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Policy Research

REPORT

TECHNICAL REPORT

KIPP Leadership Practices through 2010–2011

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CONTENTS

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TABLES

FIGURES

I. INTRODUCTION AND BACKGROUND

> We frustrate a lot of people because they look at us and say, "You know, you have a potential school leader and you might not think he's the rock star of all rock stars, but this person's pretty good and they'll start a pretty good school, and certainly it will be a hell of a lot better than the other schools in the neighborhood." And our response is, "That's not good enough." (Husock 2006)
>
> *—Michael Feinberg, KIPP co-founder*

The Knowledge Is Power Program (KIPP) is the largest public charter school network in the United States,[1] with 141 elementary, middle, and high schools in the 2013–2014 school year. The network has grown rapidly from KIPP's first fifth grade classes in 1994 (see Figure I.1) and plans to add 23 more schools in fall 2014. KIPP schools and regions are often cited as exemplars of successful charter schools and effective practices (Lake et al. 2012; Mathews 2009). Key elements of KIPP's model—the Five Pillars that helped lay the foundation for the "No Excuses" model—have strongly influenced the charter school community and even traditional public schools (Mathews 2009; Thernstrom and Thernstrom 2004; see Houston Independent School District's Apollo 20 program).

Figure I.1. Number of KIPP schools and students, by year
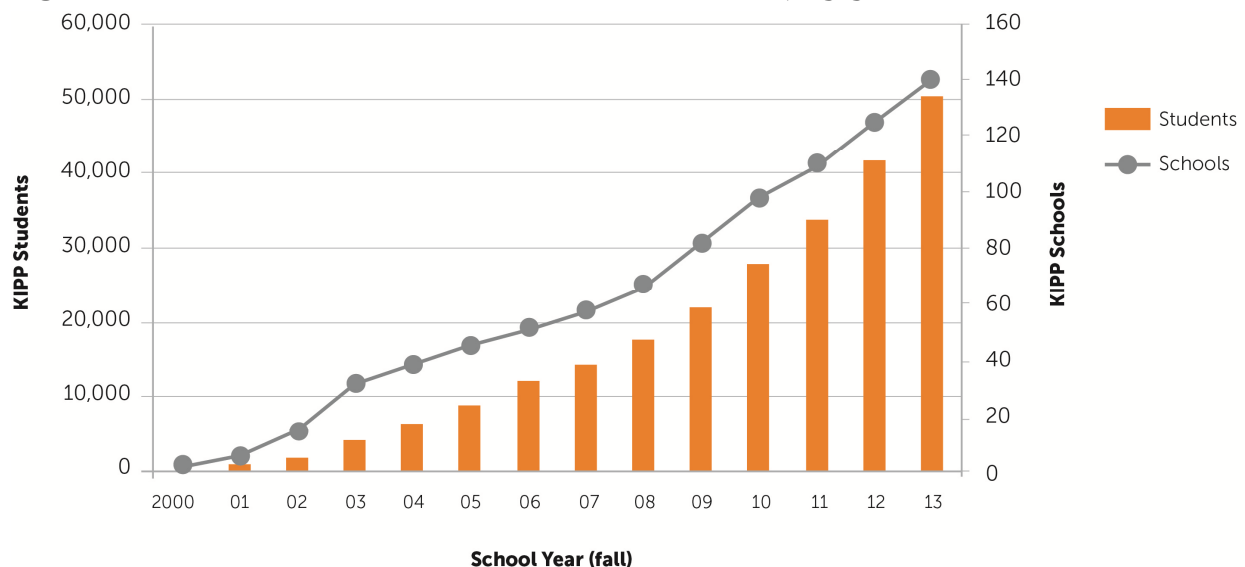
Sources: KIPP Foundation and Mathematica data.

Note: Ten schools that closed or left the KIPP network are not included in counts after losing KIPP affiliation.

Repeated findings that KIPP schools have positive impacts on student achievement have, in part, fueled KIPP's rapid growth and expanding influence. Of the many studies examining KIPP, four used relatively rigorous designs; each found positive impacts that were educationally

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[1] KIPP's status as the largest charter network in 2007–2008 is based on data obtained in Furgeson et al. (2012).

important and statistically significant. A nationwide study of 43 KIPP middle school used propensity-score matching to identify comparison students (Tuttle et al. 2013). The estimated impacts were positive in each of the first four years after enrollment in a KIPP school, across four academic subjects, and for all examined student subgroups. For example, three years after enrollment, the estimated impacts in math and reading were 0.36 and 0.21 standard deviations (SDs), respectively. [2] (Experimental impacts based on randomized admission lotteries for a much smaller sample of schools and cohorts were consistent with these findings.) An earlier analysis of 22 KIPP middle schools, also using propensity-score matching, found that 18 schools had significant positive impacts on math achievement after three years and 14 schools had significant positive impacts on reading achievement (Tuttle et al. 2010). The effects were often large; half of the KIPP schools had math impacts of 0.48 SDs or more and half had reading impacts of 0.28 SDs or more. Another propensity-score analysis of three KIPP Bay Area (California) middle schools also found positive impacts, with effects ranging from 0.16 to 0.86 SDs (Woodworth et al. 2008). Finally, Angrist et al. (2010) used an experimental design based on a randomized admission lottery at KIPP Lynn (Massachusetts) to estimate that each year of attendance increased achievement scores by 0.35 SDs in math and 0.12 in reading, with both impacts statistically significant.

The KIPP Foundation was created in 2000 to expand the KIPP approach from the two original KIPP academies in Houston and New York City, primarily by training leaders to open and manage KIPP schools (for more information, see Mathews, 2009). The foundation is not a typical charter management organization but instead establishes the general operating principles that define KIPP—the Five Pillars—and licenses the right to use the KIPP name to organizations that have KIPP-trained school leaders who agree to manage schools in alignment with KIPP's philosophy and the Five Pillars. The foundation develops and trains leaders through the KIPP School Leadership Programs (KSLP) and has several other roles, including establishing performance expectations for schools and regions; reviewing performance; providing guidance and feedback; and extending promising practices and effective programs across the network.

