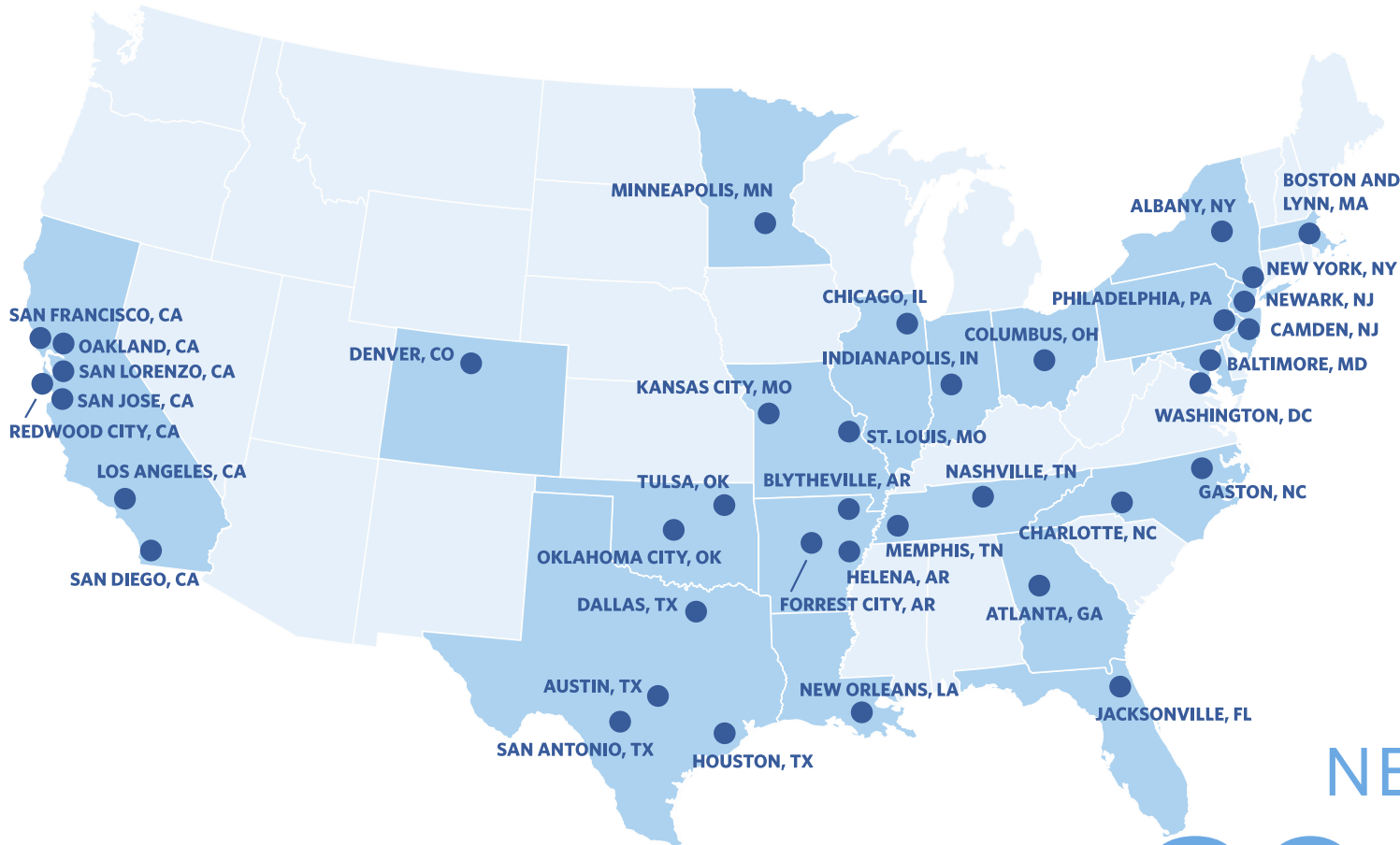


# Data Use at KIPP

Educating the Children of Poverty  
September 12, 2016  
Austin, TX

**KIPP:**

# KIPP is now serving nearly 80,000 students across 200 schools

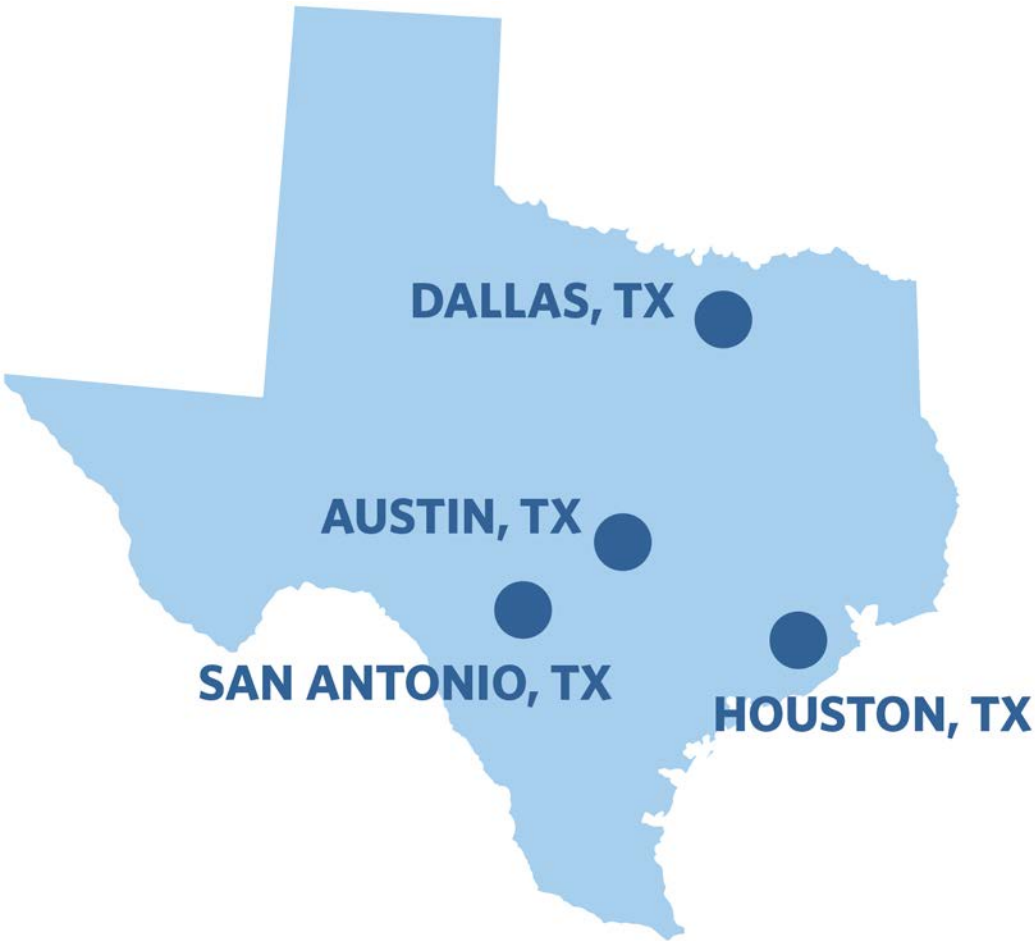


NEARLY  
**80,000**  
STUDENTS

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## ~30% of students are in Texas spread across four regions

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- ~30% of KIPP Students
- 4 Regions
- 47 Schools
- 72% Latino & 25% African American
- 89% Free/Reduced Price Lunch
- 37% ELL
- 6% SPED
- 51% of KIPPsters, tracking from 8<sup>th</sup> grade, have graduated from college

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## We support our leaders in data decision making across a multi-prong approach

