Support

a – Financial and Operating model

The KIPP Foundation and the KIPP schools and regions request \$48,750,000 over five years for the grant activities described in this application and further detailed in the budget and budget narrative. Eighty-percent (\$39 million) of these funds will be used at the school and regional level to open and expand 65 new schools. The remaining 20 percent (\$9.75 million) of grant funds will be utilized by regional central offices and the KIPP Foundation to build upon its existing infrastructure to support the Healthy Growth process, train and support founding principals and regional leaders, provide ongoing management supports and 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 a local regional shared services center as well as 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 schools beyond the grant period. The majority of 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, field trips, and KIPP Through College program supports for alumni. As schools grow to full scale and regions increase the number of schools operated in a geographic cluster, they will take advantage of economies of scale and reduce the need for private funding. The multi-year financial model in Figure D.4 presents *projected* uses and sources of funds beyond the grant period related to the continued expansion of the KIPP network.

**Figure D.4 – KIPP Network Projected Uses & Sources of Funds
During and Beyond Grant Period**

| \$ Millions | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| Public Revenues | 777 | 899 | 1,032 | 1,165 | 1,293 |
| Private Funding Need | 159 | 165 | 168 | 166 | 160 |
| Total Sources | 936 | 1,064 | 1,200 | 1,331 | 1,453 |
| Personnel | 561 | 638 | 720 | 799 | 872 |
| Facilities | 75 | 85 | 96 | 107 | 116 |
| Transportation | 28 | 32 | 36 | 40 | 44 |
| Others | 271 | 309 | 348 | 386 | 421 |
| Total Uses | 936 | 1,064 | 1,200 | 1,331 | 1,453 |

b – Commitment of current and future partners and stakeholders

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 including our largest philanthropic partners with a distinguished history of giving: The Doris and Donald Fisher Fund, The Walton Family Foundation, The Robertson Foundation, The Laura & John Arnold Foundation, The Schusterman Foundation, The Eli and Edythe Broad Foundation, CityBridge Foundation, The Michael & Susan Dell Foundation, The Bill & Melinda Gates Foundation, the Karsh Family Foundation, New Profit, Inc, and private individual donors.

The KIPP Foundation’s national funders support our mission and model, and some also fund schools in a specific geographic area. In addition to national partners, KIPP has many regional partners who support KIPP in their local community. Please see Appendix 2 for letters of support from local board chairs as well as local and national funders who are committed to KIPP’s ongoing growth.

4 – Plan for Closing Schools

Along with supporting and overseeing the growth of the KIPP network of schools, the KIPP Foundation 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.” We take our commitment to our students and the communities we serve very seriously, and as such, the KIPP Foundation, following the actions described below, may terminate the license agreement with any school that is not meeting these commitments. The KIPP Foundation may terminate the license agreement of a KIPP school for such reasons as chronically low academic achievement, low student enrollment, underperforming school leadership, or financial instability. In over ten years of expansion, 14 schools opened by KIPP have had their license agreement terminated, left the network or closed.

Prior to terminating a license agreement with a school, KIPP makes every effort to support the school in its efforts to improve operations. As an ongoing practice, Executive Directors are assigned a single point of contact at the KIPP Foundation. This point of contact, with the title “Relationship Manager,” ensures, at a minimum, that regions and schools are aware of and have access to resources provided by the KIPP Foundation and available throughout the network. In many cases, the Relationship Manager also acts as a “thought partner” to support Executive Directors and other members of the regional leadership team. Further, individuals within KIPP schools and regions are also supported by communities of practice organized and managed by the KIPP Foundation. Executive Directors, School Principals, Chief Academic Officers, 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 retreats.

In addition to these ongoing supports, school performance is closely monitored through the data collection and comprehensive assessment process associated with KIPP's Healthy Schools & Regions framework outlined in greater detail in the next section. Should evidence of a struggling school arise, KIPP 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. In the instances in which KIPP has terminated the license agreement, the future of the school itself has varied; some have continued to operate while others have subsequently closed.

5 - 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 6.2 – Other Attachments: Additional Information.

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.

Ms. Lisa Daggs, Chief Network Growth Officer, is responsible for the KIPP Foundation's oversight of the growth of the KIPP network. In this role, she works closely with the KIPP regional executive directors 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. Ms. Daggs brings extensive and diverse experience in seeding, managing, and supporting the growth of charter schools across the U.S. If awarded CSP funding, **Ms. Daggs will serve as the Project Director**.

Biographies of other Network Services Team staff who directly support school growth, including the Relationship Managers, appear in Appendix 1.3 – Other Attachments: Key KIPP Foundation Staff.