Almost all KIPP schools—135 of 141 schools in 2013—are part of geographically based regions (for example, KIPP DC and KIPP Houston) that are charter management organizations operating under a license agreement with the foundation. KIPP regions and schools collaborate with the foundation in many areas, but have distinct responsibilities and substantial autonomy. Usually encompassing a metropolitan area and governed by a local board, regions set general leadership practices and culture; hire and dismiss school principals; and provide local professional development, including leadership training. (Regions often also provide support to their schools on instruction, human resources, business operations, technology, and development.) There is substantial diversity in practices within each region, as regional executive directors (EDs) attempt to balance economies of scale and consistency while enabling flexibility. KIPP schools in regions typically have substantial flexibility and often autonomously select junior leaders at the school, such as assistant principals (APs) and grade-level chairs (GLCs).

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[2] These are the average impacts for 38 schools, with each school weighted equally. For reference, nationally normed, vertically scaled assessments suggest that the typical gain from the end of 5th grade to the end of 6th grade is 0.32 in reading and 0.41 in math (Hill et al. 2008).

KIPP schools that are not part of a region—labeled single-school sites in this report—have leadership practices set by the principal and board.[3]

In 2010, the KIPP Foundation won a competitive $50 million scale-up grant from the U.S. Department of Education's Investing in Innovation (i3) competition to further invest in the development of effective principals. In its i3 proposal, the foundation identified KIPP principals as a key to network effectiveness and developing strong leaders as essential for future growth in the network. This leader-focused approach reflects KIPP's commitment to internal leadership development as well as school principals' integral role in the KIPP model due to their autonomy and accountability. Using i3 funding through 2015, the foundation is enhancing performance evaluation; supporting directors of leadership development; subsidizing leadership coaching; expanding leadership training; enabling schools to hire APs the second year after they open; and enhancing training for successor principals, all with the objective of increasing the pipeline of highly effective leaders to lead new and existing schools. In addition, as part of the i3 grant, KIPP is committed to documenting and disseminating leadership practices at KIPP schools. This report fulfills part of that commitment.

Leadership at KIPP

The "power to lead" is one of the five core operating principles (the Five Pillars) that all KIPP schools share.[4] The power to lead gives KIPP principals: (1) the ability to hire and fire administrative staff and teachers based on performance and results in their classrooms and (2) the ability to allocate school resources based on student needs. This pillar requires accountability and autonomy, requiring principals to be "effective academic and organizational leaders" in return for control of school practices, budget, and staff. Consistent with this principle, each KIPP school and region has the flexibility to develop and implement specific leadership practices— administrative structure, process of selecting leaders, leadership development, and leader evaluation—differently, responding to local contexts and enabling innovation that can be shared.

KIPP's Leadership Competency Model identifies the knowledge, skills, and attitudes required for effective leadership; the model guides development and provides a common framework for leadership at KIPP.

The KIPP Leadership Competency Model (LCM) identifies the skills, knowledge, and attitudes that KIPP seeks in its leaders, establishing the foundation and framework for a unified national leadership approach. Beginning in 2002, the KIPP Foundation supported the creation of the LCM through interviews and focus groups with principals of high-achieving KIPP schools as well as through a literature review of studies examining the competencies of successful leaders in different fields. After a 2009 revision, the foundation developed a strategy and tools for cultivating these competencies. For example, the foundation encourages regions and schools to evaluate potential leaders using the competencies and provides frameworks that can be used in that process.[5] The LCM is organized by four core competency clusters (see Figure I.2). Other

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[3] All new KIPP schools are planned in existing regions.

[4] http://www.kipp.org/our-approach/five-pillars

[5] The KIPP Foundation's Healthy Schools and Regions report helps regions and boards evaluate school and principal performance. The report describes the overall health of KIPP schools and regions based on data from stakeholder surveys and interviews, school achievement, and other quantitative metrics.

competencies, such as instructional leadership and operations management, build on the core competencies and vary by leadership role).).

Figure I.2. KIPP Leadership Competency Model
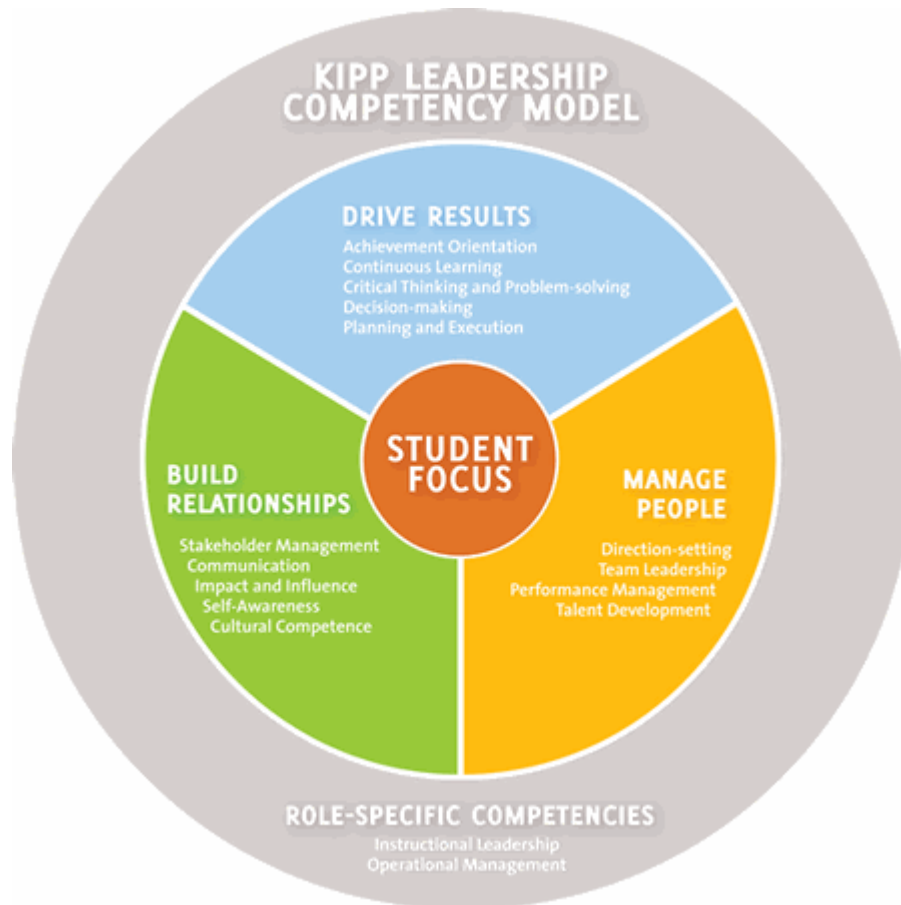
The competency categories can be summarized as:

