

# KIPP:Chicago

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COLLEGE PREP PUBLIC SCHOOLS

## Tier 1 Narrative

April 8, 2015

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## DIMENSION 1.1: UNDERSTANDING THE COMMUNITY

*1.1.a. Question #1. What are the possible locations of the proposed schools? What is the student recruitment boundary for each of the proposed schools and the targeted communities within it?*

KIPP Chicago proposes the expansion of an existing KIPP middle school to serve primary grades K-4 (KIPP Primary Expansion) and two new K-8 schools (KIPP #4 and KIPP #5).

The eventual communities that each school will serve will be determined by community support and facility availability. We believe that KIPP schools should open in neighborhoods where parents have demonstrated a desire and strong support for our school model. Furthermore, it is important to us to repurpose existing schools wherever possible. Three of our four campuses are CPS co-shares, a model we believe is responsible and prudent. Chicago clearly has enough schools – the district and the Archdiocese have more capacity than they need. What Chicago needs are more *high-quality* seats; these, in turn, will improve the city's college completion rate.

Below are two possible locations for KIPP Primary Expansion, and four possible locations for KIPP #4 and KIPP #5; their recruitment boundaries also follow. We have completed a comprehensive facilities search with IFF (formerly the Illinois Facilities Fund) that has surfaced several potential independent sites in addition to numerous potential co-share options with existing, underutilized CPS buildings. As we collect feedback throughout our community engagement, and specifically during the NAC process, we will further determine community fit for each school and anticipate refining the proposed boundaries.

**KIPP Primary Expansion (K-4):** Currently, KIPP Chicago has two high-performing middle schools, which do not yet have primary grades (KIPP Bloom in Englewood and KIPP Create in Austin). Through this proposal, we hope to add a primary expansion to one of these two middle schools. In the coming weeks, neighborhood need, community conversations, aldermanic support, and facility options will help us determine for which of these two middle schools we will pursue expansion. The recruitment boundaries we wish to set for this expansion build on the recruitment efforts we have already undertaken for the existing middle schools. Currently, we have identified two potential independent facilities (in addition to several co-share options) that we will further consider in the coming weeks. Within the Austin area, our proposed recruitment boundaries are W. Augusta Blvd., N. Pulaski Rd., W. Madison St., and N. Central Ave; these boundaries include the communities of West Garfield Park and Austin. Within the Englewood community, our proposed recruitment boundaries are W. Garfield Blvd., the Dan Ryan Expressway (and following south along the train line that distinguishes the boundary between Englewood and Greater Grand Crossing), W. 71<sup>st</sup> St., and S. Racine Ave.

**KIPP #4 (K-8) and KIPP #5 (K-8):** We hope to locate KIPP #4 and KIPP #5 on Chicago's South Side. There are four possible locations that we are currently proposing and, as stated above, community engagement work will help us determine community fit for the two proposed schools. Within these neighborhoods, there are several independent facility options and at least eight co-share opportunities. The four community areas and their proposed boundaries are as follows:

1. Bronzeville (specifically the neighborhoods of Kenwood and Grand Boulevard): Within Bronzeville, we have identified two potential independent facilities that we will further vet in the coming weeks. The proposed recruitment boundaries for that option are E. 43<sup>rd</sup> St., S. Dorchester, E. 51<sup>st</sup> St., and S. State.
2. Woodlawn: The proposed recruitment boundaries are E. 59<sup>th</sup> St., S. Stoney Island Ave., E. 71<sup>st</sup> St., and I- 90 (the Skyway).

3. Chicago Lawn: Within the Chicago Lawn area, we have identified two potential independent facilities that we will further vet in the coming weeks. The proposed recruitment boundaries for this community are W. 59<sup>th</sup> St., S. Western Ave., W. 71<sup>st</sup> St., and S. St. Louis Ave.
4. Roseland: Within the Roseland neighborhood, we have identified one independent facility. The proposed recruitment boundaries for this community are E. 103<sup>rd</sup> St., S. State St., E. 115<sup>th</sup> St., and I-57.

*1.1.a. Question #2. Please provide the following information about the neighborhoods within the recruitment boundary: a. Total # of residents; b. Number of school-aged children; c. Demographics; d. Average level of educational attainment; e. Median or average family income; f. Median or average housing cost; g. Unemployment rate*

Because KIPP Chicago is proposing a primary expansion and two new schools, we have included information on several neighborhoods. As we refine facility options, we will continue to research and generate critical information about neighborhoods in which we hope to locate schools. All communities under consideration are on the South and West Sides of Chicago (though the geographic location of Chicago Lawn could also be considered part of the Southwest Side of Chicago).

Currently, we are examining potential school sites in Bronzeville (Grand Boulevard and Kenwood), Woodlawn, Englewood, Roseland, Chicago Lawn, Austin, and West Garfield Park. The unemployment rates for these communities are *all* above the average for the City of Chicago (7.9%) and range as high as 28%. In many communities, the percent of people over the age of 25 without a high school diploma is over 20%, and as high as 28.5%. All communities have percentages of students receiving free and reduced price lunch higher than 70%, with some communities as high as 90%+.

KIPP Chicago has selected these neighborhoods because each has high concentrations of our target student population—students from low-income households within under-resourced communities who face multiple barriers to a quality education. All communities under consideration are on the South and West sides of the City of Chicago, and most are home to primarily African American, with some Latino, students.

### **South Side Communities**

**Bronzeville** (CPS Designation)/ Grand Boulevard & Kenwood (Community Area Designation)

\* BV – Bronzeville, GB – Grand Boulevard, KW - Kenwood

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate
Data	21,929 GB	17,155 BV	88% BV	\$28,040 GB	Rent BV \$1,575	24.3% GB
	17,841 KW				Home BV \$119K	
	39,770 Total			\$39,371 KW	Rent KW \$1,180 Home KW \$250K	15.7% KW

Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS				
Demographics GB		Demographics KW		Highest Level of Educational Attainment BV						
				Education Level		% Total				
				Less Than 12th Grade		47%				
				AA		94.1%	AA	72%	HS or Equivalent	12%
				Asian		0.3%	Asian	5%	Associates or Some College	20%
				Caucasian		1.8%	Caucasian	17%	Bachelor's Degree	6%
				Hispanic		1.8%	Hispanic	3%	Master's Degree	2%
				Source: US Census 2010				Graduate or Prof School Degree		14%
				Source: city-data.com						

#### Woodlawn

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate	
Data	25,983	10,905	92%	\$27,413	Rent \$1,354 Home \$81K	23.40%	
Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS	
Demographics			Highest Level of Educational Attainment				
			Education Level				% Total
			Less Than 12th Grade				31%
			African American	87.2%	HS or Equivalent		10%
			Asian	2.2%	Associates or Some College		28%
			Caucasian	6.6%	Bachelor's Degree		13%
			Hispanic	2.1%	Master's Degree		6%
					Graduate or Prof School Degree		13%
			Source: US Census 2010		Source: city-data.com		

## Englewood

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate	
Data	30,000	28,530	93%	\$19,743	Rent \$1,018 Home \$39K	28.00%	
Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS	
Demographics			Highest Level of Educational Attainment				
			Education Level				% Total
			Less Than 12th Grade				43%
			African American	97.0%	HS or Equivalent		11%
			Asian	0.0%	Associates or Some College		26%
			Caucasian	0.0%	Bachelor's Degree		7%
			Hispanic	1.0%	Master's Degree		4%
					Graduate or Prof School Degree		10%
			Source: US Census 2010		Source: city-data.com		

## Roseland (City of Chicago Designation)/ Far South Side (CPS Designation)

\* RL – Roseland, FSS – Far South Side

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate
Data	44,619 RL	28,640 FSS	91.5% FSS	\$40,142 RL	Rent \$1,132 Home \$44K RL	20.3% RL
Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS
<b>Demographics</b>			<b>Highest Level of Educational Attainment</b>			
			Education Level		% Total	
			Less Than 12th Grade		33%	

<b>African American</b>	97.4%	HS or Equivalent	11%
<b>Asian</b>	0.1%	Associates or Some College	33%
<b>Caucasian</b>	0.4%	Bachelor's Degree	11%
<b>Hispanic</b>	1.0%	Master's Degree	5%
		Graduate or Prof School Degree	6%
<b>Source: US Census 2010</b>		<b>Source: city-data.com</b>	

#### Chicago Lawn

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate	
Data	55,628	30,992	93%	\$37,779	Rent \$750 Home \$86K	17.10%	
Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS	
Demographics			Highest Level of Educational Attainment				
			Education Level				% Total
			Less Than 12th Grade				47%
			African American	49.3%	HS or Equivalent		12%
			Asian	0.3%	Associates or Some College		23%
			Caucasian	4.4%	Bachelor's Degree		8%
			Hispanic	45.2%	Master's Degree		3%
					Graduate or Prof School Degree		5%
			Source: US Census 2010		Source: city-data.com		

## West Side Communities

### Austin

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate	
Data	98,514	26,650	95%	\$32,358	Rent \$1,156 Home \$93K	22.60%	
Source	Census 2010	Ed Fac. Master Plan	Ed Fac. Master Plan	City-Data.com	Realtor.com	City of Chicago HHS	
Demographics			Highest Level of Educational Attainment				
			Education Level				% Total
			Less Than 12th Grade				1%
			African American	85.0%	HS or Equivalent		59%
			Asian	0.0%	Associates or Some College		29%
Caucasian		4.0%	Bachelor's Degree			8%	
Hispanic		9.0%	Master's Degree			3%	
			Graduate or Prof School Degree				
Source: US Census 2010			Source: city-data.com				

### West Garfield Park

Category	Number of Residents	# School Aged Children (0-19) in 2010	% Children Qualify for FRM	Median Family Income	Average Housing Cost	Unemployment Rate	
Data	18,001	INFO NOT AVAILABLE	95%	\$23,033	Rent \$1,114 Home \$74K	25.80%	
Source	Census 2010		ISBE*	Census 2010	Realtor.com	City of Chicago HHS	
Demographics			Highest Level of Educational Attainment				
			Education Level				% Total
			Less Than 12th Grade				40%
			African American				96.2%
			HS or Equivalent				15%



<b>Asian</b>	0.0%	Associates or Some College	28%
<b>Caucasian</b>	0.7%	Bachelor's Degree	7%
<b>Hispanic</b>	1.9%	Master's Degree	4%
		Graduate or Prof School Degree	7%
<b>Source: US Census 2010</b>		<b>Source: city-data.com</b>	

*1.1.a. Question #3. Please provide a brief historical overview of the neighborhoods within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.*

Because KIPP Chicago is proposing a primary expansion and two new schools, all with different proposed recruitment boundaries, we have included information on several neighborhoods. As we refine facility options, we will continue to research and generate critical information about neighborhoods in which we hope to locate schools. All communities under consideration are on the South and West Sides of Chicago (though the geographic location of Chicago Lawn could also be considered part of the Southwest side of Chicago).

**South Side Communities:** From the 1940's through the 1960's, the Robert Taylor Homes and other high rise public housing developments were constructed on the South Side, and represented a place of hope and new beginnings for families migrating to Chicago. Torn down in the 1990's as part of the Chicago Housing Authority's (CHA) Plan for Transformation, five South Side developments are being completely rebuilt. With the destruction of the former projects, there remain large lots of empty land and depressed retail markets, as displaced residents have settled in other neighborhoods. The area has seen no population gains between 2000 and 2010, and in 2013 faced the closing of seven school buildings.

At the same time, University of Chicago has leveraged \$1 billion in funding towards surrounding communities such as Bronzeville and Woodlawn whose transportation choices, lakefront, historic homes, and involved residents have made them attractive to additional investors. Despite heavy investment, communities along the South Lakefront still face income inequality and deep poverty, poor school performance, and block by block differences in socio-economic status.

**Bronzeville** was known as the 'Black Metropolis' through the early 20<sup>th</sup> century and is a significant site of African American urban history—it was the destination of hundreds of thousands of African Americans migrating out of the South, the birthplace of Black History Month, Ida B. Wells, and Gwendolyn Brooks, and (for a period) the home of Louis Armstrong. A history of black-owned business, active church life, and social organizations laid the foundation for a rich social and architectural legacy that continues today, including the Illinois Institute of Technology and other academic and cultural institutions. Today, 47<sup>th</sup> street is the hub of the neighborhood, and is part of the area's widespread redevelopment.

CHA's former Robert Taylor Homes were located primarily in Grand Boulevard, and were at one time the country's largest public housing development. The homes were named for Robert Taylor, an activist and the first African American chairman of the Chicago Housing Authority. Unfortunately, they became sites of concentrated multi-generational poverty—at one point 95% of the 27,000 residents were unemployed.

Within the Bronzeville community grouping, KIPP Chicago has identified potential sites in Grand Boulevard and Kenwood: Grand Boulevard centers around Martin Luther King Dr. and features the Harold Washington Cultural Center and landmark Washington Park Court District neighborhood. Kenwood is a lakefront community and was once one of the city's most affluent neighborhoods—still containing some of the largest single family homes in the city. Kenwood has close proximity to University of Chicago and is the former home of President Obama.

**Woodlawn** underwent significant development in preparation for the World's Columbian Exposition of 1893. When the Exposition ended, middle-class African Americans bought homes in the newly residential territory. By 1960, however, Woodlawn experienced crowded housing and a lack of commercial attractions, and became a home for displaced families from re-development in other parts of the city. By the 1950's a coalition of churches, block clubs, and business owners had come together to combat community violence and protect the neighborhood from external controls. Reverend Arthur Brazier was a founder of The Woodlawn Organization, or TWO, and protested overcrowding in the schools, exploitation, and University of Chicago's efforts to expand its territory. In the second half of the last century, Woodlawn has experienced climbing unemployment, poverty, and crime, and a declining population.

**Englewood** was once home to several railroad crossings, the Union Stock Yard, and truck farms in the 19<sup>th</sup> century when German and Irish workers settled. In the 1910's and 1920's, the construction of apartment buildings led to population density and economic segregation. Few communities in Chicago have lost as much population or housing stock in the 20<sup>th</sup> century as Englewood—today about 100 shops are still operational, but the population is less than half what it was in the 1940's, and declined over 20% from 2000 to 2010. Primarily a renter community, with only about 26% of housing units owner-occupied, Englewood also experiences the highest poverty rates on the South Side. Englewood boasts famous former residents Derrick Rose (basketball player for the Chicago Bulls) and magazine publisher Jamie Foster Brown.

Recent development has impacted Englewood, including the 2007 establishment of Kennedy King College at Halsted and 63<sup>rd</sup>. This exemplifies the kind of land-use changes underway in the area. A new shopping center anchored by a Whole Foods, an 84-acre intermodal freight facility (creating 400 new jobs), and an urban agricultural zone are some efforts that residents have underway to redevelop Englewood and the surrounding communities. Still, 700 acres of Englewood and West Englewood remain vacant.

**Roseland** is on the far south side of the city of Chicago. Originally settled by Dutch immigrants, agriculture was the driving force until the late 19<sup>th</sup> century, when George Pullman planned a model industrial city anchored by a manufacturing factory for his railway coaches. Quickly, Roseland became a cosmopolitan city with diverse residents and flourishing business centers. In the 1960's, as industrial patterns led to economic decline, steel mills were shuttered and Pullman factories closed. Recently, the Calumet district as a whole has been redefining itself around historic neighborhoods, natural habitats, and clean industry—and remains an incredible transportation nexus with multiple railroads, highways, and water routes intersecting in its core.

**Chicago Lawn** is a community of African American and Latino residents, with some white and Middle Eastern populations. Marquette Park is a feature in the neighborhood, along with aging religious institutions that have served as community anchors over time. Midway airport is a core economic driver, serving over 20 million people every year and home to thousands of area jobs. In addition to Midway,

the broader area boasts five industrial corridors with strong public transportation access into the downtown district. While there are some vacancies, retail is still vibrant in this area, with many retail corridors developing new businesses as the percentage of Latinos grows each decade. Today, neighborhoods are more diverse—but racial change has been slower in this area than in other parts of the city. Economic diversity in the Midway District is evidenced by up to 15 percent shares of high-income households in some neighborhoods, along with 20-30 percent shares of the lowest income quintile within a single neighborhood. The number of families living in poverty has been growing for four decades, and proportionate share of homeownership fallen as a result.

**West Side Communities:** Chicago's West Side communities are primarily African American, with some areas that are largely Latino. The area is host to one of the city's original African American communities along Lake and Kinzie Streets—which was established as early as the 1850's. West Side neighborhoods developed around massive job centers, such as Brach's Confectionary in Austin and Sears Roebuck and Company in North Lawndale, which provided employment for generations of families. Post-World War II, industry began moving out of Illinois, and employment was much more scarce. Housing stock deteriorated, and construction of the Eisenhower cut through the West Side, displacing thousands of people and separating neighborhoods. Today, as the job market has changed, the area has suffered from decades of disinvestment dating back to the 1960's.

**Austin** grew into a dense urban neighborhood between 1870 to 1920, in part thanks to excellent transit and commuter access. By 1950, Austin was a primarily residential middle class community of over 100,000 residents. Massive changes to the neighborhood over time included dense housing development and, by 1980, transition to a primarily African American population (in S. Austin more than 96%). More recently, housing disinvestment, vacancy, and demolition have been exacerbated by a loss of jobs and commerce. Still, Austin has 34% homeownership, some strong housing values, three mixed-industrial commercial centers, and multi-tenant facilities.

**West Garfield Park** became a substantial commercial district in the early decades of the 20<sup>th</sup> century. Racial tensions in West Garfield Park developed in the 1950's as black families were welcomed by the Garfield Park Good Neighbors Council, but faced opposition from the United Property Group. Middle class black families moved in, but absentee landlords increasingly neglected apartment buildings and allowed overcrowding. While West Garfield Park is the smallest community on the West Side, it is a major retail center, with active industrial and commercial businesses, and a major greening effort underway—including the launch of a farmer's market. Growing artistic communities have developed out of the West Carroll Art Studios and Switching Station Artists Lofts.

**Key sources consulted** include the 2010 Census, American Community Survey, ISBE school data and CPS 2013 Educational Master Facilities Plan, City of Chicago Health and Human Services, Social Impact Research Center Illinois Poverty Reports, Chicago Community Trust Chicago Neighborhoods 2015: Assets, Plans, and Trends, LISC Chicago data, and the Encyclopedia of Chicago History.

*1.1.a. Question #4. Which members of the design team and/or proposed founding Board members have ties to the targeted communities within the recruitment boundary? When first planning to conduct outreach in the targeted communities, with whom did the design team connect to enhance its understanding of the communities and develop an outreach plan? What existing community meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members' understanding of the targeted communities?*

**Design Team Member community ties:** KIPP Chicago is engaging numerous communities through this process and we already have strong connections in many of the neighborhoods in which we hope to locate or expand schools. Through KIPP Create, our Level 1+ school in Austin, and KIPP Bloom, our Level 1 school in Englewood, many KIPP staff members, including the Principals proposed in this application, have developed deep relationships and ties—not just in Austin and Englewood, but in neighboring communities. Many families travel from all over the South Side to attend KIPP Bloom and KIPP Ascend, in Englewood and North Lawndale respectively. These families have voiced a preference for KIPP to open additional K-8 schools within their communities.

While working to open previous KIPP Chicago schools, we have developed solid relationships with a number of aldermen and local community members – especially in Austin, North Lawndale, Englewood, and Roseland. Parents, students, alumni, decision makers, and influencers have spoken at public hearings, community hearings, and KIPP events. These same supporters represent various communities – connecting with them about this specific proposal will be among the community engagement activities we will undertake in April.

Additionally, one of the Proposed Principals resides in Bronzeville, and two have additional experience teaching and/or leading in South Side schools outside of KIPP. KIPP has also established strong relationships in the Roseland area through previous community engagement efforts while exploring potential homes for KIPP Bloom. Though KIPP Bloom ultimately ended up opening on the north side of Englewood, we have built good relationships with the alderman and other key community stakeholders. Among the six communities we have proposed, Chicago Lawn is newest to KIPP Chicago. We look forward to connecting further with stakeholders to enhance our understanding of the community and develop an appropriate outreach plan.

**Early planning and securing leadership:** As we first began developing this proposal, we were very intentional about focusing early efforts on internal capacity and readying the organization for growth. This included nomination of two of the Proposed Principals for the Fisher Fellowship, a highly regarded year-long principal preparation program overseen by the national KIPP Foundation. In late March, after an intensive selection process, both candidates were welcomed with acceptance into the 2015-16 Fisher Fellowship cohort (the third Proposed Principal completed the fellowship in 2013-14). For reference, only 7% of total applicants were ultimately offered the Fisher Fellowship – a striking testimony in support of the three Proposed Principals. (More detail about the Fisher Fellowship process can be found in Dimension 2.2.b Question #2.) Because internal capacity and leadership development are the first critical steps to growth, and because we preferred to have Principals of proposed schools lead each neighborhood's deep community engagement, we decided to intentionally limit community outreach until we confirmed the Fisher Fellowship selection.

In tandem with securing the appropriate leadership, through robust data collection and analysis, we began to zero in on the communities where a KIPP Chicago school could maximize impact. Among the data we reviewed were current school ratings (to help determine the need for high-quality seats), current utilization of seats at existing buildings, and the percentage of students attending their neighborhood schools (as an indicator of families wanting more options in their communities). Please

see Appendices 1.1.a.4.i and 1.1.a.4.ii for an example of an SQRP school rating map and a review of school performance in proposed communities. Additionally, the table in Dimension 1.1.a Question #5 provides a snapshot of the percentage of students who do not attend their neighborhood schools. These data sets and others were helpful as we zeroed in on potential need in various communities.

**Key community stakeholders:** During early planning, we spoke with parents of 175 KIPP Chicago students who reside on the South Side – specifically those in Bronzeville (including Douglas, Grand Boulevard, Oakland, Kenwood, Washington Park, and Hyde Park), Woodlawn, Englewood, Greater Grand Crossing, New City, and Auburn-Gresham. The focus of these conversations was to better understand our families’ desire for KIPP’s expansion, their willingness to demonstrate support, and their understanding of the priorities of the various communities we were considering. We also asked about other community stakeholders with whom we could connect and have developed a comprehensive list that will aid community engagement efforts as recruitment boundaries are further solidified.

Additionally, early outreach entailed conversations with staff members at the Illinois Network of Charter Schools (INCS) and Charter Parents United (CPU), as well as one of the aldermen within the proposed recruitment boundaries. We expect to further engage the list of aldermen within our recruitment boundaries after Tier 1 submission and runoff elections are complete. In addition, we developed a comprehensive list of community meetings and events that are taking place in neighborhoods where we are proposing schools, so that when we launch community outreach activities, we are prepared to leverage existing community networks for feedback and support. Finally, as part of early planning, KIPP Chicago worked closely with IFF (formerly the Illinois Facilities Fund) to garner a deeper understanding of community assets and needs as they relate to facilities.

These are the exact data sets and insights we need to create the most respectful, effective, and interactive community outreach process for this coming spring and summer. We know community engagement is an important first step toward garnering trust from residents, which is a key element in the success of our model—and we look forward to engaging more deeply with residents and families beginning in April.

*1.1.a. Question #5. What are some of the existing assets within the targeted communities? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?*

KIPP Chicago looks forward to understanding even more about the proposed communities as community engagement work ramps up over the spring and summer. In the meantime, we were able to better understand each community through research, analysis, and meaningful conversations. The design team leveraged research to uncover community level data, trends, and needs, then layered in feedback from community members via hospital needs assessments, non-profit survey data, and local community foundation data. Additionally, design team members connected with staff members of United Way of Metropolitan Chicago and Chicago Community Trust, who provided additional information based on their relationships with community based organizations within each neighborhood.

Education Needs: Broadly, our analysis of community assets and needs uncovered concerns across each community about the *number* and *quality* of local school options. Most recently, residents have expressed dismay at the closing of many schools. Residents are calling for a stable, high performance education system that will foster neighborhood safety, improve perceptions of each community, and

demonstrate improved quality ratings and increased high school and college choice. The table below summarizes the number and quality of local school options in the proposed communities and reflects the percent of students not attending neighborhood schools for the four neighborhoods in which we do not yet operate schools (Bronzeville, Woodlawn, Roseland, and Chicago Lawn).

Neighborhood	Total # of Elementary Schools	Total # of 1+ or 1 Schools	% of 1+ or 1 schools	% of students not attending neighborhood schools
Grand Boulevard and Kenwood	11	3	27%	72%
Woodlawn	5	1	20%	60%
Roseland	10	5	50%	50%
Chicago Lawn	7	4	57%	31%

Assets vary across communities, but invariably include strong block clubs, active community members, and an engaged resident population. On the South Side, while income levels are low and neighborhoods primarily rental based (with the exception of Kenwood), these circumstances are mitigated by a robust network of community organizations, generations old African-American owned businesses, and a proud legacy of African American cultural, business, and political leadership. Communities have also benefitted from major community investment, land re-use projects, mixed income housing on the site of former CHA housing developments, and major retail investments. The CTA Red Line extension project will benefit many communities along the South Side, and extend service in Roseland. On the West Side, visibly healthy retail infrastructure, a strong nonprofit backbone, and a history of and openness to collaboration are noted assets. In and around Chicago Lawn, economic and racial diversity benefit from 55,000 local jobs, bolstered by a resurgence of economic activity around Midway Airport.

**South Side Communities:** This area exhibits a strong legacy of architectural and cultural leadership generated by the resident community. Community assets that continue today include:

- Strong transportation (Metra, CTA green and red lines); The CTA's \$240 million 95<sup>th</sup> Street Terminal Improvement Project will transform and anchor the 95<sup>th</sup> street corridor
- Active and engaged citizenry—many resident-driven planning processes
- Major redevelopment and large institutional investment (proximity to University of Chicago)
- Lakefront opportunities, historic structures, mixed use developments and mixed income housing
- A new grocery store (Mariano's) opening soon
- A rich network of community institutions including the Quad Communities Center for Working Families run by The Cara Program, Center for New Horizons, Young Women's Leadership Academy, an Urban League, and Metropolitan Apostolic Church
- Cultural destinations including the DuSable Museum, Museum of Science and Industry, Hyde Park Art Center, and Robie House
- University of Chicago's Urban Education Institute is leading education reform
- Theaster Gates Arts + Public Life Program recently opened an arts incubator next to the Garfield Green line station

- New Life Covenant Church is building a new 4,000 seat church and performing arts center, plus 350 child daycare center
- Site of hundreds of African American owned businesses, many 2<sup>nd</sup> and 3<sup>rd</sup> generation property owners; and home base for many African American civic and community leaders, professionals, academics, and artists
- The Bronzeville Children's Museum is the only children's museum focused on African American culture and history

Community members have identified the following educational and support needs in the community:

- Boarded-up homes and vacancies have led residents to feel the need for renewal and land and building re-use, for example via urban agriculture zones and community gardens
- Residents have driven planning for increased quality of life via cleanups, street activities, a farmer's market, murals, and 'Bronzeville nights' featuring food and music
- A strong sense of community pride, pride of place, well kept residential areas

Additional community assets in Englewood include:

- Land re-use projects including new shopping centers and job-generating efforts
- Active and involved community based organizations, including Teamwork Englewood, St. Bernard Hospital, Neighborhood Housing Services of Chicago, Greater Englewood Community Development Corporation, Children's Home + Aid, Englewood Food Network, Englewood Health Center, and an active home-owner's association (Residents Association of Greater Englewood)
- Also a beneficiary of the red line's 95<sup>th</sup> Street Terminal Project
- Major increases in affordable housing--the Antioch Missionary Baptist Church has recently developed 849 units of affordable housing, a 99 unit supportive housing building has been built by Mercy Housing Lakefront, and Volunteers of America has built a 73 unit veteran's housing complex
- Beneficiary of the City of Chicago Micro-Market Recovery Program

Additional Englewood community member identified educational and support needs include:

- Identified education needs have included expanded academic and cultural programs, stronger paths to college, integrated health services, and more neighborhood involvement in the public schools. Due to contributions from the Greater Auburn-Gresham Development Corporation, an investment from the Kellogg Foundation, and CPS, schools have achieved higher immunization and attendance rates.
- Residents have identified school performance as an issue—there are few Level 1 rated schools in Englewood
- Active neighbors, faith-based organizations, and community groups have laid the groundwork for land re-use projects, community revitalization, and instigated the City of Chicago 1960's reconfiguration of the 63<sup>rd</sup> and Halsted commercial district
- Residents have participated in quality of life planning to establish better and more shopping areas and better food options (including Whole Foods and urban agricultural lots)
- Residents have expressed dissatisfaction with the way media coverage and the general public emphasize incidents of crime, and engaged in campaigns to counter those perceptions and engage in neighborhood cleanups

Community assets in Chicago Lawn include:

- Midway airport is at full capacity, a major airport hub, and source of many jobs
- 55,000 local jobs from the airport, industrial districts, and transportation related businesses
- Large area nonprofits include Greater Southwest Development Corporation (financial and employment services, foreclosure counseling), Southwest Organizing Project (29 neighborhood churches, mosques, schools, and institutions who work on local issues)
- Strong racial and economic diversity relative to other South and West neighborhoods
- Solid housing stock—with a large supply of affordable housing

Chicago Lawn community members have identified the following educational and support needs in the community:

- Educational needs expressed by residents include concerns about school quality, as well as overcrowding in the schools
- Members have undertaken grassroots efforts to maintain stability in the neighborhoods surrounding Midway to ensure their attractiveness for newcomers—this has been a long time effort led by community groups, block clubs, churches, institutions, chambers of commerce, ethnic associations, and coalitions and community development corporations
- The Chicago Southwest: Making Connections quality of life plan (2005) represents input from over 300 residents and stakeholders, and calls for rebuilding relationships within neighborhoods, a need for plans to address housing abandonment, school quality, and access to health care
- Housing vacancies caused by the foreclosure crisis have led to grassroots efforts to avert foreclosures through housing counseling and financial supports

### **West Side Communities**

Community assets for Austin and West Garfield Park include:

- Well located along transit lines and railroads—linked to both downtown and suburban job centers by Green, Blue, and Pink CTA lines, bus routes, Metra lines, and the Eisenhower Expressway
- 37,000 local jobs, including 8,200 in health care and social assistance and 6,400 in manufacturing
- Strong block club, church, and family and geographic roots formed by incoming residents to create a rich and strong social fabric
- George Westinghouse College Prep is a strong selective enrollment high school
- Incredible nonprofit infrastructure from the area's early days, including Midwest Community Council, Organization for a Better Austin, Westside Health Authority, Puerto Rican Cultural Center, Bethel New Life, Inc., Lawndale Christian Development Corporation, Breakthrough Urban Ministries, Mount Sinai Hospital, Organization for a Better Austin, South Shore Bank partnerships with nonprofit housing developers, People's Redevelopment and Investment Effort, Alivio Medical Center, and The Resurrection Project
- Strong church based organizing, especially in helping to rebuild parts of West Garfield Park, bring in health resources, rebuild housing units, and stabilize fragile blocks
- Historic structures with distinct architecture and building styles, flagship parks, Garfield Park Conservatory



- Land redevelopment has been spurred by substantial new investment in industrial facilities over the last 20 years

Community member identified education and support needs for Austin and West Garfield Park include:

- Education needs center around a shortage of high quality local schools—most neighborhood schools receive lower quality ratings from CPS, and high school options are particularly limited
- Assistance for residents to improve education and employment skills
- Interim use of vacant land for community gardens, side yards, and recreation—community gardening and urban farming have expanded and are supported by strong networks of gardeners, including a 2.6 acre farm operated by Heartland Human Care Services; youth organizations have built gardens for fresh produce and to provide communal spaces
- Large community based efforts to advocate for and build new affordable housing developments

**Methodology:** The design team leveraged research to uncover community level data, trends, and needs, then layered in feedback from community members via hospital needs assessments, non-profit survey data, and local community foundation data. Additionally, design team members connected with staff members of United Way of Metropolitan Chicago and Chicago Community Trust, who provided additional information based on their relationships with community based organizations within each neighborhood.

Additionally, please see Dimension 1.4.a Question #1 for more information about our planned community engagement efforts, from which we will garner more local information and better understand community-identified education needs.

*1.1.b. Question #1. How did your design team seek to connect with existing institutions, key community advisors, parents, and residents to get their feedback on the educational vision for the proposed school and/or how to adapt an existing model to the unique community?*

As referenced in responses to the questions above, KIPP Chicago is connecting with existing institutions, key community advisors, parents, and residents, and will significantly ramp up community engagement efforts beginning in the month of April.

Before beginning significant community engagement efforts, we focused on identifying the Proposed Principals and ensuring their acceptance into the Fisher Fellowship. The Proposed Principals will inevitably be responsible for the final educational vision and school design, and they will be spearheading much of the community engagement efforts during which we will seek feedback. We are eager to integrate community feedback into the educational vision of the proposed schools so we can better address the unique needs of students. We have a history of supporting a continual feedback loop with parents and community members via supportive and transparent dialogue and follow-through on identified improvements. KIPP Chicago's previous schools opened after garnering significant support from aldermen and elected officials, participating in active community hearings, and connecting with key community groups to better understand residents' needs and priorities. We will rely on this expertise and this track record to bolster the community engagement process for new and expanded schools.

*1.1.b. Question #2. Based on the outreach and research that your design team has conducted, why does your team believe that the proposed schools are a good fit for the targeted communities? How will the proposed schools contribute to the existing assets in the targeted communities and help meet educational and support needs?*

The most important indicator of community fit and whether a school is an asset to the community should be the academic and social-emotional outcomes of students in the school. Though we are early in our community engagement efforts, we feel strongly that KIPP Chicago will be a great fit for any of the communities we are proposing. This is primarily based on our track record of success with the proposed targeted population (see Dimension 2.2.a. Question #2). In all of our existing communities, KIPP is operating Level 1 or 1+ schools; in North Lawndale and Austin, specifically, KIPP Chicago is operating the only Level 1+ schools.

Our deep relationships and ongoing conversations with students and families add to our belief that we will be a good community fit and meaningful contributor to the assets of our proposed communities. KIPP parents continuously come out to publically support our schools and advocate for growth, providing story after story of the significant role that KIPP plays in their family's life. Further, our long-term relationships with alumni and their families provide continued evidence that KIPP is viewed as a community and family asset.

KIPP Chicago's proposed schools will contribute to the existing assets within proposed communities by operating a safe, vibrant, high quality school environment for children; establishing strong community-based partnerships; and, teaming up with high quality high schools and providing transition support to alumni. Where co-sharing is a viable option, KIPP Chicago also contributes to community assets by helping the district offset expenses associated with operating underutilized facilities, and by contributing to the shared professional development of both schools' teaching staffs. For example, after opening KIPP Bloom Academy at John Hope College Prep in Englewood, we hosted 17 high school and elementary school administrators and teachers from CPS Network 11 for an open house and best practice sharing among all schools. We expect similar approaches to collaborating and sharing in our proposed communities.

## DIMENSION 1.2: NOTIFYING THE COMMUNITY

*1.2.a Question #1. Please provide quantifiable evidence of having notified at least 10% of the individuals residing in the intended recruitment boundary of the proposed new school, as well as 50% of residents, organizations, and businesses located within a 4 block radius of the proposed facility.*

At KIPP, we believe that promises to children are sacred. As detailed in previous responses, our work prior to Tier 1 submission included securing the Proposed Principals, analyzing which underserved communities would benefit the most from having the proposed schools as an option, which community members would support the proposed schools, and which facilities might accommodate the proposed schools. Aside from our own KIPP parents, it was very important to us that we not notify new families of our proposed schools until we narrowed our list of proposed facilities and recruitment boundaries.

In coming weeks, the design team will refine the list of viable facilities and begin to notify parents and community members to solicit feedback. Based on our previous experience, we anticipate that our plans will include:

- Door hangers
- On the ground canvassing
- Distributing flyers, brochures, and other materials
- Placing ads in local papers and newsletters
- Attending community gatherings (block parties, summer events)
- Visiting local businesses

We will ensure all notification materials include:

- Information on how individuals can provide feedback or ask questions about the proposed schools
- Dates, times and locations for the NAC Community Forums and Community Public Hearings
- A link to the CPS website where proposals will be publicly posted for review
- Materials in other languages

*1.2.a Question #2. Please provide evidence of having conducted (or described plans to conduct) three methods of outreach to all aldermen, state representatives, and state senators within the proposed recruitment boundary: a. Requesting a meeting (if meetings have already taken place, please list the dates, times, and individuals with whom the design team met); b. Attending the elected officials' Ward or district meetings; c. Sending formal notification of the proposed school either by mail or letter*

Our work prior to Tier 1 submission focused on familiarizing ourselves with the proposed communities including elected officials in the neighborhoods we are considering. We have created a comprehensive working document that lists all aldermen, state representatives, and state senators in each community and details their ward nights/meetings. After final runoff elections, and between Tier 1 and Tier 2 submissions, KIPP Chicago intends to notify all aldermen, state reps and state senators within the proposed recruitment boundaries by:

- Requesting a meeting;
- Attending ward and/or district meetings; and,
- Sending formal notification of the proposed school by email.

As we have with each new community we have grown to serve, we will meet with all elected officials to solicit their feedback and gain their support. Likewise, we have previously met with Rep. Ford, Rep.

Turner, and Rep. Smith to talk about KIPP Chicago and hopes for growth, and we expect to reconnect with them (as well as others) about this specific proposal.

*1.2.a Question #3. List the community leaders, businesses, or organizations with whom your design team has met to discuss the educational vision for the proposed new school/campus.*

We plan to build off of our previous community engagement work and leverage our existing relationships – especially those in Austin, Englewood, and neighboring communities – to meet with key community organizations, businesses, and leaders from communities within our recruitment boundaries to notify them of the proposed schools during the period between Tier 1 and Tier 2 submission. We will do so once proposed recruitment boundaries have been finalized.

*1.2.b Question #1. Please describe the structure of the community meetings that your design team has held to discuss the school model and seek residents' feedback on the educational vision for the proposed school.*

As we've stated, KIPP Chicago adamantly believes that promises to children are sacred. We also want to be respectful of community members' time. We have not held any open community meetings specific to this proposal prior to Tier 1 submission, as we have been working to determine our exact recruitment boundaries. We are being thoughtful and intentional about this work so that we can establish trust and prove follow through once we begin the community conversation.

In coming weeks, we will finalize a detailed plan to implement over the spring and summer between Tier 1 and Tier 2 submission. This comprehensive outreach plan may include:

- One-on-one and small-group conversations
- Meetings hosted by community based organizations or presentations at existing community meetings
- Meetings held at existing KIPP Chicago schools
- Tours of existing KIPP Chicago schools and panels with students, parents, and alumni
- Focus groups of current parents (for primary expansion and for parents who attend other campuses but reside within the proposed recruitment boundaries)
- Partnering with other applicants who are proposing schools in similar neighborhoods to co-host meetings

We will ensure opportunities to provide meaningful feedback are built into meetings and focus groups. This will include survey administration during/after the community meetings, a clear and ongoing open line of communication with a specific staff person over time so community members may easily connect into KIPP to provide their thoughts, and online, mobile-friendly, and paper/mail response options to supplement the feedback we will receive in person.

*1.2.b Question #2. Please discuss the various "on the ground" outreach activities that your design team has conducted. In which geographic areas within the recruitment boundary did your team's outreach activities take place? Which members of your design team participated in outreach activities? Who else did your design team enlist to help conduct outreach in the neighborhoods (e.g. advisors, collaborators, supporters, community members, paid staff, etc.)? What materials and information did representatives of your team share with community members to discuss the educational vision for the proposed school? What questions did your team ask community residents?*

All outreach activities related to this proposal will occur this spring/summer and all design team members will actively participate. Though the Proposed Principals will begin the Fisher Fellowship in

June, they will also play a substantial role in community engagement efforts (this is possible because the KIPP School Leadership Programs, including the Fisher Fellowship, take place over five weeks here in Chicago). Outreach will take place within the recruitment boundaries of each proposed school. The geographic areas under consideration are discussed in 1.1.a Question #1.

In addition to design team members, we plan to enlist INCS and other community groups who are supportive of our proposed schools to help conduct outreach on our behalf. Additionally, we have a cadre of KIPP supporters composed of current and former families, as well as college-age alumni. These groups have participated in significant “on the ground” outreach in the past, and will likely continue their volunteer efforts in support of the new and expanded schools. We also have a robust and dedicated staff base that wants to see KIPP grow and serve more Chicago students. Many of these various constituents and champions will help with community engagement/outreach efforts intensively over the summer break.

During this time, we will share flyers and marketing materials that discuss the educational vision for the proposed schools. We will ask community members what aspects of the educational vision resonate with them, and will seek feedback on how we can further enhance our school model to meet the specific needs of their community. We will also ask if they think the school’s educational vision is missing any important services, facets, activities, or infrastructure.