Mr. Jack Chorowsky, President, oversees the KIPP Foundation's national strategy and execution across complementary areas that drive KIPP network growth and outcomes including our Teaching and Learning Labs (responsible for equipping KIPP teachers and schools nationwide with highly effective curriculum, assessment, and professional development solutions); educational technology innovation; our national KIPP Through College effort (focused on ensuring that KIPP alumni nationwide successfully matriculate to, and graduate from, college); Research, Data and Evaluation; and Knowledge Sharing (focused on disseminating best practice and catalyzing innovation across the KIPP network). He also oversees the organization's Talent, Finance and Technology functions.

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. In 2014-2015, KSLP helped to develop over 320 leaders across the KIPP network. Prior to joining the KIPP Foundation in June 2014, Freddy 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.

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 1.

E – Quality of the Evaluation Plan

Creating and sustaining high-quality schools for students in educationally-underserved communities and helping to drive educational change is only possible with a rigorous evaluation plan based on objective performance measures.

The Healthy Schools & Regions Framework and Six Essential Questions

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

At its core, the HSR framework seeks to answer six essential questions about the performance of the KIPP network and individual schools within it:

1. Are we serving the children who need us?
2. Are our students staying with us?
3. Are our students progressing and achieving academically?
4. Are our alumni climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

Qualitative and quantitative data are collected throughout the year to answer each of the six questions. Data managers within our KIPP regions work collaboratively with our national Research & Evaluation as well as Insight & Analytics teams (see bios for Danielle Eisenberg, Senior Director, Research & Evaluation and Rebecca Vichniac, Senior Director, Insight & Analytics in Appendix 1.3) to collect and report against the metrics we track through HSR. For example, our national and regional data teams collect student demographic and attrition data, staff demographic and retention information, state and norm-referenced test results, shared formative assessment results, results from annual stakeholder surveys, as well as data on alumni attainment outcomes.

Currently, our regional data managers are responsible for tracking this data at the local level. Throughout the year, they also provide frequent, real-time analysis for teachers and leaders and generate analytical insights specific to their particular regional context. Historically, they have used many different systems to do this – somewhat dependent on what their local districts or states may require. However, a majority of our schools utilize Power School for their Student Information System and Illuminate for their Assessment Management Tracking. All schools then submit the key metrics to the KIPP Foundation through a web-based Data Portal and a Salesforce application called the Alumni Database. In addition, the Foundation captures some information directly from vendors who serve all of our schools (such as NWEA or ACT). We are undergoing a significant effort to automate more of our data collection efforts in order to obtain more student level data more frequently to provide richer, quicker analysis to benefit our leaders and teachers.

Supporting shared network assessments is a key part of the work undergirding the HSR framework. The Foundation’s Research & Evaluation team, in partnership with the Teaching and Learning team oversees the network’s K-12 Assessment Strategy to ensure that there is growth and mastery data available for every student. By utilizing a shared common assessment management platform (Illuminate) along with a shared reporting platform (HSR Website), we ensure leaders and, teachers have access to high-quality data on student achievement and growth, and can differentiate instruction, and benchmark appropriately. Principals can additionally use data to prioritize school needs and improve their own instructional leadership. KIPP regional leaders can gain a more holistic view of the health of their region and put in place strategies to address areas of growth.

We report data and analytics back to our network through a variety of means. Our HSR website serves as a central repository for regular, annual reports related to the Six Essential

Questions data. Several times during the course of the year, HSR reports are refreshed as we process new data about our teachers, students and their achievement and survey results. Deeper analysis into patterns and trends are presented to network leaders and teachers during the many in-person and virtual touch-points we have; including KIPP School Summit, Regional Leader Retreat, School Leader Retreat, Summer Institute, and other professional development courses. In addition, we share data directly with our leaders and support our data managers within our regions to help share and explain results and do additional analysis that’s relevant for their local sites.

Overall, our Healthy Schools & Regions work allows us to rigorously monitor the network’s overall performance, along with the outcomes of individual schools. This information then informs our decision-making and prioritization, helps us improve our understanding of promising practices throughout the KIPP network, and helps our teachers and leaders drive student outcomes.

Figure E.1 provides further detail on how the Healthy Schools & Regions-aligned data collection will inform the evaluation of this project during the grant period.