1. **Student focus**. The ability to create high expectations for and work effectively with educationally disadvantaged students.

2. **Drive results**. The ability to focus on achieving challenging goals while managing time and resources effectively; this includes making timely decisions, learning from previous decisions, and remaining accountable.

3. **Build relationships**. The ability to effectively communicate with community stakeholders and a self-awareness of strengths and weaknesses.

4. **Manage people**. The ability to effectively motivate, supervise, and develop staff and to lead teams toward shared goals.

The literal and figurative center of the LCM is a student focus, and effective KIPP leaders must also drive results, build relationships, and manage people. Each of these four core

competency categories identifies specific required competencies, and each competency includes key behaviors that describe the actions a leader takes that demonstrate proficiency in that competency. For example, drive results includes the decision making competency and one of the key behaviors in that competency focuses on consequences, as an effective leader "considers both the longer-term and unintended consequences of potential decisions."

KIPP's School Leadership Programs (KSLP) develops the skills embodied in KIPP's Leadership Competency Model and promotes a common culture in KIPP schools; within this framework, KIPP regions and schools have substantial flexibility on leadership practices.

The KIPP Foundation seeks to develop the competencies for all leaders through various training programs collectively referred to as KSLP. This report focuses on five nationally-run KSLP yearlong leadership programs (see Table I.1) that each target a distinct set of skills corresponding to various KIPP leadership roles.[6] Together, these programs help leaders develop the skills needed to progress through KIPP's most common sequence of leadership roles: classroom teacher to teacher leader (grade-level chair [GLC] or department chair) to assistant principal (AP) or dean to principal.

Table I.1. KIPP School Leadership Programs through 2011

Program	Number of participants in 2010–2011	Overall number of participants through 2011	Target leadership role
Fisher Fellowship *(started 2000)*	11	125	Founding principal at new school
Miles Family Fellowship *(started 2007)*	17	48	Individuals preparing for Fisher Fellowship
Principal Prep *(started 2003)*	17	135	Successor principal at existing school
Leadership Team *(started 2007)*	40	135	AP or dean
Teacher Leader *(started 2007)*	107	242	GLC or department chair

Source: KIPP Foundation data.

Note: Programs during 2010–2011. Complete descriptions of each program are provided in Chapter V.

AP = assistant principal; GLC = grade-level chair.

The KIPP Foundation and KIPP regions and schools collaborate on implementing KSLP. The foundation designs and conducts most KSLP training, often using KIPP principals and regional leadership staff as instructors. Some training, such as coaching and residencies, happen

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[6] KIPP introduced additional programs starting in 2011, but we do not address them in this report. We also do not discuss the Principal Development program (started in 2008). Unlike the other five KSLP programs, this program does not prepare leaders to advance to new positions but rather provides additional professional development for existing leaders. Principal Development offers four two-day sessions each year on a variety of topics depending on perceived needs; the program does not have an established curriculum. Although primarily designed for principals, other school leaders—such as assistant principals and instructional coaches—participate as well. There is no formal application or selection process; enrollment is determined by staff interest, which regions communicate to the foundation.

at the school or regional level. KIPP regional staff also have an important role in the KSLP application and selection process. The Principal Prep, Leadership Team, and Teacher Leader programs all have a regional- and school-level application process, and the regions or schools select from among their applicants which candidates will attend the program. The other two programs, the Fisher and Miles Family Fellowships, have a national application process—open to non-KIPP staff—with fellows chosen by a committee comprised of KIPP Foundation staff and regional staff.

The KIPP Foundation created these programs over time as specific leadership needs became clear. Given the principal's central role in the KIPP model, the foundation needed to quickly and efficiently train founding principals to open new KIPP schools to enable growth. Thus the Fisher Fellowship, named after founders Donald and Doris Fisher, was created in 2000. For the next six years, KIPP opened roughly 40 new schools under the leadership of the leaders trained through this program, called Fisher Fellows. In 2003, the foundation began a push to intentionally plan for preparing successors of founding principals by launching the Principal Prep program (known as Leaders in Training until 2007). To develop a pipeline of individuals with the potential to become school principals, in 2007 the KIPP Foundation started the Miles Family Fellowship, which provides less-experienced but promising principal candidates—particularly those who have not worked at KIPP or in similar schools—with an extra year of preparation before applying for the Fisher Fellowship.[7] Finally, in 2007, the Teacher Leader and Leadership Team programs were created to further develop the leadership pipeline by training grade-level or department chairs and APs or deans, respectively.

Working within the framework of the LCM and unified by common KSLP training, KIPP schools and regions develop and implement diverse leadership practices. They structure leadership roles, select leaders, and evaluate and develop leaders. KIPP regions and schools also manage principal transitions. However, this intentional local diversity does not preclude a typical KIPP approach to leadership. In a few areas, the foundation has identified and shared promising practices developed by regions and schools; in other areas, KSLP, sharing between leaders, the LCM, and the Five Pillars support the use of common leadership practices across the network.