*1.2.b Question #3. In your design team’s interactions with elected officials, community organizations, businesses, parents, and community members, what were some of the reactions to the proposed school? What suggestions or feedback did community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal and why?*

As of Tier 1 submission, KIPP Chicago has intentionally limited interactions with elected officials (especially those in runoff races), businesses, and potential parents in order to be respectful of their time, energy, and insights as we narrowed the community and facility focus. Aside from conversations with current parents to gather early insight into their desire and support for expansion, we have focused on using internal resources to conduct a diligent analysis of community needs. However, as stated previously, community engagement is not new to KIPP, as we have opened schools in various parts of the city including the two communities where we are hoping to expand primary grades. When opening schools previously and engaging with those communities, we heard feedback that included a desire for a school with a focus on social-emotional learning, extended extracurricular opportunities, and more information on college access programming. We expect that similar feedback will arise during this community engagement process and we will be prepared to answer these questions, as well as feedback specific to the proposed communities. We know that open communication with the intended communities lays solid groundwork for relationships that will benefit students throughout their entire educational career with KIPP. Parent and community engagement and positive relationship building with all residents are critical to the success of KIPP Chicago, and a cornerstone of the prelude to our opening a school.

### **DIMENSION 1.3: PARENT AND COMMUNITY SUPPORT**

*1.3.a Question #1. Who are some of the champions of the proposed school in the targeted community(ies)? Please provide any personalized letters of support from parents and/or community members outlining why they believe the proposed school will be an asset to the community.*

We have a strong corps of KIPP champions in the communities we currently serve, particularly in the parents and families of KIPP students. For many years, this group has advocated for KIPP's expansion into primary grades, as well as growth into new communities. In the coming weeks, we plan to provide more information about the proposed schools and solicit feedback from parents, leveraging upcoming parent events to have meaningful discussions and answer any questions. We look forward to showcasing their formal, documented support between Tier 1 and Tier 2 submission. And, through community engagement efforts over the summer, we are confident we will add many more KIPP champions to the list of supporters for the proposed schools.

*1.3.a Question #2. Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016 or the proposed opening year.*

Through deep relationships with current families and families of alumni, we already know people who would like to send their children to KIPP via a primary school expansion or the opening of new schools. Over the summer, we plan to obtain letters of intent to enroll, weaving these efforts into our existing student recruitment efforts, which will likely include the following strategies among others:

- Canvassing with flyers and door hangers
- Attending neighborhood block parties, meetings, etc.
- Attending summer camps, summer school sessions, etc.
- Speaking at community gatherings

*1.3.a Question #3. List any elected officials who support the proposed school. Note: if the applicant included a table in Dimension 2.1.b., the applicant may choose to add a "letter of support" column to check if the elected official supports the proposed school.*

Based on the recruitment boundaries we outlined in Dimension 1.1.a Question #1, there are eleven aldermen we will connect with – including several with whom we already have a relationship – to discuss KIPP Chicago's proposal in detail. We look forward to conversations with these aldermen and hope to obtain their enthusiastic support.

*1.3.a Question #4. List organizations, businesses, or leaders in the targeted community(ies) (required) or city-wide organizations, businesses, or leaders (optional) that support the proposed school. Attach letters of support that explain the basis for their support of the proposed school. Note: if the applicant included a table in Dimension 2.1.c., the applicant may choose to add a "letter of support" column to check if the community organizations or stakeholders support the proposed school.*

We have not solicited formal support for this specific proposal from businesses or organizations at this time, but we look forward to getting to know many of these key stakeholders over the summer once our formal recruitment boundaries are finalized.

*1.3.b Question #1. Based on your design team's interactions with parents, community members, elected officials, community organizations, leaders, and businesses, who in the community is opposed to the proposed school? What is your understanding of why they are opposed to the proposed school?*

At this time, we do not know of any specific opposition to the proposed schools. However, we recognize this is a reflection of our limited community engagement prior to Tier 1 submission. We anticipate there will be many different opinions about opening new and expanded KIPP schools, and are prepared to encounter some opposition. However, we will seek to fully understand all positions, including those in opposition to the schools, so we can ensure KIPP Chicago will respond to and fit the needs of the communities.

## **DIMENSION 1.4: CONTINUED PARENT AND COMMUNITY ENGAGEMENT**

*1.4.a Question #1. What is your design team's continued community engagement plan from proposal submission leading up to the opening of the school?*

KIPP Chicago believes community engagement must be an ongoing process. Beyond the development and approval of new schools, we must continue to engage families and community members to position the schools for successful openings and strong first years. Moreover, fulfilling our mission of helping underserved Chicago students get to and through college requires deep engagement in the community and involved families who desire to send their children to KIPP, year after year.

After the Tier 2 submission, steps we will continue to take to build community support will include:

- hosting school tours at existing KIPP Chicago campuses so stakeholders can see our model in action;
- ensuring we are active participants in ward nights and community meetings where we built initial relationships;
- ongoing conversations with elected officials – including hosting “Aldermen Days” similar to what we’ve done at other KIPP Chicago schools, and inviting officials to significant school-based events;
- significant on-the-ground student recruitment efforts in order to secure meaningful interactions with families;
- inviting stakeholders to KIPP Chicago events; and,
- engaging key stakeholders as we further develop facility plans.

Proposed Principals will take a front-and-center role in continuing community engagement in the neighborhoods where we will open. On a broader level, members of the Design Team and Parent Advocacy Leaders (further described in Dimension 1.4.b Question #1) will continue engaging elected officials. We expect to further our work with INCS to continue hosting legislative tours, provide engagement opportunities for parents, and provide support for any parent or community member who wants to continue advocating on our behalf. We expect to keep adding to this plan as community engagement begins in April.

*1.4.b Question #1. What formalized mechanism(s) will the proposed school have in place for parents and the community to be involved in the governance of the school and/or provide regular feedback to the Board of Directors? If the proposed governance structure does not require parent and community representatives on the Board, please explain why not. What policies and/or procedures will be in place for parents to share an objection or concern regarding a governing board policy or decision, administrative procedure, or practice at the school?*

KIPP Chicago has grown to operate three schools, across four campuses in three distinct communities in Chicago. As further detailed in Dimension 3.2.a Question #1, our Board of Directors provides leadership, direction, and support in governing the full organization, but day-to-day operations of each school is managed by each Principal with oversight from the Executive Director. For this reason, the current governance structure does not *require* a parent or community representative on the Board.

While we do not have a parent or community representative on the Board of Directors, we have established Parent Advocacy Leaders (PALs) at each of our schools and will add a new PAL at each of the proposed schools. Currently, the PALs serve as community-level ambassadors and assist with various



advocacy needs. Moving forward, we plan to add additional PALs to ensure there is a mechanism in place for feedback to the Board.

In addition to the PALs, the KIPP Chicago Board of Directors keeps a pulse on overall parent feelings about our schools through results from the KIPP Healthy Schools and Regions (HSR) survey. Parents, students and teachers are surveyed through HSR annually and parents respond to questions such as the following using a five-point scale:

- Overall, I am satisfied with this school.
- Parents are involved in making important school decisions.
- The school communicates with families openly and respectfully.
- The teachers make their lessons relevant to my child's culture and background.
- I am proud that my child attends KIPP.
- The school has a positive impact on my child's academic performance, character, and conduct/behavior.

Responses are aggregated at the school and regional level, and a report is shared with the leadership team and Board of Directors. Results allow the Board to understand parent satisfaction at a macro level and to identify areas where schools may need to address parent concerns.

Finally, parent objections and concerns filter through the Principal and, when necessary, to the Executive Director, who serves as a member of the Board. In extreme cases, the Executive Director may also share a concern or grievance with the Chair of the Board for further review. KIPP Chicago works hard to resolve parent grievances or concerns before a matter escalates to that level.

*1.4.b Question #2. Describe the coalition of partners and collaborators that your design team has formed in the targeted community(ies) who can provide support services for the school's students and families once in operation. Please describe any community-based partnerships you are proposing for the new school (required) and partnerships with city-wide organizations (optional). Please provide letters of support from these organizations. Explain whose responsibility it will be leading up to school opening and once the school is in operation to oversee these partnerships. Note: If an identified partner will play an integral role in implementing the proposed school model (e.g. providing services or supports as part of the school day or after-school hours), please also provide a detailed memorandum of understanding (MOU), letter of intent or commitment, or draft contract between the two organizations (required).*

Partnerships are critical to meet the varying and comprehensive needs of students and families. KIPP Chicago has placed great importance on connecting students and families to resources based on individual needs. To that end, we have a strong list of partners with whom we've worked in the past (see Dimension 2.1.b Question #14) and with whom we expect to expand work within the newly proposed communities (as geographically appropriate for their catchment areas). Furthermore, we will leverage existing partners and peers to suggest new partnerships specific to the communities we are proposing. We expect community engagement will also surface potential partners.

The Community Engagement Manager will oversee partnerships at the macro level, as well as at the school level, with support from the Principal and/or Social Worker. We have established these positions to thoughtfully create, maintain, and forward the critical relationships required to meet the multitude of services students may need. The Community Engagement Manager develops and oversees effective community engagement, parent engagement, and student recruitment strategies. The goal of this position is to build strong community relationships; to ensure families know KIPP Chicago is a high

performing, free college prep education option in their community; and to develop partnerships with organizations that can help further the mission of KIPP Chicago.

*1.4.b Question #3. How will the proposed school contribute to the broader community? What services will it provide to families of students and/or community residents?*

Schools have a great responsibility to be an active and helpful member of the community. At KIPP Chicago, one of the core philosophies central to our culture is that “We are a Team and Family.” This applies to the full breadth of KIPP stakeholders – from school leaders and staff, to students, their parents, and many members of their extended families. For KIPP Chicago to fulfill its mission of helping students all the way through college, we must commit to engage the whole family rather than act as a transactional stop on the K-12 continuum.

Among the services we provide are continued support to alumni and their families for 10+ years after 8<sup>th</sup>-grade graduation, supporting them on each step to and through college. We also help connect parents to services through our partners and peers (see Dimension 2.1.b Question #14).

## **DIMENSION 2.1: MISSION, VISION, AND CULTURE**

*2.1.a Question #1. State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.*

KIPP Chicago’s mission is to create a network of excellent schools in Chicago that ensures students from underserved communities are empowered with the character and academic skills necessary to succeed in top-quality high schools and universities, to be happy in the competitive world, and to have a positive impact on their communities.

Part of a national movement of high-quality schools, KIPP Chicago is a network of free, open-enrollment public charter schools with an academically intensive program that prepares every student to climb the mountain to and through college. With an unrelenting focus on results and a whatever-it-takes philosophy, we extend both the school day and year and empower all students, family, and staff members to “work hard” and “be nice” in every endeavor and interaction. Admission is determined by lottery for any student that lives in Chicago, without regard to academic record, conduct, or socio-economic background.

The vision of the three proposed schools—KIPP #4, KIPP #5, and KIPP Primary Expansion—builds on a successful KIPP model of teacher-led instructional frameworks and personalized learning strategies. We cultivate student character with dual-purpose lessons that illuminate critical character strengths—the grit, curiosity, optimism, zest, self-control, social intelligence, and gratitude that correlate with success in college and in life. Ultimately, we believe that in order to increase the prosperity of neighborhoods on the South and West sides of the city, communities need more college-educated adults who choose to return to their communities, serve others, improve the lives of those around them, and increase economic mobility for the entire neighborhood.

To bring our vision and mission to life, we are building a network of high quality, academically rigorous K-8 schools in 5 distinct underserved neighborhoods in Chicago. To ensure the gains students make in KIPP schools continue, we offer ongoing counseling, transition support, and services to students through high school and ‘to and through’ college. The addition of two new schools and a primary school expansion for one of our existing middle schools is a critical step forward – one that helps us reach a growth plan of 10 schools, serving over 4,500 low-income students and 2,100 alumni in high school or college.

At KIPP we have a simple but profound idea that *the actual proves the possible*. Our hope is that by expanding the number of KIPP schools in Chicago and across the country, we will dramatically grow the number of low-income students prepared to graduate from four-year colleges and universities, adding tremendous value to the reputation of high-quality urban public schools and college completion programs. And, as we continue to prove that demographics do not define destiny, we will inspire other education entities to make decisions that truly prioritize students in *all* neighborhoods.

*2.1.a Question #2. Briefly describe the educational philosophy of the proposed school. Identify the design team's core beliefs and values about education and explain how these priorities inform the school's key program and design components. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations. If proposing a Next Generation blended learning model, define blended learning in the proposed school's context, including:*

- a. Whether it is integral or auxiliary to the core curriculum;*
- b. The proposed scope of blended learning in the school (by cohort, classroom, subject, grade-level, etc.);*
- c. What needs of the proposed student population your design team determined could not be met through traditional teaching and learning;*
- d. What blended learning model the school will employ and why (e.g. rotation, flex, etc.)*

All 162 KIPP schools across the country share a core set of operating principles known as the Five Pillars. The schools in this proposal will be built upon these shared beliefs:

1. **High Expectations:** KIPP schools have clearly defined, measurable, high expectations for academic achievement and conduct. We accept no excuses based on students' backgrounds or mitigating circumstances. Students, parents, teachers, and staff create and reinforce a culture of achievement and support to reach those expectations through a range of formal and informal rewards and consequences for positive and negative academic performance and behavior.
2. **Choice and Commitment:** Our schools are schools of choice: Students, parents, and faculty all *choose* to be part of KIPP because of our shared belief in the potential of every single child. During our first in-home meeting with a child's family, we make a commitment to invest the time and work required to help the student accomplish his or her goals—and we ask the same in return. This first meeting sets the tone for a strong bond between KIPP schools and families, and a mutual commitment to help each child reach his or her highest potential.
3. **More Time:** There are no shortcuts when it comes to academic and lifelong success. With an extended school day and year, students have more time in the classroom to prepare for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences. The KIPP Chicago school day lasts from 7:45 a.m. to 4:00 p.m.
4. **Power to Lead:** We value the can-do entrepreneurial spirit of our Principals and teachers, and therefore give them the authority and flexibility to make key decisions about staffing, curriculum, and instruction. Every school team is challenged to use its unique skills and creativity to drive continuous quality improvement and success for every student.
5. **Focus on Results:** KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures, as well as continuous improvement in teaching and learning. We use vast amounts of data—at the school, classroom, and student level—to help analyze results and drive student learning, with a laser-like focus on objective measures of academic growth. KIPP Chicago aligns with CPS by using the NWEA MAP assessment, which is aligned with the Common Core State Standards (CCSS) and provides college-readiness benchmarks. This is the primary test by which we measure success.

In addition, our educational philosophy—adopted by all KIPP Chicago teachers, principals, and team members—is built upon the following beliefs and values:

**A belief in all students:** We not only believe, but have also proven, that demographics do not define destiny. KIPP Chicago's schools are intentionally located in the most under-resourced neighborhoods to provide a high-quality education for those who need it the most. 97% of KIPP Chicago students are African-American and 95% qualify for free and reduced priced lunch. We believe in the potential of these students because we know the model works—in CPS's 2014 SQRP ratings, all KIPP Chicago schools were rated a 1 or 1+. Across the country, the KIPP model is proven again and again – please reference Appendix 2.1.a.2.i for a review of national results.

**College graduation is the goal:** When a student enrolls at a KIPP school, he or she immediately becomes part of the college completion conversation. KIPP buildings prominently display college paraphernalia; students know from day one what year they will go to college; learning is continuously tied to college readiness; and, beginning in middle school, a team of *KIPP Through College* counselors begins a 10-year commitment to support students on their journey to and all the way through college, starting with acceptance into college-prep high schools. See Appendices 2.1.a.2.ii for the KIPP College Completion Report and 2.1.a.2.iii for KIPP’s most up-to-date college completion statistics and Dimension 2.1.b Question #2 for more details on college readiness.

**Character and academics:** From its inception, KIPP has had a dual focus on both character and academics. This is evident in our 20-year tagline: “Work hard. Be nice.” Nationally, we have observed that students who found success in college possessed a well-developed set of character strengths that enabled them to stick with college even in the face of obstacles. Today, our approach to character development is built on respected national research. In particular, the landmark work of psychologists Dr. Martin Seligman (to map 26 specific character strengths across the lifespan, with their causes and consequences)<sup>1,2</sup>, Dr. Christopher Peterson (regarding how character can be developed and learned, and what role schools can play)<sup>3,4</sup>, and Dr. Carol Dweck (regarding how to build a love of learning and resilience)<sup>5</sup> has helped us articulate the character strengths on which student success depends and build schools and classrooms infused with character strengths. See Dimension 2.1.b Question #1 for more specifics on how KIPP integrates character building into the school culture.

**Positive academic outcomes with similar student populations:** We know these design elements increase a student’s chances of earning a college degree, which in turn offers greater opportunities to build a better life. December 2014 data from the University of Chicago’s Consortium on Chicago School Research showed that of current CPS 9<sup>th</sup> graders, only 14% are expected to graduate with a four-year college degree within 10 years—compared to 18% nationally.<sup>6</sup> KIPP alumni graduate from college at a rate of 40%—over twice as high as the national rate and nearly three times the rate of their peers in Chicago. This very near peer evidence demonstrates the extent to which the KIPP model works among students similar to those who will be served by the new schools.

Additionally, in 2008 Mathematica Policy Research began a multi-year longitudinal study of KIPP middle schools. Two reports in 2010 and 2013 showed that KIPP middle schools made significant gains in reading, math, science, and social studies across all grades, and that the magnitude of these achievement impacts is substantial. After four years of middle school, students showed gains equivalent to an extra 8 months of learning in reading, 11 months in math, 14 months in science, and 11 months in social studies. Additionally, the study uncovered a substantial gain in higher thinking skills across all

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<sup>1</sup> Seligman, Martin E. P. *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free, 2011.

<sup>2</sup> Seligman, Martin E. P. *Learned Optimism*. New York: A.A. Knopf, 1991.

<sup>3</sup> Peterson, Christopher. *A Primer in Positive Psychology*. New York: Oxford UP, 2006.

<sup>4</sup> Peterson, Christopher, and Martin E. P. Seligman. *Character Strengths and Virtues: A Handbook and Classification*. Washington, DC: American Psychological Association, 2004.

<sup>5</sup> Dweck, Carol S. *Mindset: How You Can Fulfill Your Potential*. London: Robinson, 2012.

<sup>6</sup> Healey, Kaleen, Jenny Nagaoka, and Valerie Michelman. *The Educational Attainment of Chicago Public Schools Students: A Focus on Four-Year College Degrees*. U of Chicago Consortium on Chicago School Research, 2014.

tested subjects and across all grades—a finding that confirmed KIPP’s gains could not be explained by ‘teaching to the test.’<sup>7</sup> The Mathematica Report executive summary is located in Appendix 2.1.a.2.iv.

**Next Generation blended learning:** KIPP Chicago is regarded as a leader in instructional innovation using technology.<sup>8</sup> Blended learning is integral to the KIPP core curriculum and includes technology-infused instruction with both a classroom and lab-based rotation model. The model’s scope is across each classroom, subject, grade level, and cohort—and present at each school’s inception. In particular, the student population we intend to serve is in need of more personalized instruction to bring students at various ability levels up to grade level. The blended learning model provides the kind of intensive data that will allow us to customize curricula and offer more effective small-group instruction.

In 2011, we realized the achievement gap could be further reduced with cutting-edge technology to equip teachers with the data they need to implement effective teaching practices and offer personalized instruction to meet the needs of students at all levels. The KIPP blended learning model was created under the guidance of Anirban Bhattacharyya, KIPP Chicago’s former Director of Technology and now the Digital Learning Director for the KIPP Foundation, who is developing a national strategy to leverage innovative instructional technology at KIPP schools. As suggested in the Blended Learning Implementation Guide,<sup>9</sup> KIPP Chicago sets clear goals for digital conversion:

- support transformational academic achievement,
- enable high-leverage instructional models,
- facilitate data-driven instruction,
- enhance digital fluency, and
- support sustainability.

Based on these best practices, new schools will integrate a Next Generation blended learning model into the instructional approach. This will include technology-infused instruction, station rotations within the classroom to allow for differentiated learning, and flexible lab rotations within the school. Additionally, schools will use proven adaptive technology programs to meet students at their individual levels and help them progress toward and beyond grade level in a personalized manner. These programs also provide teachers with critical real-time data, allowing for even more personalized teacher-led and small-group instruction.

For the middle school grades at KIPP #4 and KIPP #5, emphasis will be on flexible lab rotations, which give teachers the flexibility of either being in the lab or working with small groups in their classrooms. Specific features of the nationally recognized Flexible Lab Rotation model include:

- Lab has more than one classroom of students, which enables small group instruction in other classrooms
- Students can switch days or periods between lab and small group rooms
- Lab adult(s) may not need to be credentialed teacher(s)
- In lab, student to adult ratio can be larger than traditional class because of the engagement of the software

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<sup>7</sup> Tuttle, Christina C., Brian Gill, Philip Gleason, Virginia Knechtel, Ira Nichols-Barrer, and Alexandra Resch. *KIPP Middle Schools: Impacts on Achievement and Other Outcomes*. Mathematica Policy Research, 27 Feb. 2013.

<sup>8</sup> Vander Ark, Tom. "Lessons from KIPP Math Blends." *Getting Smart*. 10 Apr. 2014. <<http://gettingsmart.com/2014/04/lessons-kipp-math-blends/>>.

<sup>9</sup> Bailey, John, Scott Ellis, Carrie Schneider, and Tom Vander Ark. *Blended Learning Implementation Guide*. Digital Learning Now! Smart Series. Digital Learning Now & Foundation for Excellence in Education, Feb. 2013.

For primary school grades at all three proposed schools, the blended learning approach relies on station rotation models because stations/centers are already common features of elementary schools. In all grade levels, the technology platforms enable the highest level of personalization tailored to a student's individual needs, and provide teachers with actionable data about student achievement.

Our approach to Next Generation blended learning is in direct response to our experiences serving students from under-resourced communities. Our experience has shown that students who are new to KIPP often enter schools multiple grade levels *behind* in reading and math. In fact, over the last four years, approximately 8 out of every 10 students who began with KIPP Chicago schools in the 5<sup>th</sup> grade have entered in the *bottom two quartiles of achievement* when measured against their peers. Instructing to the mean is an inappropriate method by which to tackle this deficit, because: (1) students do not receive instruction to meaningfully address their individual gaps, (2) learning attainment does not equate to the rigor demanded for college-readiness, and (3) students who enter at higher levels do not grow at the same magnitude as others.

As a result, until the primary grades meet the fifth grade class in SY 2021-22, the KIPP #4 and KIPP #5 academic programs in the 5<sup>th</sup> and 6<sup>th</sup> grades will provide opportunities to address the demands of Common Core State Standards criterion-based instruction *as well as* personalized opportunities to address gaps in foundational learning. For instance, ST Math is used for students below grade level, Think Through Math is used for students on grade level, and Khan Academy is used to review important standards and facilitate engagement. Newsela, i-Ready, Accelerated Reader, Wordly Wise, and Reading Assistant are used in a similar manner for literacy.

Our holistic and balanced literacy, math, and science approach leverages multiple learning environments to ensure all students accelerate their achievement in an efficient manner to reach grade-level proficiency by the end of 6<sup>th</sup> grade and college-ready proficiency by the end of 8<sup>th</sup> grade (both measured by the NWEA MAP).

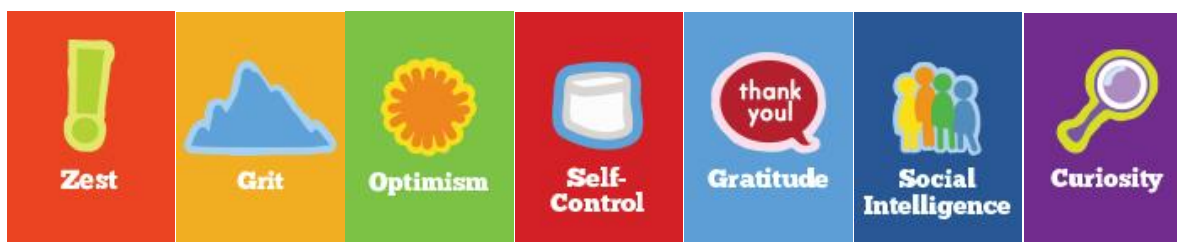
*2.1.b Question #1. Describe the culture of the proposed school. What are the systems and traditions that the school will implement to help the school achieve this culture? Who is responsible for overseeing the implementation of these systems and traditions?*

KIPP Schools across the country share similar approaches to building a positive school culture for students, families, and staff. These systems, routines, and beliefs are built on two decades of experience in establishing and growing schools with a supportive learning culture. As schools grow, Principals continue to implement and/or tweak routines to best meet the needs of the student body, but the foundation of a positive culture remains the same. This culture reflects the following elements:

**We are a Team and Family:** This is a shared motto across KIPP schools—one that is lived and modeled at every level within the organization. We strive to create an environment in which students, families, and staff feel happy, balanced, healthy, and safe to be themselves. We do this by making a conscious effort to be transparent, to assume the best about one another, and to communicate in ways that model healthy families.

What this Looks Like...		
<p><b>to students:</b></p> <p>I know my teachers care about me. I feel safe talking to my teachers about my true feelings and experiences (to be vulnerable). I know my teachers know a lot about me.</p> <p>I am in control. I am responsible for my emotions and actions. I know the tools I can use when I get emotional.</p> <p>I am responsible for making my school safe.</p> <p>I like being at school.</p>	<p><b>to staff:</b></p> <p>I treat students the way I would like my child to be treated.</p> <p>I am in control. I am responsible for my emotions and actions.</p> <p>To do my job well, I need to form authentic connections with my students, their families, and other staff members. In order to make these connections I need to be willing to be vulnerable, to be pushed or challenged, and to engage in healthy conflicts.</p>	<p><b>to parents:</b></p> <p>I can trust that my child is safe at school.</p> <p>I trust KIPP staff members are suspending judgment when they speak to my child and me.</p> <p>I am a valued partner at KIPP.</p> <p>I feel heard.</p> <p>I feel safe and connected to the teachers at my child's school.</p> <p>I can trust my child's teachers.</p>

**Character strengths:** KIPP believes character strength is as important as academic success. This position is based on a strong body of evidence from leading psychologists, and is reflected throughout the school culture.<sup>10,11,12</sup> Specifically, KIPP's focus on character is designed to reinforce seven highly predictive character strengths that are correlated with engaged, happy, and successful lives:



We've developed a series of actions to help teachers, students, and parents foster behaviors that strengthen character:

**Believe It and Model It:** James Baldwin wrote: "Children have never been very good at listening to their elders, but they have never failed to imitate them." If you believe in what you are doing and model it, your students will, too.

**Name It:** Give the intangible and often-unnamed a name. Only by labeling and talking about the character strengths Martin Seligman and Chris Peterson identified can we embark on the journey to strengthen them.

**Find It:** Introduce students to real-world and fictional examples that display character strengths.

<sup>10</sup> Tough, Paul. "What If the Secret to Success Is Failure?" *New York Magazine* 14 Sept. 2011.

<sup>11</sup> Medina, John J. *Brain Rules*. Seattle: Pear, 2008.

<sup>12</sup> Mischel, Walter. *The Marshmallow Test: Mastering Self-control*. New York: Little, Brown, 2014.



Feel It: Help students and adults feel the positive effects of focusing on, and developing, their own character strengths.

Integrate It: Create dual-purpose experiences and lessons that involve the character strengths. Learn more about how character is integrated into the KIPP Framework for Excellent Teaching.

Encourage It: Provide children and students with praise when they exhibit a growth mindset around character.

Track It: Record and discuss progress toward character goals regularly.

These character-building strategies are reinforced by the systems and traditions we embed within our schools. For example:

- KIPPster of the week: a child who modeled one of the character strengths is celebrated
- Students earn character points on their “Paycheck” (more on Paycheck below)
- Lessons and reading units are designed around teaching character strengths
- Students and families receive quarterly “Character Growth Cards” with formative feedback on behaviors linked to the seven character strengths. The reports are also used to help students reflect on their strengths and create action plans to address areas of growth (see Appendix 2.1.b.1.i for the Character Growth Card).

**Warm and demanding:** We believe students learn best when they are engaged in fun and joyful classrooms, rooted in celebrations of success. From math chants that aid memorization, to cheers about college, to songs that help students get excited about assessments, KIPP Chicago schools employ numerous rituals to make learning fun. This warmth is complemented by a very intentional and kind approach during difficult situations. The two fundamental beliefs that underlie the school culture are (1) effective communication resolves problems, and (2) mistakes are opportunities to learn:

Effective communication resolves problems: KIPP Chicago staff exhibit excellent communication skills when talking to students. Staff members do not yell at students, even if they are frustrated or upset about a student’s choices. Adults remain in control of their emotions in order to help students reflect on their choices and to assign fair consequences. They listen to students if there is a problem and take the opportunity to explain “the why” behind a particular consequence.

Mistakes are opportunities to learn: KIPP Chicago staff value academic and/or behavior mistakes as opportunities to learn. Staff members guide students through a reflection process to 1) name the problem and/or mistake; 2) identify how you feel; 3) identify the belief that is causing this feeling; 4) look for evidence that proves this belief is either true or untrue; and 5) decide next steps. Following this process, students are encouraged to start with a fresh slate. Being able to “bounce back” after a challenging situation is valued and rewarded.

**Culture built on academic achievement:** To build a culture that is rooted in academic achievement, students’ achievements are celebrated publicly. This includes, among other things:

- Quarterly Honor Roll and Honor Roll Luncheon
- Principal’s List for students with all A’s
- Growth targets celebrated on hallway/classroom walls - this is done three times a year, after each season of MAP testing
- Attendance incentives (dances, movies, pizza parties, jeans days)

- Weekly team celebrations – students at each grade level gather every Friday to celebrate successes from the week and engage in a team building activity (the name of this celebration varies by school)
- STEPping Up ceremonies are held for students who advance STEP levels
- “Swag” shirts are provided to students who reach certain achievement goals, and pictures of those students are posted on hallway walls

**Rewards, Not Punishments:** KIPP Chicago believes behavioral systems work best as tools to motivate and reward students, not punish them. Central to this belief is the “KIPP Paycheck” system, where students earn KIPP points on a daily basis for doing the right thing—completing homework, demonstrating character strengths, having stellar attendance, etc. Paycheck averages determine student eligibility for participating in a variety of activities, including but not limited to Friday ZestFest, Saturday School activities, and local and out-of-state field lessons. Paycheck balances are sent home to parents on a weekly basis; parents sign and return Paychecks to confirm that students shared their successes and challenges. More on Paychecks can be found in Dimension 2.1.b Question #7 and the Paycheck Legend and Templates can be found in Appendix 2.1.b.1.ii and Appendix 2.1.b.1.iii.

**Accountability:** The instructional leadership team sets the vision for culture, systems, and traditions at each school, and Assistant Principals are tasked with ensuring those systems are reinforced daily. Teachers, students, and parents all commit to this culture and are held accountable to its implementation.

*2.1.b Question #2. Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?*

College completion is KIPP’s North Star—it drives all the work we do. Our focus on college readiness is woven throughout the K-8 program and ongoing via a continuum of supports all the way through college graduation. Unfortunately, the current reality for children from the lowest quartile of income-earning families is a dismal college graduation rate: less than 1 in 10 will earn a degree.<sup>13</sup> Because of this injustice, KIPP ensures college readiness is at the center of all academic and character education in our schools.

**College as part of school culture:** College is woven into every facet of the KIPP program. Some examples of the many ways KIPP’s school culture reinforce the college message include:

- For all schools, the college readiness focus starts on Day 1 when families, students, and teachers sign individual Commitment to Excellence forms (see Appendix 2.1.b.2.i) and KIPP makes the sacred promise to help all students climb the mountain to and through college.
- From K-8, our hallways and classrooms reinforce our beliefs by proudly displaying college pennants, naming homerooms after teachers’ alma maters, and creating student cheers about the year they will go to college.

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<sup>13</sup> Mortenson, Tom. “Bachelor’s Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009.” <http://www.postsecondary.org>. US census data

- Teachers and staff members weave a set of nationally adopted character strengths throughout lessons, behavior expectations, and celebrations (see Dimension 2.1.b Question #1).
- Our schools use innovative technology to ensure that students have the 21st-century skills necessary for success in college.
- Teachers verbalize what “college-ready readers, writers, and mathematicians” know during lesson plans, and classrooms feature charts, posters, and décor that repeat that language.
- Middle school students at all grade levels take end-of-year field lessons to colleges around the country—from regional schools such as the University of Illinois, the University of Notre Dame, and the University of Wisconsin, to colleges as far away as George Washington University, Howard University, and Spelman College, among others.

**College readiness growth goals:** Our academic approach reinforces college expectations by constantly tying academic goals to college readiness indicators on the NWEA MAP and other CCSS-aligned assessments. KIPP Chicago uses robust data to set individual student goals related to college-ready growth targets *beginning in Kindergarten*. This is especially important at the middle school levels since KIPP accepts brand new 5<sup>th</sup> graders each year until the primary school classes begin matriculating into the middle school. Until that matriculation occurs, both KIPP #4 and KIPP #5 will focus heavily on helping students make 1.5-2x the growth a student would typically make each year on the NWEA MAP. This is necessary to ensure students are performing at grade level by the end of 6<sup>th</sup> grade. In 7<sup>th</sup> and 8<sup>th</sup> grades, a palpable shift in focus from ‘growth’ to ‘attainment’ occurs. The central driver for academic programming in these grades is to provide authentic experiences akin to college learning environments. A successful student is able to manage massive amounts of information and name *how* they learn through different instructional modalities. Our goal is for students to exit 8<sup>th</sup> grade at college-ready levels.

**Grades and attendance:** While academic growth is certainly critical to college readiness, recent research has shown that attendance and grades in 9<sup>th</sup> grade correlate far more than any other metric with likelihood of high school graduation. This research suggests the transition between eighth and ninth grade plays a critical role in shaping students’ long-term outcomes, and poor student attendance and course performance in the 9th grade year are highly predictive of *not* graduating high school. In particular:

- more than 95% of students with a B average or better in their freshman year graduate;
- freshmen who earn a B average or better have an 80 percent chance of finishing high school with at least a 3.0 GPA; and,
- freshmen with less than a C average are more likely to drop out than graduate.

In addition, the report illuminated the correlation between absences and dropout rates:

- Nearly 90 percent of freshmen that miss less than a week of school per semester graduate, regardless of 8th grade test scores.
- Freshmen who miss more than two weeks of school fail, on average, at least two classes—no matter whether they arrive at high school with top test scores or below-average scores.

Spurred by these reports, “leadership at the Chicago Public Schools began a new targeted approach to reducing course failure in the ninth grade” in 2007 (p. 1). According to the Consortium, “The effort appears to have paid substantial dividends: between 2007 and 2013, the CPS on-track rate rose 25 percentage points, from 57 to 82 percent” (p. 2). Most importantly, improvements in 9th grade on-track

rates were sustained in grades 10 and 11 and were followed by an almost ten percentage point increase in graduation rates.<sup>14</sup>

Knowing how critical 9<sup>th</sup> grade attendance and grades are to college readiness, KIPP #4 and KIPP #5 emphasize both factors in 5<sup>th</sup> grade to help stave off performance and attendance dips in middle school that *could* carry into high school years. In addition, students learn important lessons such as how to calculate GPA and the links between freshman year good grades, college readiness, and high school and college graduation.

**KIPP Through College:** Beyond the college focus at the school level, KIPP Chicago operates a program called KIPP Through College (KTC) to support students and alumni all the way to and through college. The KTC program is staffed by five college advising experts across four campuses (see Appendix 2.1.b.2.ii KIPP Through College Team Bios for more information about KTC staff). Starting in seventh grade, KTC counselors work intensively with students on the Five Levers for College Completion: (1) Academic Readiness; (2) a Powerful Set of Character Strengths; (3) the Right Match (for high school and college); (4) Academic and Social Integration; and (5) Financial Affordability and Understanding. In 7<sup>th</sup> grade, students receive an in-school college readiness curriculum that draws from best practices across the KIPP network and the 6to16 program, developed by the University of Chicago's Urban Education Institute. This curriculum empowers 7<sup>th</sup> and 8<sup>th</sup> graders with the skills and knowledge required to excel in high school and college. In 8<sup>th</sup> grade, students receive customized high school placement counseling, including a list of best-fit high schools (based on student eligibility, interests, proximity, and culture), parent workshops, and one-on-one counseling sessions.

Graduating 8<sup>th</sup> graders and their parents participate in a KIPP Through College onboarding workshop that details the services KIPP Through College offers. Throughout high school, KTC team members conduct data-driven audits with each alumnus and collect high school transcripts semi-annually. Data from the audits and transcripts are used to design individualized supports for KIPP alumni through their high school years. Staff members conduct targeted one-on-one check-ins through each high school year to ensure persistence and connection to ongoing resources as needed, work with high school advisors to create supports, lead ACT preparation courses on weekends, and offer workshops on college access to support the application process, completion of financial aid applications, and college selection.

When students graduate from high school, KIPP Chicago offers a College Transition Retreat, which is a class focused on study skills, self-advocacy, time management, ways to leverage college resources, and how to integrate into college life both socially and academically. Thereafter, one-on-one check-ins continue to ensure students persist in and graduate from college.

The continuity of these supports, ongoing connection to KIPP, ever-present reminders of the character strengths established in the middle school years, and expertise around college affordability, financial understanding, and school match offer an intensive and highly successful model for helping students stay on track throughout their school and college careers. Please see Dimension 2.1.b Question #3 on how staff *track* students through high school and college.

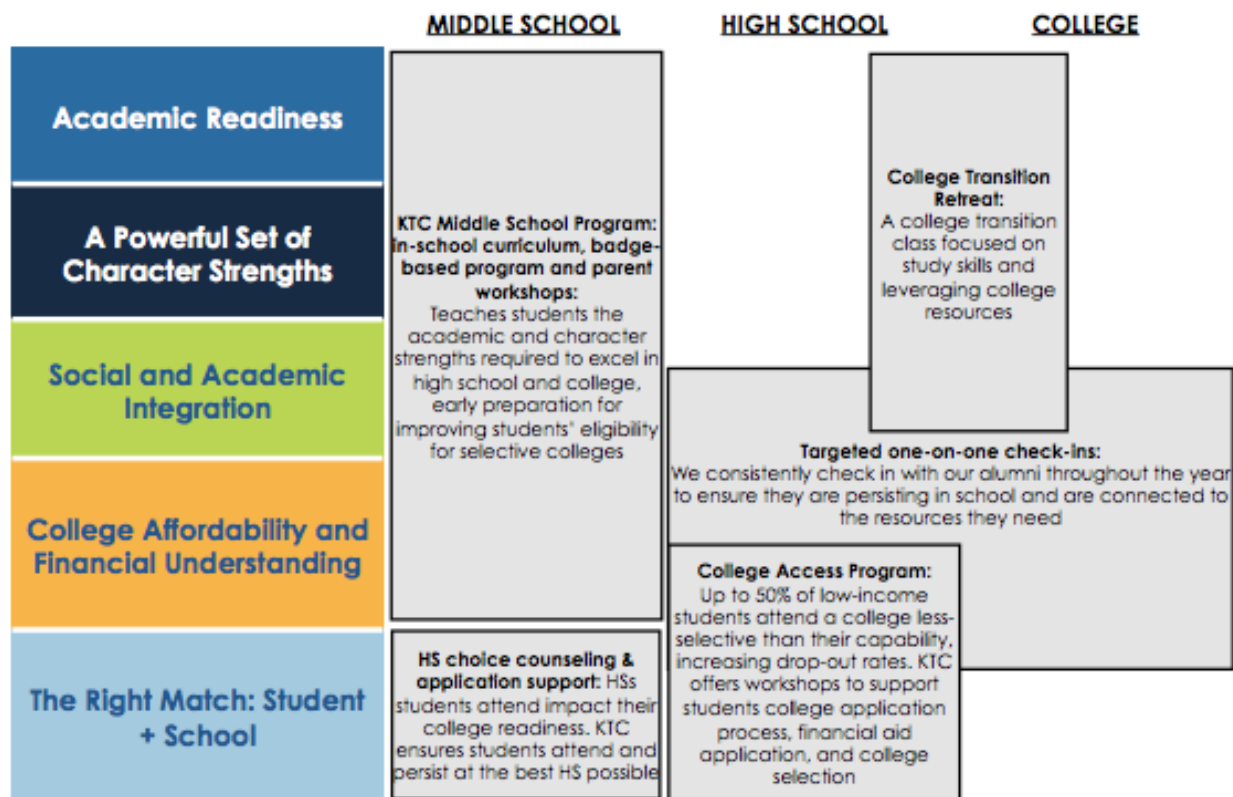
**Accountability:** Leading up to 6<sup>th</sup> grade, the instructional leadership team oversees college readiness support broadly, while teachers implement supports at the classroom level. In 7<sup>th</sup> and 8<sup>th</sup> grade, the KIPP Through College team oversees the success of the college readiness program. After 8<sup>th</sup> grade, the KIPP

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<sup>14</sup> Roderick, Melissa, PhD, Thomas Kelly-Kemple, David W. Johnson, and Nicole Beechum. *Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Year*. Rep. N.p.: U of Chicago Consortium of Chicago School Research, 2014.