Figure E.1 – Evaluation Data Sources and Measures

| Project Measure | “Essential Question” | Data collected | Frequency |
|--|---|--|------------------|
| #1: KIPP will enroll 3,000 students in 20 new or expanded schools in Fall 2017 and will enroll an average of 90 students per grade in each of the new or expanding schools opened in Fall 2018 and 2019. | 1. Are we serving the children who need us? | Student enrollment: Count of school enrollment data | Annually |
| #2: Across grant-funded schools, KIPP will serve an average student population in which at least 80 percent of students qualify for free or reduced-price lunch. Similarly, KIPP will maintain a student population across the national network of schools in which at least 80 percent of students qualify for free or reduced-price lunch. | 1. Are we serving the children who need us? | Student demographics: <ul style="list-style-type: none"> • Race/ethnicity • Eligibility for free or reduced-price meals • SPED or ELL designation | Annually |

| Project Measure | “Essential Question” | Data collected | Frequency |
|---|--|--|------------------|
| #3 KIPP will maintain an annual student attrition rate of 12 percent or lower in grant-funded schools. | 2. Are our students staying with us? | Student attrition: percent of students returning to or completing the highest grade at their school annually | Annually |
| #4: Sixty-five percent of students will outperform the national average for annual growth in reading and math on the NWEA MAP assessment. | 3. Are KIPP students progressing and achieving academically? | Student achievement: • KIPP-administered NWEA MAP norm-referenced test performance, by grade and subject | Annually |

In addition to the data outlined in Figure E.1, KIPP Foundation surveys students, parents, and staff annually on their attitudes toward their school; those survey measures are captured in Figure E.2. The survey results are used in several ways. Local leadership uses the results to inform their priorities and strategic planning, making such changes as developing strategies to engage parents in the school or refining teacher professional development. Nationally, the data is aggregated and analyzed to better understand what student, parent, and staff perceptions of the school indicate about how conducive the school environment is to academic success. Additionally, specific survey questions have been isolated as indicators of future behavior so that local leaders can anticipate needs and provide resources accordingly. The survey questions are regularly reevaluated and refined, and will continue to be refined over the coming years.

Figure E.2 Survey Data Collected to support the Healthy Schools & Regions Framework

| Source | Measures |
|-----------------|---|
| Staff Surveys | School culture, instructional culture, leadership, organizational systems, academic strategies, talent management, and satisfaction |
| Student Surveys | Motivation, engagement, educational expectations and plans, KIPP satisfaction, character self-assessment |
| Parent Surveys | Involvement in child’s education, educational expectations for child, KIPP satisfaction |

All new schools opened with grant funds will participate in this same rigorous data collection and analysis to evaluate performance along the Healthy Schools & Regions framework. Like all schools within the KIPP network, the new schools will be evaluated on their empirical performance as well as their performance relative to the state, district, and other KIPP schools to identify areas of particular strengths and areas in which the new school might learn from its peers. This Healthy Schools & Regions-based evaluation is one key method by which KIPP will evaluate its new schools and the grant project overall.

Conclusion

With support from a Charter Schools Program Replication and Expansion grant, KIPP will continue to grow with quality, opening or expanding 65 schools, and in so doing, bringing the promise of opportunity to 30,000 more students. With its proven ability to scale with quality, KIPP Foundation and the consortium of KIPP Regions aim not only to drive change in the lives of the students in our classrooms, but also for students in the community and for our alumni. Serving more educationally disadvantaged students in cities with an established KIPP presence, we hope to inform the conversation of what is possible in education. In so doing, we hope to be a part of a broader change—a high-quality education for all students.

Responses to the Statutory Application Requirements*

a) Project objectives and the methods by which progress will be determined.

See Section C.

b) how the applicant manages schools... the roles & responsibilities of consortium members

KIPP is applying as a consortium. See Section D.

c) how the applicant will ensure that each new school receives its share of Federal ed. funds...

All new KIPP schools have four major responsibilities in reaching out to their states to ensure they receive their commensurate share of Federal education funds that are allocated by formula.

1. A new or expanding KIPP school must notify the State or Local Education Agency (SEA or LEA), in writing, at least 120 days in advance, of the date their school is scheduled to open or expand. A new or expanding KIPP school must provide written notice to the specific State agency responsible for administering the program.
2. Second, a KIPP school must establish its eligibility to receive funds under the particular