KIPP strives for planned leadership transitions based on a principal pipeline at each school.

Principal turnover is common at all public schools, with the average tenure lasting fewer than four or five years (Fuller and Young 2009; Gates et al. 2005). Turnover rates in schools with more low-income and minority students—the target population of KIPP schools—are higher (Fuller and Young 2009; Loeb, Kalogrides, and Horng 2010). These principal transitions can negatively affect student achievement (Béteille, Kalogrides, and Loeb 2011).

By building a leader pipeline, KIPP aims to create planned transitions involving successors who have both relevant experience and training. To build that pipeline, KIPP encourages schools to consider leadership potential when hiring teachers and then extensively developing leadership skills. Leadership development occurs through formal training programs, less-formal professional development opportunities, and work assignments that build skills sequentially.

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[7] In practice, some Miles Fellows become APs or deans and decide to remain in those positions.

These experiences and programs create regularized pathways to the role of principal (Figure I.3).[8] For example, teachers with promising leadership skills become grade-level chairs (GLCs) or department chairs, building team leadership skills and instructional coaching knowledge. These teachers usually attend the specialized KSLP Teacher Leader program and learn organizational, management, and instructional skills. GLCs become APs or deans and attend the KSLP Leadership Team program, further developing team and schoolwide management and organizational skills as well as knowledge related to their specific responsibilities. Through this pipeline flow leaders who are familiar with KIPP practices, have experience with different leadership roles within KIPP, and provide an experienced "bench" when a principal leaves a school and a successor is needed.

Figure I.3. KIPP leadership pipeline
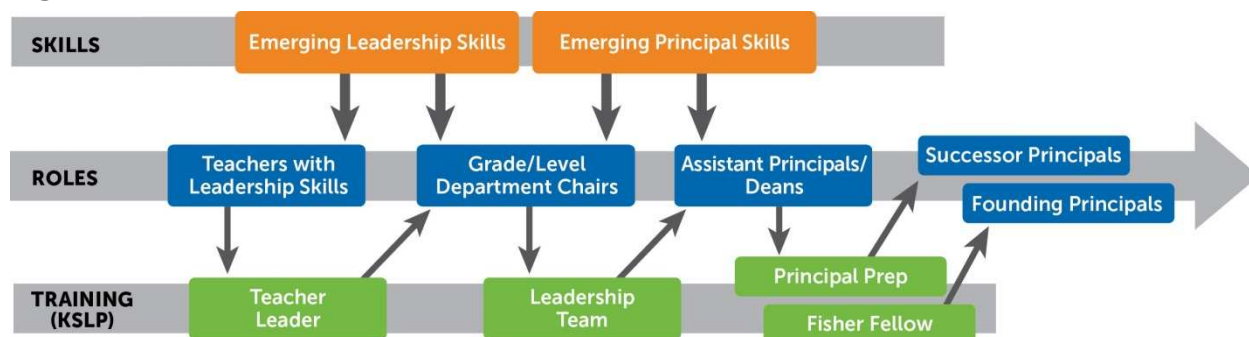
Note: This figure does not include the Miles Family Fellowship that provides less-experienced but promising principal candidates with an extra year of preparation before applying for the Fisher Fellowship.

Many strong teachers never enter the pipeline or progress to principal. Often KIPP teachers with leadership abilities do not progress beyond the GLC positions. (GLCs are still primarily teachers.) These teachers may prefer to continue to work directly with children, and KIPP schools encourage these teachers to be instructional leaders like GLCs, coaches, or department chairs.

Report overview and methodology

Leadership practices are a key component of the KIPP model, and as the largest and one of the most influential charter school networks, KIPP leadership practices matter for American public education. This report seeks to describe KIPP leadership practices in place prior to receipt of the i3 grant. In this report, we focus each chapter on one research question:

- **How do KIPP regions and schools structure leadership roles**? (Chapter II)

- **How do KIPP regions and schools select principals and build a leadership pipeline**? (Chapter III)

- **How are KIPP leaders developed and evaluated**? (Chapter IV)

- **What is the transition process between leaders at KIPP schools**? (Chapter V)

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[8] Many KIPP principals also eventually become regional leaders. Consistent with the i3 grant, this report focuses on the principal pipeline.

This report focuses on leadership practices in spring 2011 to provide a baseline, or starting point, for examining how KIPP leadership practices change as i3 funding is distributed (see Figure I.4).[9] The majority of the data reflects leadership practices at a specific point in time; practices have continued to evolve since that time, in part due to i3 funding.[10] This report also aims to identify key leadership challenges and promising leadership practices, as part of an i3 grant commitment and consistent with KIPP's desire to share what it learns with other schools and educators.