Through College team continues support for college readiness, college enrollment, college matriculation, and college completion. Appendix 2.4.a.1.iii includes the job descriptions for the KIPP Through College team.

A visual representation of KTC support overlaid on the five levers for college completion follows:



*2.1.b Question #3. If proposing a high school, specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing tracking efforts.*

*Indicator: If proposing a high school, the proposal outlines methods for tracking student/alumni college acceptance and persistence rates. The proposal cites who will be responsible for overseeing these efforts.*

Though KIPP Chicago is not proposing a high school at this time, we believe that our approach to college readiness and post-secondary tracking continues to set us apart nationally as well as locally. We demonstrate this commitment by fundraising privately for the full cost of the KIPP Through College program. Post-secondary tracking begins in middle school and is enhanced once students complete 8<sup>th</sup> grade (see Appendix 2.1.b.3 for a KIPP Chicago KTC Overview).

So far, our results—locally and nationally—prove that the KTC model and post-secondary tracking efforts are working. Our current outcomes show that 91% of KIPP Chicago alumni have graduated from high school and 88% have matriculated to college, far surpassing local norms. Nationally, 44% of KIPP alumni who completed 8th grade at KIPP ten or more years ago have earned a four-year degree, and an additional 5.5% have earned a two-year degree. This exceeds the national college attainment rate for all Americans, and is over four times the expected rate for students from low-income communities.

**Relationships:** KTC provides post-secondary support throughout the year on a daily basis. Because the majority of students attend school during the week, programming occurs after school hours, on the weekend, and during school breaks. KTC team members visit students at high schools and college campuses and spend 20-25 hours per week actively connecting with students and parents. Conversation topics include academics, career ambitions, college culture and fit, family financial situation, and significant behavior/life situations. The KTC team uses in-person meetings, phone calls, emails, and social networking sites to connect with students and track their progress. Information is housed in a robust Salesforce database (see below), which allows KTC staff to log contact notes, grades, test scores, and the completion of major milestones in the high school and college application and matriculation process.

**SalesForce:** In addition to relationship building, KTC is committed to using data to target its resources and improve results for participating students and alumni. Salesforce is used to track communication with students, alumni, and their parents and is connected to the national KIPP network for data on national trends in college completion for KIPP alumni. Through Salesforce, the KTC team tracks key indicators of college and career readiness and financial literacy. These data points inform the frequency and type of advising each student receives.

For example, KTC counselors who track a drop in a student's GPA will connect the student with tutoring resources or help the student self-advocate by preparing him or her to speak with a teacher about why his or her grade is dropping. If KTC data show that a number of parents have not yet completed their taxes and need to do so in order for FAFSA forms to be completed on time, KTC can schedule a special workshop for parents to receive direct support completing their taxes. By capturing key data and indicators, KTC has a more holistic view of what each student needs and can create a personalized support plan.

**Match Matters:** Choosing the right higher education institution is key to a student's college success. Too many students, especially first-generation college students, begin college, invest time and money, and drop out before earning a degree. Because of their student loan debt, these students are arguably worse off than their peers who did not matriculate to college at all.

A central focus of KTC's work is to help alumni select and access their "best match" colleges—those that are highly selective, have high graduation rates, and are known to support our student population. KTC counselors work with each student to ensure seniors apply and matriculate to the best match college possible. The leadership team of KIPP Chicago holds monthly match meetings and cohort reviews to be sure we are using the data to guide all students to and through their best match.

Nationally, KIPP has established a powerful network of college partnerships (see the last page of Appendix 2.1.b.3 KIPP Chicago KTC Overview), and KTC advisors leverage these relationships whenever possible. The national KIPP Foundation also leads a Match Analysis to project college graduation rates for KIPP alumni, taking into account college selectivity, graduation rates, ACT scores, and more. We receive frequent reports from the KIPP Foundation that supplement the tracking and relationship building happening "on the ground" with our KIPP Chicago alumni.

**Tracking ALL Alumni:** While the goal is to help every student to and through college, KIPP knows there are many obstacles and challenges along the way. Some students are on different paths (two-year colleges, vocational careers, military service, full-time employment, etc.) for various reasons—financial

limitations, familial responsibilities, and/or social and emotional barriers—but KTC remains committed to helping those students on their journey to a fulfilled life.

*2.1.b Question #4. Describe the anticipated social, emotional, and physical health needs of the targeted student population.*

KIPP Chicago's schools reside in under-resourced neighborhoods where children need better educational options. Our first three schools have opened in the neighborhoods of Austin, Englewood, and North Lawndale. With this proposal, we plan to expand to serve primary grades either in Austin or Englewood near one of our existing campuses and to continue serving the South Side with two new campuses. Currently, KIPP Chicago serves a student body that is 97% African-American, and of which 96% of students qualify for free or reduced-priced lunch. Additionally, 10% of current students qualify for special education services.

Despite having faced the challenges inherent to growing up in an under-resourced community, our students are resilient. Our approach to addressing students' social and emotional needs involves leveraging the strengths they already have and teaching them how to use those strengths to overcome the challenges they face. We specifically focus on seven key character strengths: grit, optimism, social intelligence, gratitude, self-control, zest, and curiosity. Our students will need the opportunity to build trusting relationships with adults and peers, a safe environment in which to interact with others, and opportunities to experience success in and outside of the classroom to achieve social-emotional wellness.

Poverty adversely affects children's physical health, and because our schools serve communities with a high concentration of kids growing up in poverty, we anticipate some of our students will have physical health needs. Nutrient deficiency, temperature extremes, stress, infections, and toxin exposure are more prevalent and more severe among children growing up in poverty. Public health issues are especially dire in south and west communities in Chicago,<sup>15</sup> and the communities we serve often have few options for dental services—tooth decay is the number one chronic illness in children.<sup>16,17</sup> As a result, our schools will partner with health service agencies who will provide the medical and dental services that our students need. For more information specific to the population we will reach, please see demographic data in Dimension 1.1.a. Question #2.

*2.1.b Question #5. Explain how the school will identify and monitor individual students' social, emotional and physical health needs on an ongoing basis at the school. Please describe any non-academic goals that the school may set for students, how they will be measured and by whom. Who will be responsible for overseeing the implementation of these efforts?*

Monitoring students' social, emotional, and physical health needs is a daily task for which all members of the team share responsibility. The primary system for identifying and monitoring students' social and emotional needs will be the Response to Intervention (RTI) system, which is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to

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<sup>15</sup> Paul, Marla. "How Healthy Is Your Chicago Neighborhood? New Study Shows South Side of Chicago Suffers Most from Unhealthy Neighborhoods." *Northwestern University*. 15 Aug. 2011. <<http://www.northwestern.edu/newscenter/stories/2011/08/healthy-chicago-neighborhoods.html>>.

<sup>16</sup> Meyer, Erin. "Specialty Dental Care Remains out of Reach for Many Poor Illinois Children: Medicaid Patients Needing Oral Surgery, Other Procedures Face Delays, Lack of Treatment Options." *Chicago Tribune* 4 Jan. 2012: <[http://articles.chicagotribune.com/2012-01-04/news/ct-met-dentists-medicaid-20120104\\_1\\_medicaid-patients-oral-surgery-medicaid-system](http://articles.chicagotribune.com/2012-01-04/news/ct-met-dentists-medicaid-20120104_1_medicaid-patients-oral-surgery-medicaid-system)>.

<sup>17</sup> <http://www.kidssmiles.org>

important educational decisions.”<sup>18</sup> KIPP Chicago uses RTI to monitor and support all students. This monitoring highlights students who need additional tiered supports because they are struggling academically or behaviorally. It is important to monitor this for all students since social-emotional disturbances often manifest as behavioral and academic challenges; highlighting such disturbances as immediately as possible allows KIPP Chicago to intervene at the earliest possible juncture, consequently increasing the efficacy and success of early supports/interventions. The RTI process integrates assessment and intervention within a multilevel prevention system to maximize student achievement, reduce behavior problems and, if necessary, refer students to special education. The four key components of a high-quality RTI program include universal screening, a multilevel intervention system, progress monitoring, and data-based decision making.

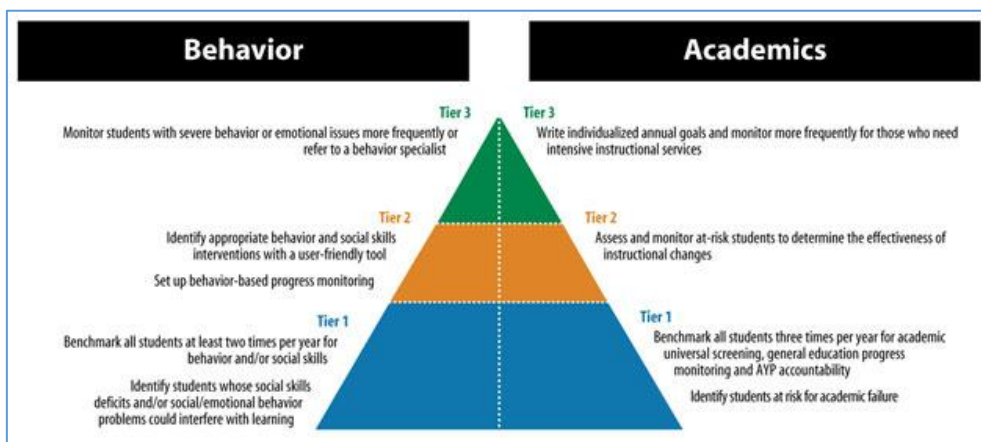
**Universal screening:** KIPP Chicago will screen all incoming students after student registration. This initial screening will include the Fountas & Pinnell benchmark and a math skills benchmark. In addition, all students will take the MAP test in fall and spring and unit (interim) assessments throughout the year.

**Multilevel intervention system:** RTI provides three levels of intervention. In Tier 1, all students receive high-quality core instruction. Summer professional development ensures teachers have the skills to plan and execute high-quality lessons, including differentiation for student needs. In Tier 2, students receive evidence-based interventions during core classes. In Tier 3, students receive evidence-based interventions by general education and special education teachers. If students continue to struggle with either behavior or academics after receiving interventions in the Tier 3 level, the general education grade-level teachers refer the child to be evaluated for special education.

**Progress monitoring:** Student academic and behavioral progress is monitored at all levels. Data used in the monitoring process include student grades, weekly assessment scores, and reports from instructional technology programs, attendance, and Paycheck/Bench forms.

**Data-based decision making:** During weekly grade-level meetings, each grade-level team spends 10-15 minutes discussing students receiving Tier 2 and Tier 3 interventions. These discussions focus on student achievement and behavior data. Data drive the discussion of whether a student should continue receiving the current intervention, transition from Tier 2 to Tier 3, or be referred to the committee for special education services. The committee analyzes the student’s data from the universal screening, Tier 1, and the interventions tried in Tiers 2 and 3.

The following Figure is a visual representation of the RTI process:



In addition to

<sup>18</sup> Batsche, George, J. Elliott, J. L. Graden, J. F. Grimes, J. F. Kovalski, D. Prasse, J. Schrag, and W. D. Tilly. *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education, 2006.



monitoring social-emotional needs through RTI, we closely monitor attendance as an indicator of students needing additional supports, with a goal of 95% daily attendance. Truancy is often linked to issues stemming from transportation, homelessness, caregiver instability, or health issues. Classroom-based attendance is monitored daily through our student information system (SIS) and any troubling trends are handled on a case-by-case basis by some combination of the Principal, Assistant Principal, homeroom teacher, and, when necessary, the social worker.

Finally, to address physical health needs, KIPP Chicago uses a combination of a social worker (to help connect to necessary medical, dental, and social services outside of school) and teachers. For physical fitness, teachers plan and implement physical activity curricula, including myriad informal opportunities to move around throughout the day within classrooms. In addition, all primary school students participate in Physical Education classes twice per week, and in Dance anywhere from one day per week (Kindergarten) to 5 days per week (grades three and four). Primary students' Musical Theatre class, in which students participate 1-5 times per week, also incorporates physical activity in daily lessons. Middle school students complete 30 minutes of formal physical activity each day during a fitness block. All students in a given grade level have fitness at the same time, and fitness is led by all grade level teachers and an administrator. Students are in three groups and groups cycle between three stations (one station per day):

- Indoor Fitness: Teacher leads students through aerobic activities in a classroom containing no furniture. Activities include but are not limited to: yoga, push-ups, sit-ups, Tae Bo, and aerobic videos.
- Gymnasium Fitness: Teacher leads games in the school gym. Activities include but are not limited to: relay races, group games (e.g., Pepsi-Coke, Sharks and Minnows, Four Corners) and basketball.
- Outdoor Fitness: Teacher monitors outdoor activities including: jump rope, four square, basketball, and tag football. In the case of inclement weather, students play foursquare in the hallway or participate in activities like Freeze Dance in the gym.

Students also have the opportunity to participate in after school activities including cheerleading, dance, basketball, and Zumba, led by KIPP Chicago staff members. And, because KIPP Chicago is a leader in instructional technology, we already have the devices (Chromebooks & iPads) and procedures in place to support students in using an online dashboard to track physical activity.

*2.1.b Question #6. Describe the programs, resources, and services (both internal and external) that the proposed school will provide in order to promote students' social, emotional, and physical health. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, poverty, behavioral issues, truancy, drugs, pregnancy, and mental health and emotional issues.*

KIPP Chicago has a Social Worker on staff to assess and monitor the social, emotional, and physical health needs of students. As we add schools, we will hire additional Social Workers to meet the needs of our growing student body and to fulfill the number of minutes dictated by IEPs.

In addition, the school leadership team plays an integral role in supporting students with non-academic needs and services. Principals and Assistant Principals are trained in crisis management to provide additional assistance to the Social Worker and teachers for student behavior management and social-emotional supports.

**External programs, resources and services:** We know our Social Worker does not have the capacity to meet *all* of the complex needs of students and families. Therefore, we develop external partnerships to further support families with mental health interventions and medical, dental, and vision services, among others. Current examples of these partnerships are included in the table below. However, each school's offerings are different based on the resources in each neighborhood. These services are expected to grow exponentially as we become further embedded in the communities we serve.

Current External Partners	Need Addressed
UChicago	Additional social worker supports
UCAN	Behavioral issues, trauma support, and truancy
Braveheart	Grief therapy/mental and emotional support
SAP and Gap, Inc.	Holiday giving/adopt-a-family
Better Boys Foundation	After school programming
Big Brothers Big Sisters	Mentorship
Girl Scouts	Self-esteem, leadership, girls empowerment
Carey Tercentenary AME Church	Support for homeless families
New Moms	Pregnant and parenting teens
Girls on the Run	Social-emotional support/Girls empowerment/Physical fitness
Chicago Police Department school liaisons	Student safety

**Addressing truancy:** As detailed in Dimension 2.1.b Question #2, KIPP Chicago recognizes how critical it is for students to attend school regularly. Truancy is not only connected to higher dropout rates and lower rates of college readiness, but it can also correlate to social, emotional, and health issues including food insecurity, victimization, and criminal activity. To address attendance issues, schools implement a multi-step approach including: (1) an attendance policy with gradual interventions for chronically absent students at increasing benchmarks (this policy is introduced to students and families at the Commitment to Excellence orientation); (2) phone calls to families each day a student is absent; (3) tracked attendance goals for individual students (no more than five absences per semester), tracked attendance competitions for each homeroom, and a school-wide goal (95% average attendance); and (4) attendance as a metric of character strength on a student's character report card.

**Homeless student population:** Staff is trained annually on the CPS homeless program, and KIPP Chicago adheres to CPS guidelines on how to institutionally support homeless students. Specifically, KIPP Chicago offers the following supports:

We provide workshops for teachers and staff members to address the unique needs of homeless students. We educate staff members about the special needs of homeless students and ways to work with parents or guardians to ensure they know their educational rights. General information about developmental issues and resources is discussed and the definition of homelessness is agreed to by all parties. Administrators stress that homeless students' privacy and emotional health should be protected.

We offer expanded school services that meet the basic needs of homeless students. In addition to a traditional lunch, schools provide breakfast for students. Our main office at each school has a snack supply for students who arrive late to school. We also provide personal care items and free uniforms for students who need them.

We have developed a clear but reasonable attendance policy. Homeless students are not penalized simply for being late because they may have to accommodate complicated bus schedules with several transfers to get to school. We keep close track of student attendance and follow up immediately when students are absent.

We help bridge the gap between schools if a child moves. Although the McKinney-Vento Act allows homeless students to remain in their schools of origin if the parent chooses, some students will change schools often. When necessary, we will determine which school a homeless student is moving to and contact appropriate staff members at the new school to facilitate the transfer of records and background information, help the student make a smooth transition, and ensure he or she continues to receive the best education possible. Maintaining contact with the transferring homeless student also extends the special relationship begun in our school, and can add stability to his or her life.

We ensure that a full range of services is available. Homeless students have access to tutoring, special education, and English language learner resources as needed. In addition, homeless students can participate in field trips and school wide activities even if they cannot pay for them or do not have transportation. The Homeless Student Liaison provides each school with a list of community resources—such as shelters, housing information programs, and food banks—that meet the basic needs of homeless students.

We keep in contact with parents or guardians, who can provide valuable information regarding what homeless students' lives are like outside of school. Consistent contact helps homeless students and their parents or guardians feel more connected to school, which is associated with increased attendance and higher academic achievement.

*2.1.b Question #7. What is the proposed school's approach to student discipline and classroom management? Outline the system of incremental consequences for both positive and negative behavior, as well as the school's plan for supporting positive behavior and responding to inappropriate behavior when it occurs. If proposing a Next Generation blended learning model, include the codes of conduct for online courses and/or the digital components of coursework that take place within and outside the brick-and-mortar building. Explain how these codes of conduct will be enforced.*

KIPP Chicago has a deeply intentional strategy for creating a positive school climate that is core to the success of our model. Our proposed discipline policies and classroom management strategies promote positive student behavior, restorative practices, and ensure a safe and productive learning environment. (See Appendices 2.1.b.7.i-iii for promotion and graduation policy, discipline policy, and CPS Student Code of Conduct.) Some of the strategies we plan to continue incorporating into discipline and classroom management policies include the Paycheck and Bench systems (detailed in Dimension 2.1.b Question #1 and below), and intensive professional development for teachers on effective classroom management practices. Some of the resources used for professional development in this area are:

The Skillful Teacher: *The Skillful Teacher* is a unique synthesis of the Knowledge Base on Teaching with powerful repertoires for matching teaching strategies to student needs. Designed as a practical guide for practitioners working to broaden their teaching skills, the book combines theory with practice and focuses on 18 critical areas of classroom performance.

Teach Like a Champion: This team is part of Uncommon Impact, Uncommon Schools' initiative to enable all students, particularly those not born with privilege, to achieve at dramatically higher levels.

Classroom Management Ladder: Classroom-based behavior management tool (found in Appendix 2.1.b.7.iv).

CPS Code of Conduct: These guidelines aid in our approach to student discipline issues when they arise.

**Paycheck and Bench:** The Paycheck system is an objective approach for managing student behavior by providing a transparent structure within which students and teachers can easily understand and be held accountable to consequences for specific positive and negative behaviors. The system empowers teachers to manage behavioral problems within their classroom as well as to communicate effectively with other teachers throughout the school.

While positive reinforcement is key to the Paycheck system, negative behaviors result in a deduction in points, and low Paychecks can result in students being placed on “the Bench” – a term analogous to what sports athletes experience when they make mistakes. When a student is on the Bench, they lose access to privileges offered outside of classroom learning time. Students attend a lunch detention during which they reflect on their behavior and identify how to modify their choices moving forward. A student remains on the Bench until he or she has had the required amount of “excellent” days. For most mistakes, students must have 2 “excellent” days in order to leave the Bench. The Principal and Dean are intimately involved in the process and ensure that students move on and off the Bench at increments appropriate to the originating behavior.

**Project CLASS:** While the Paycheck system works best for students who are slightly older, KIPP Chicago has adopted a similar system for primary students called the Project CLASS social skills program (created by Houston Achievement Place). Project CLASS consists of six explicitly taught social skills: Follow Instructions; Get the Teacher’s Attention; Pay Attention; Ask Permission; Accept No; and Accept Feedback. Social skills are introduced during the first nine weeks of kindergarten and are then modeled and reinforced throughout kindergarten and first grade. Project CLASS is integrated into primary schools from teacher induction through daily classroom management:

Define behavior expectations: During teacher induction, faculty members are immersed in the language and expectations of KIPP character strengths and Project CLASS social skills. Faculty members work together to specifically define behavior expectations for all KIPP students as well as the consequences of not meeting behavior expectations, both classroom and school-wide.

Teach behavior expectations: After generating a collective vision for classroom behavior faculty members explore how to explicitly teach these expectations by role-playing teaching procedures and routines, and providing feedback to one another on the effectiveness of teaching these routines.

Use the school-wide behavior management system: The KIPP Primary School classroom management system is the HAP Circle, developed by Project CLASS. When students are not enacting KIPP Chicago’s values or are not meeting behavior expectations, students interact with the Mountain to College, the primary school’s version of the HAP Circle. The mountain hangs in each classroom and consists of six base camps. Each base camp represents a part of the daily schedule and is a different color; for example, morning circle occurs at base camp orange while math happens on base camp blue. All of the students climb the mountain each day moving from colored base camp to colored base camp. If a student misbehaves, his or her picture is removed from the team logo and stays at the base camp where the misbehavior occurred. The child is then given the opportunity to

turn the choice around. If he or she fixes the behavior, the student may rejoin the team and jump up to base camp where the team is located. Once the behavior is corrected, the incident is closed and the student and teacher move on. At the close of each day, the teacher transfers the color of the final base camp reached by the student to the behavior log. This behavior log provides a family with information on the choices their student made during the academic day.

**Next Generation blended learning policies:** KIPP Chicago adheres to the CIPA policy (Appendix 2.1.b.7.v) and has an Acceptable Use Policy for technology (Appendix 2.1.b.7.vi). Because many students may not have devices or broadband to enable home-based Next Generation learning, students are not expected to complete assignments outside of school. However, during in-school class time, students can receive tech Paycheck deductions for inappropriate use of hardware or software.

*2.1.b Question #8. Describe the multi-tiered system of prevention and intervention behavioral supports that the school will put in place for all students and students in need of targeted supports.*

KIPP Chicago's multi-tiered prevention and intervention supports are:

- RTI (detailed in Dimension 2.1.b Question #5)
- Proactive professional development related to classroom management (detailed in Dimension 2.1.b Question #7)
- Paycheck system (detailed in Dimension 2.1.b Questions #1&#7)
- The Bench (detailed in Dimension 2.1.b. Question #7)

All of the above systems have detailed plans for tiered support based on student need. When necessary, some students will require individual behavior plans. These students are asked to create personal action plans that invite reflection on the good and bad choices they have made at school. Additionally, students receive a Character Growth Card that provides further insight into behavior and character strengths (see Dimension 2.1.b Question #1 and Appendices 2.1.b.1.i and 2.1.b.1.ii for further detail).

In addition to in-school systems, school leaders and staff members place great importance on consistent communication with families through regular phone calls and in-person meetings. This outreach occurs for both positive and negative behaviors and helps prevent bad choices from escalating into serious behavior issues.

*2.1.b Question #9. How will the school monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior? Who will be responsible for overseeing student discipline and behavioral interventions?*

Our schools use systems like Kickboard, Illuminate, Google Docs, and Jeven to document and monitor the progress of behavioral interventions. These systems store daily behavior data and allow teachers, administrators, students, and parents to understand trends in student behavior, recognize improvements, and identify areas that need improvement. Within these systems, it is possible to analyze data in a variety of ways: by individual students, types of behavior, grade levels, classrooms, teachers, etc. Success is benchmarked at the individual student level, not necessarily at the strategy level since our strategies have been tested and proven with KIPP Chicago and the KIPP network as a whole. In order to evaluate whether the behavioral intervention is successful, we benchmark the strategy against similar situations within our schools over time – if there is a delay in a student's behavioral correction, we work to find another strategy. In addition, data are analyzed and aggregated as such:

- Paycheck amounts, weekly Bench data, and the number of students earning incentives are analyzed weekly (sourced from Google Docs)
- Paycheck data, including the type of deductions students receive as well as frequency and duration of Bench time, is analyzed at weekly Grade Level Chair meetings. Frequency and consistency of Paycheck actions amongst teachers is further analyzed for equity and fairness of disciplinary action across the school
- Qualitative data from classroom observations are synthesized to help teachers create better classroom management strategies that can preclude over-reliance on the Paycheck binder

The Principal is responsible for overseeing disciplinary and behavioral interventions, and is supported by the Assistant Principals, Grade Level Chairs, and teachers.

*2.1.b Question #10. How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?*

We communicate expectations for student behavior in the home visit with each family before school begins, when families sign the Commitment to Excellence (Appendix 2.1.b.2.i). At the beginning of each school year, we tell families we use the Chicago Public Schools Student Code of Conduct (SCC), and we ensure that copies of the SCC are available in the main office at each school. We then review behavior expectations at Back to School Night. Parents receive a copy of students' Paycheck reports each week as well as the Character Growth Card quarterly, and they are asked to sign and return them to verify review. The Paycheck system by its design clearly articulates consequences and rewards for behaviors. The Paycheck approach is introduced to families beginning with student registration and reinforced continuously at every level of the school.

*2.1.b Question #11. Please provide a preliminary list and definitions of the offenses for which students in the school may be suspended or expelled. What corrective, instructive, and/or restorative responses to misbehavior will the school implement prior to the use of exclusionary discipline?*

KIPP Chicago does not expel students. We firmly believe out of school suspensions should be used as infrequently as possible—when students are not in school, they are not learning and they are less likely to feel a sense of belonging and engagement with the school community. Therefore, staff members proactively address misbehavior before students commit actions that require an out of school suspension. Teachers receive extensive training on conflict resolution, and students are taught strategies for resolving problems such as self-calming and ways to talk through conflict.

If a student commits an egregious act that threatens the physical and/or emotional safety of any member of the KIPP Chicago team and family, an out of school suspension may be administered after the conflict resolution approaches described above have been exhausted. We define egregious acts as some of those included in the CPS Student Code of Conduct under the category heading 'very seriously disruptive behavior,' including assault, battery, and fighting. Again, out of school suspensions are very rare, and we offer intensive corrective, instructive, and restorative responses to misbehavior prior to administering an interventions that will result in missed learning time. In the past ten years, KIPP Chicago has never expelled a student.

For middle school students, the Bench (as described in Dimension 2.1.b Questions #1 & 7) is our primary system for addressing serious behavior problems. By design, this system allows students to remain in class while working to restore relationships with students or teachers.

*2.1.b Question #12. Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings and afford due process for all students. Describe the appeals procedures that the school will employ for students facing possible expulsion.*

Because we follow the CPS Student Code of Conduct, KIPP Chicago's procedures are as follows for protecting the rights of students with disabilities/impairments in disciplinary actions and proceedings:

"School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single offense. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single offense. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
  - a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
    - i. the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
    - ii. the conduct in question was the direct result of the school's failure to implement the student's IEP.
  - b. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to

address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is *not* a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting. All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports."

**Due Process:** In order to afford due process for all students, a KIPP Chicago school official must send home a suspension letter any time a student is suspended. Students must have due process that allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, a letter, or an email. A parent or student may appeal a suspension by requesting it in writing or verbally to KIPP Chicago's Executive Director within two days of the notice of the suspension. The Executive Director will make the final determination of any suspension appeal.

For students facing possible expulsions, KIPP Chicago will follow the expulsion procedures outlined on page 26 of the CPS Student Code of Conduct.

*2.1.b Question #13. How will the school communicate expectations about the school's mission and vision, culture, to families? How will the school engage parents and caretakers in their child(ren)s' education? Outline any requirements for parents' involvement in their students' education. Discuss strategies to provide clear and consistent communication to parents about their students' progress throughout the school year, including parents who do not speak English. If proposing a Next Generation blended learning model, specify any requirements or expectations for parent involvement or support associated with the blended learning components of the educational program. In addition, specify any equipment that families will be responsible for obtaining and any technological support that families will be responsible for providing.*

Each family learns about KIPP Chicago's mission, vision, and culture during the Commitment to Excellence home visit before they enroll. Teachers and staff visit each home to discuss and sign the Commitment to Excellence form, which outlines expectations for building a positive learning experience and committing to the path to and through college. We also host Back to School Night open houses at the beginning of the year for parents to meet teachers and learn what is expected in each classroom.

Throughout the course of the school year, each school hosts Team and Family Saturdays, which are parent-focused events that include parent workshops, academic supports for families, and service projects held in partnership with school staff. We also host family social events including the Back to School BBQ, Winter Holiday Feasts, and the end-of-year Field Days. These events invite parents to socialize with each other, with students, and with staff members. We also welcome parent volunteers within the school's main office, and each campus has a Parent Advocacy Leader (PAL) to help connect the school back to what families may need or want from their child's school.



Parents engage specifically in student education in the following ways:

- Each night, parents check homework and behavior reports, and sign off on each to indicate that they have read them
- Parents attend quarterly conferences to review student report cards with teachers
- Each school sends home a weekly newsletter with updates from the school
- We send home a KIPP Chicago parent newsletter each month

In order to support the Next Generation learning model, parents receive bi-weekly progress reports on student performance in blended learning programs. Additionally, these data are reviewed during quarterly conferences between parents and teachers. If families have computer access, teachers provide information on how students may continue blended learning work at home. During Team & Family Saturdays, parents are taught how to monitor their student's personal learning path. This includes how to engage with student reports, how to access online curriculum, and how to use recommended resources to provide additional support.

For non-English speaking parents, bilingual staff members facilitate communication. We send home all written communication in both English and Spanish.

*2.1.b Question #14. Describe any programs or resources that the school will provide specifically for parents or caretakers. Will school staff or external organizations provide these services? How will the costs of services be covered?*

In order to create an optimal learning environment for students, we must engage deeply with the adults who care for them. For many families, this entails access to an array of free services based on emerging needs:

Support Service	Provider
High school placement	KIPP school staff and KIPP Through College
Food pantry	Neighborhood churches
Individual and family grief counseling	Braveheart Art Therapy and UCAN
Employment and housing placement for mothers 14-26	New Moms, Inc.
Homeless families assistance	KIPP School staff
Post-secondary education options	City Colleges of Chicago
Family engagement in children's education	Turning the Page

In addition, Team and Family Saturdays provide an opportunity for families to learn more about the school and participate in additional programs and services. Programming includes a back-to-school BBQ, spring carnival, and parent university. Our schools use Title I Parent Involvement funds to provide training and support to parents so they can continue to learn strategies for assisting students with schoolwork.

Additionally, Parent Advocacy Leaders (PALs) often help KIPP Chicago assess community and parent needs for each location. They serve as a liaison and bridge to the community and to other parents. PALs receive stipends for their extra time and support, an expense covered by a grant through the KIPP Foundation.

## DIMENSION 2.2: DEMONSTRATED TRACK RECORD

*2.2.a Question #1. Briefly describe the qualifications and experience of members of the design team and/or (founding or existing) Board of Directors in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the design team was formed, each member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications. If proposing a Next Generation blended learning model, specify the experience that members of the design team have with blended and/or online learning.*

**Design Team Members:** The design team is composed of several members of KIPP Chicago's Shared Services Center (SSC), as well as the three Proposed Principals for the new schools. The SSC functions like a central office, providing oversight, shared services, and efficiencies across the network of schools. The SSC connects, supports, and aligns academic programs with shared financial, operational, and human resource services so schools and their leaders can maintain an unyielding focus on student achievement. This design team includes expertise of individuals across various functional areas including academic instruction, finance, operations, development, community engagement, and data analysis. An overview of Design Team Members (DTMs) and their positions are below; their bios can be found in Appendix 2.2.a.1.i and detailed resumes can be found in Appendix 2.2.a.1.ii Design Team Member Resumes. An asterisk denotes members who have a background in instruction, even if their current roles are non-instructional.

DTM	Position	Area of Expertise
April Goble*	Executive Director	Academic/curricular design; new school openings; school turnaround; Principal/leader development
Amy Pouba*	Chief Academic Officer	Academic/curricular design; Principal/teacher development
Rashid Bell*	Proposed Principal	Academic/curricular design; teacher development; blended learning design
Ken Lee*	Proposed Principal	Academic/curricular design; teacher development; blended learning design
Billy Warden*	Proposed Principal	Academic/curricular design; teacher development; blended learning design
Nicole Boardman*	Chief Operating Officer	Board management; Finance and Operations
Chris Haid	Director of Research and Analysis	Data analysis; Assessment implementation; Student Information Systems
Michael Salmonowicz*	Data Analyst	Data analysis; Assessment implementation; Student Information Systems
Rachel Wandell	Director of Advancement	Development; Board management; strategic planning
Rebecca Centioli	Director of Engagement	College counseling; development; student recruitment
Jia Lee Pratt	Director of KIPP Through College	Community engagement; college readiness supports
Amaka Unaka,	Independent Consultant –	Community engagement/partnerships; local

M.S.W*	Advocacy and Community Engagement	advocacy; student/family engagement; social-emotional supports
Margarita Herrera	Executive Assistant & School Leader Recruiter	Operations; community engagement
Shanan Egger	Accountant	Finance; accounting

**Advisors and consultants:** The design team represents an ideal mix of instructional and non-instructional expertise, both of which are critical for opening, scaling, and sustaining great schools. Further, members of the Board of Directors hold both important business skills as well as experience in education (as further detailed in Dimension 3.2.b Question #1). Their backgrounds expand our capacity in real estate, financial management, strategic planning, and governance. From an academic viewpoint, the Board includes two instructional leaders (both of whom have opened new schools) and a licensed clinical psychologist who provides insight related to social-emotional supports.

In addition to the internal DTMs, KIPP Chicago connected with a handful of trusted advisors in the education space to inform this proposal, including the Illinois Network of Charter Schools (INCS) and Charter Parents United (CPU). These advisors helped provide insight and guidance related to community engagement, community needs, and advocacy/policy understanding. They also helped leverage important relationships in communities where we considered locating the proposed schools. KIPP Chicago also consulted with IFF (formerly the Illinois Facilities Fund) regarding facilities and financing. A company overview of IFF can be found in Appendix 2.2.a.1.iii.

**Next Generation blended learning:** Both the instructional and non-instructional teams have ample experience with Next Generation Learning. Under the guidance of Amy Pouba, all three Proposed Principals have taken leadership roles in designing and implementing blended learning initiatives in their respective schools. Billy Warden was among the first teachers at KIPP Ascend Middle School to pilot the rotational model, which has been adopted and refined across all KIPP Chicago schools. Ken Lee has implemented instructional technology at all three KIPP Chicago campuses and is currently a member of Chicago’s Breakthrough Schools cohort—a local-national partnership between Next Generation Learning Challenges and Leap Innovations. He also conducted numerous “Excellent School Visits” to schools with a history of successful implementation of instructional technology as he considered the design of KIPP #4. Rashid Bell oversees instructional technology in the 5<sup>th</sup> Grade Academy at KIPP Ascend. Both Chris Haid and Michael Salmonowicz have robust experience in analyzing student achievement data, including from blended learning software, and providing actionable data to teachers. Rebecca Centioli and Rachel Wandell have both helped inform instructional technology supports by connecting funding opportunities with school visions for Next Generation learning.

*2.2.a Question #2. Provide evidence demonstrating that the design team, whether an existing Chicago operator, existing national operator or Management Organization, or a new operator, has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve in a school setting. Expectations for submitting evidence for each of the three types of operators (existing Chicago operator, existing national operator or Management Organization, and new operator) are outlined below: PAGES 47-58 RFP.*

**Replication criteria for current Chicago operators as indicated in table 5:** KIPP Chicago demonstrates a track record of successful academic performance that merits opening new campuses. Specifically, two thirds of KIPP Chicago schools have been in operation since at least SY2012-2013, fulfilling the requirement that at least 50% of our campuses have been in operation since that school year. Criterion I for academic performance is clearly fulfilled for SY2013-2014 with 100% of our campuses earning an

SQRP level 1 or higher. And by applying the SQRP methodology to SY2012-2013, we find that 50% of KIPP Chicago campuses receive a level 1 rating.<sup>19</sup> Applying the SQRP methodology to SY2012-2013 is prudent and necessary since doing so provides an apples-to-apples comparison of academic performance between the two school years and uses the methodology with which all schools will be evaluated moving forward. Finally, none of KIPP Chicago's campuses are on the Watch List and thus fulfill criterion II for academic performance.

The following table furnishes the data requested by CPS in the RFP. **Bolded** data indicate that performance criteria in RFP table 5 have been fulfilled by KIPP Chicago:

<b>Requirements</b>	<b>Criteria Fulfilled</b>
<b>Historical Data</b>	KIPP Ascend founded <b>SY2003-2004</b>
	KIPP Create founded <b>SY2012-2013</b>
	KIPP Bloom founded SY 2013-2014
<b>Academic Performance</b>	
<i>Criterion I</i>	<b>SY2012-2013 SQRP</b>
	KIPP Ascend Level 2+
	<b>KIPP Create Level 1</b>
	<b>SY2013-2014 SQRP</b>
	<b>KIPP Ascend Level 1+</b>
	<b>KIPP Create Level 1+</b>
	<b>KIPP Bloom Level 1</b>
<i>Criterion II</i>	<b>No KCS campuses are on the Warning List</b>

To summarize, KIPP Chicago clearly has sufficient historical data with two-thirds of campuses founded in SY2012-2013 or earlier (KIPP Ascend was founded in 2003 and KIPP Create in 2012). KIPP Chicago further demonstrates an excellent track record of academic performance. When using the SQRP methodology KIPP Create achieves an SQRP level 1 in SY2012-2013 (then accounting for 50% of KIPP Chicago's campuses), and in SY 2013-2014, 100% of our campuses earned at least an SQRP level 1 (KIPP Create and KIPP Ascend earned SQRP level 1+ and KIPP Bloom earned a level 1). And with none of our three campuses residing on the Warning List, KIPP Chicago clearly satisfies criterion II for Academic Performance.

**Some comments on the SQPR and PRPP ratings system:** Even though we meet the historical data requirement, CPS cannot furnish sufficient data using the PRPP system to rate schools that had opened as far back as SY 2011-2012, as PRPP requires three years of data in order to calculate a school's rating. Consequently, KIPP Create could not receive a PRPP rating in school year 2012-2013. Not knowing KIPP

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<sup>19</sup> KIPP Chicago has applied the SQPR rating to SY2012-2013 because the older PRPP school rating system does not provide sufficient information to ascertain if criterion I is fulfilled. Specifically, the old PRPP system is unable to provide a rating for KIPP Create because SY2012-2013 was that campus's first year of operation.

Create's PRPP rating for SY2012-2013 cannot imply that it lacked excellent academic performance; rather it points out a critical flaw in the old performance rating policy. Using SQR, rather than PRPP, corrects this flaw and allows for an evaluation of new campuses within the first year of operation.

Moreover, using PRPP to evaluate an operator in one year and then shifting to SQR in the next year is fraught, since year-to-year comparisons are essentially meaningless. Each system was built on radically different assumptions regarding what entails academic achievement, and use very different methodologies to measure academic performance. To name but a few differences, these two systems drastically differ on measurement time frames (3-year moving averages versus single year performance), student performance measures (attainment versus growth), instrument types (criterion-referenced versus nationally-normed assessments), the importance of attendance (a weighting of 7% versus 20%), and the inclusion of factors like priority group performance, school culture, and data quality (the PRPP excludes these factors while the SQR includes them).

In an ideal world we would be able to compare ratings from both the PRPP and SQR systems for SY2012-2013 and SY 2013-2014. Unfortunately, calculating a PRPP rating for SY2013-2014 is not possible for this design team, since value-added scores<sup>20</sup> were not calculated by CPS for SY2013-2014. And even with these scores, since KIPP Create was in its first year of operation, a PRPP rating could not be calculated. Nevertheless, we are not yet at a complete impasse.