| |
|---|
| <p>program and comply with all program requirements.</p> <p>3. Third, upon request, KIPP schools that have not yet opened or expanded must provide the responsible State agency or LEA with any data or information available to them that the State or LEA may reasonably need to estimate the amount of funds the school will be eligible to receive when it actually opens or expands.</p> <p>4. Fourth, once a KIPP school actually opens or expands, it must provide actual enrollment and eligibility data to the State or LEA. States have wide discretion in establishing procedures for charter schools to meet these requirements.</p> |
| <p><i>d) the educational program, the grade levels, and the curriculum and instructional practices</i></p> |
| <p>See Section B.</p> |
| <p><i>e) the relationship between the charter school authorized public chartering agency.</i></p> |
| <p>All KIPP regions have good working relationships with their charter authorizers. The majority of new schools planned in the project period are expected to open within an existing KIPP region. Accordingly, each will have an established relationship with the charter authorizer. See also Figure D.2.</p> |
| <p><i>f) how the applicant will continue operation of the new schools once the grant has expired.</i></p> |
| <p>See Section D and Section E.</p> |
| <p><i>g) how parents & community involvement in planning, program design, and implementation</i></p> |
| <p>One of the most significant contributing factors to KIPP’s success is the partnership that exists between students, their families, teachers, and principals. Over the past ten years, even as KIPP has expanded to – as of this fall – 200 schools, we have been able to create school-family relationships that are central to student success. Consider the following:</p> <ul style="list-style-type: none"> • KIPP has daily attendance rates of 96 percent • Thousands of parents and guardians share their thoughts directly with us each year through surveys (see Section E.) <p>KIPP has been able to achieve this level of family engagement as a result of the significant commitment that KIPP principals and their staff make to partner with families, most significantly during the year in which the school is created. First, many founding principals have spent years as KIPP teachers in the community, building deep relationships with students and parents. During the year in which the founding school principal prepares to open his or her new KIPP school her or she meets with families in recreation centers, churches, Boys and Girls Clubs, and local grocery stores. Principals meet with families and parents in group settings, and individually. During these months, parents of children who will attend KIPP schools come to embrace a level of ownership for the schools that translates into strong attendance, homework completion, commitment to summer school and Saturday school, etc. Once a school opens, this involvement continues as many schools have parent advisory groups and local school advisory councils that provide support and advice to principals on school-level issues. See also Competitive Preference Priority 2 – Promoting Diversity.</p> |
| <p><i>h) request and justification for waivers</i></p> |
| <p>N/A</p> |
| <p><i>i) how the grant funds will be used, and in conjunction with other Federal programs</i></p> |
| <p>Grant funds will support allowable costs of the planning and implementation of the replicated and expanded schools and for initial operational costs associated with the expansion or improvement of the oversight management of its schools. See the Budget Narrative for a detailed description of the use of grant funds.</p> <p>KIPP Foundation receives federal funding through Charter Schools Program grants for the</p> |

replication and expansion of high-quality schools, a Supporting Effective Educator Development (SEED) grant awarded in 2015 and, the Credit Enhancement for Charter School Facilities grant. In all cases, the funds will complement each other as appropriate:

- Charter Schools Program (CSP) grants from previous competitions are administered separately. If awarded CSP funding associated with this application, new schools will benefit from the learnings and best practices of established schools (including those established with previous CSP grants).
- KIPP's SEED grant, whose project period ends September 2018, will benefit CSP 2016 new schools indirectly as leadership development practices enhanced under the SEED grant will support the quality of the new schools.
- Under the Credit Enhancement for Charter School Facilities grant, new schools will have access to private-sector and other non-Federal capital for facilities acquisition, construction, and renovation.

KIPP Schools, public schools serving predominantly low-income students, receive federal funding through the Title I program, Title II program, Part B of IDEA, and other categorical grants. Schools will use these funds to support ongoing operations and other costs not supported by Title V(b) funds.

j) how students will be informed about the schools and given an equal opportunity to attend

Each region conducts outreach slightly differently based on what they have learned works best to inform their community. In all cases, regional and school leadership will reach out to students and parents through a variety of methods, including:

- Speaking at local places of worship, recreation centers, community meetings, community functions, nonprofit organizations working with youth, and local businesses;
- Canvassing neighborhoods
- Advertising in local print media, on the radio, and on billboards
- Visiting and distributing flyers in high traffic areas such as grocery stores, convenience stores, and laundromats;
- Holding open houses and/or conducting parent information sessions
- Providing information via word of mouth among parents in the community
- Ensuring that, as appropriate, formal written and verbal communications are bilingual

Please see Competitive Preference Priority 2 for more information.

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.

Throughout the recruitment process, all KIPP schools provide parents of potential students with accurate information about the programs, services, and amenities available at the school. In compliance with federal law, recruitment efforts target all populations in the community, regardless of race, disability, ethnicity, or gender. In terms of process for admission, all KIPP schools are public schools open to all students. The only information needed to enter a KIPP school lottery is the student's name and contact information. No test scores, grades, recommendations, behavioral history, ethnicity, or disabilities are taken into consideration.

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
- 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.

l) information on any significant compliance issues

N/A

m) For each school currently operated: year founded, grades served, etc.

See Appendices 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6(A-G). See also Section A, Figures A.6 and A.7, for high school graduation and college attendance rates.

n) Objective data showing applicant quality.

n.1: See Appendices 5.5, 5.6(A-G)

n.2: See Appendices 5.3 and 5.4

n.3: See Figures A.6 and A.7

See also Section A for a discussion of KIPP’s results on statewide tests and nationally norm-referenced tests

o) Provide such other information and assurances as the Secretary may require.

N/A

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