Figure I.4. i3 Reporting time line and data collection

Leadership practices data collection
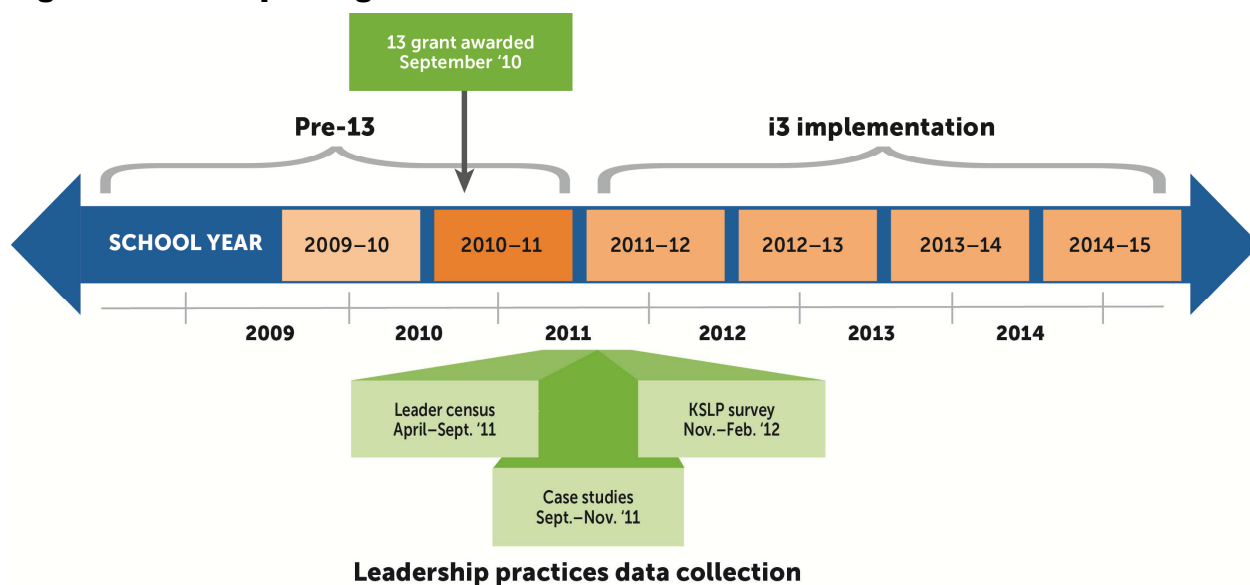
Although we present topics in different chapters for clarity, they are integrated in the KIPP model. For example, the KIPP Foundation encourages APs who serve as deputy principals (leadership structure) to gain experience and capitalize on training (development) necessary to become effective principals (transition). Similarly, in each chapter we report individual leadership practices at KIPP regions and schools, but those practices are part of a coherent system and may not work in isolation.

Throughout this report, we seek to identify whether and where leadership practices are similar across KIPP schools and regions. Usually these commonalities result not from explicit dictates from the KIPP Foundation, but from active sharing or the shared influence of LCM and KSLP. Identifying these common practices helps to identify the KIPP leadership approach as it is implemented in autonomous regions and schools. Thus, in this report, we seek to describe the explicit practices promoted across the KIPP network and the practices shared by KIPP schools and regions, as well as leadership areas where there is diversity among KIPP schools.

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[9] The KIPP Foundation received i3 funds in September 2010, and, in a few cases noted in the report, some of these funds were distributed prior to summer 2011.

[10] Some tables summarize practices between 2008–09 and 2010–11 (relevant dates are indicated in the notes that accompany tables).

Four data collection efforts used multiple methods.

The information presented in this report was obtained through three main data collection efforts: (1) a census of almost all KIPP principals (96 of 97 schools participated) and all 22 regional EDs,[11] (2) a review of KSLP documentation and participant data, and (3) an online survey of KSLP participants. (See Appendix A for more information on the census.) Mathematica also conducted four case studies of KIPP regions or schools. The case study findings are not part of this report but can be obtained by request from Mathematica or KIPP.

Census to identify leadership practices at KIPP schools and regions. The census collected data on the leadership practices implemented at all KIPP schools and regions as well as characteristics of all KIPP principals. The sample frame for the census used a list of all 2010–2011 principals and EDs provided by the KIPP Foundation, which included 101 principals from 97 schools (some schools have co-principals) and 24 regional leaders from 22 KIPP regions. The data for the census come from three sources:

1. **Structured telephone interviews of principals and regional EDs**. Trained interviewers conducted interviews about 45 minutes in length with principals and about an hour in length with regional EDs. The interviews focused on the leadership practices at KIPP schools and regions. We conducted interviews with representatives at 96 schools and all 22 regions in the four-month period from April 28, 2011, to September 2, 2011, with most completed in May and June. The questions for the phone interviews were often open-ended, requiring coding using detailed protocols to ensure high reliability.

2. **Brief questionnaires of principals**. Questionnaires were designed to identify the personal characteristics (work experience, demographics, and academic background) of principals. Most principals (82 percent) submitted completed questionnaires. As part of the questionnaire, principals submitted selected documents illustrating their leadership practices.

3. **Historical data provided by the KIPP Foundation**. The KIPP Foundation provided data describing the characteristics of KIPP principals, schools, and regions (for example, KSLP participant information and data on principal transitions).

Review of KSLP documentation to identify how the KIPP Foundation teaches leadership practices. From August to November 2011, the KIPP Foundation provided Mathematica with documentation on KSLP selection and programming. The KSLP documents included brochures and application materials distributed to interested candidates, training materials, and rubrics used to select Fisher and Miles Family Fellows as well as KSLP program overviews and agendas, which indicate the objectives and content of each KSLP program. We reviewed these documents and followed up with KIPP Foundation staff to ask clarifying questions and request additional information when necessary. We used the documents primarily to summarize the KSLP application and selection process and the history and purpose of each KSLP program. To describe the characteristics and focus of each KSLP program in more detail,

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[11] In a few cases, we interviewed the interim or incoming principal at a school. A few schools had two co-principals, and we interviewed both. We interviewed 21 EDs. At ED request, in two regions we also interviewed a senior regional leader (for example, a chief academic officer) and in one region, we only interviewed a senior regional leader. For simplicity, we refer in this report to all interviewed regional leaders as EDs.

we analyzed agendas for the 2010–2011 program year to identify how much each program focused on each LCM competency and used different instructional methods.

KSLP participant survey to identify perceptions of KIPP training. The KSLP participant survey was conducted from November 2011 through February 2012. The sample frame included all individuals who participated in either the Fisher or Miles Family Fellowship programs or the Principal Prep, Leadership Team, or Teacher Leader programs between the 2008–2009 and 2010–2011 school years (N = 426). Respondents received an email invitation to participate in a 20-minute web-based survey asking about their most recent KSLP program. The survey included questions about the KSLP application process; the respondent's experiences during KSLP training; and more general questions about respondents' backgrounds, education experience, current jobs, and future plans. Throughout the data collection period, we sent biweekly emails reminding respondents to complete the survey. Trained interviewers contacted those who did not complete the survey after receiving these email prompts to remind them to complete the survey. On average, nonresponding participants received eight reminder calls. The overall response rate for the survey was 76 percent.