While calculating PRPP ratings is not possible for SY2013-2014, it is relatively uncomplicated to calculate SQR levels for SY2012-2013. So long as an operator has NWEA MAP data<sup>21</sup> for the years in question, calculating SQR points and levels is very straightforward; an operator need only follow the instructions in the Office of Accountability's SQR Handbook. The following table provides KIPP Chicago calculations of SQR levels for *both* KIPP Ascend and KIPP Create for SY2012-2013:<sup>22</sup>

Year	Campus	SQR Points	SQR Level
Spring 2012 to Spring 2013 <sup>23</sup>	KIPP Ascend	3.0	2+
	KIPP Create	3.7	1
Spring 2013 to Spring 2014	KIPP Ascend	4.0	1+
	KIPP Create	4.6	1+
	KIPP Bloom	3.6	1

Here we see that KIPP Chicago clearly satisfies criterion I: **50% of our campuses in SY 2012-2013 and 100% of our campuses in SY2013-2014 have a level 1 rating or better.** Not only do these ratings show that we have an excellent track record of academic achievement, but also that KIPP Chicago's performance improved over these two school years, reflecting the importance we place on finding areas to continually improve to best serve our students. KIPP Chicago is currently the only network of schools in the district with all campuses earning SQR level 1 ratings or better.

<sup>20</sup>Value-added scores measure the difference between actual and expected academic performance for a school conditional on demographic factors. These scores are critical in the PRPP system and comprise about 15% of the PRPP rating. These scores were previously calculated by the University of Wisconsin on behalf of CPS.

<sup>21</sup>And depending on circumstance, ACCESS results.

<sup>22</sup>KIPP Chicago calculated SQR levels using the `sqr` package for the R programming language. A member of this design team authored and maintains the package. All of the R language code used by the package to generate SQR scores and levels is publicly available at <http://www.github.com/chrishaid/sqr>.

<sup>23</sup>For SY 2012-2103 SQR ratings, KIPP Chicago followed the same methods and assumptions used by CPS's Office of Accountability to calculate KIPP Chicago's SY 2013-2014 SQR ratings.

We ardently believe that calculating SQRP ratings for prior years is not just a useful exercise, but is in fact an essential analysis. Calculating SQRP ratings for SY2012-2013 shows KIPP Chicago's strong and improving track record of fostering high student achievement. Moreover, we avoid the pitfalls associated with trying to compare school performance under two, oft-times opposed, rating systems. SQRP provides a fairer framework that privileges measuring academic growth over raw attainment, regardless of the level at which our students begin. On average 75% of incoming fifth graders enter KIPP Chicago achieving *below the 25th percentile*, a fact that all but ensured lower ratings under the PRPP regime—even in the face of outstanding student growth.

We are also able to show that KIPP Create had excellent academic performance in its first and second years of operation, an important data point that is completely obscured by the black box of the PRPP system and that is sharply illuminated in the light of the SQRP system. The ability to achieve Level 1 ratings *within a single year of operation* bodes extremely well for the new and expanded schools proposed in this application.

Also highlighted by the SQRP is how well KIPP Chicago campuses are performing relative to our peers within the district, a point we take up in the next section.

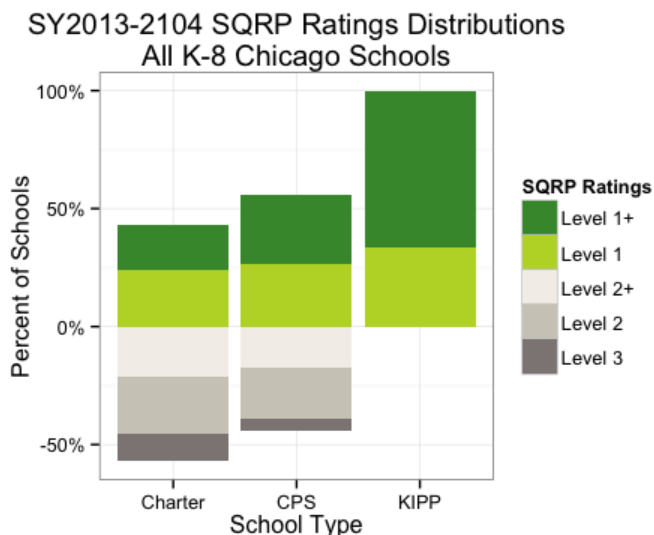
**Student Academic Achievement and Growth:** Embedded within the SQRP elementary school ratings are student growth measures including Student Growth on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) (weighted at 25%), Growth of Priority Groups on NWEA MAP (10%), Percent of Students Making National Average Growth on NWEA MAP (10%), Student Attainment on NWEA MAP Grades 3-8 (10%), Student Attainment on NWEA MAP Grade 2 (5%) and ELL Language Development Growth on ACCESS (5%). This means that **65% of the SQRP Rating is reflective of student academic achievement and growth**. High SQRP scores are an *excellent* indicator of KIPP Chicago's ability to drive positive student academic outcomes.

However, KIPP Chicago out-performs its peers on academic growth measures as a stand-alone too. At the August 2014 Board Meeting, CPS singled out KIPP Chicago as the network of schools (charter or otherwise) with the highest student growth on the NWEA MAP assessment in both math and reading in the entire district. Barbara Byrd-Bennett, then CEO of CPS, wrote in a letter to KIPP that 'student growth at KIPP Ascend, KIPP Bloom, and KIPP Create was at the 90<sup>th</sup> percentile in math and 88<sup>th</sup> percentile in reading.'

Finally, stand-out academic achievement and growth measures pay off in increased graduation rates as students progress through high school and to and through college. 91% of KIPP Chicago alumni have graduated from high school and 88% have matriculated to college, far surpassing local norms. Nationally, 44% of KIPP alumni who completed eighth grade have gone on to earn a four-year degree, and an additional 5.5% have earned a two-year degree. This exceeds the national college attainment rate for all Americans, and is over four times the rate for low-income students of color.

**KIPP Chicago and SQRP in context:** These results are even more striking when they are contextualized by the neighborhoods and students we teach, as shown in the following graphs of the distribution of SQRP ratings for KIPP Chicago versus charter and district managed schools. Figure 1 shows the distribution of SQRP levels for charter, CPS, and KIPP Chicago. Two-thirds of KIPP Chicago schools earned a level 1+ rating in SY2013-2014; 100% (66%) earned a level 1 (level 1+) or better. This compares extremely well with charters and all district schools, where 43% (19%) and 56% (29%) of schools earned a level 1 (level 1+) or better, respectively.

**Figure 1: All schools**

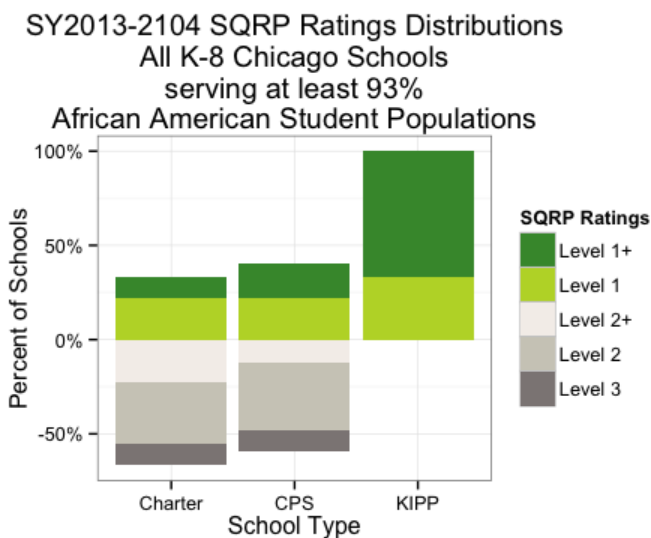


*Figure 1. Distribution of SY2013-2014 SQRP levels by school type for **all** CPS schools serving grades K-8. All KIPP Chicago schools have at least a Level 1 rating (two level 1+ and one level 1) versus 43% of charter schools and 56% of CPS schools (including selective enrollment schools).*

KIPP Chicago's results are even more impressive when we make comparisons to schools throughout the district that are most similar to our campuses. Specifically, KIPP Chicago demonstrates exemplary academic achievement compared to other schools that (1) serve high African American student populations, (2) serve a high proportion of students who qualify for free or reduced price meals, and (3) operate in the neighborhoods KIPP Chicago serves.

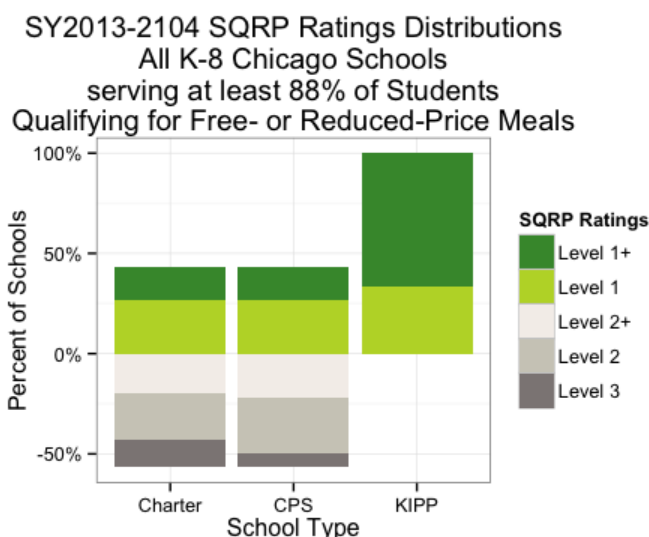
All KIPP Chicago campuses serve at least a 93% African American student population and at least 88% of students qualify for free or reduced price meals (our current student population is 97% African American and 96% FRM qualified). While 100% of our schools are at an SQRP level 1 or better, only about one-third to two-fifths of charter schools and district schools serving a similar population can make the same claim (see figures 2 and 3, which compare KIPP Chicago to schools serving at least 93% African American students and 88% FRM-qualified students.)

**Figure 2: High AA Population ( $\geq 93\%$ )**



*Figure 2. Distribution of SY2013-2014 SQRP levels by school type for CPS schools with at least 93% African American student populations and serving grades K-8. All KIPP Chicago schools served at least 93% African American students and had at least a Level 1 rating (two level 1+ and one level 1). For other district schools serving at least 93% African American students, only of 33% of charter schools 41% of CPS schools earned at least a level 1 rating.*

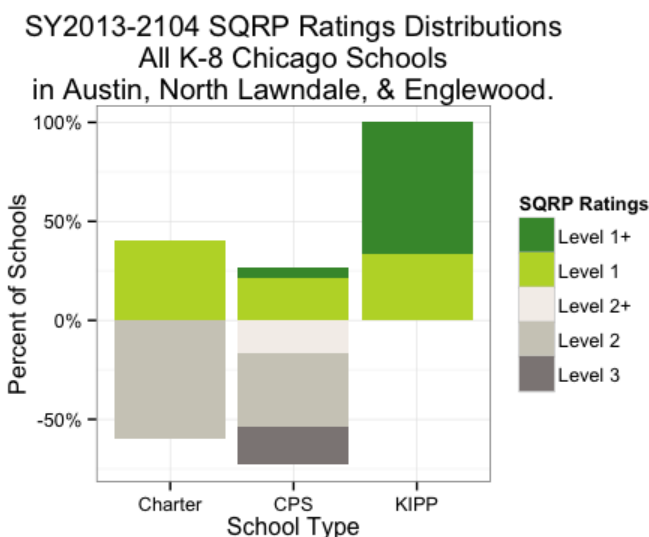
**Figure 3: High FRM Population ( $\geq 88\%$  )**



*Figure 3. Distribution of SY2013-2014 SQRP levels by school type for CPS schools with at least 88% free and reduced meal student populations and serving grades K-8. All KIPP Chicago schools served at least 88% free and reduced meal students and had at least a Level 1 rating (two level 1+ and one level 1). For other district schools serving at least 88% free and reduced meal students, only of 43% of charter schools and 44% of CPS schools earned at least a level 1 rating.*

Even more striking, when we focus on the actual communities we serve-Austin, North Lawndale, and Englewood-we observe that *no* charter schools outside of KIPP Chicago have earned a level 1+ and *only two out of 37 district schools* have earned a level 1+, compared with 66% of KIPP Chicago schools (see figure 4). In fact, in Austin and North Lawndale, KIPP Chicago operates the **only** level 1+ elementary school.

**Figure 4: Neighborhoods we serve (Austin, North Lawndale, and Englewood)**



*Figure 4. Distribution of SY2013-2014 SQRP levels by school type for CPS schools in the community areas KIPP Chicago serves. KIPP Chicago schools operate in Austin, North Lawndale, and Englewood. All KIPP Chicago schools have at least a Level 1 rating (two level 1+ and one level 1). For other schools operating in the same communities, only 40% of charter schools have a level 1 rating and no charter schools have a 1+ rating; only 22% of CPS schools earned a level 1 rating and*



only 2 schools (out of 37) earned a level 1+.

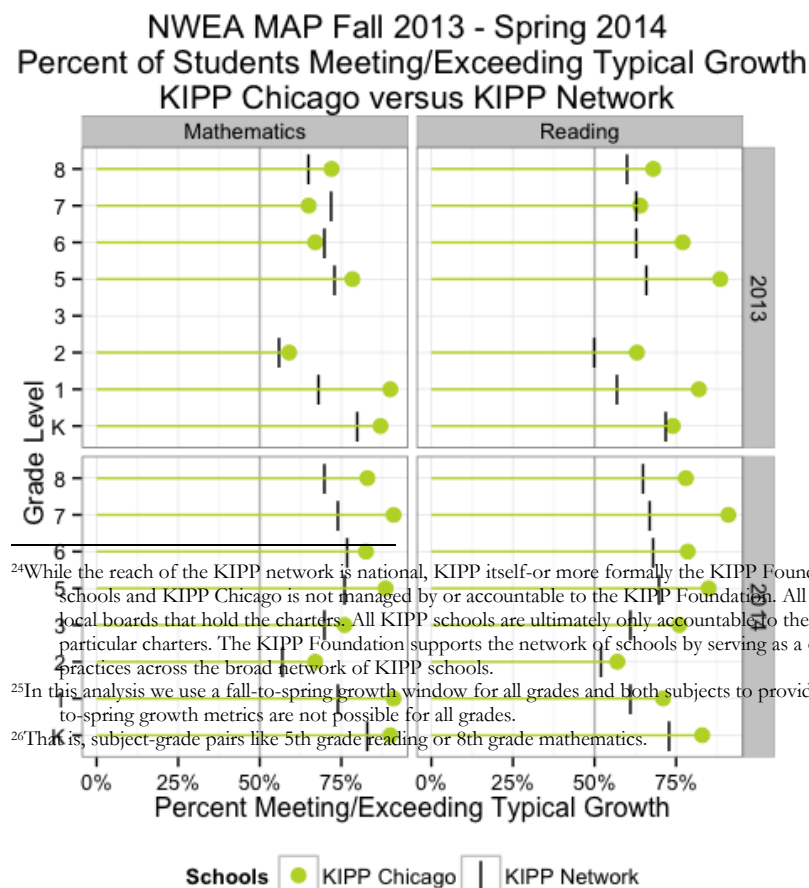
**KIPP Chicago compared to the KIPP Network:** KIPP Chicago’s academic performance is also demonstrated by comparison to the national bar of a high performance charter network. Comparisons between KIPP Chicago and our “cousins” in the broader KIPP network of schools are easy to make because, like CPS, all KIPP schools use the NWEA MAP assessment to drive differentiated instruction and to provide a common framework for accountability.

And akin to the analysis in the previous section, all 162 schools in the KIPP network operate independently in contexts very similar to those in which KIPP Chicago operates, providing an excellent point of comparison. KIPP is a network of 162 schools in 20 states and the District of Columbia serving 59,000 students. More than 88% of KIPP students are eligible for the federal free or reduced-price meals program, and 95% are African-American or Latino.<sup>24</sup> The KIPP network itself sets a high bar for academic performance as evidenced in Figure 8, which compares the whole KIPP network and KIPP Chicago performance to national MAP performance benchmarks on student growth, for both SY2012-2013 and SY2013-2014.

The national benchmark is for 50% of students to make typical (i.e., average or expected) growth.<sup>25</sup> This benchmark is exceeded by the KIPP network in all circumstances. That is, in mathematics and reading for grades K - 3 and 5 through 8 for both SY2012-2013 and SY2013-2013 the KIPP network exceeds the national norm of 50%. Such above average performance is rarely seen by such a large collection of schools serving low-income students of color.

In SY2012-2013 KIPP Chicago not only exceeded the national norm in every grade for mathematics and reading, but it also **exceeded the**

**KIPP network’s performance on this metric for 12 of 14 pairs of grade and subject.** And in SY2013-2014, KIPP Chicago improves on this outstanding result, and **exceeds the KIPP network’s performance in every grade and subject.** Put another way, last school year, 100% of KIPP Chicago “classrooms”<sup>26</sup> surpassed the performance of the KIPP network as a whole, *which itself exceeds national benchmarks.*



<sup>24</sup>While the reach of the KIPP network is national, KIPP itself-or more formally the KIPP Foundation-is *not* a national operator of public charter schools and KIPP Chicago is not managed by or accountable to the KIPP Foundation. All KIPP schools are locally managed and governed by local boards that hold the charters. All KIPP schools are ultimately only accountable to their local authorizers and the stipulations of their particular charters. The KIPP Foundation supports the network of schools by serving as a clearinghouse for discovering and sharing best practices across the broad network of KIPP schools.

<sup>25</sup>In this analysis we use a fall-to-spring growth window for all grades and both subjects to provide commensurability across grade levels since spring-to-spring growth metrics are not possible for all grades.

<sup>26</sup>That is, subject-grade pairs like 5th grade reading or 8th grade mathematics.

*spring growth on NWEA MAP: KIPP Chicago versus the KIPP network. The gray line indicates the national norm of 50% of students making at least typical growth. Black lines indicate KIPP network performance and green dots indicate KIPP Chicago performance. Notice that in 2014, 100% of KIPP Chicago "classrooms" surpass the performance of the KIPP network as a whole, which itself exceeds national benchmarks.*

More importantly, the KIPP network paces the nation in getting students to and through college. Nationally, more than 93 percent of KIPP middle school alumni have graduated high school, and more than 82 percent of KIPP alumni have gone on to college. Furthermore, 44% of KIPP alumni have graduated from college, a rate that alone is higher than the national average *for all students* and one that is **four times higher than the rate for low-income students of color**. With KIPP Chicago setting the bar for a network that itself sets the bar nationally, we know that we are creating exceptional opportunities and choice for students and families.

*2.2.b Question #1. Briefly describe the proposed instructional leadership structure. (Note: the structure should align with the school-level organizational chart provided in Section 2.4.a. Recruitment and Staffing).*

**Instructional Leadership Team:** The central focus of the Instructional Leadership Team is the management of instructional faculty members and acting as the culture-bearers of the school. As highlighted in the organizational charts located in Appendices 2.4.a.1.i-ii, the Instructional Leadership Team eventually consists of 1 Principal, 2 Assistant Principals (APs), and 1 Dean. The Principal is responsible for the functioning of the entire school, specifically supervising the APs, the Dean, the Special Education Case Manager, and the Director of Operations. The APs monitor teaching, learning, and student culture across grade levels while working with the Principal on larger school projects. The Principal and APs also serve as testing coordinators, overseeing standardized testing and preparing students and teachers for examinations. The Dean oversees new teacher development and manages co-teachers. More information on each of these positions can be found in Appendix 2.4.a.1.iii, which collates job descriptions.

**Grade Level Chairs:** In addition to Principals and APs, each grade level is led by a Grade Level Chair (GLC). GLCs are experienced, high-performing teachers who have expressed interest in taking on grade level leadership or who have been identified by the leadership team based on their abilities. The GLC manages each grade level's daily operations and is the cultural leader of the grade level. GLCs are

managed directly by the APs and at the Primary schools they are considered part of the Instructional Leadership Team.

**Team meetings:** The school's Instructional Leadership Team meets once a week after school for 45 minutes. The purpose of these weekly meetings is to share information, analyze school-wide data, norm and align academics and culture across grade levels and subjects, and problem solve as needed. Grade levels meet a number of times a week either during common planning time or after dismissal from 4:20-5:00 p.m. Teams meet for weekly data analysis to identify trends and next steps arising from Friday Skills Assessments. They also meet to discuss upcoming topics in curricula, with every week having a content focus. Finally, planning teams meet once a week after school to discuss best practices in lesson planning, common needs across grade levels, and how to best support teammates in implementation.

*2.2.b Question #2. If school leader(s) have been identified, provide the criteria that were used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement. \*Please note: If an applicant is proposing to open a school as a new operator, a proposed instructional leader must be identified at the time of proposal submission.*

**Identified leaders:** The three Proposed Principals have already been identified – Ken Lee for KIPP #4, Billy Warden for KIPP #5, and Rashid Bell for KIPP Primary Expansion. At KIPP, once a potential school leader is identified, he or she is nominated and must be chosen for the Fisher Fellowship – a year-long Principal training program that all founding school leaders at KIPP complete. After an online application (which includes comprehensive answers to essay questions and a review of student achievement data) and phone screening, the Fisher Fellowship requires three in-depth letters of recommendation, a 1-2 day regional interview that includes a classroom observation, and an intensive 2-day in-person interview event with KIPP Foundation leaders, Executive Directors, and Chief Academic Officers from across the KIPP network. All candidates are evaluated based on KIPP's Leadership Competency Model (see next question for further detail on this model).

Ken Lee completed his Fisher Fellowship year during SY2013-14 and has been ready to open a new school since July 2014. Both Rashid and Billy were nominated for the Fellowship in February 2015 and both were accepted into the Fellowship for the SY2015-16 cohort. As a reference point and testament to the strength of KIPP Chicago's Proposed Principals, only 7% of applicants were offered the Fisher Fellowship this year.

**Fisher Fellowship program for leadership development:** The Fisher Fellowship is a one-year program that prepares experienced educators who have achieved significant student academic gains in the classroom to found and lead a new KIPP school in an under-resourced community. Programming is designed to provide in-depth support and insight into processes and best practices involved in school leadership—ranging from establishing an instructional vision to developing efficient operating systems; from recruiting students to hiring teachers; and from curriculum development to community outreach. The Fisher Fellowship is designed as a cohort experience that allows participants to deepen their experiences and build lifelines. The Fisher Fellowship culminates during the following summer as fellows open their schools to their first classes of students.

**Fisher Fellowship program criterion and qualifications:** An excellent candidate possesses an unyielding belief in the potential of every child to succeed in top quality high schools, colleges, and the competitive world beyond. Additionally, all candidates should have:

- Instructional expertise in a K-12 classroom (all applicants must have at least two years of experience in a K-12 setting as a teacher or administrator)
- A record of success in leading adults
- The capacities to define a vision, build a team, and achieve results despite tremendous obstacles
- At least two years of teaching and/or leadership experience in a low-income school with demonstrated exemplary student results (“low-income school” is a school in which over 50 percent of the student population qualify for the federal free and reduced meals program)
- Broad experience allowing one to serve as an instructional leader to teachers of all subjects.

Once Selected, leaders are expected to attend and actively engage in 100% of programming, proactively seek feedback, participate in Learning Team meetings outside of sessions, complete the pre- and post-work for each of the sessions, create an Individualized Leadership Plan, complete various leadership assessments, participate in the Leadership Coaching program, participate in residencies, and complete and present a School Design Plan.

Program components:

Orientation: A three-day orientation in May to build key relationships with teammates and begin critical coursework that frames the year-long learning experience.

Summer institute: An intensive, four-week program with rigorous coursework taught by dynamic faculty and educational leaders in a university setting. New concepts uncovered in classroom discussions link to practical application through collaborative peer groups known as Learning Teams and through individualized sessions with a Leadership Guide.

Intersessions: Four leadership development retreats throughout the Fellowship year.

Residencies: Ten weeks of residencies at KIPP and other high-performing schools to fully immerse fellows in school culture and decision-making processes through interactions with students, parents, and teachers.

School design plan: Development of a comprehensive business plan that guides all planning, design, and implementation of the fellow’s new school.

Individualized coaching and development: Creation of an Individualized Leadership Plan (ILP) that determines individualized support, including one-on-one coaching with a leadership coach throughout the year, to maximize strengths and identify areas for development.

Graduate degree and administrative credential (optional): Opportunity to pursue a Master of Education in Administration and Supervision (M.Ed.), in certain states, through National-Louis University.

*2.2.b Question #3. If school leadership has been identified, please provide evidence of each proposed leader’s success driving achievement with a similar student population in a school setting. If any of the proposed school leader(s) do not have leadership experience in a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening. (For existing operators only) If a proposed leader has not been identified, describe key partnerships, leadership pipelines, networks, and/or sources that the operator will rely upon to recruit the school leader(s). If proposing a Next Generation blended learning model, specify the experience that instructional leader(s) have with blended and/or online learning. \*Please note: If an applicant is proposing to open a school as a new operator, a proposed instructional leader must be identified at the time of proposal submission.*

All three Proposed Principals have robust experience inside schools, including in leadership positions. All three have also worked with and demonstrated exceptional results with a student population similar to the anticipated student profile for new schools. And, as detailed above in Dimension 2.2.b. Question #2, all three will first complete the Fisher Fellowship program before opening their respective schools (note: Ken completed his Fisher Fellowship training in SY2013-14 and Billy and Rashid will complete their training year in SY2015-16). Professional bios for the Proposed Principals can be found in Appendix 2.2.a.1.i, detailed resumes can be found in Appendix 2.2.a.1.ii, and the list below provides a sample of each Proposed Principal's experiences and achievements, including their involvement with blended learning.

Ken Lee:

- Played an instrumental role in KIPP Bloom College Prep's founding year (SY2013-14), during which Bloom students achieved in the 96th percentile for math and 88th percentile for reading in national school growth on the NWEA MAP.
- As a teacher, Ken increased test results by 25 percentage points on the Illinois Standards Achievement Test and has been recognized as a KIPP Network high performer as measured by NWEA MAP achievement results.
- With Ken as an Instructional Lead, KIPP Ascend Charter School was ranked in the 98th percentile of Chicago Public Schools for Relative School Impact on Student Growth in Reading.
- Ken is a member of the Breakthrough Schools cohort, which provides funding and support to a handful of winning school leaders whose approach to instructional technology is innovative and inspiring

Rashid Bell:

- Launched the 5th Grade Academy at KIPP Ascend Primary with a focus on preparation for middle school.
- 90% of KIPP Ascend 5<sup>th</sup> grade students moved at least one reading level in the second quarter of SY2014-15 and about 50% moved 2 or more levels (Fountas & Pinnell).
- 80% of KIPP Ascend 5<sup>th</sup> grade students are on track to meet their growth targets.
- Helped to seamlessly relocate and invest students, teachers and families when the 5<sup>th</sup> grade Academy had to move to a new school location.

Billy Warden:

- While a teacher at KIPP Ascend Middle School, 97% of Billy's 8<sup>th</sup> grade students met or exceeded the reading standard on the ISAT.
- Helped open KIPP Create College Prep, including creating the vision for discipline, our literacy model, and student and teacher recruitment.
- Piloted the Literacy Centers model that effectively incorporated instructional technology and led to all students receiving small-group, targeted instruction multiple times each week and an average RIT score improvement of 15 points (on the NWEA MAP). This influenced what has become KIPP Chicago's overall instructional technology model.
- Of KIPP Create's founding class, 91% met or exceeded their typical growth goals in reading and they collectively made 2.67 times the national average amount of growth.
- During his last two years in the classroom, Billy's students had the highest growth in the KIPP network on the NWEA MAP reading assessment.
- Winner of the Harriett Ball Excellence in Teaching Award.

*2.2.b Question #4. How will school leaders be evaluated?*

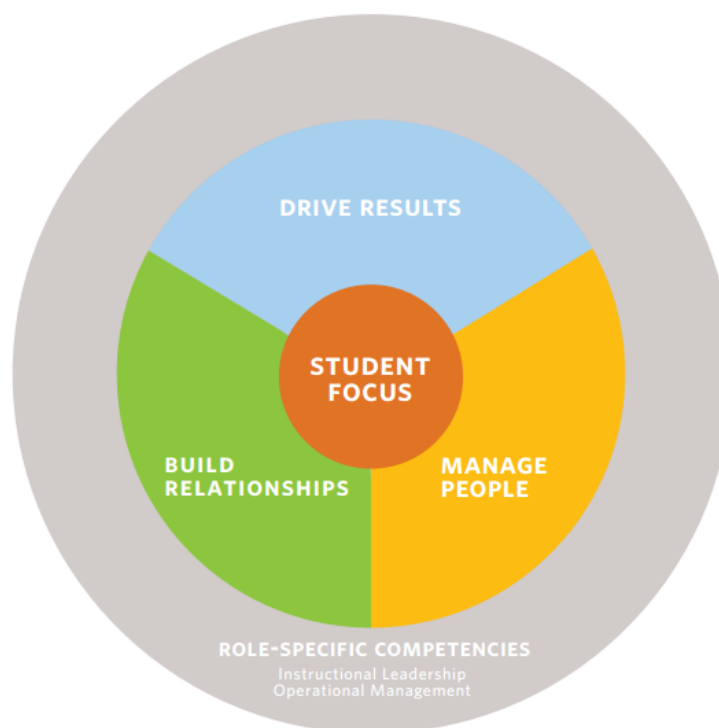
Principals report to the Chief Academic Officer (CAO) and are evaluated annually by both the CAO and Executive Director. Principal evaluations follow the KIPP Leadership Framework and Competency Model, which serves as the framework that guides all leadership training at KIPP. A visual representation of the model follows:

In particular, will following

Student expectations and builds with, keeps prioritizes

students.

Drive results:



we expect principals demonstrate the competencies:

focus: Sets high for, works effectively strong relationships commitments to, and the needs of educationally disadvantaged

- Decision-making: Makes decisions in a timely manner and in the

face of ambiguity. Considers consequences of decisions, willingly stands by difficult decisions, and communicates about decisions.

- Critical Thinking/Problem Solving: Effectively organizes and analyzes information and anticipates challenges or new information to solve problems. Integrates and acts upon new information quickly, and is comfortable thinking about details and the big picture.
- Continuous Learning: Constantly seeks opportunities to learn and improve, making use of successes, failures, and data in order to learn and improve. Willing to take calculated risks in order to learn and improve.
- Achievement Orientation: Sets challenging goals, takes initiative, follows through to get results. Demonstrates resilience and flexibility. Has a consistent history of personal success and achieving excellence.
- Planning and Execution: Manages time and resources effectively, prioritizing efforts according to organizational goals. Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him- or herself and others accountable for achieving intended outcomes.

#### Build relationships:

- Stakeholder Management: Develops strong, trusting, respectful relationships with others. Demonstrates honesty and integrity.
- Communication: Listens, writes, and speaks effectively.
- Impact and Influence: Adapts style and makes a compelling and persuasive case, as necessary. Motivates others to action and builds coalitions to achieve goals.
- Self-awareness: Identifies strengths and weaknesses, is aware of the perceptions of others, and adjusts accordingly. Is open to feedback, works to improve upon weaknesses, shows balance of confidence vs. humility, and behaves professionally.
- Cultural Competence: Is knowledgeable and respectful of the cultures of communities served. Adjusts behavior according to cultural norms and cues.

#### Manage people:

- Direction-setting: Establishes, articulates, and aligns the organization's mission, vision, values, and goals. Inspires and gains the commitment of others to achieve organizational goals.
- Team Leadership: Works in a team environment, encourages initiative in others, and manages conflict.
- Performance Management: Delegates tasks to appropriate individuals or groups. Promotes collaboration among team members. Models and encourages others to manage conflict openly and productively.
- Talent Development: Recruits and selects highly effective staff. Creates developmental opportunities for staff to be more effective in their roles and progress toward career goals.

#### Role specific:

- Instructional Leadership: Establishes an academic vision for the school. Supports instructional improvements by observing, coaching, and modeling.
- Operational Management: Effectively secures and manages resources, makes sound financial decisions, builds and sustains a viable organization and board.

Two important tools that help inform the evaluation process are the Chicago Public Schools' School Quality Rating Policy (SQRP) and the KIPP Foundation Healthy Schools and Regions Survey (HSR). Both tools provide meaningful data points on measurements related to student performance, staff culture, family feedback, and more. The results of these assessments are taken into strong consideration when evaluating the performance of principals. Additionally, throughout the year we build in opportunities for regular, structured feedback with Principals using a 2x2 tool and Individual Leadership Plans (See Appendices 2.2.b.4.i and 2.2.b.4.ii), using the Leadership Competency Model (See Appendix 2.2.b.4.iii) to structure feedback. Finally, we also use 360-degree reviews to create a more robust picture of leadership performance.



## DIMENSION 2.3: CURRICULUM AND INSTRUCTION

*2.3.a Question #1. Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided in Appendix 2: Sample Educational Goals Table. Please describe how your design team determined these goals and why these goals are appropriate for the school's intended population. If proposing a Next Generation blended learning model, what are the metrics of success for the blended learning components of the educational model?*

Because 5<sup>th</sup> grade is an entry year for many KIPP Chicago schools, many students enter multiple grade levels behind in reading and math. We set ambitious goals to ensure they catch up during their time with us. Two of our academic goals are related to NWEA MAP testing: (1) that students will perform on grade level by the spring of 6<sup>th</sup> grade, and (2) that at least 50% of students will hit college-ready attainment by the spring of 8<sup>th</sup> grade (i.e., the top quartile of the national norm). We therefore aim for students to achieve 1.5-2x the growth a student would typically make each year. Our blended learning model supports these goals by providing students with content that is individualized based on skill level, and pacing that meets students' needs.

An additional goal relates to attendance. We know that students learn more the more they are in school, so we set a student attendance goal of 95% each year.

Even KIPP Primary schools often see entering students who are behind in core skills for kindergarten readiness. For this reason, we establish critical goals at the end of Kindergarten, 2<sup>nd</sup>, and 4<sup>th</sup> grade to ensure students hit grade-level attainment and college-readiness targets. (See table below for a breakdown of these and other goals.)

KIPP Chicago's goals are ambitious, but they reflect the outcomes we seek for all students. They have been created thoughtfully, influenced by both internal and external sources. Internally, we use our understanding of what children need to succeed in high-quality high schools and advance to and through college. This understanding comes from practical lessons learned from years of educating children in the city of Chicago (most of our regional and school-based leaders have been with KIPP Chicago for 5-10 years), our KIPP Through College team's work with 8 classes of alumni currently in high schools and colleges across the country, and our data team's robust analyses of student achievement data from a variety of sources (teacher-created assessments, grades, standardized tests, blended learning programs, and attendance) spanning many years. With regard to external influences, we use the KIPP Foundation's goals (for KIPP schools across the country) as a guide for NWEA MAP growth and attainment.

Educational Goals for Elementary Schools							
Goal	Metric	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
NWEA Growth	Growth %ile on MAP Reading Test	3-8	90th+	90th+	90th+	90th+	90th+
NWEA Growth	Growth %ile on MAP Math Test	3-8	80th+	90th+	90th+	90th+	90th+

NWEA Growth	% of Students Meeting/Exceeding National Average Growth Norms on MAP	3-8	70%+	75%+	80%+	85%+	90%+
NWEA Growth Priority Groups (SpEd)	Growth %ile on MAP Reading Test	3-8	70th+	70th+	70th+	70th+	70th+
NWEA Growth Priority Groups (ELL)	Growth %ile on MAP Reading Test	3-8	70th+	70th+	70th+	70th+	70th+
NWEA Growth Priority Groups (African American)	Growth %ile on MAP Reading Test	3-8	90th+	90th+	90th+	90th+	90th+
NWEA Growth Priority Groups (Hispanic)	Growth %ile on MAP Reading Test	3-8	90th+	90th+	90th+	90th+	90th+
NWEA Growth Priority Groups (SpEd)	Growth %ile on MAP Math Test	3-8	70th+	70th+	70th+	70th+	70th+
NWEA Growth Priority Groups (ELL)	Growth %ile on MAP Math Test	3-8	70th+	70th+	70th+	70th+	70th+
NWEA Growth Priority Groups (African American)	Growth %ile on MAP Math Test	3-8	80th+	90th+	90th+	90th+	90th+
NWEA Growth Priority Groups (Hispanic)	Growth %ile on MAP Math Test	3-8	80th+	90th+	90th+	90th+	90th+
NWEA Attainment	Attainment %ile on MAP Reading Test	3-8	40th+	45th+	50th+	60th+	70th+
NWEA Attainment	Attainment %ile on MAP Math Test	3-8	40th+	45th+	50th+	60th+	70th+
NWEA Attainment	Attainment %ile on MAP Reading Test	2	NA	NA	50th+	50th+	50th+
NWEA Attainment	Attainment %ile on MAP Math Test	2	NA	NA	50th+	50th+	50th+

ELL Student Support	% of Students Making Sufficient Annual Progress on ACCESS	K-8	45%+	45%+	45%+	45%+	45%+
Attendance	Daily Attendance Percentage	K-8	95%+	95%+	95%+	95%+	95%+
SEssentials Survey (aka My Voice, My School Survey)	Level of School Organization	All Teachers; Students in 6-8	Well Organized	Well Organized	Well Organized	Well Organized	Well Organized
Student Retention	% of students enrolled at end of year	All Students	90%+	90%+	90%+	90%+	90%+
Students are college ready	% of students matriculating to a college-prep high school	8 <sup>th</sup> grade completers, all schools	90%	90%	90%	90%	90%
Students are college ready	% of KIPP Chicago alumni who graduate from high school	Alumni (8 <sup>th</sup> grade completers)	90%	90%	90%	90%	90%
Students are college ready	% of KIPP Chicago alumni who matriculate to college	Alumni (8 <sup>th</sup> grade completers)	85%	85%	85%	85%	85%
Students complete college	% of KIPP Chicago alumni who graduate from college within 6 years	Alumni (8 <sup>th</sup> grade completers)	≥ peers in the KIPP network	≥ peers in the KIPP network	≥ peers in the KIPP network	≥ peers in the KIPP network	≥ peers in the KIPP network

**Next Generation blended learning:** KIPP Chicago’s next generation blended learning model is core to our overall instructional approach. Our blended learning approach is just one method that allows students to hit their attainment and growth targets. However, other drivers that help us measure success come from a survey we provide to students and teachers. Those goals are that (1) every student has at least one reading and math instructional technology program, (2) 80% of middle school students will respond that they are benefiting from instructional technology, and (3) 60% of teachers will respond that they recommend instructional technology models to other teachers.

*2.3.a Question #2. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section 2.3.a. Educational Goals and Metrics over the course of the five-year contract. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments—and specify the timing of their administration (please see Appendix 3: Sample Student Assessment Plan for sample assessment tables). The proposal narrative should explain the rationale for selecting or developing the identified assessments and note alignment with state standards and/or Common Core State Standards, where applicable. If proposing a Next Generation blended learning model with non-automated online courses, explain how access to answers, explanations, and/or rubrics are made accessible to students.*

KIPP Chicago believes collecting and analyzing student academic data allows teachers to identify areas of concern and provide targeted instruction to ensure that all students are on track to meet academic goals. Assessments can be broken into three categories: diagnostic, formative, and summative. Students are given diagnostic assessments at the beginning of the academic year, allowing faculty members to differentiate curricular maps, identify students’ prior knowledge, and use baseline scores to measure progress throughout the year. As the year progresses, students take formative assessments in all subject

areas, allowing teachers an opportunity to measure student mastery of taught objectives as well as movement toward end-of-year goals. Throughout the academic year, summative assessments are administered as milestones to capture student learning, which also includes an assessment at the close of the year that captures achievement against our growth and attainment goals.

Our schools use the following diagnostic, formative, and summative assessments:

**NWEA Measures of Academic Progress (MAP):** The MAP is a diagnostic, formative, and summative assessment and has been KIPP Chicago’s primary assessment tool for years. The purpose of the MAP assessment is to give students an opportunity to show academic growth throughout the year. It was selected because it allows teachers to measure student growth and attainment over time, and to set an annual growth and attainment goals for each student. Results from the MAP taken in the fall and winter are used to inform instructional programming between tests. Results from the MAP taken in the spring allow us to measure performance against goals, to plan for the following school year, and to refine the curriculum. The design and format of the test is set by NWEA: MAP is an adaptive assessment taken via computer, with each test untimed and including approximately 50-55 questions. All KIPP Chicago students take the MAP test in reading and math—with students in grades 5-8 also taking the science test—three times each year: in the fall, winter, and spring. MAP tests are aligned with the Common Core State Standards (CCSS).