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- 1- Shared use of our Healthy Region and Schools Framework and Academic Strategy Pyramid
- 2- Embedding Data Decision Professional Development Throughout our Leadership Programming
- 3- Data is a Key Element Throughout our Leadership Readiness Criteria

# HSR Framework & Academic Strategy Pyramid

**KIPP:**

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# We utilize our Healthy Schools & Regions Essential Questions

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Question 1

**Are we serving the children who need us?**



Question 2

**Are our students staying with us?**



Question 3

**Are our students progressing and achieving academically?**



Question 4

**Are our alumni climbing the mountain to and through college?**



Question 5

**Are we building a sustainable people model?**



Question 6

**Are we building a sustainable financial model?**

# Our HSR Framework guides how we measure our performance

From:  Richard Barth <rbarth@kipp.org> Sent: Tue 12/8/2015 7  
 To:  Rebecca Vichniac  
 Cc:  
 Subject: Tuesday Morning Thoughts

Good morning, Team and Family.

The numbers are in! I am excited and proud to share that as of the 2015-16 school we are serving nearly 70,000 KIPPsters (69,716 to be exact), an increase of over 10, students in just one year. To put this into schools could fill Madison Square Garden

## Summary of the 2020 Scorecard

Essential Question	Metrics
Are we serving the students who need us?	<ul style="list-style-type: none"> <li>Students served</li> <li>% of students eligible for Free or Reduced Price Lunch (FRPL)</li> </ul>
Are our students staying with us?	<ul style="list-style-type: none"> <li>Middle schools with elementary feeders</li> <li>Middle schools with high school options</li> <li>Network-wide attrition</li> <li>School-level attrition</li> <li>Student progression through feeder patterns – NEW!</li> </ul>
Are our students progressing and achieving academically?	<ul style="list-style-type: none"> <li>4th grade math/ELA achievement – NEW!</li> <li>8th grade math/ELA achievement – NEW!</li> <li>8th grade math/ELA achievement for KIPP elementary completers – NEW!</li> <li>ACT performance – NEW!</li> </ul>
Are our students going to and through college?	<ul style="list-style-type: none"> <li>Cumulative high school graduation</li> <li>Cumulative college matriculation</li> <li>Estimated college completion projection by cohort</li> <li>College persistence by cohort – NEW!</li> <li>Cumulative college completion</li> </ul>
Are we building a sustainable people model?	<ul style="list-style-type: none"> <li>Teacher retention</li> <li>School leader retention – NEW!</li> <li>School leader bench by region</li> </ul>
Are we building a sustainable financial model?	N/A