This report is part of a series examining and reporting on effective leadership practices.

This report seeks to describe KIPP leadership practices as implemented prior to the foundation's receipt of the i3 grant. The final KIPP i3 grant evaluation report, due for release in 2015, will examine the correlation between different leadership practices and school impacts, identifying leadership practices associated with more positive student achievement impacts. (This report finds variation in leadership practices at KIPP schools; other work [Tuttle et al. 2013] found variation in achievement impacts between KIPP schools.) The final report will also describe KIPP leadership practices during the 2014–2015 school year, facilitating a comparison of how leadership practices changed during the i3 funding period.

II. LEADERSHIP STRUCTURE

Key findings

Leadership structure helps formalize a principal pipeline by providing junior leaders with relevant leadership experience. At established KIPP schools, the leadership almost always includes a principal, an assistant principal or dean, and grade-level chairs. Most KIPP schools also have other positions in their leadership structure.

KIPP schools typically open serving a single grade, and KIPP schools adapt their leadership structure as they grow, as needs change, and depending on individual staff availability. The KIPP Foundation recommends hiring an assistant principal or dean as early as possible at new schools, and this practice appears to be increasing.

Most KIPP principals believe managing others, instructional leadership, and operational management are among their most important responsibilities. The KIPP Foundation suggests that schools create assistant principal positions with general responsibilities across diverse areas—instead of specialized leaders such as dean of instruction—to increase the number of staff ready to become principals. About half of KIPP schools have at least one assistant principal or dean position with such general responsibilities; all assistant principals or deans at the remaining schools have specialized responsibilities.

KIPP regions have ultimate authority over the leadership structure in their schools—both the specific positions and the responsibilities of each position—but in practice, most regions grant principals substantial autonomy over structure at their schools. The KIPP Foundation provides guidance on some leadership structure issues, but, aside from requiring a Fisher Fellow as principal of new KIPP schools, does not mandate particular leadership structures. Using i3 funds, the foundation is providing new tools and guidance for regions and schools on issues that impact structure, such as revising the LCM.

The leadership structure that KIPP EDs and principals choose can influence leaders' effectiveness and efficiency. Structure affects whether principals focus on their most important responsibilities and how they delegate remaining important tasks to other leaders within the school.

Leadership structure also shapes the development of future principals. As in other public schools, junior leadership positions at KIPP schools are an important training ground for future principals. The KIPP Foundation encourages KIPP schools and regions to formalize junior leadership positions to create a robust pipeline of future principals and to expose staff to diverse leadership responsibilities at each leadership level. In particular, the foundation advocates that APs be assigned a broad set of responsibilities over all key areas of school leadership (a general role) rather than a more specialized set of responsibilities over one or a few specific areas (typified by the dean position, such as dean of students).[12] The foundation believes that assigning APs general responsibilities better prepares these leaders for the role of principal, who is

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[12] As described later, at some KIPP schools APs have specialized roles, and at some KIPP schools deans have general roles. These titles are not yet consistently defined across the network.

expected to manage and lead all components of the school. Because schools that have recently opened have enrollments of roughly 100 students—KIPP schools typically open serving a single grade—and are less likely to be able to afford APs, KIPP's i3 grants are being used to fund general AP positions in new KIPP schools' second and third year of operation.

In this chapter, we explore the leadership structure of KIPP schools. First, we describe the nature and structure of leadership positions. Most KIPP schools began relatively recently—all but two opened after 2000—so we also examine how younger KIPP schools structure leadership with few resources and how those structures evolve as schools age. Finally, we look at the primary responsibilities of KIPP principals and other leadership staff.

Leadership roles

How leadership positions are structured at each KIPP school determines the division of responsibilities, which impacts the efficiency and effectiveness of the leaders. Leadership positions also influence the development opportunities and experiences available to various leaders, affecting their preparation to be principals; that is, structure affects the leadership pipeline. Although the KIPP principal pipeline is often modeled as staff moving from the role of teacher to GLC to AP to principal—KSLP training is organized around this model, for example—the roles in that leadership pipeline vary considerably across schools. Instead of an AP, for example, many schools have a dean or a director who fulfills a similar role. APs' and deans' experiences and responsibilities make them a natural pool of potential principals for new or existing schools (see Figure I.2). GLCs serve as more junior leaders, almost always with a narrower scope of responsibilities than principals or APs but greater authority or responsibility than teachers and other staff. GLCs can grow into the AP and later the principal roles.

Most schools have three leadership tiers: principal (typically referred to as *school leader* at KIPP schools), leaders underneath the principal (identified as *tier 2* in this report), and leaders underneath tier 2 (identified as *tier 3*). Generally, tier 2 refers to APs or deans and tier 3 refers to GLCs and department chairs, but positions vary across schools and regions (for more information about alternate leadership structures, see Appendix B). We structured our interview questions and our reporting around leadership tiers rather than specific positions because we are examining the principal pipeline networkwide, and different schools have difference positions and can include the same positions in different places on the pipeline.[13]

Almost all KIPP schools that have all planned grades have at least one AP or dean in tier 2 followed by GLCs in tier 3; leadership structures at most schools also include other positions.

Almost all KIPP schools are led by a single principal, but co-principals lead five schools.[14] EDs and principals offered different rationales for having the co-principal model. In some cases, it is a temporary structure to strengthen a school that was experiencing challenges (for example, poor student achievement or budgetary concerns); in others, the structure was adopted to

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[13] Positions that were explicitly reported not to be in the pipeline for school leadership (for example, office managers) were excluded from most sections of the analysis. There might be additional tiers not captured by this question structure.