#### Diagnostic Assessments and Benchmarks

- **UChicago Impact STEP:** The purpose of the STEP literacy tool is to assess phonemic awareness, reading fluency and rate, accuracy, and written and oral comprehension. It was selected because it allows teachers to provide targeted literacy instruction and thus meet student needs. It is administered throughout the year to measure growth and ensure students are presented with the appropriate amount of challenge. When students “STEP out” (i.e., move beyond the highest level of STEP), they begin Fountas & Pinnell. The STEP assessment closely aligns with the Common Core State Standards for English/Language Arts.
- **Fountas & Pinnell (F&P) Benchmark Assessment System:** The purpose of the Fountas & Pinnell system is to assess students’ independent reading abilities in the areas of comprehension within, beyond, and about the text; writing about reading; fluency; letter names; early literacy behaviors; phonics and word analysis; high frequency word reading; and vocabulary knowledge. It was selected because it allows teachers to target students’ specific literacy needs and present them with the appropriate amount of challenge. The Fountas & Pinnell test preparation items align with the Common Core State Standards.

#### Formative Assessments

- **Daily Exit Tickets:** The purpose of daily exit tickets is to give students an opportunity to demonstrate understanding of that day’s lesson. Daily exit tickets allow teachers to quickly learn the extent to which students grasped the content taught that day, and adapt proceeding lessons accordingly. The design and format of the exit ticket vary by grade, subject, and teacher, but in general, students answer a set of questions or complete a performance task to demonstrate mastery of that day’s agenda objective—either on paper or on a computer—at the very end of class. Exit tickets address course content, which is CCSS-aligned.
- **Weekly Friday Skills Assessments (FSA):** The purpose of FSAs are to give students an opportunity to demonstrate understanding of an entire subsection of a unit. It was selected because it allows teachers to see the extent to which students grasped the content taught that week, and to adapt proceeding lessons accordingly (which can include re-teaching, if necessary, prior to

the unit test). The design and format FSAs vary by grade, subject, and teachers, but in general, they are 10-15 minute quizzes, comprised of both multiple-choice and open-ended questions, focused on the objectives covered that week. Students currently take these assessments on paper, but starting in the 15-16 school year teachers will have the option of administering FSAs via the computer. Friday Skills Assessments address course content, which is CCSS-aligned.

- **Instructional Technology Assessments:** The purpose of instructional technology assessments is to allow students to meaningfully progress through digital learning programs at personalized levels. Assessments based on full lesson cycles are built into programs. These assessments measure student learning and are used to determine whether the student can move on to the next objective/standard. Additionally, each program has vendor-recommended benchmarks (typically given quarterly) that we administer so the algorithm of the program can help us appropriately assess and tackle any gaps in student learning. These assessments are CCSS-aligned.

### Summative Assessments

- **Unit Tests:** The purpose of unit tests is to give students an opportunity to demonstrate understanding of an entire unit. Unit tests were selected because they allow teachers to see the extent to which students grasped the content taught that unit, and to plan to re-teach, if necessary. Because students across KIPP Chicago take a common unit test in each subject (e.g., all 5th graders take the same science test), unit tests also allow for comparisons across schools. The design and format of unit tests vary by grade, subject, and teacher, but in general, they are comprised of both multiple-choice and open-ended questions, focused on the objectives covered over the course of the unit, and on FSA. Students currently take these assessments on paper, but starting in the 15-16 school year teachers will have the option of administering the assessments via computer. Unit tests address course content, which is CCSS-aligned.
- **Partnership for Assessment of Readiness for College and Careers (PARCC):** In Spring 2015, the state of Illinois began using PARCC tests—4 units of math and 4-5 units of English/Language Arts (ELA) for students in grades 3-8 across the Performance Based Assessments (PBA) and EOY testing windows—to assess the CCSS. All of our schools successfully administered both the paper-based and computer-based tests during the PBA testing window (the EOY window has not yet begun), meeting all hardware and bandwidth requirements. We plan to use test results to inform our instructional program, but it is not yet clear when we will receive data or in what form the data will be presented (e.g., we have heard that data reports will include item-level analysis). Though the state mandates the PARCC, we are also committed to its use because it helps assess students' college-readiness trajectory.

<b>Type and Frequency of Performance Assessments – KIPP Chicago</b>											
<b>Test &amp; Grade Levels</b>	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>STEP</b> (Grades K-3)			X			X			X		X
<b>F&amp;P</b> (Grades 4-8)	X		X			X			X		X
<b>Exit Tickets</b> (Grades K-8)	Daily										

<b>Friday Skills Assessments</b> (Grades K-8)	Weekly										
<b>Instructional Technology Assessments</b> (Grades K-8)	Based on each student's individual pace in each program										
<b>Unit Tests</b> (Grades K-8)	Approximately every 4-6 weeks, depending on grade and subject										
<b>PARCC</b> ELA & Math (Grades 3-8)								X		X	
<b>NWEA MAP</b> Reading & Math (Grades K-8) Science (Grades 5-8)	X					X					X

2.3.a Question #3. Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly. *If Next Generation, specify within the response how: a. Student information and assessment results will be shared and compared across different digital learning programs and learning management systems; b. Teachers will examine assessment results and data from automated and teacher-led online learning to inform their instructional practices; c. The school will monitor fidelity in implementing automated digital learning products according to the benchmarks and specifications set by the vendors.*

### Assessing Student Needs - Diagnostic Assessments

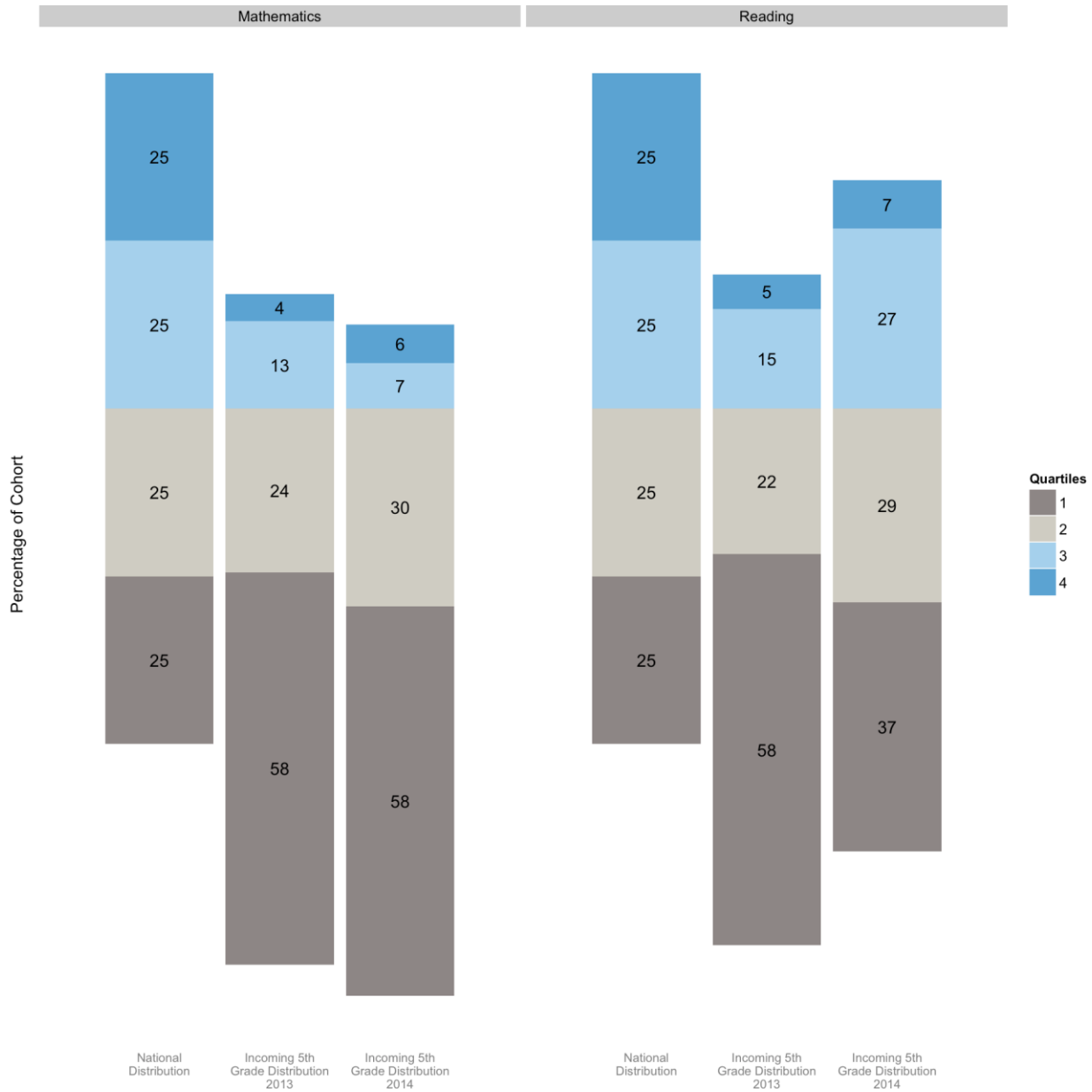
Primary School: Because KIPP Chicago serves students entering Kindergarten, we anticipate meeting students at the very beginning of their educational experience. Some students may have attended an early childhood education center or Head Start program, which may have provided them with basic literacy and school readiness skills. These literacy and school readiness skills, however, can vary widely by center. Many students will be attending school for the first time and may need to develop school readiness skills early in Kindergarten. Overall, KIPP Chicago anticipates that many entering students, regardless of previous educational opportunities, will need to strengthen their school readiness skills to succeed in Kindergarten.

To determine student readiness for the social and emotional aspects of Kindergarten instruction, all students entering Kindergarten will be given the Brigance Inventory. The inventory is administered in a one-on-one setting by classroom teachers. Inventory results report the developmental level of the student at their given age, allowing KIPP Chicago faculty to assess holes in students' readiness for Kindergarten and provide strategic interventions early in the academic year. In addition to the social-emotional inventory, all incoming students will be given a battery of academic assessments, including basic literacy assessments in concepts of print, phonological awareness, letter recognition, and letter-sound correspondence as well as an oral language assessment. This early literacy battery will allow teachers to prepare early intervention and curricular planning.

Middle School: Because KIPP Chicago begins middle school programming in 5th grade, we anticipate significant gaps in student achievement. An analysis of incoming 5th grade students at KIPP Chicago’s three existing middle schools confirms as much, and allows KIPP Chicago to safely project that future entering 5<sup>th</sup> grade cohorts will also have sizeable gaps in proficiency when compared to national attainment averages.

### National distribution vs. 2013 and 2014 incoming 5th graders

*All KIPP Chicago schools combined*



Similar to the beginning-of-year assessments within KIPP Chicago’s primary schools, entering middle school students will also be administered a battery of diagnostic assessments. These include evaluations of students’ skills against adaptive, competency-based technology curriculum (Lexia, i-Ready, etc.), literacy benchmark assessments (Fountas & Pinnell, STEP, etc.), and a nationally norm-referenced test (NWEA MAP). These diagnostic assessments inform early intervention action plans and curricular supplementation planning.

**Ongoing data driven programs and instruction - formative, benchmark, and summative assessments:**

KIPP Chicago designs the end goal for student learning based on college-ready proficiency (measured by NWEA MAP and aligned to CCSS). These transparent and common assessments drive the vision for rigor and standard mastery at each grade level. Sequentially, KIPP Chicago creates aligned unit tests and plans, gathers formative data through weekly skills assessments to gauge whether students are on track to meet their unit learning goals, and uses exit slips to assess daily objective mastery. Student mastery at the daily, weekly, and unit level drives adjustments in curricular, remediation, and acceleration plans. KIPP Chicago also uses NWEA MAP, Fountas & Pinnell, and STEP to measure student growth and attainment. NWEA MAP is administered up to three times per year, while Fountas & Pinnell benchmark assessments or STEP assessments are administered quarterly.

**Analysis of blended learning data:** Additionally, data are collected from a variety of adaptive technology programs (ST Math, Lexia, i-Ready, etc.) on students’ regular usage, as well as vendor assigned benchmarks. These data are centralized in an internal dashboard that allows teachers to (1) aggregate data on an individual student’s performance across learning programs, (2) adjust time and assignments based on learning profile progressions when appropriate, and (3) directly instruct on non-mastered objectives. Our Director of Technology and Director of Research and Analysis work with our Chief Academic Officer, Principals, and teachers to monitor student progress and achievement within our blended learning programs and to ensure programs are followed with fidelity and that students are making progress to complement the teacher-led instruction they are receiving.

**Data integration from all data sources:** As evidenced from the descriptions above, teachers and students have access to a tremendous amount of data that allows them to determine how students are progressing. Each year, KIPP Chicago makes significant progress toward integrative data solutions that enable teachers and Principals to act on relevant information quickly and effectively. The visualization below illustrates how KIPP Chicago brings together data from paper-based and computer-based tasks to give teachers a complete picture of how students are performing. For more information on this process, please see Dimension 3.1.a Question #1.

**Data analysis:** The table below summarizes key data that Principals and teachers analyze on a regular basis:

STEP Data	STEP data are collected 4 times per year during a two-week window of one-on-one assessing. The data yield information about phonemic awareness, reading fluency and rate, accuracy, and written and oral comprehension. The leadership team subsequently creates classes for Power Hour, a 70-minute differentiated block across grades 1-4. Teachers group students in their Power Hour classrooms based on common instructional needs surfaced by the data.
Fountas and Pinnell	F&P is used for KIPPsters who have STEPped out, or completed the STEP program. F&P assesses similar components of STEP, but is designed to be relevant through middle school grades. Once a KIPPster begins F&P, teachers



	use non-fiction texts for assessment and instructional implication. F&P data are collected via paper and analyzed at the same time as STEP data.
Exit Tickets	Exit tickets are collected on paper or via computer (through the Illuminate data & analysis software program).
Friday Skills Assessments	FSAs are paper-based, but student answers are scanned by teachers into the Illuminate system. A variety of reports are provided by Illuminate, and our Director of Research and Analysis creates custom reports and data visualizations using the computer coding languages SQL and R. These focus on student performance on specific questions, and on the Common Core standard(s) to which each question is aligned.
Instructional Technology	Data from instructional technology program assessments are collected differently depending on the program. In some cases, data are available to teachers/instructional leaders directly from the program, in other cases they are sent quarterly by the company that runs the program, and in some cases our Director of Research & Analysis pulls data from the program server and then creates custom reports and data visualizations.
Unit Tests	Unit tests are paper-based, but student answers are scanned by teachers into the Illuminate system. A variety of reports are provided by Illuminate, and our Director of Research and Analysis creates custom reports and data visualizations. These focus on student performance on specific questions and on the Common Core standard(s) to which each question is aligned.
PARCC	It is not yet clear when we will receive PARCC data, how we will receive it (.xlsx, .csv, PDF, etc.), or what type of data will be presented (e.g., we have heard that data reports will include item-level analysis).
NWEA MAP	MAP data are collected from the MAP website. Our Director of Research & Analysis then creates custom reports and data visualizations, using the computer coding languages SQL and R. These examine student attainment and growth across schools, grade levels, classrooms, and individual students for each subject overall (e.g., math) as well as the goal strands within each subject (e.g., geometry and measurement).

**Progress monitoring and curricular adjustments:** Collection, analysis, and usage of all these data sources are structurally embedded in KIPP Chicago’s modus operandi. Teachers consistently and constantly reflect on student data during weekly one-on-one debriefs with their managers and weekly content meetings with peers and department leads. Content meetings occur 2x per week at each school and are led by the instructional team leader, under the guidance of the Principal. Agendas are provided ahead and protocols are modeled using guidance from the National School Reform Faculty Resource Book. These teaching and learning systems allow teachers to create individualized action plans and adapt daily instruction for all students to meet end-of-year learning goals.

**Professional development:** Although we expect teachers to analyze data at all times to inform and shape instruction, KIPP Chicago teachers will formally analyze assessment data every quarter on professional development days that we call Grow Days. During these formal “step backs,” teachers meet by grade and by content area to share their analysis of student attainment results, and analyze benchmark assessment and Fountas & Pinnell data. Teachers determine trends, set goals for subgroups and individual students, and create re-teach plans and agendas. Regional and School Leaders use data reporting tools (Illuminate and the NWEA reporting site) to assess performance within and across

schools. Based on these results, professional development resources are assigned to teachers and subject areas in need of support to meet annual student performance goals.

*2.3.b Curriculum Question #1. Applicants are required to submit three types of curricular materials as part of their proposal: A. Year-long curriculum maps; B. Unit plans; C. A lesson plan that corresponds to a unit plan.*

Please see Appendix 2.3.b.1 for curricular materials including year-long curriculum maps, unit plans, and corresponding lesson plans.

*2.3.b Question #2. Provide a brief description of the applicant’s curriculum philosophy, proposed curricula, and supporting materials for each subject. Outline the rationale for curriculum development or selection decisions. Explain how teachers will know what to teach and when to teach it throughout the school year. What resources and dedicated professional development will be provided to help teachers implement the curriculum? If proposing a Next Generation blended learning model, please include the following information as part of the response: a. Discuss whether content for the school’s blended learning program will come from commercial vendors, open sources, and/or developed in-house. If a particular content provider has been selected, explain the rationale for why that provider was selected as compared to other vendors. Address any due diligence conducted in the selection process; b. Describe all technological equipment and services that will be required to implement the curricula, including hardware, software, connectivity, devices and digital storage; c. Outline the methods and process that will be employed to ensure the school selects the appropriate automated digital learning resources.*

**Curriculum philosophy, proposed curricula, and supporting materials:** Assessment of student learning is the lifeblood of data-driven instruction. Effective analysis of student strengths and weaknesses requires well-thought-out and carefully written tests and performance tasks. Since assessments drive rigor, KIPP Chicago designs the end goal for student learning based on CCSS, so faculty and students can work toward it. KIPP Chicago uses a variety of additional sources to determine student proficiency of each standard at each learning level, including the NWEA MAP Learning Continuum, STEP, Fountas & Pinnell, Next Generation Science Standards, and other research-based curricula and benchmarks. These inform summative and formative assessment creation.

**Rationale for curriculum development/selection decision:** Curriculum design is tightly aligned to assessment creation, because if the curriculum scope and sequence is not matched with the standards assessed, students will learn one thing and be assessed on something else. In this case, results gathered would not reflect what actually happened in the classroom and what students know. Therefore, we create scope and sequence pacing guides to capture and sequence year-long learning, summative unit tests to measure learning regularly, unit plans with daily objectives to ensure purposeful instruction, weekly skills assessments to monitor progress, exit slips to inform daily knowledge and skills acquisition, and aligned daily lessons. This leaves no ambiguity for teachers regarding what to teach and when to teach it throughout the year. See further rationale for curricular choices in Dimension 2.3.b Question #4.

KIPP Chicago’s curriculum development and design aligns to core beliefs that emphasize a balanced approach:

<u>Math</u>	<ul style="list-style-type: none"><li>• Conceptual understanding, procedural fluency, and application are deeply linked—effective math instruction reflects a balance of all three.</li><li>• Deep conceptual understanding leads to fluency, which is defined as students being fast, accurate, and flexible in their computation. When students are procedurally fluent in math they are able to tackle more challenging multi-step and application problems.</li></ul>
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	<ul style="list-style-type: none"> <li>• Application is the ability to apply math concepts in context and across content areas.</li> </ul>
<u>Literacy</u>	<ul style="list-style-type: none"> <li>• A balanced literacy plan is most effective when students are given direct instructional support and a variety of daily reading and writing experiences that enable them to become independent readers and writers.</li> </ul>

Over the last year, the KIPP Foundation’s Instructional Vision team—40 teachers and leaders from across the network—worked with outside experts to identify high-quality literacy and mathematics curricular resources that are aligned with a balanced approach to literacy and math instruction. We are constantly evaluating resources such as those sponsored by KIPP as a means to inform and enhance our existing curricular maps.

**Resources and professional development:** KIPP Chicago is a community of learners. Our professional growth as a faculty is directly linked to student achievement. Professional development provides an opportunity for faculty to step back and evaluate practices, including how daily work aligns with the mission of ensuring all students have the opportunity to attend the college of their choice. From the beginning of teacher induction, through year-long content meetings, and coupled with ongoing support around curricular programs, all professional development is planned and executed around one goal: to identify and address teachers’ professional development needs so they can, in turn, meet the academic, physical, social and emotional needs of their students.

The year begins with a three-week teacher induction. Focused on personal identity, school values, classroom management, school-wide routines and procedures, and instructional planning, teacher induction is just the beginning, as teachers continue learning through structured, ongoing content teams throughout the school year. In content teams, teachers address an inquiry question related to their own area of growth. While teachers in their first years of teaching may focus on outcome-driven planning and execution, more experienced teachers may dive into a more nuanced discussion of differentiated instruction. No matter the inquiry question taken up by the content team, instructional best practices are assessed, critiqued, and (potentially) adopted based upon the instructional expertise of the teachers and the facilitator.

School leadership and faculty members also engage in weekly professional development related to lesson planning and execution. During teacher induction, faculty members receive long term plans, unit plans, and unit assessments for implementation. As teachers and grade levels create Friday Skills Assessments and daily lesson plans, the school leadership reviews and provides feedback. Comments will vary based on teacher expertise and lesson planning skill, yet all teachers engage in conversations with school leadership regarding how to include differentiated instruction within each lesson and unit. Ensuring all students have the opportunity to master expected content is critical and part of an ongoing conversation amongst faculty members.

The faculty and school leaders also engage in weekly discussions of student achievement data and classroom planning and execution. Areas of student academic strength and areas for growth are discussed along with teacher development, and next steps are agreed upon.

**Next Generation blended learning:** Since the 2011-2012 academic year, KIPP Chicago has spent time and resources to study and integrate blended learning and innovative classroom technology. The efforts are best described as a series of pilots in grades K-8. Technology is used to personalize instruction for

students, modernize classroom assessments and checks for understanding, and increase student engagement. All of these pilots were used as a foundation for proceeding years, when every classroom engages in personalized/blended math and literacy programs.

KIPP Chicago has been recognized as a leader in blended learning by several organizations involved with promoting education technology and funding innovative programs. The pilots at KIPP Ascend Middle School and KIPP Ascend Primary School were recognized by the Bill and Melinda Gates Foundation and the Morgridge Family Foundation as model blended learning programs introduced within existing schools, while Educause selected KIPP Create College Prep as a Next Generation Learning Challenge Winner. KIPP #4—on behalf of The Chicago Public Education Fund, Chicago Public Schools, Next Generation Learning Challenges, and LEAP Innovations—was awarded a planning grant from Breakthrough Schools: Chicago.

Over the last four years, deep research has been conducted to evaluate dozens of digital content and assessment programs. There are thousands of online programs available, and almost every program has an innovative feature that appears attractive to implement. Therefore we have identified key criteria to help surface the best digital content and assessment programs for KIPP Chicago:

- Are the objectives in the program aligned to CCSS?
- How are lessons, activities, and assessments assigned to students with the program?
- Do programs adapt to student performance?
- How much content is included? Will there be enough content to last the entire year based on model implementation?
- Is there content both above and below the grade level?
- How much does it cost?
- Do the data/admin dashboards include:
  - Easy student/teacher account management
  - Specific data on each student aligned to standards
  - Grouping of students with common difficulties
  - Ability for teachers to intervene in lesson assignments
  - Ability to create useful reports for students, teachers, and parents from within the program
  - Ability to export data to create personalized reports
  - Ability to automatically pull data into a school's data warehouse

We aim to purchase hardware and software that are most cost effective for the results we seek. In general, we have been using Chromebooks as student devices for middle school since they are cost effective and very easy to maintain. In primary school, students use All-In-One computers to simplify their computing experience and ensure that they are able to access all types of programs, as opposed to those that are exclusively browser-based.

Our software changes slightly year-to-year, depending on how well programs are producing results. Our current list of programs includes Lexia, i-Ready, Wordly Wise, Reading Assistant, FASTT Math, ST Math, Think Through Math, Khan Academy, Aleks Algebra 1, Google Drive, Accelerated Reader, Typing Pal, Edmodo, and Socrative.

Within the current school year, we upgraded Internet bandwidth in each building to ensure all programs can run concurrently, even during administration of PARCC and MAP testing, without technical limitations.

Principals work with the Director of Technology to select digital learning resources. This work is guided by the Instructional Technology Evaluation Rubric (Appendix 2.3.b.2), which allows Principals to compare programs across a variety of criteria that are important to usage. Whenever possible, Principals pilot programs with small groups of students before investing in a solution for an entire grade level or school.

*2.3.b Question #3. Describe the curriculum development plan leading up to school opening that provides sufficient milestones and corresponding dates to ensure timely completion of all related activities.*

Month	Curricular Deliverable
July	School site Principal participates in training at the KIPP School Leadership Program (KSLP). Training includes in-depth study of Understanding by Design, data-driven instruction, and an advanced Research for Better Teaching course taught by Jon Saphier, author of <i>The Skillful Teacher</i> .
August-November	Principal visits high-performing schools around the country to observe curriculum and instruction in various KIPP and KIPP-like school settings.
November	Principal and regional instructional leaders revise or complete K-4 or 5-8 vertical instructional maps, which will dictate upcoming curricular decisions. Desired assessments for all grade levels are chosen by the Principal and approved by the Chief Academic Officer.
December	Literacy and mathematics curricular programs (including digital learning) are chosen by the Principal.
January	Professional development calendar finalized for founding school year.
February	Science and social studies curricular programs are chosen by Principal.
April	Curricular programs are purchased for the founding school year.
May	Teacher hiring is completed. Hired faculty members begin excellent school visits to observe chosen curricular programs in action.
May	Teaching faculty and Principal assess packaged curricular programs and begin writing subject-specific long-term plans.
June	Teaching faculty will revise and enhance existing curricula, and assess other packaged curricular programs for the upcoming school year
July - August (founding year)	Principal provides feedback on curricular long-term plans and, with teachers, modifies plans, as necessary. Additionally, teaching faculty writes FSA and daily lesson plans for their first unit plans. This process is repeated for each subsequent unit.

*2.3.b Question #4. Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backward- planning efforts, if relevant. If proposing to use or develop innovative curricula, present evidence and/or a rationale for why your design team believes the selected curricula will drive student success with the targeted student population.*

KIPP Chicago uses internally designed curricula maps that are CCSS-aligned and specifically designed to address the high levels of remediation our entering students require. Implementation of these curricula across our three existing schools has been extremely successful with current students who, we anticipate, are very similar to our targeted student population (see Dimension 2.2.a Question #2). The curriculum design process, while primarily internal, is built on a foundation of highly regarded research from the field and refined through years of experience teaching students from under-resourced communities.

Our process is essentially two-step: the first is long-term backward planning focusing not only on end-of-year objectives but, just as importantly, on end-of-eighth-grade attainment. The second step is to frequently inventory each student's skill gaps and then fill them through differentiated, direct instruction. This holistic and deeply personalized curriculum design has been crucial to our success by pairing rigor with flexibility. We are confident this success will continue as we reach more students.

KIPP Chicago's curriculum design is grounded in McWiggins et al.'s *Backward Design* approach.<sup>27</sup> *Backward Design* is the practice of using desired end outcomes to design curricular units, performance assessments, and classroom instruction.<sup>28</sup> KIPP Chicago has two primary outcomes of interest: (1) mastery of Common Core State Standards (CCSS)/Next General Science Standards (NGSS) and (2) college ready attainment on the NWEA MAP (the 75<sup>th</sup> percentile in math and reading by 8th grade). We use these two goals to backwards plan not only from the end of each grade, but from the end of 8th grade, cumulatively.

While we design our own curricula, we do not believe in re-inventing the wheel. Our approach is to incorporate resources from existing research-based curricula. For example, for ELA and literacy, we rely heavily on Scholastic Reading and the Wilson Reading System. For math, we used Singapore Math as the primary curricular resource to create the middle school mathematics curricular maps. We are also considering resources from CCSS-aligned Eureka Math as part of future curriculum design.<sup>29</sup> This design approach ensures KIPP Chicago curricula incorporate proven models backed by research—yet affords us the flexibility to align our curricula directly with student's actual, rather than assumed, needs.

In order to align to their needs, each curriculum design always incorporate multiple research-based opportunities to monitor academic progress. We use NWEA's Learning Continuum to pinpoint when individual students are ready to advance and where they need help to meet learning goals identified by the CCSS. Additionally, we use the University of Chicago's STEP, Fountas & Pinnell, Wilson Reading System, and objective-based unit assessments to gauge student mastery, adjust daily lesson plans, and

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<sup>27</sup> Wiggins, Grant P., Jay McTighe, Leslie J. Kiernan, and Frank Frost. *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

<sup>28</sup> Embedded within this design approach are a multitude of resources—all research based—that guide student learning and take the unique needs of our student population into consideration.

<sup>29</sup> Eureka Math is published by Great Minds and is fully CCSS-aligned. The curriculum is designed around the theory that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the "story" of mathematics itself. The curriculum is structured in *modules*, which each include an overview, daily lesson materials, and mid-module and end-of-module assessments.

differentiate instruction as needed, with the ultimate goal of shaping learning outcomes that ensure students meet end-of-year learning goals.

In addition to researched-based, packaged, written curricula, KIPP Chicago will continue to use instructional technology as a resource to supplement existing KIPP Chicago curriculum maps. Examples of curricular resources are described in detail below.

For literacy instruction in all grade levels, faculty will use resources to implement a balanced reading block within the classroom: reading aloud, word work, shared reading, guided reading, and independent reading.

Literacy Instruction	Resources	Rationale
<p>Read Aloud <i>Texts are generally 1-2 levels above grade level. Multiple read alouds each day serve a variety of purposes: close listening, re-reading, and building lifelong learners.</i></p>	<p>Scholastic Classroom Libraries <i>Pulling from Scholastic's enormous selection of books, these libraries can be customized to meet the needs of grade levels, to align with content themes, and to meet other content area needs.</i></p>	<p><b>What does this part of the literacy block support?</b></p> <ul style="list-style-type: none"> <li>Read-alouds provide opportunities to increase vocabulary, develop comprehension, develop knowledge of text and the world, demonstrate fluent reading, promote oral language development, and create a community of readers.</li> </ul> <p><b>Why is this approach/program recommended?</b></p> <ul style="list-style-type: none"> <li>Experts agree students should be read to several times each day with varied texts.</li> <li>Scholastic's selection of books provides ample resources for complex texts that support the development of students as readers and teachers as experts in the content of the text.</li> <li>Scholastic includes a variety of genres and a balance of high-quality fiction and informational texts.</li> </ul>
<p>Word Work &amp; Vocabulary  <i>Phonemic awareness, sound/spelling pattern relationships, word roots, morphology.</i></p> <p><i>Includes words in the context of literature as well as content-based academic vocabulary.</i></p>	<p>Wilson Reading System</p> <p>Marzano Vocabulary</p>	<p><b>What does this part of the literacy block support?</b></p> <ul style="list-style-type: none"> <li>Development of foundational phonemic awareness and phonics.</li> </ul> <p><b>Why is this approach/program recommended?</b></p> <ul style="list-style-type: none"> <li>Research indicates a systematic approach to phonics instruction is the most effective way to teach this part of literacy.</li> <li>Wilson has a proven track record of success with high-performing KIPP and other schools.</li> </ul> <p><b>What does this part of the literacy block support?</b></p> <ul style="list-style-type: none"> <li>Systematic vocabulary instruction in all content areas is essential to students' development as readers, writers, and speakers.</li> </ul> <p><b>Why is this approach/program recommended?</b></p> <ul style="list-style-type: none"> <li>Ensures students have 30 high-utility academic terms from each content area stored in long-</li> </ul>

		<p>term memory, plus related words and cognitive verbs.</p> <ul style="list-style-type: none"> <li>• Provides a comprehensive and systematic method to teaching and learning high leverage vocabulary on a school-wide level.</li> <li>• Promotes a development of a rich vocabulary culture that accelerates learning as all content teachers and students leverage the same approach.</li> <li>• Promotes teacher development such that teachers are selecting words, developing assessments, and selecting the appropriate activities for student practice.</li> <li>• Integrates the highly acclaimed work of Isabel Beck and Margaret McKeown (highlighted in CCSS publications).</li> </ul>
<p><b>Shared Reading</b> <i>Text should be grade level.</i></p>	<p>Scholastic Classroom Libraries</p>	<p><b>What does this part of the literacy block support?</b></p> <ul style="list-style-type: none"> <li>• In the primary grades, shared reading is frequently built around short chunks of texts (science articles, nursery rhymes, poems, etc.) and addresses concepts about print, phonics, and phonemic awareness.</li> <li>• As students begin to decode complex texts (around second grade), shared reading is a time to grapple with grade-level appropriate texts via close reading.</li> </ul> <p><b>Why is this approach/program recommended?</b></p> <ul style="list-style-type: none"> <li>• A vast selection of Scholastic high-quality texts aligned to the Common Core text bands.</li> <li>• Allows for rigorous text-dependent questions.</li> </ul>
<p><b>Guided Reading</b> <i>Students receive small group instruction on their reading level or in small groups on a needed skill.</i></p>	<p>Scholastic Guided Reading Library, Scholastic News, Storia, and Fountas &amp; Pinnell Leveled Literacy Intervention (LLI)</p>	<p><b>What does this part of the literacy block support?</b></p> <ul style="list-style-type: none"> <li>• Instruction on fluency, decoding, comprehension skills and strategies, and discussion skills.</li> </ul> <p><b>Why is this approach/program recommended?</b></p> <ul style="list-style-type: none"> <li>• Small group reading instruction in a student's zone of proximal development.</li> <li>• Differentiates instruction, explicitly teaches all aspects of reading instruction, deepens comprehension, and develops discussion skills as students talk about texts.</li> <li>• Increases the amount of independent reading in school.</li> <li>• Scholastic library provides variety of text types we want students to access.</li> </ul>



<b>Independent Reading</b> <i>Independent reading on a student's independent level, +/-1 level depending on interest. Should include structures for accountability. Confering by the teacher with goal sitting is a key element of independent reading.</i>	Scholastic classroom libraries	<b>What does this part of the literacy block support?</b> <ul style="list-style-type: none"> <li>Choice reading increases the volume of reading and introduces a lifelong love of reading. Students synthesize multiple reading skills as they read independently. Students also build their stamina to read independently with focus.</li> <li>Creates an additional opportunity for teachers to confer with students further differentiating literacy instruction.</li> </ul> <b>Why is this approach/program recommended?</b> <ul style="list-style-type: none"> <li>Research shows the more time students spend reading, the better readers they become.</li> <li>300-book Scholastic classroom libraries are customizable to the needs of each KIPP classroom and school.</li> <li>Scholastic has an enormous selection and schools can consider adding math and/or content libraries from their range of offerings as well.</li> </ul>
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For math instruction in all grade levels, faculty will use resources to implement a balanced math block within the classroom: computational fluency, conceptual understanding, and problem solving.

Mathematics Activity	Resources	Rationale
Fluency Practice	FASTT Math <i>Adaptive digital learning program for computational fluency.</i>  Eureka Math <i>Fluency templates, sprints, fluency practice sets.</i>	Eureka Math Modules and FASTT Math contain activities that help students build toward the automaticity they will need as they learn higher-level skills.  The CCSS call for speed and accuracy in calculations. Being fluent in math concepts allows students to tackle more challenging multi-step computation and application problems. Automaticity with lower level skills allows students to focus their attention on higher-level skills.
Conceptual Understanding Development	ST Math <i>Adaptive digital learning program for conceptual understanding development.</i>  Eureka Math <i>Opening example</i>	ST Math is the leader in visual math instruction and has a high track record of success in KIPP schools.  The CCSS call for conceptual understanding of key concepts. This time will be used to build students' understanding of new material, including an understanding of how algorithms build from a conceptual understanding of the operations.

	<i>problems, problem sets, vignettes and student work samples.</i>	Eureka Math lessons contain materials and teacher supports that focus directly on concept development and attend to the language of CCSS, so students are appropriately focused on deep conceptual understanding, application, or procedural fluency.
Authentic Problem Solving (application)	Eureka Math <i>Daily lessons include application problems.</i>	<p>Because CCSS call for students to use math flexibly and in context, it is important there is time for students to apply what they have learned.</p> <p>The Eureka Math lessons contain application problems that relate to the current content with which students are working.</p> <p>For Primary - 6<sup>th</sup> Grade, CGI may be used for problem solving work 2-3 times per week. During this time, the focus is on building toward complex problems across domain areas. The rationale is to support students in flexibly solving problems by selecting relevant and efficient strategies. Students share and learn from each other.</p>

*2.3.b Question #5. Once the school is in operation, what process will the school use to further develop the school's curriculum? Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, and alignment across grade levels.*

At KIPP Chicago, our curriculum is only as valuable as its ability to drive student achievement along a college-ready trajectory. Using resources such as NWEA MAP's quartile cut scores, we are able to determine the strength of our curriculum alignment, rigor, and implementation. To ensure continued effectiveness, regional instructional leaders (including the Chief Academic Officer, Principals, Assistant Principals, Instructional Team Leaders, and high-performing teachers) convene annually in content teams to evaluate strengths and areas of continued growth in the curriculum. Accordingly, assessment items, units, and objectives are adjusted as needed.

As faculty uses curricular mapping documents in each grade level, there are ongoing opportunities to provide feedback on effectiveness of planning documents. Changes can be made based on student learning and student objective mastery. When each academic year comes to an end, grade-level faculty meet to discuss the sequence and pacing of learning objectives and compile their suggestions for incorporation into the following year's curricular maps. Over the summer, instructional leaders from across the region incorporate suggested changes into next year's long-term plans.

Month	Curricular Deliverable
June	Instructional leaders convene to analyze NWEA MAP data at the regional, school, grade, and content level.

July	Instructional leaders convene to determine predictability of unit mastery to strand deviations on NWEA MAP.
July	Instructional leaders in content teams analyze strength of assessment items as it relates to NWEA MAP results.
July	Instructional leaders in content teams change or solidify assessment items.
July	Instructional leaders in content teams edit scope and sequences/curricular maps accordingly.
August	Instructional leaders in content teams flag lesson plans and curricular resources as exemplars.
August	Regional professional development to share best instructional practices across grade-level content across schools.

*2.3.c Question #1. Describe the instructional strategies that will be implemented at the proposed school. Explain how the proposed instructional strategies support the mission, vision, and educational philosophy of the school. Highlight evidence that the instructional strategies are research-based and have been effective with students similar to those the school expects to serve. If Next Generation blended learning model: a. Describe the roles of the teacher and students in the blended learning program; b. Discuss how the school will utilize technology to foster instructor-student and student-student interaction (if using non-automated online courses); c. Explain how typical aspects of a student's classroom experience (e.g. display of objectives and performance requirements, communication of due dates, opportunities for classroom discussion, office hours, etc.) will be translated to a virtual environment ; d. Discuss how the school will leverage technology for interactive learning rather than traditional learning on a digital device; e. Explain how students will be provided with clear guidelines for the use of online/digital resources that are suitable to the objectives for each lesson.*

The instructional strategies used in KIPP Chicago classrooms are derived from the KIPP Framework of Excellent Teaching (see Dimension 2.4.b Question #3 and/or Appendix 2.4.b.3.i KIPP Framework for Excellent Teaching), which identifies key actions high performing teachers take when planning and implementing a lesson. Our vision for excellent instruction is: KIPP Chicago educates students by providing a rigorous, mastery-driven, and standards-based education rooted in inclusivity, individualization, inquiry, and independence (a balanced approach). Through the implementation of this vision, KIPP Chicago's faculty ensures all students continually climb the mountain to and through college via developmentally appropriate, rigorous instruction.

The first piece of our instructional vision states the broader instructional strategies within each classroom. In calling for rigorous, mastery-driven, and standards-based instruction, the KIPP Chicago faculty demonstrates that intensive student learning is at the core of every lesson taught in classrooms. Teachers who instruct with a high level of *academic rigor* engage students in higher-level thinking, from problem solving to debate to performance tasks. *Mastery-driven* teaching requires all teachers to keep student achievement at the forefront of every lesson, asking, "Did students master the objective for this lesson? How do I know?" By asking all students to demonstrate their learning, teachers collect in-the-moment data that can be used to drive instructional planning and future lessons. Finally, providing a *standards-based* education requires all teachers to use the CCSS and KIPP Chicago curricular maps and long-term plans to drive instruction.

While the first piece of the instructional vision speaks to the way students will be taught: rigorously, to mastery, and based on the CCSS, the second piece of the vision specifies the instructional strategies that will be used to move students toward standards-based mastery. These overarching instructional

strategies are at the heart of KIPP Chicago’s mission: inclusivity, individualization, inquiry, and independence.