Colors based on distance to 2020 goals

	# Students	Change From 2014-15	# Schools (2015-16)	NS/PED (2015-16)	FRPL (2015-16)	Change in FRPL from 2014-15	% Attrition	Change From 2013-14	Teacher Retention % KIPP	Change From 2013-14	School Leader Retention	School Leader Attrition	FC Graduation
<b>KIPP Network</b>	69,688	10,130	283	20%	87%	-1%	11.4%	0.3%	73%	-3%	72%	33%	88%
KIPP Houston	12,800	1,215	24	5%	91%	-1%	11%	0%	75%	-3%	70%	37%	93%
KIPP DC	5,202	663	16	12%	—	—	11%	2%	69%	-10%	78%	63%	83%
KIPP LA	4,937	923	13	10%	80%	0%	12%	2%	75%	-3%	71%	32%	84%
KIPP NYC	4,607	323	11	19%	80%	2%	6%	2%	80%	-4%	82%	43%	93%
KIPP Austin	4,551	631	9	8%	88%	1%	1%	0%	70%	-2%	88%	25%	84%
***New Orleans	4,207	181	30	14%	—	—	15%	2%	72%	-8%	75%	33%	87%
KIPP Bay Area	3,791	515	12	8%	75%	-1%	1%	2%	62%	-2%	71%	50%	94%
New Jersey	3,718	842	30	12%	66%	0%	7%	0%	82%	2%	80%	100%	92%
West Atlanta	2,937	421	8	7%	—	—	6%	-7%	77%	2%	100%	67%	97%
San Antonio	2,448	523	6	8%	87%	1%	12%	2%	72%	-2%	70%	28%	94%
MP Memphis	2,359	606	8	11%	—	—	24%	-4%	68%	-6%	71%	0%	91%
Philadelphia	1,657	17	4	21%	88%	2%	8%	-2%	83%	5%	100%	50%	93%
KIPP ENC	1,530	414	5	7%	73%	7%	9%	-3%	69%	-10%	100%	67%	83%
W Baltimore	1,518	89	3	10%	—	—	9%	2%	85%	3%	100%	39%	85%
W Columbus	1,507	303	4	11%	87%	-6%	11%	-5%	72%	-10%	100%	100%	94%
San Francisco	1,465	327	5	17%	86%	-2%	6%	0%	71%	-2%	100%	100%	70%
KIPP Dallas	1,460	302	6	9%	—	—	8%	0%	85%	-12%	100%	50%	90%
KIPP Chicago	1,405	177	4	13%	—	—	11%	3%	72%	-7%	100%	35%	84%
Fort Worth	1,259	574	4	7%	82%	0%	14%	2%	64%	-6%	100%	0%	88%
KIPP St. Louis	1,099	495	4	10%	—	—	14%	2%	64%	-7%	100%	—	—
MP Wichita	1,000	395	4	13%	—	—	22%	3%	68%	-4%	100%	100%	90%
Jacksonville	835	170	3	15%	—	—	13%	-5%	77%	18%	0%	0%	—
W Columbus	741	99	2	12%	—	—	14%	2%	51%	-14%	0%	0%	—
Indianapolis	584	176	2	16%	—	—	27%	-2%	74%	16%	0%	0%	57%
MP Charlotte	400	90	1	13%	77%	↑ 31%	44%	17%	78%	18%	100%	0%	70%
W San Diego	345	-9	1	10%	—	—	14%	0%	89%	-3%	100%	0%	80%
KIPP Tulsa	306	-56	1	16%	88%	-1%	14%	-5%	75%	2%	100%	100%	73%
KIPP Albany	306	15	1	8%	—	—	10%	0%	74%	-3%	100%	100%	74%
KIPP Beach	299	-1	1	9%	70%	-3%	14%	0%	75%	-6%	100%	100%	80%
Kansas City	290	5	1	11%	89%	1%	14%	0%	67%	-12%	0%	50%	70%
1 Milwaukee	215	-40	1	24%	82%	-1%	17%	3%	79%	14%	0%	0%	—
Valid as of	2015-16		2015-16	(Missing indicates CEP eligible)	2014-15	2014-15	Fall 2015	Dist					
100% Target				>=80%	>=1%	<=0%	<=2%	>=85%	>=3%	>=70%	>=70%	>=90%	
80% Target				75%-80%	0%-1%	<=0%	<=2%	80-85%	>=3%	60-70%	60-70%	80-90%	
60% Target				65%-75%	11%-15%	11%-15%	>=2%	70%-80%	<=3%	50-60%	50-60%	80-90%	
40% Target				<=65%	<=1%	>=15%	>=2%	<70%	<=3%	<50%	<50%	<80%	

# Our academic strategy pyramid

## ACADEMIC STRATEGIES PYRAMID

### COLLEGE READY GOALS

Academic Standards

Metrics

### INSTRUCTIONAL DESIGN

Methods

Time

Standards,  
Curriculum &  
Assessment

### ENABLING SYSTEMS

Data-Driven  
Instruction

Progress  
Monitoring

Instructional  
Coaching

Content  
Teams

Workshops



# We provide a suite of toolkits to support these enabling systems

## Discuss data and plan to improve every week.

- Weekly APM leadership team meeting protocol
- Looking at student work (LASW) protocol
  - Content teams
- DDI coaching protocol