[14] In one of these schools, a principal is labeled an ED.

facilitate an upcoming leadership transition. One KIPP region experimented with a co-principal model for elementary schools but determined that a single principal worked just as well.

At more established KIPP schools, tier 2 almost always includes APs or deans—94 percent among schools in their third year of operation or older have such a position (Table II.1).[15] GLC positions are the most common tier 3 positions (69 percent of established KIPP schools have at least one GLC), with about a third of schools also having department chairs. (Some schools count GLC or department or content-area chairs as being in tier 2.)

More than 40 percent of principals reported having leadership positions other than AP, dean, or GLC in tier 2 or 3. Between 13 and 34 percent of KIPP schools three or more years old had department chairs, special education coordinators, instructional coordinators, and social workers in tier 2 and 3 positions. Principals at about a quarter of schools report having a director of operations or business manager in the leadership tier as well. Almost a quarter of KIPP schools considered other positions to, such as social worker, special education coordinator, and instructional coach, be part of the second leadership tier.

As KIPP schools age, they add leadership positions and tiers; new schools are adding AP or dean positions earlier.

KIPP schools typically open with one grade and then grow one grade per year. Since school funding is based on the number of students enrolled, younger KIPP schools have fewer resources to fund administrative positions.[16] Correspondingly, the total number of leadership positions at KIPP schools tends to grow over time, with principals at schools in their first year reporting an average of 2.8 leadership positions, compared with principals at schools in their third year of operation reporting an average of 8.6 positions (Table II.1). For example, only one principal at a school in its first year of operation reported having a GLC, but this jumped to about 80 percent of principals at schools in years two and three of operation. Some schools also add department chairs as they age. By year three of operation, 32 percent of schools had department chairs in addition to GLCs.[17] Similarly, only about 50 percent of schools in their first year of operation reported having at least one AP or dean, compared with more than 90 percent in year three or later. Among schools with AP or dean positions, the average number grew from one in the school's first year to almost two in the schools' third year or later.

In addition, schools tend to add leadership tiers as they age, and sometimes positions are moved from one tier to another. For example 31 percent of schools in their first year of operation have no second leadership tier, but all schools in their second year of operation have a second tier. Similarly, 94 percent of KIPP schools in their first year of operation have no tier 3, compared to 39 percent in their second year, and 13 percent of schools in their third or more

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[15] Schools use various titles to refer to positions that resemble an AP role, including dean, director, or vice principal. We use AP or dean broadly to refer to these positions that resemble the AP role. When AP or dean is used in this report to refer to those specific titles (not the broader group of similar positions), we note that.

[16] Resources are not the only factor; some principals reported not having tier 2 or tier 3 positions because they had not yet found the right person to hire.

[17] Among schools opened in 2003 or earlier, 50 percent had department chairs, whereas roughly 10 percent of schools opened since then had these roles. There was no difference among elementary, middle, and high schools regarding whether the school had department chairs.

year. At younger schools, GLCs—typically tier 3—can constitute a tier 2, but they rarely do in older schools. Principals typically do not view GLCs as permanent tier 2 positions, but plan to replace them with an AP or dean as the school grows.

Table II.1. Percentage of schools with pipeline roles and average number, by tier and year of operation

Title	Percentage with position(s)			Average number of positions (among schools with position)[a]		
	Schools 3+ years old	Schools 2 years old	Schools 1 year old	Schools 3+ years old	Schools 2 years old	Schools 1 year old
All reported positions at the school[b]						
Principal	100	100	100	1.0	1.1	1.1
AP[c]	55	28	19	1.4	1.0	1.0
Dean[b]	53	44	31	1.9	1.6	1.2
AP and/or dean[c]	94	61	50	1.9	1.6	1.1
GLC	79	83	6	4.0	2.1	1.0
Department/content-area chair	34	28	0	3.3	3.0	n.a.
GLC and department chair	32	11	0	7.4	6.0	n.a.
Instructional coordinator/ Director of instruction/ Instructional coach	15	11	0	1.6	1.0	n.a.
Special education coordinator	18	11	31	1.0	1.0	1.0
Social worker/Guidance counselor	13	17	19	1.1	2.3	1.0
Director of ops/Business manager	26	22	31	1.0	1.0	1.0
Other	40	28	25	2.5	1.8	1.3
Total leadership positions reported[d]	n.a.	n.a.	n.a.	8.6	6.0	2.8
Positions by tier						
Tier 2						
AP[c]	55	28	19	1.4	1.0	1.0
Dean[b]	47	44	31	1.9	1.4	1.2
AP and/or dean[c]	94	61	50	1.8	1.5	1.1
GLC	6	39	0	3.0	2.3	n.a.
Department/ Content-area chair	2	0	0	4.0	n.a.	n.a.
Other	20	33	25	2.0	1.3	2.5
No tier 2	0	0	31	n.a.	n.a.	n.a.
Total tier 2 positions reported[d]	n.a.	n.a.	n.a.	2.3	2.2	1.6
Tier 3						
Dean[b]	10	6	0	1.3	2.0	n.a.
GLC	69	44	6	4.0	1.9	1.0
Department/ Content-area chair	29	28	0	3.7	3.0	n.a.
Other	26	17	0	3.3	3.7	n.a.
No tier 3	13	39	94	n.a.	n.a.	n.a.
Total tier 3 positions reported[d]	n.a.	n.a.	n.a.	5.3	4.0	1.0
Sample size	**62**	**18**	**16**	**62**	**18**	**11**

Source: KIPP principal interviews.

Note: Positions in 2010–2011. There was some item-level nonresponse.

[a] Some of the averages are based on a very small sample (as few as two) of schools that have a position.

[b] If a principal reported an additional tier of leadership these positions are included in the overall count.

[c] To be included in these counts, the position had to be specifically titled AP (or vice principal), or dean. The "and/or" indicates that the school has either an assistant principal or a dean, or both.

[d] Schools with missing data on any of the row variables were treated as missing in the total count. Some positions (for example, AP, dean, or GLC) are included in multiple rows, but they are counted only once in the total count.