**Inclusivity:** The KIPP Chicago faculty believes that every child brings a unique perspective to the classroom and that a powerful classroom honors every child. Given this belief, our instructional vision includes instructional strategies around inclusion. In this context, inclusion has two definitions: the inclusion of each child’s academic and cognitive level as well as the inclusion of every child’s learning modality.

KIPP Chicago classrooms are inclusive; students of all ability levels are able to access general curriculum within the same classroom. Teachers take all instructional objectives and scaffold them both up and down, planning both remediation and extension opportunities to create learning opportunities that meet students at their current academic levels. Additionally, inclusive instructional strategies allow all students to learn in a modality that strengthens understanding and pushes their thinking forward. KIPP Chicago teachers have studied Howard Gardner’s eight elements of multiple intelligences, and conscientiously plan learning opportunities that touch on multiple intelligences.<sup>30</sup>

Ongoing professional development and collaborative planning are structured into the school year to ensure all teachers maintain a deep knowledge of inclusion and multiple intelligences and hone the skills to execute these instructional strategies in their classrooms.

**Individualization:** The KIPP Chicago faculty understands that students possess individual strengths, skills, and gaps. This does not change our expectation of the destination for all students—college-ready proficiency by the end of 8<sup>th</sup> grade (measured by the top quartile on NWEA MAP as aligned to CCSS). However, since students’ entering skills vary, differentiated supports are needed to reach that destination. Given this reality, our instructional programming structurally includes opportunities for flexible grouping. In each academic day, students participate in either in-classroom rotations or in lab rotations for both literacy and math remediation and/or acceleration.

Flexible grouping and differentiating in math rotations allow students to:

1. tackle prerequisite skills, concepts, and computational gaps in small groups;
2. extend learning to progress past proficiencies in small groups; and
3. progress through adaptive technology curricula on Chromebooks that address computational fluency, conceptual knowledge, and application skills.

Flexible grouping and differentiating in reading rotations allow students to:

1. interact with individualized instructional-level texts in guided reading small groups;
2. apply their newly acquired comprehension skills from both their reading course and guided reading group to independent reading books;
3. progress through adaptive technology curricula on Chromebooks that address fluency, comprehension, and word acquisition and usage gaps; and
4. tackle decoding and access deficits.

**Inquiry:** The KIPP Chicago faculty believes opportunities for students to develop their own understanding through hands-on, inquiry-based learning opportunities are a key instructional strategy.

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<sup>30</sup> Gardner, Howard. *Frames of mind: The theory of multiple intelligences*. Basic books, 2011.

In each learning opportunity, students make predictions, test hypotheses, think critically, and engage in real-life problem solving opportunities.

Teachers set up and guide each inquiry opportunity for students by planning for and engaging students in the 5-E lesson cycle, developed by Douglas Llewellyn.<sup>31</sup> The 5-E model incorporates engagement, exploration, explanation, elaboration, and evaluation, with each step building on the previous step.

*Engagement:* The first step of engagement hooks students and motivates them to explore the upcoming inquiry. As the teacher begins the lesson, the question for investigation is developed, prior knowledge is activated, and procedures and rules are reinforced. At the conclusion of a successful engagement, students know the inquiry question and are prepared to begin exploration.

*Exploration:* Through guided discovery, students manipulate materials, make discoveries, and share their findings. The teacher provides scaffolding by observing, questioning, and guiding. Exploration provides concrete experience from which student learning and knowledge can build.

*Explanation:* Bringing the class back together, the teacher invites students to share their discoveries and explanations from the exploration. The teacher begins to introduce concepts and principles underlying the objective of the lesson. As students share and the teacher ties together observations, students develop initial answers to the inquiry question.

*Elaboration:* After sharing their initial thoughts, the elaboration step of the inquiry allows students to create connections between what they observed during the exploration and the learning objective being presented by the teacher. Because they have already seen the objective in action during the exploration, students have deepened their understanding of the knowledge presented. The teacher moves students between whole group and small group discussions, providing them an opportunity to further explain, discuss, and understand.

*Evaluation:* Evaluation is an opportunity for the teacher to assess student learning of the objective through inquiry. This evaluation may be formal or informal, and is created at the teacher's discretion. This important step, however, connects the inquiry back to the mastery-driven, standards-based instruction required in the instructional vision.

The 5-E inquiry model provides a basic outline of inquiry-based instructional strategies that will be implemented in KIPP Chicago. Faculty, through structured professional development and ongoing group lesson planning, will modify this structure for teaching mathematics concepts, writing processes, and social studies objectives. While the structure may change over time, KIPP Chicago faculty will continually engage students in inquiry-based learning opportunities in order to better develop critical thinking and problem solving skills.

**Independence:** The KIPP Chicago faculty believes students will succeed in top-quality high schools and college if they are able to apply their learning in real-life situations and convert knowledge and skills into action. Given this belief, our instructional vision provides students with opportunities to put their learning into practice independently. From learning centers in Kindergarten and 1<sup>st</sup> grade to literature circles in second, third, and fourth grades to seminars in middle school, students take the knowledge

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<sup>31</sup> Llewellyn, Douglas. (2002). *Inquire within: Implementing inquiry-based science standards*. Thousand Oaks, CA: Corwin Press.

and skills they have acquired, continually apply them in age-appropriate settings, and assess their own learning and behavior over time.

**Next Generation blended learning model:** In all KIPP Chicago schools, math and literacy adaptive digital learning programs are used in a station rotation model during fixed times throughout the day. The overarching goal of integrated technology is to deliver individualized instruction to students with immediate feedback in all teaching and learning modalities (small group instruction, digital learning, etc.)—a function difficult to accomplish in a traditional classroom.

KIPP Chicago will leverage technology to accomplish two sub-goals. The first is to use technology to provide students with access to differentiated curriculum. This includes curriculum delivered by an online program and small-group instruction delivered by teachers. Second, technology will be leveraged to provide teachers with greater access to student achievement data and, thus, more opportunities to make data-driven decisions that maximize the effectiveness of teaching and learning. With training on how to act on data from programs and creating systems for streamlined procurement and data integration, these multiple sources of data will help teachers make better targeted instructional choices for individual students and subgroups.

Students also benefit from awareness of their individual pathways. In traditional brick-and-mortar classrooms, a student's opportunity for varied context is limited by the teacher's whole group and singular lesson. For students at KIPP Chicago, there is transparency regarding individual strengths, skills, and foundational gaps. Although the destination for KIPP Chicago students is the same—college-ready proficiency by the end of eighth grade—students engage with materials (whether in small groups or on digital learning curriculum) that meet their individualized needs. Students internalize their progress through bi-weekly math and reading "progress toward goal" reports that create motivation and ownership through student reflections and action plans.

KIPP Chicago uses technology to effectively engage students in learning. Whether it is practicing skills through an online curriculum program, creating a presentation using PowerPoint, or debating with other students through a social learning program, technology at KIPP Chicago actively engages students in the learning process. Easy access to Chromebooks and tablets in every classroom allows teachers to implement "Blended Teaching" methods, where innovative programs like Edmodo, Socrative, and Google Apps are used for content delivery, engagement, discussion, checks for understanding, and assessments.

*2.3.c Question #2. Discuss how teachers will identify students in need of remediation and accelerated learning opportunities. What different methods of instruction and supports will teachers use to meet the needs of all students, including students who require remediation and accelerated students?*

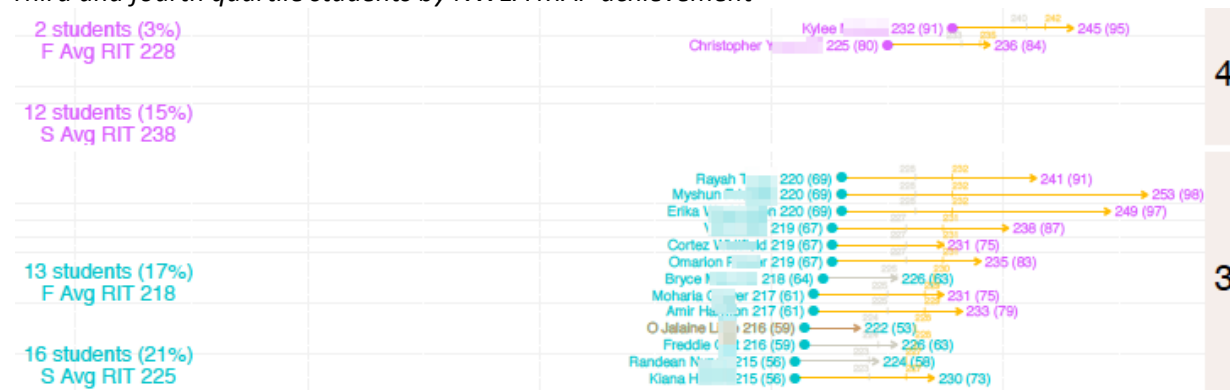
Growth and attainment data are central to instructional programming. In order to ensure students are on track to college- and career-readiness, we look closely at growth and attainment results at every grade level. This includes evaluating students' skills against benchmark assessments, adaptive, competency-based technology curriculum, and national standardized tests.

Each student's progress toward clearly defined goals is continually assessed through exit tickets (daily), skills assessments (weekly), unit assessments (monthly), Fountas & Pinnell or STEP benchmark assessments (quarterly), NWEA MAP tests (three times per year), and PARCC tests (yearly). Competency-

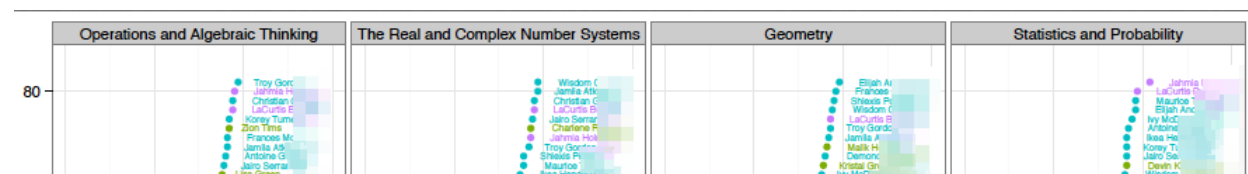
KIPP Chicago's academic programming includes purposeful and targeted instruction to fill proficiency gaps as well as move students beyond grade level when appropriate, as evidenced in the images below.

Unit 2 Assessment					Unit 3 Assessment				Objectives Mastered by Student
100% (8/8)	100% (10/10)	100% (9/9)	100% (6/6)	100% (12/12)	72.2% (13/18)	100% (14/14)	85.7% (6/7)		
87.5% (7/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	75% (9/12)	77.8% (14/18)	64.3% (9/14)	57.1% (4/7)		
100% (8/8)	80% (8/10)	77.8% (7/9)	100% (6/6)	100% (12/12)	94.4% (17/18)	100% (14/14)	85.7% (6/7)		
87.5% (7/8)	80% (8/10)	77.8% (7/8)	83.3% (5/6)	91.7% (11/12)	88.9% (16/18)	100% (14/14)	85.7% (6/7)		
100% (8/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	100% (12/12)	66.7% (12/18)	71.4% (10/14)	71.4% (5/7)		
87.5% (7/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	100% (12/12)	88.9% (16/18)	100% (14/14)	100% (7/7)		
50% (4/8)	70% (7/10)	55.6% (5/9)	50% (3/6)	83.3% (10/12)	72.2% (13/18)	57.1% (8/14)	14.3% (1/7)		
87.5% (7/8)	90% (9/10)	77.8% (7/9)	100% (6/6)	91.7% (11/12)	100% (18/18)	100% (14/14)	85.7% (6/7)		
75% (6/8)	100% (10/10)	100% (9/9)	100% (6/6)	100% (12/12)	100% (18/18)	92.9% (13/14)	85.7% (6/7)		
100% (8/8)	100% (10/10)	100% (9/9)	100% (6/6)	91.7% (11/12)	100% (18/18)	85.7% (12/14)	100% (7/7)		
62.5% (5/8)	40% (4/10)	22.2% (2/9)	83.3% (5/6)	91.7% (11/12)	77.8% (14/18)	100% (14/14)	42.9% (3/7)		
87.5% (7/8)	100% (10/10)	66.7% (6/9)	100% (6/6)	91.7% (11/12)	94.4% (17/18)	100% (14/14)	85.7% (6/7)		
100% (8/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	100% (12/12)	94.4% (17/18)	92.9% (13/14)	100% (7/7)		
100% (8/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	91.7% (11/12)	83.3% (15/18)	100% (14/14)	100% (7/7)		
100% (8/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	100% (12/12)	88.9% (16/18)	100% (14/14)	100% (7/7)		
75% (6/8)	100% (10/10)	55.6% (5/9)	83.3% (5/6)	91.7% (11/12)	94.4% (17/18)	92.9% (13/14)	71.4% (5/7)		
100% (8/8)	100% (10/10)	88.9% (8/9)	100% (6/6)	100% (12/12)	83.3% (15/18)	100% (14/14)	100% (7/7)		

*Third and fourth quartile students by NWEA MAP achievement*



**Student progression by strands:** Understanding student proficiency in each strand within a subject allows teachers to create data-driven action plans that advance students beyond grade level when appropriate. *(see image below):*



There are two main structural drivers within KIPP Chicago’s schedule that serve as vehicles for differentiation and individualization: Power Hour and Centers.

Power Hour: Power Hour uses the principles of RTI to ensure all students receive high-quality, individualized instruction that matches their academic and developmental needs. All incoming students are screened in the fall using the Fountas & Pinnell Benchmark Assessment System and NWEA MAP. Students are then placed in flexible, tiered intervention groups. During Power Hour, each student has opportunities for additional practice on specific skills he/she needs to master from math and language arts Common Core State Standards. Students receive this practice using a variety of instructional technology programs and through extra small group time with teachers. Groups are flexible: students shift between tiered intervention groups throughout the year as needed.

Centers: Meeting students at their individual levels and equipping them with skills that allow them to continually progress is foundational to our balanced mathematics and literacy approach. At KIPP Chicago, students undertake in-classroom rotation courses in both math and reading, during which students are placed in flexible groups for small group instruction and/or adaptive technology programs aligned to individual pathways (learner profiles).

Centers	
Math	Reading
<p>Students experience learning through an in-class rotational model led by a teacher and a co-teacher, during which they:</p> <ol style="list-style-type: none"> <li>1. tackle prerequisite skills, concepts, and computational gaps in flexible small groups,</li> <li>2. extend learning to progress past proficiencies in flexible small groups, and</li> <li>3. progress through adaptive technology curricula on Chromebooks that tackle computational fluency, conceptual knowledge, and application skills.</li> </ol> <p>The scope and sequence of learning is largely determined as a response to data. Teachers use NWEA MAP, unit and benchmark assessments, and adaptive technology program data to flexibly group students.</p>	<p>Students experience learning through an in-class rotational model, during which they:</p> <ol style="list-style-type: none"> <li>1. interact with individualized instructional-level texts in flexible guided reading groups,</li> <li>2. apply their newly acquired comprehension skills from reading course and guided reading groups to read books independently,</li> <li>3. progress through adaptive technology curricula, using Chromebooks, that tackle fluency, comprehension, and word acquisition and usage gaps, and</li> <li>4. through a second instructor and a co-teacher, tackle decoding/word work deficits.</li> </ol> <p>The scope and sequence of learning is largely determined as a response to data. Teachers use NWEA MAP, Fountas &amp; Pinnell, unit assessments, and adaptive technology program data to flexibly group students.</p>

*2.3.c Question #3. Articulate how the educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and students who are English Language Learners (ELL).---Students with Disabilities: Please describe how the school will provide a continuum of services for students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible. Explain what adjustments to curricula and instructional programs and practices the school will make to accommodate this group. How will the school monitor and evaluate the*



*progress of special education students to ensure the attainment of each student's goals as set forth in the Individualized Education Program? What actions will the faculty take prior to changing a student's LRE? English Language Learners: Explain how the proposed school will meet the needs of ELL students, including providing curricula and instructional programs/practices to ensure equitable access to the core academic program. How will the school identify students who need ELL services? How will school leadership monitor the provision of ELL services and ensure that supports are being implemented properly? What are the exit criteria for measuring student progress in ELL programs?*

KIPP Chicago has established a continuum of services to support the learning of all students. The continuum includes services for students who are in the general education program as well as students who require supports and services outside of the general education program. The continuum provides increasing levels of supports and services—from services in a least restrictive setting to increasingly restrictive placements—all designed to respond to a students' specific needs. Students with disabilities may be provided with the following additional services as long as they are specifically identified on the student's IEP:

Related services: Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).

Support services: Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications.

Special Education services: Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs.

Transportation services: In the event the IEP team determines a student needs transportation services, KIPP Chicago will work with the ODLSS to provide transportation for students with special needs.

Collaborative Consultant Teacher (CCT)/Co-Teacher: In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student. The special education teacher serving the class adapts and modifies instruction for students with disabilities. The general education teacher is responsible for ensuring the entire class has access to the general education curriculum.

Adjustments to curricula and instructional programs: KIPP Chicago believes in meeting the needs of all students. As a result, providing a continuum of adjustments to curricular and instructional programs and practices is part of our instructional design and implementation across the entire student community. In general, we have built in opportunities for students to demonstrate *growth* toward the mastery of grade level material rather than a sole focus on mastery alone. That being said, we always have the end in mind – college ready performance by the end of 8<sup>th</sup> grade. Because the adjustments listed below are common practices across our schools, students with special needs do not feel “different” from peers in general education, contributing to an overall culture of inclusivity and optimism.

1. All daily curricula and weekly and unit assessments receive the accommodations and modifications detailed in the students' IEP. General education and special education teachers work together to ensure this is accomplished.
2. Based on a student's current level of performance (as determined by diagnostics and current student performance data) students are provided online and written curricula at their instructional level. This includes access to independent, guided and shared reading texts that are appropriate both in content and level to a student's age, developmental level and current instructional level.
3. All students receiving special education services also receive small-group, differentiated instruction as part of their daily schedule. During this time, students receive targeted, skill-based instruction customized to their individual needs as determined by the NWEA Learning Continuum.
4. Students are given immediate feedback on daily formative assessments (exit tickets) and provided with opportunities for remediation on the spot and one-on-one by the general education and/or special education teacher. Additionally, students are provided with opportunities to receive help and correct answers on Friday Skills Assessments as well as unit assessments.
5. Student growth is celebrated in the form of weekly progress updates, weekly incentives, and shout-outs for perfect attendance, academic achievement, and the display of core character values.

Monitoring and evaluation: The school monitors and evaluates the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals.

Daily	<ul style="list-style-type: none"> <li>• Students in special education who have daily behavior plans receive daily "progress towards goal" updates to be shared with parents/guardians each night.</li> </ul>
Weekly	<ul style="list-style-type: none"> <li>• Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula.</li> <li>• Students take weekly Friday Skills Assessments (FSA) to assess mastery of that week's objectives in every core class. Parents/guardians receive notice of their child's FSAs scores. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate.</li> <li>• Special education may conduct additional mini-assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Parents/guardians receive quarterly IEP updates in which special education teachers share a student's performance relative to his/her annual goals. This is called the IEP Report Card.</li> <li>• All students receiving special education services receive a standard school report card. Parents/guardians are asked to meet with the student's teacher to discuss progress toward both final grades and IEP annual goals. While attendance is not</li> </ul>

	required, it is highly recommended and intended to be collaborative between the student, parent/guardian, general education teacher, and special education teacher.
Tri-Annually	<ul style="list-style-type: none"> <li>Students receiving special education services take the NWEA MAP test with the accommodations and modifications outlined in their IEPs. Each student participates in an individual goal-setting conference with his/her teacher to set a target goal for each test. Additionally, parents/guardians receive a report sharing student progress toward his/her individual growth goal. This happens in the fall, winter and spring of each school year.</li> </ul>
Annually	<ul style="list-style-type: none"> <li>All parents/guardians of students receiving special education services meet with the rest of the IEP team annually. At this time parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals.</li> <li>All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.</li> </ul>

**Changing a student's LRE:** Each child's least restrictive environment is, determined based on the student's evaluation and the recommendation of the IEP team. The school complies with all state and federal laws to ensure students are served in the least restrictive environment. All decisions regarding a student's placement are based on the student's abilities and needs. KIPP Chicago is responsible for providing a continuum of services for the student in accordance with those abilities and needs.

Before making a decision to change a child's LRE, KIPP Chicago ensures the child has received all the services outlined in the IEP. If a student continues to struggle in their current LRE even with the services outlined in their IEP then the IEP team convenes to determine if the current placement is still appropriate under IDEA. If a student continues to struggle within the most restrictive environment the school provides, the IEP team will work with CPS officials to determine the most appropriate school placement. A student's IEP cannot be revised without holding another IEP meeting. If a teacher/educator or parent wishes to initiate review of the student's IEP other than during the annual IEP meeting, that individual can request the school hold another IEP meeting. Any meetings regarding LRE will include the parent, special education teacher, general education teacher, school administrator, and related service providers and CPS personnel as appropriate.

**English Language Learners:** Students from non-English speaking backgrounds are identified when families complete a home language survey to determine if another language is spoken at home. Once the paperwork is completed, information is communicated to Chicago Public Schools via IMPACT.

KIPP Chicago complies with all Chicago Public School assessments of English proficiency by administering the beginning-of-year WIDA screener to students with non-English home languages. We also assess screened students on the WIDA-K at the primary level to determine English proficiency.

English Language Learners receive structured speaking and written language support in their homeroom classrooms. During the literacy block, structured interventions provide English language learners with the opportunity to engage with English text with teacher support. During writing, teachers pull English language learners for additional interventions with written language, as needed. Our bilingual coordinator at each campus works with the Principal and classroom teachers to ensure that ELL students are receiving appropriate support and are making strong progress toward their goals.

Once per year, our ELL students take the ACCESS test, which assesses the four domains of English language: listening, speaking, reading, and writing. Our goal is for students to exit ELL programming within 3 years of joining KIPP. A student is ready to exit when he or she achieves the following scores on the ACCESS test: an overall composite proficiency level of 5.0, and a literacy (reading/writing) proficiency level of 4.2.

Please see Appendix 2.3.c.3 for the ISBE Special Education Form.

**2.3.d Question #1. Describe how any innovations in the annual school calendar and daily schedule will enhance student achievement. If proposing a longer school day/year, please describe how your design team has budgeted for overtime pay for faculty and staff, as appropriate.**

One of the core pillars at KIPP is “More Time.” We know there are no shortcuts when it comes to success in academics and life. With an extended school day and year, students have more time in the classroom to acquire the academic knowledge and skills to prepare for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

Our school calendar is designed to give students as much time on task as possible, while also providing teachers with adequate breaks and significant time for professional development. The school year begins with three weeks of professional development so all teachers are aligned on curriculum and culture before students arrive. Students then start school approximately three weeks before CPS’s traditional schools start. We believe it is important to minimize summer learning loss for low-income students by getting back into school as quickly as possible in the fall.<sup>32,33</sup> During the school year, we align winter and spring breaks with the CPS calendar to ensure parents with students in both KIPP and traditional schools will have minimized disruption to family schedules.

Because the majority of staff are considered exempt employees, they receive a salary that does not include overtime pay; instead, we benchmark salaries against prior experience and against the market to ensure we are as competitive as possible with the salaries we offer. For non-exempt employees who work more than 40 hours per week, we do pay overtime.

**2.3.d Question #2. Describe how a typical teacher’s day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, PD, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). Student’s Daily Schedule: Describe how a typical student’s day will be structured Monday through Friday. In addition to daily classes, please reference any time spent in elective courses, advisories, receiving social-emotional supports, after-school activities, etc. If proposing a Next Generation blended learning model, specify what percentage of time students will engage in learning through digital mediums. Why did your design team determine that percentage of time?**

Teachers begin their day at 7:30 a.m. with a Morning Circle, during which the Principal explains priorities for the day and addresses questions about the day’s activities. Students enter the building from 7:35-7:45 a.m., and enter classrooms for breakfast and morning homeroom. The instructional day is divided

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<sup>32</sup> Alexander, K. L., D. R. Entwisle, and L. S. Olson. "Lasting Consequences of the Summer Learning Gap." *American Sociological Review* 72.2 (2007): 167-80.

<sup>33</sup> Cooper, H., B. Nye, K. Charlton, J. Lindsay, and S. Greathouse. "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review." *Review of Educational Research* 66.3 (1996): 227-68.

into parts depending on the grade level. Teachers provide instruction in their core classes as well as when we regroup students based on their needs (e.g., Power Hour). Teachers also support students during lunch and afternoon homeroom. Teachers receive 75 minutes of prep each day. Students dismiss at 4:00 p.m., and from 4:10-5:00 p.m. teachers participate in staff meetings, professional development, and after school activities with students, depending on the day of the week.

The student day begins at 7:45 a.m. and ends at either 4:00 p.m. or 5:00 p.m., depending on participation in after school programs. Students receive core subjects and enrichment throughout the day based on the schedule for their grade level.

The amount of time students spend on blending learning programs varies at each campus, but in general, students spend approximately 25% of their day on digital programs. We did not set a particular goal for how much time students should spend on computers; rather, we assessed how much of the day could be enhanced by adding blended programs. In general, about two hours per day is the average when taking into account the amount of time spent on computers across all of the classrooms.

Please reference Appendix 2.3.d.2.i for the School Calendar and Daily Schedule and Appendix 2.3.d.2.ii for the Teacher and Student Schedules.

## DIMENSION 2.4: TALENT MANAGEMENT

*2.4.a Question #1. Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five- year school staffing model and organizational chart. Cite teacher-student ratios for each type of teaching position. Attach job descriptions that outline roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart.*

KIPP Chicago proposes a staffing model for new and expanded schools based on our experience staffing and running three Chicago schools. For new K-8 schools, the proposed number of full-time staff at scale is 84, which creates a student-to-staff ratio of 12:1. For KIPP Primary Expansion, the proposed number of full-time staff is 44, which creates a student-to-staff ratio of 13:1. These ratios include non-instructional positions and do not include support provided by the SSC.

At the classroom level, the student-teacher ratio is typically 28-29 students per teacher, but this ratio is significantly reduced at various points during the day as co-teachers, excellence teachers, and special education teachers support students within the general education classroom. Please see Appendix 2.4.a.1.i for the school staffing model/plan, Appendix 2.4.a.1.ii for school-level organizational charts, and Appendix 2.4.a.1.iii for comprehensive school-level job descriptions. The structure for school staffing includes the leadership team, the instructional team, the student support team, and the operations management team:

**The Leadership Team:** The leadership team's primary focus is the management of instructional faculty members. In the school's first year, the Principal is the sole member of the team. In year two and three, Assistant Principals are hired to manage and support teachers. The Assistant Principals monitor teaching, learning, and student culture in grade levels while working with the Principal on larger school projects. At full size, the leadership team consists of four members: the Principal, two Assistant Principals, and a Dean. Because Assistant Principals manage their respective faculty members, the leadership team model limits the number of direct reports under any one administrator. The Assistant Principal positions also serve as a pipeline to the Principal position, providing each school with a leadership bench.

**The Instructional Team:** The largest team at each school is the instructional team, consisting of all faculty members who teach students daily and who are directly responsible for ensuring students meet academic and character goals. The instructional team is broken down into grade level teams, and each grade level team is led and managed by a Grade Level Chair. Grade Level Chairs are experienced, high-performing teachers who have expressed interest in taking on grade level leadership or who have been identified by the leadership team based on their abilities. The Grade Level Chair manages day-to-day operations for, and is the cultural leader of, each grade level. Grade Level Chairs are managed directly by the grade level's Assistant Principal and are active participants in the primary school's biweekly leadership team meetings.

In addition to Grade Level Chairs, the instructional team consists of lead teachers, co-teachers, and excellence teachers. Lead teachers are highly effective educators who drive student outcomes through purposeful planning, effective execution, and ongoing assessment. Each grade level consists of four lead teachers. Certain grade levels include co-teachers, who work collaboratively with lead teachers to manage and support the learning of students. The instructional team also includes excellence teachers, who plan and execute our enrichment programs such as PE, art, music, dance, and drama.

**The Student Support Team:** The student support team is led by the Case Manager (a licensed special education teacher), and consists of additional special education teachers, paraprofessionals, and part-time clinicians (who are members of the SSC). While the members of the student support services team do not work with every student in the school community, they provide strategic and individualized support to students with specialized needs. The number of positions on this team is directly tied to the allocations provided by CPS, based on the IEPs of the students we serve.

**The Operations Management Team:** Managed by the campus Director of Operations, this team of non-instructional employees oversees operational systems for the school, including the main office.

*2.4.a Question #2. Describe your design team's strategy, process, and timeline for recruiting and hiring the teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. For Next Generation blended learning applicants, explain what blended learning experience will be required when hiring faculty and administrators and why.*

The KIPP Chicago Director of Recruitment and each school's leadership team collaborate on staff recruitment and selection. Recruitment for the following school year begins in October, with hiring occurring between January and June. We aim to fill all vacancies for the upcoming school year by June 1. This is well in advance of the summer curriculum development (which occurs in June as described in Dimension 2.3.b Question #5) and professional development (which begins in late July).

KIPP Chicago actively recruits members or alumni of the following organizations because these organizations are proven sources of teachers who can drive student achievement results: Chicago Teaching Fellows, the Inner-City Teaching Corps, the UNITE program, the Illinois Network of Charter Schools, and Teach For America. In addition, job descriptions are posted on the KIPP Chicago website, KIPP Careers, the Teach for America Alumni website, and Chicago-area schools of education.

KIPP Chicago seeks to hire a majority of teachers who already have 2-3 years of teaching experience. Teachers with less experience are not hired for lead-teacher positions; instead, they are hired for co-teacher positions. Teachers and administrators are not required to have blended learning experience—although that is certainly desired—but they do need to indicate a commitment to using blended learning programs in their classrooms.

Our selection process allows us to identify teachers who have the character strengths and mindsets that drive student achievement results.

Application and Resume Review: Candidate completes an online application and submits a resume. The Director of Recruitment scores the application and resume using the KIPP Chicago Application Rubric. The Director of Recruitment either emails the candidate a rejection letter or invites the candidate to complete a video.

Video Interview: The candidate navigates to a website where printed questions appear on the screen and s/he records answers using a webcam. Questions assess mission fit, instructional pedagogy, and professionalism. The Director of Recruitment views and scores each video response, then either emails the candidate a rejection letter or invites her/him to a phone interview.

Haberman "Star Teacher Interview" via Phone: The Director of Recruitment shares the candidate's application, resume, and video responses with each school Principal. One Principal is assigned

responsibility for scheduling and conducting a Haberman “Star Teacher Interview” with the candidate via conference call. Questions in this interview probe more deeply into mission fit, instructional pedagogy, and professionalism by requiring candidates to provide numerous anecdotal examples from their teaching practices. Other Principals interested in the candidate may attend the phone interview and ask or answer ad hoc questions after the formal “Star Teacher Interview” is complete. The Principal who led the interview takes notes and shares them with the Director of Recruitment and all the other Principals. The Director of Recruitment then either emails the candidate a rejection letter or invites her/him to submit a video sample lesson.

Video Sample Lesson: The candidate submits a 25-45 minute video of classroom instruction along with all supporting planning and instructional materials. The video illustrates in a more direct way mission fit and instructional pedagogy. The Director of Recruitment and Principals review the video and supporting documents, and the Director of Recruitment either emails the candidate a rejection letter or invites her/him to an in-person interview and sample lesson.

In-Person Interview and Sample Lesson: The candidate comes to one of the KIPP Chicago campuses and teaches a 25-minute sample lesson in alignment with her/his content and grade expertise. All interested Principals and the Director of Recruitment attend the sample lesson. The candidate then visits each KIPP Chicago campus where there is an opening in alignment with her/his content and grade expertise. At each campus, the candidate meets students and teachers, informally observes classrooms, and interviews with the Principal. In the interviews, the candidate reflects on the quality of the sample lesson and receives feedback on it. In addition, the Principal will follow up on any areas of interest from the previous selection stages. After all interviews are complete, the Director of Recruitment either emails the candidate a rejection letter or requests references.

Reference Check: Candidates navigate to a webpage where they digitally enter their references’ contact information. The website emails the references, and they, too, navigate to the website and provide their evaluations of the candidate in writing. The Director of Recruitment shares these evaluations with the Principals. If no Principals want to extend an offer, then the Director of Recruitment emails a rejection letter.

Offer: Each Principal decides whether or not to extend an employment offer to the candidate. If only one Principal wants to extend an offer, then that Principal calls the candidate and verbally extends the offer. If multiple Principals want to extend an offer, then the Chief Academic Officer calls the candidate and verbally extends all the offers at once. The Director of Recruitment immediately emails the candidate a summary of the offers. Once the candidate verbally accepts one of the offers, the Chief Operating Officer emails an official offer letter to be signed by the candidate.

Onboarding: Employee completes required paperwork, fingerprinting/background check, offer letter, licensure paperwork, payroll paperwork, benefits, etc. New employees also attend a KIPP Chicago onboarding session prior to the start of teacher induction, as well as the KIPP School Summit (KSS) (see Dimension 2.4.b Question #1 for further information).



*2.4.a Question #3. Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

KIPP Chicago adheres to a self-designed, competitive pay scale for all employees. Our compensation approach is independent of the Chicago Public Schools pay scale due to variable public funding; currently that pay scale outpaces the increases that public charter schools receive. In order to prioritize financial sustainability, we have set a competitive starting salary for teachers and make adjustments based on experience.

As a base, the starting annual salary is \$[REDACTED] for teachers. During the hiring process, we ask all candidates to disclose their previous salary history; if a candidate is making more than the base salary, we will offer them a \$[REDACTED] increase above their previous salary (up to \$[REDACTED]). From there, each teacher receives a 2% annual increase. Teachers who earn a leadership role such as a Grade Level Chair or a Department Chair will receive a base compensation of \$[REDACTED], also with annual 2% increases each year thereafter. The starting salary for Assistant Principals is \$[REDACTED] and for Principals is \$[REDACTED].

Non-instructional staff, such as Office Team members and Paraprofessionals, also receive salaries that are competitive with the market and align with their previous salary histories; these typically range between \$[REDACTED] - \$[REDACTED] and are also subject to the annual 2% increase.

Our licensed staff members participate in the Chicago Teacher's Pension Fund, to which KIPP Chicago contributes 16.1% of their salaries. Non-licensed staff members participate in Social Security and the KIPP Chicago 403(b) plan, to which KIPP Chicago contributes 6.2% and [REDACTED]% annually.

All full-time employees receive comprehensive medical insurance, dental insurance, vision insurance, group life insurance, accidental death insurance, and long-term disability insurance. Employees are also able to participate in voluntary benefits such as Flexible Spending Accounts, commuter tax benefits, voluntary life insurance, and short-term disability.

This compensation approach has proven to help attract and retain great talent to date. Teacher attrition at KIPP Chicago remains low compared with expected movement for charter schools, and we consistently have few, if any, teacher vacancies at the start of each school year.

*2.4.a Question #4. Describe the professional culture of the new school, including how the school will establish and maintain this culture and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.*

What draws incredible educators to KIPP Chicago is the commitment to our mission that is palpable in every staff member. Each member of the team works incredibly hard, and they do so because they know they are making a difference in the lives of children and families. They are committed to each student, each parent, and each staff member. It is why we *all* sign a Commitment to Excellence and we truly embrace the motto '*Team and Family.*'

Before people join our team, we are explicit about how hard we work so there are no surprises, and we work diligently throughout the year to recognize, celebrate, and appreciate the relentlessness of our staff. Principals work diligently to ensure staff buy-in when making school-level decisions and regularly solicit ideas and feedback around new initiatives. One way that we solicit ideas and feedback is through a tool called TinyPulse. TinyPulse helps us establish and maintain a healthy professional culture, which

contributes to strong staff retention. Each week, staff members anonymously respond to one TinyPulse survey question (e.g., I consistently receive positive feedback from someone at work), providing a 1-10 rating and narrative feedback. School leadership considers the feedback and adjusts accordingly. Questions repeat periodically so that we can analyze trends over time. Further, teachers are regularly provided opportunities to collaborate horizontally (across grade levels) and vertically (across content areas). We believe staff retention is a strong indicator of a healthy professional culture; we consistently meet or exceed our staff retention goal of 75%.

KIPP Chicago holds a vision of faculty excellence that drives our thinking, actions, and reflections. While our faculty recruitment and selection models evolve over time, the faculty vision remains constant, ensuring faculty members hired in year one, year five, and year ten possess mindsets that align with the mission and vision of our schools. The faculty vision is built upon the characteristics we believe outstanding educators demonstrate:

Competency	We believe . . .	It looks like . . .
<b>Commitment</b>	<ul style="list-style-type: none"> <li>• We believe all students will learn</li> <li>• We hold high academic and character expectations for all students</li> <li>• We hold ourselves accountable for the success and growth of our students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use multiple strategies to meet the needs of students demonstrating academic and behavior challenges</li> <li>• Teachers plan and execute differentiated lessons, meeting the needs of all students</li> <li>• Teachers believe they are a key lever for student success</li> </ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• We plan purposefully</li> <li>• We continuously improve our lesson execution</li> <li>• We assess of our students' learning regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers collaboratively plan with colleagues and submit lesson plans for feedback each week</li> <li>• Teachers implement feedback from Principals, peers, and self-reflection</li> <li>• Teachers create and administer weekly assessments and use data to drive instruction and remediation</li> </ul>
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>• We teach and model our values for students</li> <li>• We remain productive and focused when confronted with behavior management challenges</li> <li>• We adapt our classroom management style to meet the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers incorporate values language into all interactions with students</li> <li>• Teachers believe their actions drive student actions</li> <li>• Teachers match management strategies to student needs, even if they must shift their expectations for individual students</li> </ul>

<b>Relationship Building</b>	<ul style="list-style-type: none"> <li>• We build strong relationships with students, families and colleagues</li> <li>• We strive to understand the opinions and experiences of others</li> <li>• We listen openly and learn from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers communicate openly and often with students' families</li> <li>• Teachers seek first to understand when engaged in difficult conversations</li> <li>• Teachers recognize that all parties bring unique life experiences to their teaching practice</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• We use data to identify key levers in our instruction and culture</li> <li>• We analyze situations thoroughly and generate multiple effective strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers collect quantitative and qualitative data from their classrooms</li> <li>• Teachers map out challenges and potential solutions to develop big picture understandings of the challenges facing them</li> </ul>
<b>Personal Responsibility</b>	<ul style="list-style-type: none"> <li>• We focus on our own capacity to positively impact situations, rather than on external barriers</li> <li>• We take ownership of our failures</li> <li>• We take initiative to solve our own problems</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers analyze how their actions can impact their relationships with students, colleagues, and families</li> <li>• Teachers look in the mirror before the magnifying glass, analyzing how their actions affect others</li> <li>• Teachers discuss challenges directly with colleagues and students before involving others</li> </ul>
<b>Constant Learning</b>	<ul style="list-style-type: none"> <li>• We grow by giving and receiving feedback</li> <li>• We reflect regularly on our performance to identify areas for improvement</li> <li>• We draw lessons from previous experience and apply them to future endeavors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provide feedback to colleagues and leaders</li> <li>• Teachers use performance management systems as an opportunity for personal and professional growth</li> <li>• Teachers reflect on their practice and see areas of growth as opportunities</li> </ul>

These beliefs are the bedrock of the faculty recruitment and selection process, embedded in all recruitment activities as well as in every question, activity, and conversation during the selection process. As candidates are recruited and then considered for teaching positions, they are assessed on these beliefs continually. Following the hiring process, new faculty members are oriented to the school community through a summer induction and a yearlong professional development program. Both teacher induction and professional development are grounded in the faculty vision.

As the academic year begins, the faculty builds upon the professional culture cultivated during teacher induction. Strengthening our professional culture is done through two formal avenues (professional development and faculty recognition) as well as the multiple informal interactions that happen between faculty members daily.

In addition to developing the faculty professionally, recognizing incredible work is a key component when developing a professional culture. KIPP Chicago builds and sustains a faculty recognition system based upon the recognition system described in Gostick and Elton's *The Carrot Principle*. In *The Carrot*

*Principle*, the authors discuss the three keys to successful employee recognition: day-to-day recognition, above-and-beyond recognition, and career recognition.

**Day-to-day recognition:** The Principal, Assistant Principals, and Grade Level Chairs provide day-to-day recognition that is frequent, specific, and timely. Research has shown that employees need recognition, either verbal or written, once every seven days.<sup>34</sup> The recognition, regardless of the form it takes, must be specific and delivered to the employee as soon as possible. Day-to-day feedback should be tailored to each employee's unique strengths, meaning that managers must know their employees both personally and professionally. In the first years of a new school, the Principal and other managers may use frequency tracking charts to ensure that recognition is delivered to faculty in its most powerful form: frequently and specifically. The goal of all managers at KIPP Chicago is to provide day-to-day recognition once every seven school days.