## Start Here: Establish the building blocks for APM and DDI.

- Common assessments
- Schedules that build in time for APM and DDI
- Technical data systems
- Routines for entering and reporting data

## Use core reports and protocols to analyze data every week.

- Illuminate core reports
- Daily data dive (D3) protocol
- Looking at selected response (LASR) protocols:
  - (K-8 | HS Interim | HS EOM)



## Use core rubrics to guide leading, coaching, and teaching every day.

- High impact instructional practices (HIIP) rubric
  - Guided Reading rubric
  - Close Reading rubric
- Math Instructional Practice guide (IPG)

## Assess teacher practice every week.

Walkthroughs using core rubrics

## Assess student outcomes every day.

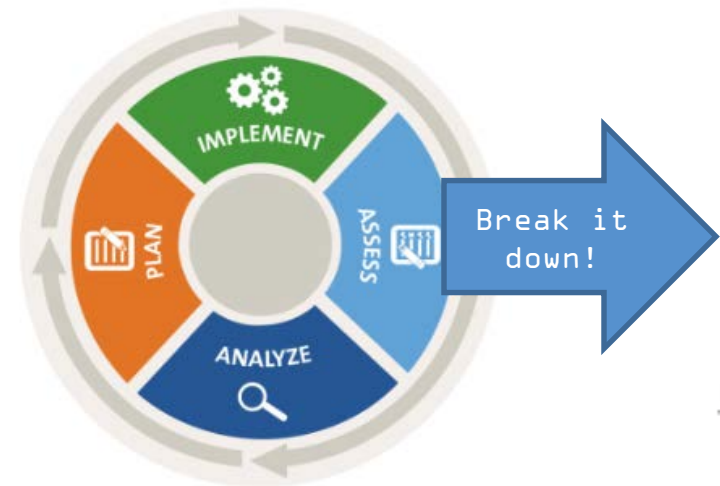
- Exit tickets
- Focus writing tasks
- Topic, mid-module, end-of-module, and high school interim assessments

# Professional Development

# STRATEGIC SCHOOL LEADERSHIP

*Year-long course on data driven leadership for assistant principals at KSLP*

At KSLP, we developed “Strategic School Leadership” a five-part course for assistant principals to learn how to integrate the academic strategies with progress monitoring to achieve outcomes for students and our schools.



What might be a key priority?  
What further data do you need?



Pick one research based strategy to execute.  
How will this address your priority?



What stakeholders are necessary to enlist?  
How will you do this?



How will you track the implementation of the strategy?  
How will you assess the impact of strategy?

# We teach it as a five part course....

## Strategic School Leadership Sessions

### Orientation

Overview  
Self-Study: Data Analysis Basics

### Institute

Data Bootcamp  
Current State Analysis  
Data Driven Instruction



### Intersessions

September  
Strategic Action Planning  
Data Driven Instruction 2



November  
Effective Implementation



January  
Assessing Your Progress



# ...and pair it with a applicable assignments so leaders can practice what they learn at KSLP

LEADERSHIP TEAM

IMPACT ANALYSIS PROJECT  
Assignment #1: RECONNAISSANCE  
Publish before 7PM Central on Friday, June 12, 2015

## OVERVIEW OF THE WORK

The purpose of this first assignment is to begin discussing your goals for 2015 with

Section	Action
1. Research	Investigate academic and discipline management. Discuss next year's update.
2. Collect	Gather next Departmental Institute.
3. Report	Synthesize and introduce KSLP status.