**Above and beyond recognition:** When giving awards for above-and-beyond performance, managers at KIPP Chicago ensure the award denotes the value and impact the work has on the greater school community. According to Gostick and Elton, above-and-beyond recognition should be awarded for extraordinary performance or excellent ideas that push the school or faculty forward—not just for “trying really hard.” The award must also align to the impact the employee's work has had on the greater school community, and thus, larger contributions should receive larger awards. Each week at the leadership team meeting, the Principal, Assistant Principals, and Grade Level Chairs review the contributions of the faculty and, if appropriate, award a Big KIPPster award to a teacher who has truly gone above and beyond. To ensure the award is not given for effort but for truly innovative work, the Big KIPPster award is only offered when deemed appropriate by the leadership team.

**Career recognition:** In many school settings, the number of years a teacher has been at the school may be recognized during teacher appreciation week. Gostick and Elton recommend increasing the impact of career awards by beginning them as early as ninety days into a teacher's tenure at the school, then repeating the award at one year, three years, five years, seven years and ten years. In addition to presenting a service award publicly, a feedback interview is conducted, providing the teacher an opportunity to reflect and provide feedback on the school culture and how the team could improve school operations and instructional practices. When a faculty member is consistently rewarded and has his or her feedback implemented, school culture benefits.

**Welcoming new teammates:** As each new school moves into its second year and beyond, the professional culture is maintained and strengthened as new teachers join the team. Each year's growth requires strategies and initiatives to maintain the positive faculty culture created during the school's first year. Knowing that the founding faculty is invested in the school's culture, the Principal asks returning teachers to brainstorm and implement initiatives and strategies for inducting new faculty members into the existing professional culture. As new team members join, they are partnered with a founding or returning faculty member as a mentor. This partnership has a dual purpose: The new faculty member has an experienced colleague to turn to regarding questions about established norms and systems, while the returning faculty member can elicit new ideas from the new faculty member that could potentially be incorporated into the school's professional culture. This partnership exemplifies the

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<sup>34</sup> Gostick, Adrian Robert., and Chester Elton. *The Carrot Principle: How the Best Managers Use Recognition to Engage Their People, Retain Talent, and Accelerate Performance*. New York: Free, 2007.

belief that, as KIPP Chicago grows, new faculty learns about and then shares ownership of the school culture, strengthening what came before them with innovations and fresh perspectives.

*2.4.b Question #1. Describe the induction program for new and existing teachers. Cite the number of hours/days of PD to be included in the induction program.*

Teacher induction occurs each summer for new and returning teachers. It lasts for three weeks (15 work days), and each day is approximately eight hours in length.

The KIPP Chicago professional culture begins to develop during the hiring process and is strengthened during teacher induction, a three-week professional development program prior to the beginning of each school year. Because each school's professional culture is grounded in the faculty vision, each day of teacher induction begins with a review of the KIPP Chicago mission, vision, and values. Following this opening, the faculty engages in professional development sessions that develop both faculty and student culture.

**Culture expectations:** The first week of teacher induction focuses on developing the school culture from the inside out. First, the faculty explores how their personal identities and experiences drive their work with students. As the faculty learns more about the experiences and beliefs each teammate brings to the table, a culture of open sharing is established. In addition to exploring personal identities, the faculty begins to establish the *school's* identity. The team participates in a values immersion, discussing how faculty and students live and teach the school values. We begin correlating our personal identities with the values, relating each person's individual strengths and experiences to the values we teach our students. In the second part of this week, the faculty shifts its focus to the implementation of school culture. The team engages in social skills training as well as training on the behavior management system. Teachers also role-play how to implement day-to-day routines so they are prepared to deliver culture-building lessons from the first day of school.

**Mission, vision, and educational philosophy:** During the second week of teacher induction, the faculty attends the KIPP School Summit (KSS). KSS gathers KIPP teachers and leaders from around the country for three days of workshops, presentations, conversations, and camaraderie. Attending KSS not only provides teachers with the opportunity to learn and share with colleagues around the nation, but the inspiring atmosphere of KSS reinforces for faculty members that thousands of teachers around the country are working toward a similar mission and vision. Finally, KSS provides an opportunity for team building and further discussion of plans for the first days and weeks of the school year. Please see Appendix 2.4.b.1 KIPP School Summit 2014 Full Program for an example of KSS programming from last year.

**Educational program:** After returning from KSS, week three of teacher induction focuses on curriculum and instruction. The team uses grade level long-term plans to develop Friday Skills Assessments and daily lesson plans. Criteria for effective daily lesson plans are explicitly addressed. As the third week of induction finishes, faculty members meet with grade level teams and with the Principal to discuss school-wide and individual professional development needs. We end teacher induction preparing for Meet the Teacher Night, which is an opportunity for students and families to meet their teachers before the first day of school.

Through a vision-driven hiring process, mission-driven teacher induction, and a week of fellowship at the KIPP School Summit, the faculty enters the school year having cultivated a common language, established norms of interaction, and collectively built a school-based support system.

*2.4.b Question #2. Describe the school’s goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for overseeing PD opportunities. Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching, student learning, and school performance. If proposing a Next Generation blended learning model, explain how PD will support teachers: a. To effectively use technological instructional materials and resources, including how to blend online/digital teaching with in-person instruction and b. To actively examine assessment results and data from digital and online learning and use that data to inform their blended learning and in-person instructional practices*

While teacher induction orients faculty to the new academic year (Dimension 2.4.b Question #3), ongoing professional development during the school year addresses teachers’ individual professional growth as well as school-wide areas of learning. The goal of KIPP’s professional development is to help teachers get better at their craft as they help students get to and through college.

Professional development is facilitated through multiple components:



Each faculty member participates in the following individualized professional development:

**Individual professional development goals:** In September, faculty members meet with their instructional leader to discuss professional development goals for the year. For newer teachers, the instructional leader may drive the conversation toward specific areas of growth seen in the teacher’s individual practice. For veteran educators, the Principal and teacher may co-investigate an area of growth, or the teacher may drive the setting of individual goals. Once individual professional development goals are set, the Principal and teacher discuss specific professional development needed to meet those individual goals. If external professional development, such as a conference or excellent

school visit, is required for the teacher to meet his or her individual goals, the Principal works to provide those opportunities to the teacher.

**Biweekly one-on-ones:** Each faculty member meets with her/his manager for thirty minutes every two weeks. During these one-on-one meetings, both the manager and the faculty member provide a 10-minute update on the faculty member's progress toward student goals and the faculty member's individual professional development goals. The final 10 minutes of the one-on-one focuses on the action steps the faculty member will take in the next two weeks as well as a brief faculty culture check-in.

**Principal observations:** The Principal observes both formally and informally in classrooms to collect data regarding teacher growth toward individual professional development goals as well as student growth toward school-wide student goals. Following the observation, the Principal provides either technical feedback to the teacher or engages in a longer investigation around areas of strength and growth as determined by the teaching rubric. As the school works to create a culture of constant learning and feedback, instructional leaders aim to conduct a 20-minute observation in each classroom each week.

**Peer observations:** In addition to regular Principal observations, teachers observe peers each month to see effective practices in action. Time is set aside for colleagues to discuss the results of their observation using specific debrief protocols which ensure all teachers have an opportunity to share their perspective and listen to others. Observation paperwork is submitted to the grade level's instructional leader, allowing members of the leadership team to keep a pulse on discussions related to peer observations.

Additionally, each faculty member participates in the following school-wide professional development:

**School-wide professional development goals:** At the beginning of each year, the leadership team reviews data collected in previous academic years and identifies three strategic areas for school-wide growth. These areas correspond directly to the school's academic, character, and community engagement goals. Once goals are established, the leadership team develops a yearlong scope and sequence for faculty-wide professional development that targets these goals.

**Learning walks:** While teacher observations focus on specific evidence of student achievement or faculty instructional growth, learning walks serve as a way to assess the implementation of broader, school-wide goals and practices. Each month, the Principal chooses a focus for the learning walks, such as the implementation of the student management system or using multiple modalities in direct instruction. During brief observations throughout the month, the Principal collects data across classrooms, which are then presented to the faculty during professional development. Learning walk data provide a snapshot of what happens in classrooms across the school with regard to the area of focus.

**Effective practice sharing:** Weekly faculty meetings and weekly grade level meetings provide an opportunity for the tactical sharing of instructional strategies. Often, teachers wrestle with an academic or classroom culture concern and benefit from hearing the practices that their colleagues find effective in their classrooms. Time in each week's faculty meeting or grade-level meeting is devoted to problem solving around a classroom issue and sharing strategies that have worked in similar situations.

**Instructional knowledge meetings:** During monthly professional development days, the faculty engages in instructional knowledge meetings. These days are planned by the Principal and other instructional

leaders with topics taken directly from three sources: common individual faculty goals, school-wide goals, areas of need identified during learning walks and effective practice sharing meetings. While the leadership team develops a scope and sequence for professional development for the year, the Principal has the discretion to modify this calendar as faculty and student needs shift.

**Data rollup meetings/“Grow Days”:** Each quarter, following an assessment period, the faculty meets to analyze school-wide and classroom data. During these meetings, trends are uncovered and potential root causes affecting student achievement data are discussed. Action steps for the upcoming marking period are created and discussed.

Please reference Appendix 2.4.b.2 for the Professional Development Calendar.

*2.4.b Question #3. Describe the processes for evaluating school leader, faculty, and staff performance. Describe the protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching school leaders, faculty, and staff members. Specify who is responsible for overseeing and conducting these procedures. Please explain how the school intends to handle unsatisfactory school leadership, teacher or staff member performance. If proposing a Next Generation blended learning model, explain how teacher evaluation procedures – including observations, coaching, and analysis of student data (including from blended learning programs) – will be adapted for blended learning and online teachers.*

In addition to the school-wide professional development program, the Principal leads the faculty in a formal performance management system, which includes evaluations of all faculty members at the end of both semesters. KIPP Chicago uses the following frameworks/tools to aid the evaluation process:

- KIPP Framework for Excellent Teaching (KFET);
- Teacher Performance Reviews that tie back to KFET;
- 2x2 feedback templates; and,
- Targeted Leadership Coaching.

**KIPP Framework for Excellent Teaching:** Because teachers are the most important in-school factor for student achievement, it is critical to ensure every KIPP student is in a classrooms with a *great* teacher. To support this goal, the KIPP Foundation designed the KIPP Framework for Excellent Teaching (KFET), which has been widely adopted even beyond KIPP’s walls. This framework creates a common approach to helping all teachers develop in their career while keeping students at the center. It also includes a tool that acknowledges that teachers do a significant amount of work outside classroom walls with parents, fellow teachers, and leaders. A detailed guide to KFET can be found in Appendix 2.4.b.3.i.

**Teacher Performance Review (TPR):** The TPR is an adaptable performance review document that includes robust self-assessments related to performance and developmental goals, as well as teaching skills connected to KFET. The Principal also provides an assessment against the same categories. During performance review, the Principal and teacher review both assessments side by side to address discrepancies and evaluate alignment.

The TPR also includes quantitative data related to a teacher’s performance. First, student achievement data from the teacher’s classroom is discussed. The Principal and teacher analyze the data, identifying areas of strength and growth in the teachers’ instructional practice. Instructional goals are set for the following semester focused on student achievement data. This use of quantitative data holds teachers accountable for the teaching and learning occurring daily in their classrooms.



Finally, the Principal and teacher engage in an evaluation of the teacher's role-specific expectations. Using the lead teacher job description, the teacher's performance on the stated expectations is discussed. Like the quantitative assessment, areas of strength and growth are identified and goals for the upcoming semester are created. By combining the quantitative and qualitative expectations into a single performance management system, teachers understand expectations of them and are able to continually compare their progress against their performance goals. See Appendix 2.4.b.3.ii for the Teacher Performance Review.

**2x2 feedback:** The 2x2 is used to aid the feedback process between a supervisor and staff member. It provides both staff members with an opportunity for self-reflection, goal-setting, and to exchange both positive and adjusting feedback. The 2x2 feedback process is used at various points through the year during standard check-ins so feedback can be direct, ongoing, and timely. See Appendix 2.4.b.3.iii for a staff member feedback template.

**Leadership coaching:** On occasion, KIPP Chicago will also use leadership coaching services through the KIPP Foundation, particularly in a manner that can help "rising stars" reach their full potential. If a staff member is identified as an emerging leader, professional development can be subsidized with targeted, one-on-one coaching to develop the transformational skills and talents necessary for great classrooms and schools. See Appendix 2.4.b.3.iv for an overview of KIPP's leadership coaching. In all cases, a direct manager is responsible for conducting formal evaluations. This is most often a member of the Instructional Leadership Team as discussed in Dimension 2.2.b. Question #1.

**Addressing unsatisfactory teacher performance:** KIPP Chicago makes every attempt to intervene and provide support such that an underperforming staff member improves. In the event the staff member continues to not meet expectations KIPP Chicago will (1) discuss the areas in which the staff member is not meeting expectations and the implications for students, families, and colleagues; and (2) develop a time bound improvement plan in which specific expectations for performance are established, documented, and tracked by the supervisor. In the event that the staff member does not meet the expectations of the improvement plan, employment with KIPP Chicago may be terminated.

**Next Generation blended learning:** Blended learning is woven into the full academic model and incorporated into the vast majority of classrooms. Teachers are not evaluated separately on the blended learning component because it is incorporated into the overall evaluation process. Additionally, observations take place to assess teachers' overall performance in the classroom including their use of technology. Measures of success for teachers include whether they are fully implementing programs, whether their classroom management techniques allow for students to have "more time on task," whether they are providing timely progress reports, and whether students are progressing through programs as measured against goals.

*2.4.b Question #4. Describe the process for evaluating the efficacy of the PD policies, procedures, and offerings.*

We assess the effectiveness of our professional development program in a variety of ways. If we find that professional development is not meeting the needs of teachers, we adjust accordingly.

Staff members give regular feedback on professional development programs via exit tickets and/or SurveyMonkey questionnaires following most gatherings, assessments, observations, and events, particularly on Grow Days. This feedback is taken into consideration immediately in order to improve

the quality of programming for the next session or event. Additionally, we look at several pieces of data to evaluate the effectiveness of professional development. Most importantly, student achievement data tell us whether our teachers are appropriately trained to provide college-ready growth among students. Teacher retention data are used to evaluate what percentage of teachers are satisfied in their positions. Leading indicators for teacher retention are found in the HSR and My Voice, My School surveys administered to teachers in the late winter and early spring.

Beyond evaluating internal PD, many teachers engage in robust professional development through the KIPP Foundation, including at KSS (detailed in Dimension 2.4.b Question #1). The KIPP Foundation is dedicated to ensuring professional development participants are surveyed – either through online survey or paper exit tickets – after all sessions or retreats.

## DIMENSION 3.1: OPERATIONS

*3.1.a Question #1. Explain how non-academic services will be managed once the proposed school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation. Discuss how these metrics will be used to monitor progress and guide corrective actions. If proposing a Next Generation blended learning model: a. Specify which Learning Management System(s) will be employed and for what purposes; b. Discuss how the school leaders will ensure the school's technology is sufficient for implementing the blended learning model in the following areas: integration of the blended learning initiative with the school's student information system, ongoing information technology support, and ongoing support for the use of technology for instructional purposes*

The following table highlights critical non-academic services for all of the proposed schools, goals, metrics, and the person responsible for managing them. For reference:

- *The Executive Director (ED)*: manages the COO, CAO, Fundraising, and the Director of KIPP Through College
- *The Chief Operating Officer (COO)*: manages Finance, Compliance, and Operations
- *The Chief Academic Officer (CAO)*: manages the Principals, Director of Recruitment, Director of Technology, and academic supports
- *Director of Operations (DOO)*: manages facilities and food services
- *Each school's Principal*: manages staffing and student recruitment at the school level; determines instructional technology, including Next Generation designs, with input from the Director of Technology

Area	Goal	Metric	Owner	Y1	Y2	Y3	Y4	Y5
Finance	Controls and compliance are strong, with no material weaknesses or deficiencies	Audit	COO	Meet	Meet	Meet	Meet	Meet
Finance	The budget is balanced	Financial Statements	COO	Meet	Meet	Meet	Meet	Meet
Finance	KIPP has sufficient cash reserves	Financial Statements	COO	60 days COH	60 days COH	60 days COH	60 days COH	60 days COH
Finance and Compliance	School receives positive CPS scores in the following reports: Financial Condition & Budget, Financial Controls, Reporting, and Legal Compliance	CPS Accounting Report	COO	4	4	4	4	4
Development	KIPP establishes and achieves annual fundraising targets	Quarterly Reports to Board	ED	Meet	Meet	Meet	Meet	Meet
Students	Student enrollment meets or exceeds 100% of budgeted enrollment	20 <sup>th</sup> day membership for 1 <sup>st</sup> and 2 <sup>nd</sup> semester	COO	≥	≥	≥	≥	≥
Students	School achieves target average daily attendance rates	IDEA	CAO	95%	95%	95%	95%	95%
Students	School achieves target annual rates of student	IDEA	CAO	< 10%	< 10%	< 10%	< 10%	< 10%

	attrition							
Staffing / Students	School 5Essentials Survey Completion meets target percentages for both teachers and students	5Essentials Survey	CAO	90%	90%	90%	90%	90%
Staffing	School achieves target average teacher retention rates over five years	Intent to Return Letters	CAO	75%	75%	75%	75%	75%
Food Services	School achieves target completion rate for of Free / Reduced Price Meal applications	FRM applications and CPS ODA	DOO	100%	100%	100%	100%	100%

**Next Generation blended learning goals:** Currently, KIPP Chicago is exploring adoption of a Learning Management System (LMS). The challenge remains that no current LMS provider can synthesize data from all the various software and programs we employ. Among other options, we are discussing potential to build an in-house LMS that would better serve our school's needs *and* interface with our existing student information system and data warehouse. In the meantime, KIPP Chicago Schools utilizes Edvant's EduVantage Dashboard, to monitor critical data such as attendance, student culture, student grades, progress through blended learning programs, and student achievement on the NWEA MAP. In addition, the Director of Research and Analysis is building a data warehouse called IDEA, which allows for data integration and critical data visualizations for schools down to the student level. See Appendix 3.1.a.1 for a data system diagram.

The Director of Technology (DOT) oversees both hardware and software aspects of blended learning, and works closely with Principals to tailor blended learning needs to each school. The DOT works in conjunction with our IT support contractor, EAB Solutions, to manage Zendesk, a cloud-based customer service platform we currently use for monitoring traditional IT needs. Goals for the DOT to address include:

Area	Goal	Metric	Owner	Y1	Y2	Y3	Y4	Y5
Instructional Technology	All student achievement data from instructional tech are extracted, transformed, and loaded (ETL) into the data warehouse	% of ETL process and IDEA	Director of Technology	50%	60%	70%	80%	90%
Instructional Technology	Relevant, actionable insights from instructional technology data are generated and provided to key users	Percent of ed tech products that have actionable reports pushed to key users	Director of Technology	50%	60%	70%	80%	90%

Information Technology	Support requests are resolved	Zendesk tickets	Director of Technology	2-3 days	48 hours	48 hours	24 hours	24 hours
Instructional Technology Hardware and Software	Program and hardware efficacy are improved via expanded teacher capacity and skills	Teachers attending vendor and/or coach-led PD	Director of Technology	Meet	Meet	Meet	Meet	Meet

KIPP Chicago's leadership team and appropriate SSC members will review these operational outcomes on an ongoing basis. Financial goals will be reviewed by the school's Finance and Audit Committee, at each Board meeting by the Directors of the Board, and quarterly by both the KIPP Foundation and CPS. Remaining operational goals will be measured annually with the Board. If a goal is not met, a corrective action report will be drafted to address the reasons behind not meeting the target and the strategies that KIPP Chicago will undertake to ensure that progress will be made to hit that goal.

*3.1.a Question #2. Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school, clearly cite which staff member(s) are responsible for overseeing completion of the task(s), and identify start dates and deadlines for the completion of each task.*

KIPP #4 and KIPP #5 replicate KIPP Chicago's middle schools. KIPP Primary Expansion replicates our existing primary school. As such, KIPP Chicago already has many of the systems in place required for the successful start-up of a new school, e.g., employee benefits and student handbooks. The start-up timeline (Appendix 3.1.a.2) is an abbreviated version of a typical plan. Because we are proposing all three schools start in SY2016-17, the timeline is applicable to all three unless otherwise specified. Additionally, this plan accounts for the possibility of co-sharing as a facility option.

*3.1.a Question #3. Provide an enrollment chart for the first five years of the proposed charter school contract citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, etc.*

KIPP #4 and KIPP #5 will have the same projected total enrollment at scale. KIPP #5 will begin with 115 students in 5<sup>th</sup> grade and add a grade each year until students reach 8<sup>th</sup> grade. KIPP #4 will begin with 115 5<sup>th</sup> graders and 115 6<sup>th</sup> graders. In the second year of operation, both KIPP #5 and KIPP #4 will add Kindergarten, with 115 students. They both will add an additional grade each year until the original Kindergarten class matriculates into the middle school. Each grade level will be split into four homerooms.

In general, our attrition each year is 10%, primarily due to families who move. We track our attrition carefully and do whatever we can to keep families at our schools, even when their circumstances change (see more on this in Dimension 3.1.b Question #2). Additionally, we do our best to backfill open seats when they occur.

KIPP #4						
Grades	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

K	0	115	115	115	115	115
1	0	0	115	115	115	115
2	0	0	0	115	115	115
3	0	0	0	0	115	115
4	0	0	0	0	0	115
5	115	115	115	115	115	115
6	115	115	115	115	115	115
7	0	115	115	115	115	115
8	0	0	115	115	115	115
<b>Total</b>	<b>230</b>	<b>460</b>	<b>690</b>	<b>805</b>	<b>920</b>	<b>1035</b>

KIPP #5						
Grades	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	0	115	115	115	115	115
1	0	0	115	115	115	115
2	0	0	0	115	115	115
3	0	0	0	0	115	115
4	0	0	0	0	0	115
5	115	115	115	115	115	115
6	0	115	115	115	115	115
7	0	0	115	115	115	115
8	0	0	0	115	115	115
<b>Total</b>	<b>115</b>	<b>345</b>	<b>575</b>	<b>805</b>	<b>920</b>	<b>1035</b>

KIPP Primary Expansion will open with 115 students in Kindergarten and add a grade each year until these students reach 4<sup>th</sup> grade. Each grade level will be split into four homerooms. When the original Kindergarten class matriculates to 5<sup>th</sup> grade (which is already open), enrollment at the middle school will expand to 115 students in 5<sup>th</sup> grade.

KIPP Primary Expansion						
Dates	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	115	115	115	115	115	115
1	0	115	115	115	115	115
2	0	0	115	115	115	115
3	0	0	0	115	115	115
4	0	0	0	0	115	115
5	90	90	90	90	90	115
6	90	90	90	90	90	90
7	90	90	90	90	90	90
8	90	90	90	90	90	90

<b>Total</b>	<b>475</b>	<b>590</b>	<b>705</b>	<b>820</b>	<b>935</b>	<b>960</b>
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*3.1.a Question #4. Discuss strategies to recruit the targeted student population. How will the school attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations?*

Student recruitment plans are very similar across all KIPP Chicago schools, and we plan to implement similar overall strategies for each of the proposed schools. The recruitment window begins in December of each year. Initial months are spent meeting with neighborhood organizations and attending neighborhood events hosted by community-based organizations to generate local interest in KIPP schools.

In order to reach the most underserved families in each community, the proposed schools will recruit students living in the school's neighborhood by going door-to-door starting in March, establishing a presence at local businesses such as grocery stores, and distributing fliers. Recruitment efforts will be undertaken by each school's Principal and other staff members, with additional support from the Community Engagement Manager. In addition, and where appropriate, KIPP parents and alumni will also assist with student recruitment efforts.

Below are the strategies we use to ensure each school recruits, enrolls, maintains, and sustains a diverse student population that is inclusive of students with disabilities/IEPs, English Language Learners, and students in temporary living situations. Further, we make sure that no questions are asked during the recruitment process related to learning ability, IEPs, language, or living situation. The Director of Engagement oversees the student recruitment process and the Office Manager at each campus oversees the registration process.

**Targeted student population:** We locate our schools and distribute our enrollment materials in traditionally underserved communities where the student population is largely minority and many qualify for Free and Reduced Price Meals. We recruit and retain our targeted student population through intensive on-the-ground interactions and relationship building within our communities. Once established, our schools also recruit the targeted population through word of mouth. Currently, we serve students who live in various neighborhoods including North Lawndale, South Lawndale, Humboldt Park, Austin, Garfield Park, Englewood, and West Englewood. Our proposed schools will attract additional students from South Side and West Side neighborhoods.

**Students with disabilities/IEPs:** Our enrollment materials state that we accept students with disabilities, and we work to assure families during the recruitment period that we will meet the needs of all students, including those with IEPs. We retain special education students by consistently meeting their needs. Our special education population historically reflects the percentage of special education students in the district. See Dimension 3.1.b Question #3 for more information on our compliance with ADA.

**English Language Learners:** Students in neighborhoods surrounding our schools speak primarily English or Spanish as their first language. We recruit and retain English Language Learners by printing enrollment materials in English and Spanish so families who speak Spanish as their primary language can be informed about our open enrollment process and enroll their child if they so choose. Additionally, several members of our staff speak fluent Spanish and are able to communicate with our families in

their primary language when they have questions regarding their child’s education at our school. We are very intentional about ensuring at least one member of each school’s office staff can speak Spanish. If a family’s home language is different from English or Spanish, we will seek out resources to translate materials and conversations for those families.

**“At-risk” students, including those in temporary living situations:** We know that many students who enroll at KIPP Chicago can be considered “at-risk” for myriad reasons. As such, the very structure of KIPP Chicago schools is designed to include supports at all levels to meet the multiple needs of students, starting with the recruitment process. “At-risk” students are recruited and retained in the same manner as other student populations—through inclusive recruitment strategies in the neighborhoods surrounding our campuses.

In order to attract and retain students in temporary living situations, enrollment materials are distributed to organizations and churches that provide services for families that are homeless. To complete the enrollment process for families who are experiencing homelessness and lack viable transportation, bus cards are provided to transport families to our sites, or KIPP Chicago meets the family at a location that is more convenient.

The support services provided to our homeless students upon enrollment and throughout their duration at our school and/or throughout their status as a homeless student include a thorough interview to assess the support they need as a family (nutrition, housing, employment, childcare, transportation, clothing, counseling, etc.) and referral to the appropriate staff members or outside organizations for wrap-around services. KIPP Chicago purchases weather-appropriate uniforms and school supplies for all of our homeless students. We use discretion in the disclosure of homeless status as a means of protecting the family and ensuring they do not feel different.

*3.1.b Question #1. Please describe the proposed school’s application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled. Explain how the proposed school will ensure that the application, enrollment, and registration policies are in compliance with the Illinois Charter School Law and Illinois School Code.*

KIPP Chicago’s policies related to application, lottery, enrollment, registration, and waitlist—further detailed below—are in compliance with the Illinois Charter School Law and Illinois School Code (Public Act 098-0783). A copy of KIPP Chicago’s application, registration, and enrollment forms is included in Appendix 3.1.b.1.

KIPP Chicago schools are open to all students regardless of race, ethnicity, gender identity, socioeconomic status, learning ability, temporary living status, national origin, religion, or sexual orientation. We value a diverse and inclusive school environment.

The following policies are available in each school’s office. We also have a statement on our website directing interested parties to the main office of any KIPP Chicago location.

**Application:** Parents may obtain an application form from the main office of any KIPP Chicago campus, or from [www.kippchicago.org/enroll](http://www.kippchicago.org/enroll). Parents can complete paper-based application forms and return them to the main office of any KIPP Chicago campus. They also can complete a web-based application at [www.kippchicago.org/enroll](http://www.kippchicago.org/enroll).



Lottery: The lottery for KIPP Chicago takes place on the third Wednesday of February each year, at 3pm. It is held in the library of KIPP Ascend Primary (1440 S. Christiana). The lottery is administered via InfoSnap, a web-based software program where all student application data are stored. KIPP Chicago's Data Analyst will go through each school and grade level and run the lottery process, whereby InfoSnap randomly assigns students with a status of "selected," or with a waitlist number. An InfoSnap representative also views the lottery via electronic means (i.e., the screen share program join.me) and verifies that it is run correctly. All applicants have an equal chance at admission via the lottery. However, per the Illinois School Code, priority is given to siblings of pupils enrolled in the charter school and to pupils who were enrolled in the charter school the previous school year.

- a. All students who were enrolled the previous school year will automatically be re-enrolled. They do not need to complete an application.
- b. Siblings are defined as students who share at least one parent.
- c. For multiple births (e.g., twins, triplets), parents complete one application to ensure that siblings remain together throughout the lottery process.
- d. All siblings of pupils currently enrolled will be given a "lottery priority" code of 1 in InfoSnap, and after the lottery is run, all students with a code of 1 will be at the top of the waitlist.
- e. All siblings of pupils applying will be given a "lottery priority" code of 2 in InfoSnap, and after the lottery is run, all students with a code of 2 will be below students with a code of 1 and above students with a code of 3.
- f. All students who have no siblings attending or applying will be given a "lottery priority" code of 3 in InfoSnap, and after the lottery is run, all students with a code of 3 will be below students with a code of 1 or 2.
- g. An explanation of the priority applicant pool will be provided to parents.

The lottery will be videotaped on an iPhone by KIPP Chicago's COO, and the QuickTime movie file will include a time/date stamp. A representative from the authorizer (Chicago Public Schools) is welcome to visit KIPP Ascend Primary and attend the lottery in real time, or to view the lottery in real time via electronic means (e.g., FaceTime, join.me). KIPP Chicago will provide all lottery materials to Chicago Public Schools within 10 days of the lottery. This includes selected list and waitlist, waitlist video, and lottery summary spreadsheet

Enrollment & Registration: All students will be notified via mail (and e-mail for those who have an address) of their status—selected or waitlisted—following the lottery. Students who have been selected must register either in person or online within the timeframe specified in the acceptance letter. For students who do not register in a timely fashion, the office staff will follow up with all phone numbers listed on the application to offer a final chance to enroll before the student is removed from the selected list. Over the summer, families will be notified of intake activities—which may consist of a home visit, a parent orientation session, or a meet the teacher night—available to them and their students. However, these activities are not required of students. The KIPP Chicago regional office will keep a calendar of intake activities for all schools and ensure they are clearly advertised to parents as optional activities.

Waitlist Submissions: KIPP Chicago acknowledges that a waitlist for each school must be submitted to Chicago Public Schools on a quarterly basis. This submission will be conducted according to guidelines that set forth by Chicago Public Schools. An updated waitlist will be maintained in InfoSnap by a representative from each school. This will be achieved by removing students who are selected for enrollment, or who decline the offer to enroll, and by adding students who apply after the lottery date.

The school-based representative will ensure a reason is listed for all students who are no longer on the waitlist. A representative from the KIPP Chicago regional office will serve as an added layer of accountability and support for waitlist management at all schools. If a student is no longer on the waitlist or at a school, information about that student will be provided to Chicago Public Schools.

*3.1.b Question #2. Transportation: Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are homeless.*

KIPP Chicago aims to locate in communities which need us the most and as such, focuses on recruiting heavily from the surrounding neighborhoods. We give families a transportation survey as part of our registration process. The majority of students arrive to school via walking, private transportation, or through use of public transportation. Additional consideration will be given to students facing economic distress or who are homeless. KIPP's goal is to remove barriers to school attendance so that students can successfully learn every school day. KIPP will arrange transportation through CPS when necessary/available as IEPs prescribe. The school-based Director of Operations is responsible for ensuring all students' transportation needs are met to the best of our ability.

Our location options are convenient to each neighborhood, and public transportation access is a key consideration when we select a final school site. We also evaluate safety in the surrounding neighborhood. Safe arrival at school, and departure to return home, are paramount to students' confidence in their learning environment, and will help reduce stressors that can interfere with successful education. Staff members will station themselves throughout the building and grounds to receive students safely and dismiss students at the end of the day.

The Illinois Parent/Guardian Pupil Transportation Program (as established in 105 ILCS 5/29- 5.2), reimburses parents or guardians of eligible students for qualified transportation expenses. This option will be presented to eligible families facing a verified safety hazard or transportation distance of more than 1.5 miles from school.

Students with Disabilities/IEPs: It is a priority for KIPP to serve students with disabilities and remove barriers to school access to every extent possible. Eligibility for transportation is outlined in Section 15 of the IEP, which KIPP will use to guide transportation assistance eligibility. KIPP relies on the standard definition of student disability to include intellectual and physical limitations, such as use of a wheelchair, inability to walk long distances without incurring seizures, hearing and vision loss, as well as intellectual impairment and social and emotional issues.

We understand that CPS bus service is extended to all students ages 3 to 21 with an IEP whose necessary services include transportation. We will comply with and support the following core regulations:

1. Arrival and departure times that ensure a full instructional day comparable to that of the regular education students. Any deviation will be based upon the individual needs of the child and reflected in the child's IEP.
2. Every effort will be made to limit the child's total travel time to not more than one hour each way.
3. The special transportation will be scheduled to support a child's health and ability to relate to the educational experience without being adversely affected.
4. Vehicles utilized for special transportation will be adapted to the specific needs of the children.

5. Personnel responsible for special transportation will be given training experiences to understand and appropriately relate to children with disabilities.

Homeless Students: When students are homeless or become homeless, KIPP will make every effort to ensure they are able to continue their education or enroll in KIPP schools. This is in accordance with the laws governing school attendance for homeless children. The Homeless Liaison and/or Homeless Clerk will customize transportation methods for each family depending on their unique situation. KIPP will offer CTA cards for students and parents when applicable. In these cases, the Liaison meets weekly with teachers and touches base regularly with families to continue customizing transportation solutions based on changing family circumstances.

*3.1.b Question #3. The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance.*

These policies will be overseen by the COO and informed by HR professionals and the school's lawyers. They are audited periodically to ensure ongoing ADA compliance.

Employment: KIPP Chicago has developed all necessary policies and procedures in place to ensure that we are fully ADA compliant. Our employment policy prohibits our staff from retaliating against an applicant or employee for asserting his or her rights under the ADA. Our policies further provide for reasonable accommodation to the work environment that will permit a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities.

Buildings: Because we propose using existing schools, we will make every effort to ensure the buildings we choose comply with current ADA building requirements, or are brought into compliance before opening each school. The Mayor's Office of People with Disabilities will review and endorse each school's plans for compliance.

Programs: A Social Worker will work with Special Education teachers and local social service agencies to form a team-based approach to meeting the needs of students with disabilities. When students enroll, a comprehensive assessment, guided by the IEP, using state and district mandated tools, will help us determine eligibility and accessibility concerns. A student's IDEA eligibility will guide the team's decision-making relating to the least restrictive environment for a student. KIPP's goal is that students with disabilities access general curricula and integrate with the school at large. KIPP offers co-taught classes, pull-out assistance, additional resources, and different instructional settings to ensure these goals are met.

Students with disabilities may access the full range of program opportunities and curricula available to students without disabilities. These include field trip opportunities, service trips, PE and health classes, and electives. The General Education teacher and Social Worker meet weekly to ensure effective individualized instruction for students with disabilities. Students facing modifications and

accommodations within the general education setting will have their needs met, as outlined in the IEP, and be taught similar content across all subject areas.

ADA Compliance Activity	Staff Member Responsible
<b>Employment Practices</b> , including addressing accommodations in hiring and employment, and, ensuring confidentiality and consideration to all who wish to make a specific request	COO
<b>Policies, Practices &amp; Procedures</b> , including making reasonable modifications if necessary to accommodate persons with disabilities	COO
<b>Buildings, Programs &amp; Activities</b> , including ensuring buildings and the programs and activities within them are accessible to persons with disabilities; relocation of activities from any inaccessible room or space identified on the ADA report; and, obtaining accommodations for parents or visitors to school events who have hearing or visual impairments	COO
<b>Communications &amp; IT</b> , including ensuring that the proposed school website and all information technology in the proposed school, including hardware, software, and web-based applications are accessible to persons with disabilities and that school/home correspondence is relayed such that it is accessible to all (written & auditory)	COO

## DIMENSION 3.2: OVERSIGHT AND ACCOUNTABILITY

*3.2.a Question #1. Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe if/how the structure of the Board will adapt to support the additional grade configurations and/or the new school/campus.) Identify any proposed Board officer positions, committees, or advisory councils—including those with parent members—and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership.*

The KIPP Chicago Board of Directors focuses its efforts on governance, legal, and financial matters, while leaving day-to-day campus operations and educational details to KIPP Chicago school leadership. The Board is responsible for all matters related to the charter granted to it by CPS, including charter and contractual compliance; student outcomes; strategic planning; operational, legal and fiscal well-being; and local fundraising. Per the Board bylaws (see Appendix 3.2.a.1.i), the Board consists of a minimum of three voting members with each member serving renewable one-year terms. Currently, the KIPP Chicago Board has seven voting members, including the co-founder of the original KIPP Academy in Houston, TX.

Board members support the values, mission, vision, and strategic direction of the organization, and bring a diverse set of skills and expertise to KIPP. At a minimum, Board members must: believe all children, regardless of social and economic backgrounds, can learn; be an active advocate and ambassador for the values, mission, and vision of the organization; contribute to the effective operation of the Board; inform the board of all potential conflicts of interest; and, adhere to relevant policies and procedures set by the Board.

The three primary “pillars” of the Board’s governance framework are to provide direction, provide oversight, and provide support. Within that framework are six core areas of responsibility for each member as detailed below:

<b>Keeper of vision &amp; strategy</b>	<ul style="list-style-type: none"><li>• Ensures organization has a reasonable and current strategic plan</li><li>• Effectively engages in strategic planning</li><li>• Makes decisions aligned with organization's mission</li></ul>
<b>Leadership oversight, development</b>	<ul style="list-style-type: none"><li>• Effectively collaborates with Exec Director to set annual goals and reviews progress against goals</li><li>• Conducts annual performance review via transparent, collaborative process</li><li>• Ensures Executive Director succession plan / leadership pipeline are in place</li></ul>
<b>Risk management oversight</b>	<ul style="list-style-type: none"><li>• Reviews financial reports and understands the fiscal condition of the organization</li><li>• Effectively sets organization policy that ensures sustainability of the organization</li><li>• Monitors compliance with regards to financial and legal matters</li></ul>
<b>Board self-management</b>	<ul style="list-style-type: none"><li>• Performs annual self-evaluation</li><li>• Holds members accountable to expectations</li><li>• Effectively recruits new members that add to effectiveness of board</li></ul>
<b>Provide resources</b>	<ul style="list-style-type: none"><li>• Strong development committee with track record of development success</li><li>• Brings professional resources to the organization in key areas of need</li></ul>
<b>Remove obstacles</b>	<ul style="list-style-type: none"><li>• Effectively acts as ambassadors in the community</li><li>• Actively seeks support for organization by introducing network to KIPP and its mission</li><li>• Proactively and effectively influences policy and legislation</li></ul>

In addition to the above responsibilities, expectations for Board members include:

- *Accessibility*: Each member shall prepare for and attend Board and committee meetings, and be available for communications between board meetings.
- *Relationship Leveraging*: Board members will use personal and professional skills, relationships, and knowledge for the advancement of KIPP Chicago.
- *Targeted Projects Driven through High Functioning Committees*: Significant work will be accomplished through Board committees who will meet in between general Board meetings and may expand to include non-director experts. Each board member is expected to serve as an active, ongoing member on *at least* one committee.
- *Resource Development*: Each KIPP Chicago board member will commit to making a personally meaningful financial contribution, as well as supporting the organization's fundraising efforts in a meaningful manner.
- *Self-Improvement*: the Board will recruit additional members as needed to enhance its capabilities, set annual goals and participate in self-reviews, and commit to annual planning retreats and board development activities.

The Board has identified areas where a committee structure adds additional value to the governance model: Development, Finance and Audit, and Governance and Nominating. Though we are still growing those committees and determining final roles and responsibilities for each, preliminary guidelines follow. More information on committees as well as Board officer positions can be found in Appendix 3.2.a.1.ii.

Development Committee: support the ongoing development of fundraising strategies and processes; lead the board in fundraising efforts; promote organization and mission as champions and advocates; and, connect organization to stakeholders, partners, and resources.

Finance and Audit Committee: provide fiduciary oversight and approve annual budgets and major financial commitments.

Governance and Nominating Committee: ensure board has proper structure and composition to support needs of organization; assess Board performance (overall and individual); and, lead membership recruitment efforts.

If KIPP Chicago expands by opening the proposed schools, we will add additional members to the Board to support the growing needs and priorities of the organization. While the function of the Board will remain, we recognize that capacity will need to increase as it relates to strategic planning, civic engagement, and fundraising. As discussed further in Dimension 3.2.b Question #2, it is KIPP's priority to fill additional Board seats with an eye to continuing to diversify its membership.

*3.2.a Question #2. Clearly articulate the procedures that the Board will use to continually monitor academic, financial, operational, and legal compliance metrics. Describe any policies or procedures that will help ensure that Board meetings are conducted in an efficient, timely manner.*

The KIPP Chicago Board monitors school academic performance and compliance requirements via regular board meetings (4-6 times/year) and in-depth monthly reporting. The Executive Director, together with the Director of Research and Analysis, will prepare monthly and annual dashboards that summarize all relevant academic and compliance data for board evaluation. Through Board meetings,

directors are provided access to – and the opportunity to deeply understand – a rich array of data measuring charter compliance and student performance. Please see Dimension 2.3.a Question #1 and 3.1.a Question #1 for KIPP Chicago’s academic and operational goals.

The Board uses the following to monitor academic, financial, operational, and legal compliance:

1. **Student academic performance data:** including NWEA MAP and PARCC in SY2016-17
2. **School Quality Rating Policy (SQRP):** used by the District to measure annual school performance
3. **Healthy Schools and Regions Survey (HSR):** identifies data-supported leading indicators of school success (accomplished in collaboration with the national KIPP Foundation). In combination with **traditional state criterion-referenced test results** and **nationally norm-referenced scores**, the HSR provides rich data regarding student growth, retention, parent satisfaction, professional development, and other crucial factors.
4. **School Works:** an outside organization that assesses school health
5. **Independent auditors:** to confirm that all compliance requirements are being met

The above evaluation tools are paired with specific goals in each arena (academic, financial, operational, organizational). Regular Board meetings provide an opportunity to monitor specific goals by reviewing reports indicating progress across domains, and evaluating key indicators of success. The Board will help KIPP Chicago develop sound strategies to maintain or improve progress toward those goals.

All materials are sent to Board members one week in advance of the meeting. Meetings do not exceed three hours. Board packet materials always include the previous meeting’s minutes, academic reports, KIPP Through College reports, and financial statements.

*3.2.b Question #1. CPS expects that by the time of Tier 1 proposal submission, design teams will have identified at a minimum the proposed Board Chair and at least two other directors. CPS strongly encourages applicants to have identified at least one founding Board member with close ties to the proposed community. CPS highly encourages design teams to have identified at least a sufficient number of Board members to comprise a quorum of the Founding Board by the time of submission. Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.*

The KIPP Chicago Board currently has seven members representing a broad range of critical skill sets and backgrounds. Members have leadership and oversight experience in both corporate and non-profit sectors. Below is a current list of members and their role, their business affiliations, their area of expertise, and their Board qualifications. Detailed resumes or bios can be found in Appendix 3.2.b.1.iii Board Resumes and Bios.

Name	Current Professional Affiliation	Areas of Expertise	Board Qualifications
Benjamin Chereskin	Founder, Profile Capital Management	Investment management; Board governance	Service on numerous corporate and non-profit Boards including, but not limited to, Boulder Brands, Inc.; CDW Corporation; Tuesday Morning Corporation; Cornerstone Brands; Cinemark, Inc.; University of Chicago Laboratory School; University of Chicago

			Medical Center
Ellen Sachs Alter	Licensed Clinical Psychologist	Child development; Social-emotional supports	Published academic author; clinical training in pediatric psychology and family systems; oversaw staff training/PD for more than a decade; experience treating children, adolescents, and their families.
Suzanne Campion	Partner, NextLevelNPO, LLC	Non-profit operations; strategic planning	Founder's Board of Lurie's Children Hospital; advisor to a private education fund; experience in business and client development
Mike Feinberg	Co-founder, KIPP	Education; School growth; College access and completion	Board member of KIPP Houston and KIPP Foundation; winner of the Thomas B. Fordham Prize for Excellence in Education, and the National Jefferson Award for Greatest Public Service by a Private Citizen; named to the list of "America's Best Leaders" by U.S. News & World Report; received the Presidential Citizens Medal in the Oval Office of the White House.
April Goble	Executive Director, KIPP Chicago Schools	Education; Leadership development	Recipient of the Cartier award for excellence in teaching and community involvement; McNair Scholar; first generation college graduate; previously taught at and led KIPP schools; leadership coach
Jill Kidd	Learning & Development Manager, Boston Consulting Group	Strategic planning; Adult learning	Adult learning and development expert; experienced recruiter
Don Weiss	President, Weiss Entities	Real estate	Service on numerous corporate and non-profit Boards including, but not limited to, Central Grocers; Chicago Public Media; Temple Shalom Chicago; NWI Times Board of Economists; Porter County Community Foundation; Boys & Girls Club of Northwest Indiana (President); National Alliance for the Mentally Ill; National Alliance for the Mentally Ill of Greater Chicago

Appendix 3.2.b.1.i-iii includes the Board member forms, economic interest forms, and resumes/bios.



*3.2.b Question #2. Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).*

KIPP Chicago possesses a strong and committed Board with wide-ranging and diverse professional experience that directly benefits the management of our organization. Their commitment, professional and social capital, strong skillsets, and financial and human resources will be critical as KIPP opens additional schools. KIPP Chicago is in the process of recruitment efforts to build an even stronger, more diverse Board. We seek to add 2 new Board members in the coming year. Presently, the Board does not include a parent or community member; therefore recruitment efforts will further focus on securing community representation. Finally, we are hoping to recruit a Board member who has legal experience.

To add to the skills already present on our Board, we aim to recruit members with desired strengths in one or more of the following areas:

1. **Academics:** K-12 Ed and/or Local/national education connectivity
2. **Operations:** Finance; Legal; Real estate/facilities; and/or Strategy/operations
3. **Relationship Management/Funding:** Community engagement; Development; Marketing & PR; Major donor connectivity; and/or Political connectivity

*3.2.b Question #3. Provide a plan and timeline for recruiting a governing board prior to school opening and thereafter that represents the diverse skill sets, experience, and backgrounds required for rigorous school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the design team can leverage as it develops its founding board.*

At present, we are satisfied with the current composition of our Board and feel strongly that the skills necessary for governing KIPP Chicago are well represented. However, as noted in 3.2.b question #2, we do aim to both grow and further diversify our Board over the course of the next two years. At present, we are in active discussions with current Board members about their own networks in order to vet an emerging list of prospective members. By the time the proposed schools open, we plan to have added 2-3 new members to the governing Board with a priority focus on diversification and possibly securing a member with legal expertise. Our Governance and Nominating Committee will be utilized to lead such recruitment endeavors.

*3.2.b Question #4. Specify the process by which board members have been selected and will be in the future.*

Board member selection is managed by the Governance and Nominating Committee, which is tasked with developing, disclosing, and managing the process for identifying, evaluating, recruiting, and nominating new Board member candidates. The process is as follows:

1. Determine the desired qualifications and criteria for Board members, including skills, experience, qualities, background, diversity of thought, etc.
2. Conduct periodic needs assessment / gap analysis to assess the Board's current composition and identify gaps.
3. Draft a development plan for continuously cultivating new prospects.
4. Oversee Board candidate pipeline and coordinate search process, recruitment process, and nomination / approval process.

After a Board candidate has been identified, screened, and qualified, he or she undergoes a series of interviews with various leaders of the organization, including other Board members, the Board chair, and the ED. In addition, he or she visits schools on at least one occasion. If the Board candidate is determined to be a good fit and helps meet our composition goals, the Board chair will nominate him/her for membership and the candidate will be slated for election by the full Board.

*3.2.b Question #5. Discuss the design team's role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board.*

KIPP Chicago has recently transitioned from a "founding Board" to a "working Board." We have strong members currently serving, and through a strategic focus on growth and diversity, we will be able to ensure that all critical areas of governance and Board composition are well represented. Further, we have recently established a committee structure and are confident that by the opening of the proposed schools the Committees will be robust, meeting regularly, and consistently achieving desired outcomes. The majority of the Design Team Members attend all Board meetings and will continue to participate once the proposed schools are open. The schools' start-up plan as found in Dimension 3.1.a Question #2 is managed by various Design Team Members and shared with the Board. When necessary, the Board members will be asked to contribute to select tasks (e.g., fundraising, budgeting, etc.). Please see the next question regarding training.

*3.2.b Question #6. Describe any orientation and ongoing training that Board members will receive, including a timeline for training and topics to be addressed.*

Board development and training is ongoing and complemented by the following robust, reoccurring formal opportunities provided by the KIPP Foundation:

**KIPP School Summit:** KIPP Chicago Board Members receive ongoing support and training from the KIPP Foundation. Each year, the KIPP Foundation hosts the KIPP School Summit (KSS), during which KIPP schools from around the country gather for training and goal-setting. This network-wide event offers specialized learning experiences with high-quality presenters across a wide range of topics. KSS ensures that leaders, teachers, and staff can return to their regions, schools, and classrooms armed with best practices and tools to foster excellence and better serve our students.

Each year, KSS offers a specific training track for Board members of KIPP schools. Topics have included budgeting innovation; creating dashboards to monitor regional and school health; creating a dashboard action plan for your school or region; successful growth campaign strategies; upgrading financial processes; best practices in hiring senior leadership talent; change management; and "How to Build a KPI Dashboard System for Lean Operations." Even if certain Board members are not able to attend KSS, materials and videos are available online through KIPP.org and a Board portal. (See Appendix 2.4.b.1 KIPP School Summit 2014 Full Program)

**Annual Board Chair retreat:** In addition, the KIPP Foundation hosts an annual Board Chair retreat and invites regions to send a select number of Board members to the retreat. The Retreat brings together local KIPP leadership in a collaborative setting, provides relevant content, facilitates structured conversations and is ultimately designed to provide local KIPP boards with effective practices and concrete tools to better govern their regions in partnership with their leaders. In April 2015, the retreat

will be hosted in Chicago and available to a larger number of KIPP Chicago's Board members as the hosting region.

**Additional resources:** In fall 2015, KIPP Chicago will also produce a Board Handbook for use during orientation and training. This handbook will include sections on charter law, understanding the local landscape, review of assessments, communications/FAQs, and school profiles.

*3.2.b Question #7. Explain how the Board will evaluate its own effectiveness on an ongoing basis. What expectations will there be for board membership and what clear, measurable goals and metrics will the Board utilize to evaluate itself? What actions would trigger removal from the board and what process would guide removal?*

On an annual basis, the Board of Directors sets a variety of metrics against which they will judge their service as well as the health of KIPP Chicago Schools. These metrics include a fundraising target; targets for Board giving; meeting attendance; goals for the Board membership; and, progress against strategic priorities. A dashboard is used to collate the information and present data visualizations against goals. Additionally, committees may elect to add specific goals related to their functional areas. Metrics are informed by the annual budgeting/finance process, Board requirements for OMA, and an annual survey of all members. Metrics and action steps are determined each fall for the academic year. General Board member expectations are detailed in 3.2.a Question #1, and Board members further outline personal objectives and goals for the year through individual conversations. Actions that could trigger Board removal include undisclosed conflicts of interest, inability to making meetings in person, and consistently missing agreed-upon targets. Removal would occur after a Board member provides a self-assessment and after conversations with both the Board Chair and the Executive Director. Depending on the reason for removal, it could be immediate (e.g. for a conflict of interest), or it may be agreed on that the Board member finish his or her service in the current academic year while a replacement member is identified.

*3.2.c Question #1. Specify where and how frequently the Board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.*

Per the bylaws, the Board meets four to six times a year, and meeting locations rotate between one of the schools and the KIPP Chicago regional office. When convenient, the Board may occasionally meet at the KIPP Foundation offices in the Loop.

In compliance with the Open Meetings Act, KIPP Chicago's Board of Directors:

1. Conducts meetings that are open to the public and make limited exceptions for certain specified matters that may be discussed in closed session.
2. Holds meetings at specified times and places convenient to the public.
3. Does not hold meetings on legal holidays unless the regular meeting day falls on a holiday.
4. Provides notice of meetings in accordance with the Open Meetings Act.
5. Provides a schedule of regular meetings annually.
6. Prepares minutes of all open and closed meetings.
7. Prepares a verbatim record of all closed meetings in the form of an audio or video recording.
8. Reviews closed session minutes semi-annually to determine if any should be released.

KIPP fully complies with the Illinois Freedom of Information Act. KIPP's FOIA Officer responds to all written FOIA requests within the time frames required by the Act, and either provides the requested

public records, or provides the specific exemption that applies if information is redacted or release is denied. For any denial, KIPP informs the requester of the applicable appeal rights.

Please see Appendix 3.2.c.1.i for the Board calendar and Appendix 3.2.c.1.ii for Board member assurances. Additionally, see Appendix 3.2.c.1.iii for a copy of KIPP Chicago's 501(c)3 letter.

*3.2.c Question #2. Ethics Policy: Please provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.*

The Ethics Policy and the Conflict of Interest Policy are embodied in one document, attached in Appendix 3.2.c.2. The document provides guidance on 1. Nepotism; 2. Financial interests in contracts; 3. Gifts, loans, and favors; 4. Secondary employment; 5. Postemployment and post-membership restrictions; and 6. Political activities.

*3.2.c Question #3. Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the design team/founding Board plans to address them. Include a draft Conflict of Interest policy that establishes safeguards to prohibit any of the proposed school's board members, directors, officers, employees, agents, or family members from having a private interest, direct or indirect, or acquiring any such interest directly or indirectly, which would conflict in any manner with the charter school's performance and obligations under the Charter School Agreement. (Note: the policy may be separate from or included in the Ethics Policy above.)*

The Board of Directors has a Conflict of Interest Policy combined with the Ethics Policy (see Appendix 3.2.c.2) that includes how we identify and address any conflicts. Additionally, the Ethics Policy further explains the acceptance of gifts, among other things. A few Board members have conflicts that they have disclosed and they are addressed by the respective Board member recusing him/herself from voting when required.

The Board and the Executive Director shall seek guidance from an attorney concerning compliance with and enforcement of the Conflicts of Interest and Ethics Policies. The Board may, as necessary or prudent, appoint an ethics advisor for this task. Written complaints alleging a violation of these policies shall be filed with the Executive Director or Board Chair. If attempts to correct any misunderstanding or problem do not resolve the matter, the Executive Director or Board Chair shall, after consulting with an attorney, place the alleged violation on a Board meeting agenda for the Board's disposition. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegation(s) in a complaint are true, it shall consider disciplinary action for the Board member or employee.

*3.2.d Question #1. Provide a narrative description of an attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.*

As detailed in the Organizational Chart in Appendix 3.2.d.1, the KIPP Chicago Board of Directors directly oversees the Executive Director, who manages the COO, Chief Academic Officers (CAO), KIPP Through College, and Fundraising. School principals report directly to the CAO and school performance filters up to the Board for regular updates and review. This structure allows for the Executive Director to focus the

majority of her energies on the academic side of the organization, while the COO directly manages a number of the business aspects of the organization. This structure also allows for the Board to fulfill its duties of providing direction, oversight, and support.

*3.2.d Question #2. How will the Board hold network (if applicable) and school leader(s) accountable for school performance?*

As stated in Dimension 3.2.a Question #2, the Board monitors school network progress through frequent data-rich reports as well as the SQRP and HSR frameworks. Both SQRP and HSR use myriad performance indicators to determine the health of the schools and the region as a whole. Additionally, the KIPP Foundation produces the KIPP Report Card, which makes public the HSR data indicators for every region in the network. Using these frameworks, the Board can assess performance and hold the network accountable through its ability to retain the Executive Director as well as provide input on SSC staffing choices. School leaders are evaluated and held accountable by the Executive Director. More on this process can be found in Dimension 2.2.b Question #4.

## DIMENSION 4.1: FINANCIAL FORMS AND BUDGET NARRATIVE

### 4.1.a Financial Forms and Budget Narrative

*Question #1. Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Include a budget narrative that summarizes the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school's existence. If a Next Generation blended learning applicant, please include costs associated with the implementation of the blended learning model, including device set-up support, device repair and replacement, infrastructure, IT support and home Internet access.*

Despite the fact that the district and state are in a difficult financial position at this time, we must not back away from the challenge of ensuring every student in the city of Chicago has an opportunity to go to and through college, regardless of their zip code. KIPP Chicago believes our mission and vision are more critical than ever – when limited budgets arise, we cannot make choices that limit student options; instead, we must creatively seek ways to reduce costs away from the classroom and continue providing high quality education for the students that need it the most.

KIPP schools across the country seek private funding to support programs that extend beyond the classroom, finance capital campaigns, and fuel the growth of KIPP schools in their respective regions. In Chicago, we share these fundraising needs, but are faced with the additional challenge that charter schools in the state of Illinois and, more specifically, in the city of Chicago, are subject to one of the lowest charter per-pupil tuition rates in the nation. To achieve our mission and implement the KIPP model that has proven successful nationwide, KIPP Chicago must fundraise beyond the current per-pupil tuition rate provided to our Chicago schools.

**Budget overview:** KIPP Chicago's model delivers 24% more instructional time than traditional Chicago Public Schools and delivers the KIPP Through College Program, which is a comprehensive high school and college placement and completion program that provides assistance for our students from 7<sup>th</sup> grade through college completion. Public funding covers 92 percent of total costs, which requires KIPP Chicago to raise between \$2 million and \$2.6 million per year for the first five years of this growth plan, depending on whether the model is based on co-shares or independent facilities. As KIPP Chicago grows, the need for fundraising also grows; as our schools reach scale, the need stabilizes and then decreases. Once KIPP Chicago reaches its full 10-school plan, fundraising exclusively supports the KIPP Through College program. Appendix 4.1.a.1.i-ii (Budget Workbooks) gives a complete analysis of the revenues and expenses for each new school under a co-share and independent facility model.

**Revenues:** Per-pupil funding from CPS remains our most central source of revenue—yet it has fluctuated dramatically over the last 5 years. It is important to note that these projections assume public per-pupil funding will not increase from 2014-2015 levels; this is an assumption that is locked into the budget by CPS. If funding truly stays fixed for the next five years, we are forced to make tough choices about our model, but remain confident we can continue excellent results for our families. CPS per-pupil revenue figures are dependent solely on enrollment, and we monitor student recruitment and enrollment very carefully to ensure we meet financial targets. Additionally, we take advantage of federal funding to supplement revenue from CPS and the state. The Charter Schools Program (CSP) continues to be a strong source of start-up funding for KIPP, and we also use federal ERATE dollars to help offset the costs of voice and internet services. For a description of private fundraising, please see Dimension 4.1.b Question #1.

**Expenses:** Our key costs fall into the buckets of direct students costs, personnel costs, and facilities.

Direct student costs including Next Generation learning: Our direct student costs have changed significantly in the past five years as we have transitioned schools to a Next Generation learning model. In primary schools, we provide nine computers in every classroom, and in middle schools, we provide thirty computers in every classroom. Our curriculum is now a blend of paper-based materials and computer-based programs—we use start-up funding and private grants to cover these costs, but continue to also urge the use of free and/or inexpensive options wherever possible. For example, we switched to Chromebooks in our middle school classrooms (a less expensive option) and now use Khan Academy as one of our math curriculum options (a free option). While we are cautious not to adopt a less effective curriculum or technology just because it is free, when we find like-minded organizations offering high quality resources at no or low cost, we incorporate them as it makes sense.

It is also important to note that we invest in certain programs that *are* expensive because we deem them critical to ensure students are well prepared for college-prep high schools and college. We continue to increase investment in after-school programs such as coding, gardening, violin, basketball, volleyball, Zumba, Step, cheerleading, Girls on the Run, Girl Scouts, and rugby, to name a few. It is critical that students and families can access a well-rounded experience both in and out of the classroom. Additionally, each spring, all middle school students may attend End-of-Year Field Lessons at colleges and universities across the country such as University of Illinois, University of Wisconsin, University of Michigan, Michigan State, Bradley University, Morehouse, Spelman, Howard, University of Maryland, and George Washington University. These experiences give them first-hand exposure to college life, and make our mission and vision come alive, proving the possible that if they stay committed, they will graduate from college.

Personnel costs: Personnel expenses account for approximately 55% of costs. It is extremely important to us to pay employees a competitive salary that recognizes their hard work and dedication to students and families. We are careful, however, not to over promise and under deliver. While we would love to give staff higher raises each year, we are careful to increase salaries only in so far as public funding increases. In years during which funding has been cut, we have been able to increase salaries modestly while finding other places to trim. We have never had to lay off staff members due to changes in funding from the district.

Facilities costs: Facilities are the third significant bucket of expenditures. We remain committed to finding opportunities to co-share with existing CPS schools that are underutilized. We strongly believe that there are enough school buildings in Chicago; there are just not enough high-quality seats in neighborhoods that need them the most. For this reason, we urge CPS to consider co-share opportunities with high-quality charter operators to make it possible for charters to grow and spend every dollar possible on education, rather than diverting resources to unnecessary capital expenditures. Our hope is that CPS will approve KIPP for co-shares wherever possible to keep utilization as high as possible in these buildings and to minimize the number of charter schools that need to operate in non-CPS buildings. If that is not possible, we will lease space from the Archdiocese to keep providing KIPP schools to students in Chicago who need us the most.

Regardless of facility type, one key cost that continues to increase is the bandwidth required to operate Next Generation schools. Each school requires an extensive build-out for the internal network as well as upgraded bandwidth to handle internet traffic generated by student and staff devices. We continue to work aggressively on ERATE funding to pay for bandwidth. As ERATE funds shift away from internal network build-outs, we have successfully attracted private donors to help share these costs.

As we consider growth, we will further assess our model to keep fundraising realistic. We will continue to explore innovative staffing models that are sustainable. We will explore facility options to make sure we have the best long-term strategy. And we will continue researching effective curriculum – both traditional forms and Next Generation – to ensure our students are on a path to college-readiness after attending our schools.

*4.1.b Question #1. Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.*

KIPP Chicago has an exceptional track record of meeting its fundraising goals. Its highly committed Board of Directors and staff have steadily increased annual philanthropic revenue. In FY10, when we began our growth, our annual fundraising equaled \$600,000. Five years later, we now average \$2.5 million each year. Our total fundraising from FY10 (actual) through FY15 (projected) equals \$10.5 million.

**Revenue Need:** KIPP Chicago built a comprehensive, multi-year strategic development plan in 2014, which outlined strategies the Board of Directors and External Affairs team members will use to raise additional revenue needed to achieve growth plans. This plan accounted for the new and expanded schools KIPP Chicago has outlined in this proposal. In a co-share model, KIPP Chicago will need on average \$2.0 million per year for five years as schools scale, whereas in an independent facility model, KIPP Chicago will need \$2.6 million on average per year. This fundraising helps offset growth and program costs while schools scale. Our fundraising need will peak in FY17 and then decline as efficiencies are realized. At scale, KIPP Chicago's school operations will be sustainable on public revenue, and we will rely on private fundraising only for KIPP Through College, the alumni support program. We will also consider seeking additional revenue for programmatic enhancements, but only as such opportunities make sense programmatically and financially.

**Viable Funders:** KIPP Chicago has built strong relationships with many local funders who are enthusiastic about KIPP's continued growth in Chicago. [REDACTED] has made several multi-year grants to KIPP Chicago in support of general operations, KIPP Through College, instructional technology, and the arts. [REDACTED] is currently considering another multi-year investment in KIPP Chicago's growth. KIPP Chicago is also a member of A Better Chicago's portfolio. As such, KIPP Chicago receives six-figure general operating grants and management support. A Better Chicago aspires to support its portfolio members over a five-to-ten year period as they scale. The Next Generation Learning Challenges program, and its regional fund, Breakthrough Schools: Chicago, have invested over \$500,000 in KIPP Chicago's school models, and are currently considering another proposal. Finally, if KIPP Chicago is approved for growth via an independent facility, we will consider low-interest loans through organizations such as the Charter School Growth Fund or IFF, and we will further explore whether New Market Tax Credits is an option to offset costs.



It is also important to note that KIPP Chicago's relationship with the national KIPP network uniquely positions us to benefit from federal funding that might otherwise prove unattainable. In fall 2014, KIPP secured Charter School Program (CSP) funds for KIPP Chicago's proposed schools. Additionally, the KIPP Foundation identifies and applies for federal and private foundation opportunities on behalf of KIPP regions that qualify and choose to participate. Private funders that support KIPP regional growth via the KIPP Foundation include the [REDACTED], the [REDACTED], the [REDACTED], and the [REDACTED]. KIPP Chicago has received grants via all of these channels and anticipates ongoing support if our growth plans are met with CPS approval.

**Contingency Plan:** KIPP Chicago is a lean organization that operates with a conservative financial model. KIPP Chicago has consistently met or exceeded its annual fundraising goals each year, allowing the organization to build its reserves. KIPP receives private revenue from various constituents (Board of Directors, high net worth individuals, family foundations, private foundations, corporate foundations and businesses). This diversification protects the organization. Should KIPP Chicago face revenue losses, we will look closely at our programming, evaluate expenditures for mission alignment and impact on student outcomes, and search for efficiencies. If absolutely necessary, we will scale back programming.

## DIMENSION 4.2: FINANCIAL CONTROLS AND MONITORING

*4.2.a Question #1. Describe the policies and procedures that the proposed school and Board will utilize to sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. How will the Board receive updates and monitor the school's financial position? Who is responsible for directly managing and overseeing the school's budget? Please note that Illinois Charter Schools Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.*

KIPP Chicago designs and implements controls in accordance with Generally Accepted Accounting Principles (GAAP) guided by the Committee of Sponsoring Organizations of the Treadway Commission's Internal Control—Integrated Framework, commonly referred to as the COSO Framework or Framework. The Framework is designed to efficiently and effectively aid executive leadership to construct and maintain strong systems of internal controls. By definition, internal control is a process, overseen by an entity's board of directors, management, and other personnel, to provide reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance. The Framework provides five components of reasonable assurance including control environment, risk assessment, control activities, information and communication, and monitoring activities.

Effective control exists when all five components are both present and functioning in an integrated matter. The Framework notes the use of sound judgment in designing, implementing, and assessing internal controls within the boundaries established by laws, regulations, and standards. The following narrative explains KIPP Chicago's effective controls over the appropriate use of public and private funds to ensure our ongoing financial health and legal compliance.

**Control environment:** The 'control environment' describes organizational infrastructure and practices, and serves as the foundation for all other components of internal control, providing both discipline and structure. The tone of the control environment is set by the Board of Directors, an independent group of professionals committed to ensuring legal compliance, promoting financial stability, and overseeing the appropriate execution of duties and responsibilities of KIPP Chicago's employees. The Board of Directors considers management's recommendations but ultimately provides independent oversight of the organization.

KIPP Chicago hires competent and qualified employees throughout the organization. The Executive Director is chosen by the Board of Directors following a rigorous and objective selection process. Together, the Board of Directors and Executive Director evaluate the extent to which organizational leaders both model and cultivate a control environment marked by strong compliance with public and private fund agreements and geared towards programmatic and organizational success. Refer to Appendix 3.2.b.1.iii (Board Resumes/Bios) for a complete listing of résumés for the Executive Director, Board of Directors, and Appendix 2.2.a.1.ii (Design Team Member Resumes) for organizational leaders.

The Board of Directors and Executive Director determine the appropriate structure, reporting lines, authority, and responsibility as detailed in Dimension 3.2 of this proposal. The KIPP Chicago organizational structure ensures proper segregation of duties and clear lines of authorization authority to ensure our legal compliance and financial stability.

**Risk assessment:** Risk assessment is the identification, weighing, and analysis of various risks to the achievement of organizational objectives, forming a basis for determining how risks should be managed (via control activities).

Our leadership team, with the Board of Directors, regularly assesses potential risks to organizational objectives during committee meetings and monthly management team meetings. Appropriate controls are identified and incorporated to mitigate any identified risks. Our current objectives related to the financial stability include: retain 60 days of cash flow, achieve 100% of budgeted enrollment, maintain a current ratio of at least 1.2, exceed a liquidity ratio of 1.5, achieve 100% of fundraising goals, and achieve an increase in net assets.

**Control activities:** Control activities are the policies and procedures that help mitigate identified risks to the achievement of objectives to acceptable levels (risks can never be completely eradicated). Control activities occur throughout the organization, at all levels. In coordination with the Executive Director, the Board of Directors approves controls related to legal compliance and financial stability to ensure the proper use of public funds. The Board of Directors must approve material changes to internal controls. KIPP Chicago implements policies and procedures detailed in the Fiscal Policies and Procedures manual (aka the 'Finance Manual'). See Appendix 4.2.a.1.ii Financial Policies and Procedures for the complete Finance Manual.

The primary areas of control include security and documentation related to data, cash and cash equivalent processes, deposits, fundraising, approvals, financial reporting, and asset procedures. The Finance Manual is designed to mitigate risks associated with validity, accuracy, completeness, classification, timeliness, and aggregation. The Finance Manual primarily outlines authorization of transactions, segregation of duties, adequate records and documents, security of assets and documents, and independent checks and reconciliation, which contributes to the mitigation of financial stability risks and legal compliance risks to reasonable levels. The Finance Manual is reviewed at least quarterly to ensure all policies and procedures remain present and function in an integrated matter. If management determines a policy or procedure is ineffective or absent due to changes in the environment, it is the Chief Operating Officer's duty to address the risk immediately, to update the Finance Manual pending the Board of Directors' approval, then to implement the new control. It is the Board of Directors' responsibility to assess management's performance in these functions.

**Information and communication:** Information is the data obtained both externally and internally to assess an entity's performance relative to objectives. Information allows KIPP Chicago to carry out our responsibilities in an effective and efficient manner. Communication is the complete and timely transfer of information across the organization. Adequate communication relies upon open and effective channels with stakeholders, donors, partners, employees, families, students, and other parties as applicable.

We use secure electronic communication to transfer information in a timely manner to appropriate audiences. We also schedule regular meetings with the Board of Directors to ensure continuing communication and information sharing throughout the organization.

To advise KIPP Chicago regarding financial and legal compliance issues, we maintain communication with an external legal and financial body. This helps us ensure compliance in our use of public and

private funds. We also maintain a positive and open relationship with Chicago Public Schools (CPS) to ensure ongoing compliance with legal and financial directives issued from CPS. Refer to the Finance Manual in Appendix 4.2.a.1.ii Financial Policies and Procedures for more information on Competitive Bidding and Financial Reporting.

KIPP Chicago's Accountant, COO, and External Affairs Team create the following reports:

- Monthly Financial Report
  - Statement of Financial Position
  - Statement of Activities
  - Statement of Cash Flows
  - Statement of Financial Comments
  - Annual Forecast and Board Metrics
- Monthly Development Report
- Quarterly Financial Reports
  - Statement of Financial Position
  - Statement of Activities
  - Statement of Cash Flows
  - Statement of Financial Comments
  - Annual Forecast and Board Metrics
- Quarterly Development Report
- Annual Financial Reports
  - 990's
  - Audit
  - Annual Budget

These reports are effective and timely in assessing financial stability, growth, control, and compliance. Together, these documents satisfy both Illinois State Board of Education (ISBE) and CPS financial reporting requirements. We submit to an independent audit annually, per compliance agreements. The frequency of and reviewing bodies for these reports are detailed below.

In addition to the financial reports above, the following reports are submitted to CPS per requirements.

- Annual Budget –July 1
- SGSA, Title 1, and Title II Program Design – July 1
- Membership for Per Pupil Funding – quarterly
- Special Education Reimbursement Invoices – 15th day following each quarter
- Quarterly Financial Reports –30th day following each quarter, 45 days after Q4
- Annual Audit – November 1
- Projected Enrollment for Next School Year – December
- Form 990 – February 15th (with approved extension)

**Monitoring activities:** Monitoring is the process of assessment of the design and operation of controls on a suitably timely basis to take necessary actions—by the appropriate personnel. We regularly assess the financial stability, legal compliance, and control effectiveness of our organization. It is the Board of Director's responsibility to review the management team's progress in meeting organizational objectives. It is the Executive Director's responsibility to report pertinent information actively, quickly, and consistently to the Board of Directors to ensure financial stability and legal

compliance. The Chief Operating Officer and the Accountant are primarily responsible for maintaining and overseeing the budget with direction and approval from the Board of Directors. Internal controls are reviewed quarterly by the Executive Director and at least annually by the Board of Directors. Significant changes in control environment or deficiencies are reported immediately to the Board of Directors and/or the management team. It is the management team's responsibility, in coordination with the Board of Directors, to promptly control outstanding risks to a reasonable level.

The Board of Directors meet at least on a quarterly basis and more regularly per the need of the organization. The Finance Committee meets at least on a quarterly basis and more regularly per the need of the business.

The following table outlines the frequency of financial reporting and reviewing persons:

**Financial Reporting Review**

	B.O.D.	Finance Committee	Executive Director	Member of B.O.D.
Monthly Statement of Financial Position			- Either or -	
Monthly Statement of Activities			- Either or -	
Monthly Statement of Cash Flows			- Either or -	
Monthly Statement of Financial Comments			- Either or -	
Monthly Annual Forecast and Board Metrics			- Either or -	
Monthly Development Report			- Either or -	
Quarterly Statement of Financial Position	X	X	X	
Quarterly Statement of Activities	X	X	X	
Quarterly Statement of Cash Flows	X	X	X	
Quarterly Statement of Financial Comments	X	X	X	
Quarterly Annual Forecast and Board Metrics	X	X	X	
Quarterly Development Report	X	X	X	
990's	X	X	X	

Annual Audit	X	X	X	
Annual Budget	X	X	X	

Chicago Public Schools’ also monitors the health of KIPP Chicago through the reports detailed above (see ‘Information and Communication’).

**Conclusion:** KIPP Chicago’s Executive Director and Board of Directors attest that the previously described controls under the guidance of the COSO Framework are effective and efficient in controlling the risk of obtaining objectives to a reasonable level. The Executive Director and the Board of Directors further attest that the controls, policies, and procedures described above represent a clear and actionable plan to sustain financial stability and ensure legal compliance regarding the proper use of private and public funds.

A listing of financial reports generated can be found in Appendix 4.2.a.1.i.

## DIMENSION 4.3: FACILITIES

*4.3.a Question #1. Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows. If proposing a Next Generation blended learning model, please include technological requirements to implement the model (e.g. broadband, power, networking, hardware, distribution, speed and availability of the Internet connection at the facility, etc.).*

**Co-Shares:** For its three proposed campuses, KIPP Chicago will work with CPS to determine whether co-shares are possible. Three of our four current campuses are co-shares. In all cases, the co-share has allowed an underutilized school to become much more efficient. We believe co-shares are a true win-win for the district and for KIPP Chicago. They allow the district to keep neighborhood schools open for families that want that option, *and* they allow families a choice for a different option (if they are seeking one) without having to travel outside their neighborhood.

Within each KIPP Chicago co-share, KIPP and our district partner schools collaborate to ensure a safe, productive, and innovative learning environment for *all* of our students. We share goals to improve educational outcomes and expand opportunity for students in each neighborhood. In this pursuit, we commit to open communication, mutual respect, and building common purpose among our shared school communities. Elements of our vision include:

### Leadership

- KIPP and district principals meet regularly to ensure clear and proactive communication, and to share best practices from each school
- KIPP shares professional development opportunities, including KIPP School Leadership Programs and KIPP School Summit, with district principals

### Academics

- KIPP pursues technology grants that provide resources for both schools, as well as tech support
- KIPP hosts high school and college fairs open to the school community
- KIPP Chicago shares KIPP Through College strategies, including high school placement, college placement, and financial aid seminars for families

### Operations

- Shared crisis management plan and procedures to ensure safety
- Student-focused routines and procedures that maximize learning time

### Culture

- “All the students are ours” culture
- KIPP shares the character strengths curriculum
- Proactively establish routines and procedures that promote safety and learning
- Shared community service commitments in each neighborhood
- Shared after school and enrichment partnerships

**Archdiocesan and/or Private Facilities:** As a safety net, KIPP Chicago is also currently in conversations with the Archdiocese and IFF to determine if it is feasible to acquire a building independent of the district. While this option is more expensive, and much less desirable, it is still feasible.

**Space Requirements:** In our model, each grade level needs five classrooms. This means, in a K-8, we will need a total of 45 classrooms, as well as separate spaces for administrative offices, a gymnasium, cafeteria, and a kitchen. Generally, each grade level needs 10,000 square feet, although we gain efficiencies with more grade levels in a building, so a full K-8 will need approximately 70,000-80,000 square feet (Plan A). Ideally, each K-8 school will have enough room for all classrooms to be in the same building, but we are working on alternative scenarios in case they are needed. For example, we can obtain two campuses in close proximity to each other – each having 35,000-40,000 square feet, and 20-25 classrooms, and we could have K-4 in one building and 5-8 in the other (Plan B). This is the format of our KIPP Ascend campus in the North Lawndale neighborhood. Finally, there is an option to acquire a small building with the intent to add space following a capital campaign (Plan C).

Grades	Kinder	1st	2nd	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Total
# of Rooms	5	5	5	5	5	5	5	5	5	45

Additional Rooms	Offices	Special Ed	Gym	Cafeteria	Kitchen	Auditorium
# of Rooms	2	2	1	2	1	1

**Site Evolution:** KIPP Chicago Schools grow 1-2 grades at a time, depending on the space available. Ideally, we will acquire all the space we will need at the onset, rather than negotiating for space as we grow. If we are successful in establishing a CPS co-share, we will ask that all needed space be allocated to us at the beginning of the co-share, regardless of the year in which we will reach full capacity. If we find ourselves, however, needing to acquire space outside of CPS, it is likely that we will obtain 30,000-40,000 square feet in year one, and an additional 30,000-40,000 square feet in year three or four to keep costs as low as possible.

We ready the classrooms we need (i.e. paint, furnish, install access points, etc.) in the summer ahead of the fall enrollment season, to better match funding we receive to when expenses are actually incurred. This minimizes the amount of revenue that is required in the early years and distributes expenses to match when students matriculate to the higher grades.

**Next Generation blended learning:** Our commitment to blended learning requires us to build robust internal networks that can handle up to a 1 Gb internet connection at each campus, prior to the beginning of the school year. We use the federal ERate program as well as private dollars from donors to complete the network build-out at each campus, before teachers arrive to start summer induction.

Aside from this investment, our schools do not require many additional technological requirements to implement our model. Even in older buildings, the electricity is usually adequate because 30 Chromebooks per classroom can be charged in a cart off one outlet. We do not need to knock down walls to build large computer labs because our classroom-based models are sufficient for our needs. The one additional consideration we have is security in the building; our extra technology investments require a careful look at the locks, doors, windows, sensors, security cameras, etc. to ensure everything is well-maintained and able to provide a secure environment.



*4.3.a Question #2. Provide an overview of each proposed site and include the following supporting materials: a. The address and a general description of the property, including its current owner and previous use; b. An Inspecting Architect's Report completed by a CPS-approved architect; c. An ADA Compliance Report completed by a CPS-approved architect; d. If the property is not currently ADA compliant, a plan for bringing the building into compliance; e. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your design team's plan to meet lease or purchase requirements; f. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including: the scope of work to be completed; A description of persons/managing parties responsible for project management and related qualifications; A project timeline for any necessary renovations; A completed Sources and Uses of Funds Report for facility development and the planned funding mechanism to cover projected costs.*

We are in the early stages of identifying possible locations for our campuses. We will provide the required paperwork for each facility for the Tier 2 proposal, including the ADA Compliance Reports, the Inspecting Architect's Reports, the Letter of Intent/Memorandums of Understanding, the Rehabilitation Plans, and the Sources and Uses of Funds Reports.

We will continue working with CPS to determine whether co-shares are possible in our proposed communities. The following list is a description of private facilities that may prove viable if co-locations are not possible.

Facility Name	Address	Square Feet	Lease or Own	Cost
		26,158	Lease	~\$10/sq.ft.
		60,000	Own	~\$1.4m
		45,000	Own	~\$950,000
		21,766	Own	~\$790,000
		28,104	Lease	~\$10/sq.ft.
		24,323	Lease	~\$10/sq.ft.
		68,000	Own	~\$4.5 million

*4.3.a Question #3. Describe the plan to secure and update (if applicable) an appropriate facility in time for school opening.*

We are working with IFF to identify the most cost effective solution for KIPP Chicago to open two new schools and expand a third school in the year 2016-2017. As mentioned before, our goal is to work with CPS to partner with other district schools in co-shares. If this plan does not come to fruition, we will work with IFF, the Archdiocese, and other private partners to identify buildings for KIPP #4, KIPP #5, and KIPP Primary Expansion to open. A proposed timeline/facility plan will be attached with the Tier 2 submission.