LEADERSHIP TEAM

## Assignment #2: Current State Analysis (DMR Steps 1-3)

### College Ready Performance

Starting Point
<ul style="list-style-type: none"> <li>53.6% of kindergarten students finish in the top M</li> <li>40.2% of kindergarten students finish in the top M</li> </ul> <p>Reading 2014-2015 Average Fall RIT Score: 141 Average Spring RIT Score: 164</p> <p>Math 2014-2015 Average Fall RIT Score: 139 Average Spring RIT Score: 169</p> <p>Reading 2013-2014 Average Fall RIT Score: 141 Average Spring RIT Score: 163</p> <p>Math 2013-2014 Average Fall RIT Score: 139 Average Spring RIT Score: 166</p>
I notice....
<p>2014-2015 Kindergarten Math Top quartile: 53.6% 3rd quartile: 30.2% 2nd quartile: 12.8% Bottom quartile: 3.1%</p> <p>Kindergarten Reading Top quartile: 40.2%</p>

LEADERSHIP TEAM

## Assignment #3: Root Cause Analysis (DMR Step 4)

### Prioritized Need (from Step 2)

Prioritized Need
Student achievement in kindergarten literacy lags behind math achievement and does not align to 2020 goals.

Look at your prioritized need and consider possible causes. Alter you have brainstormed as many possible not changed and is it within any (the schools) boundaries?

**Instructional Strategies (Tier 2 of AS)**  
Curriculum Design & Implementation, Instructional Utilizing teacher created curriculum with Georgia CCSS.

Vocabulary, close reading, shared reading implemented

Literacy themes and skills are not expected applied across disciplines.

Step 4: Strategy with T  
What is the primary driver  
is the right lever for th

Our school maintains the weekly time to plan for a where teachers are able to are teaching our cubers are bats to practice and hone

In addition, we have previously implementing KIPP Wheel achieve the knowledge a

LEADERSHIP TEAM

## Assignment #4: Strategic Action Plan

Step 1 & 2: Prioritized Need	Student achievement in kindergarten literacy lags behind math achievement and does not align to 2020 goals.
Step 3: 2015 - 16 SMART Goal	By June 2016, 100% of kindergarten students will achieve STEP 3 and 70% of kindergarten students will achieve STEP 4.
Step 4: Root Cause	Teachers do not intentionally plan for guided reading lessons. Teachers lack some of the knowledge and skills to truly push student growth (importance of reading a text every day, text selection, appropriate strategies with each skill level, STEP bottom lines, etc.).

LEADERSHIP TEAM

## Assignment #5: Mid-Year Analysis and Reflection

DUE: January 28, 2016

For this final assignment, reflect upon your mid-year data and develop your strategic action plan for the remainder of the year.	
2015 - 16 SMART Goal	Goal from IAP Assignment #4: (cut and paste here) Prioritized Need: Student achievement in kindergarten literacy lags behind math achievement and does not align to 2020 goals. By June 2016, 100% of kindergarten students will achieve STEP 3 and 70% of kindergarten students will achieve STEP 4.
Mid-Year Data Analysis	Please select your current status towards meeting the end-of-year SMART goal. Choose an item. Mostly on track Provide key data points to justify your current status.

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# Similar programming exists throughout all of our cohorts

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## Fisher Fellowship Goals

1. **Leading for Learning Action #1: *Vision & Goals***: Set ambitious school-wide vision and goals that lead students on a path to and through college.
2. **Leading for Learning Action #2: *Plan & Prioritize***: Relentlessly plan and prioritize to achieve goals.
3. **Leading for Learning Action #5: *Hire & Retain***: Hire and retain the best of the best.
4. **Leading for Learning Action #6: *Instructional Leadership***: Build knowledge and expertise in effective instructional design and academic standards.
5. **Adaptive Leadership Skills**: Demonstrate an understanding of self as a leader, impact on others, and overall leadership philosophy.
6. **Coaching**: Engage in coaching sessions to drive deeper understanding of self, leverage strengths, and drive growth.

# Leadership Readiness Criteria

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# Progress monitoring and data driven instruction are two of the four power moves for all of our school leaders

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## School Leader Power Moves

- *It's Noon on Tuesday:* School Leader leads weekly [academic progress monitoring meeting](#) with Leadership Team to review latest student outcome and teacher practice data and identify 1-2 action steps to drive immediate improvement; success of action steps from week before are analyzed at start of each meeting.
- *Walk the Walk:* School Leader conducts walkthrough of classrooms weekly to assess chosen school-wide instructional priorities; with Leadership Team, determines the following week's action step required for continued improvement.
- *Teach and Insist:* At least 1 x week, School Leader observes and provides actionable feedback to each AP to improve their instructional coaching, data analysis or content team facilitation.
- *Driving Data with Teachers:* With every teacher whom School Leader coaches, School Leader weekly reviews teacher's disaggregated student assessment data, student work products, teacher's completed [Looking At Selected Response](#) (LASR) protocol and/or [Daily Data Dive](#) (D3) protocols to diagnose students' progress towards mastery on standards; School Leader supports teacher in creating an intervention plan for reteaching and extension.



# Leadership readiness criteria incorporates goal setting and data analysis

Team Members' Name:	Current Role:	Potential Next Role:
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THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS	Teacher to become GLC/Dep't Chair <i>(criteria that a teacher should demonstrate to move into a teacher leader role, e.g. GLC)</i>	Teacher Leader to become novice AP <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i>	Novice AP to become Experienced AP <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i>	To become School Leader <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i>
Aspiration and Self-Awareness	<input type="checkbox"/> Expresses interest in leading a team <input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom	<input type="checkbox"/> Expresses interest in being a School Leader <input type="checkbox"/> Leads a grade/department team to reach its vision and goals	<input type="checkbox"/> Expresses interest in being a School Leader <input type="checkbox"/> Demonstrates success in leading a school-wide initiative to reach vision and goals, in partnership with the School Leader	<input type="checkbox"/> Displays passion for being a School Leader and commitment to the school community <input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-

	Teacher to become GLC/Dep't Chair <i>(will not be focus in this role)</i>	Teacher Leader to become novice AP	Novice AP to become Experienced AP	To become School Leader
1) Set vision and goals  2) Relentlessly plan and prioritize  <input type="checkbox"/> Creates plans for classroom meetings	5) Attract, hire and retain the best talent  6) Build expertise in instructional design (methods, time, curriculum) and standards  7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems	<input type="checkbox"/> Retains the highest performers on his/her grade/department team  <input type="checkbox"/> Builds proficiency across own department's/grade's content standards and how they are assessed  <input type="checkbox"/> Drives student achievement results through others (direct reports have improved student achievement results) <sup>1</sup> <input type="checkbox"/> Analyzes teachers' student achievement data across his/her grade/department weekly and identifies needed team/individual teacher adjustments to instruction	<input type="checkbox"/> Retains the highest performers across multiple grades/departments he/she manages <input type="checkbox"/> Interviews and hires high-quality teachers with School Leader support  <input type="checkbox"/> Builds expertise across the entire grade/department's standards and how student mastery will be assessed; develops an understanding of instructional design (methods, time)  <input type="checkbox"/> Demonstrates results from all teachers he/she manages; demonstrates ability to grow a low-performing or new-to-teaching teacher <input type="checkbox"/> Holds teachers accountable for their results <input type="checkbox"/> Analyzes teachers' student achievement data across entire school (all content/grades) and identifies needed adjustments to instruction <input type="checkbox"/> Develops teachers in DDI practices (teacher's ability to analyze standards mastery data, identify student errors, and determine intervention plan)	<input type="checkbox"/> Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths  <input type="checkbox"/> Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.)  <input type="checkbox"/> Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery <input type="checkbox"/> Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction <input type="checkbox"/> Develops other leader's ability to analyze student achievement data and determine action steps <input type="checkbox"/> Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and that teacher data analysis and intervention plans are high-quality