AP = assistant principal; GLC = grade-level chair; n.a. = not applicable.

KIPP schools that opened in the 2010–2011 academic year initiated the AP or dean position earlier than schools that opened in 2008–2009 or 2009–2010. Although only 25 percent of schools that opened in the 2008–2009 school year created their first AP or dean position in their first year of operation, that proportion increased to 56 percent among schools opening in 2010–2011 (Figure II.1).[18] Close to 95 percent of schools three or more years old have an AP or dean position in a second tier of leadership directly underneath the principal, but this varies by both the age of the school and the year the school first opened.

Figure II.1. Year of operation in which first AP or dean position is created, by school year opened
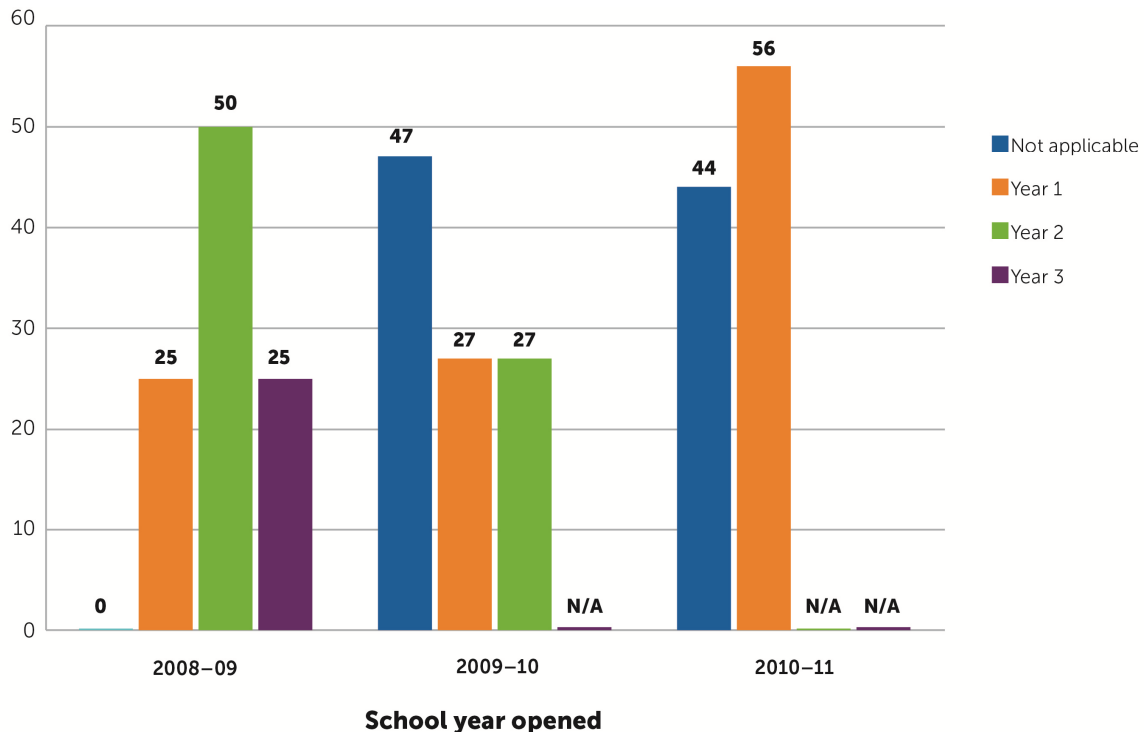
Source: KIPP principal interviews.

Note: Reported for schools opened in school year 2008–2009 or later. Some percentages might not sum to 100 due to rounding.

Leadership positions at KIPP schools change and can be eliminated in response to changing school needs and available skills.

KIPP principals can restructure leadership roles to address changing needs or temporary holes in the leadership pipeline. Between 2008–2009 and 2010–2011, a total of 29 AP or dean

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[18] We counted a school as having an AP or dean in year one if the principal indicated that position was initiated during or before the schools' first year of operation, regardless of the current status of that position at the school. Because we did not explicitly ask leaders to report the specific year of their first AP or dean position (only the total number of tier 2 positions created in 2008–2009, 2009–2010, and 2010–2011), some older schools are missing data for this item. Data on the year of the first AP or dean position is more likely to be missing for schools that do not yet have that position, so these reported statistics might overestimate the proportion of newer schools with AP or dean positions. Reporting is limited to schools that opened in the previous three academic years, because we asked only about new positions created in these years.

positions were eliminated at KIPP schools and 18 AP or dean positions had their responsibilities changed.[19] Some principals reported, for example, that an unexpected departure of an AP or dean and the absence of a qualified successor led them to eliminate that position temporarily and distribute the responsibilities to several more junior leaders at the school. Some schools viewed this redistribution of responsibilities as an opportunity to train those junior leaders to take on increasing responsibilities or to determine which among them would be most qualified to take on the AP or dean position in the future. Other schools cut AP or dean positions due to budgetary constraints or due to a belief that a different structure could operate more efficiently.

Leaders' primary responsibilities

Principals' descriptions of their main responsibilities reveal which roles they prioritize and indicate how they share responsibilities with other leadership staff. Tier 2 and 3 responsibilities affect the leadership experiences and training of pipeline leaders. According to staff at the KIPP Foundation, tier 2 responsibilities often follow one of two models. At some schools, tier 2 staff have more general responsibilities across multiple areas, functioning as deputy principals, while at other schools tier 2 staff have specialized roles, such as dean of instruction, focusing on specific domains. The KIPP Foundation, and some regions, believes that general roles better prepare tier 2 leaders for the diverse leadership responsibilities of principals, building a stronger pipeline; in this view, generalists develop a well-rounded skill set that creates more balanced leaders and easier principal transitions. Some schools favor specialized roles as a better match between responsibilities and available skills sets and as a way to strengthen specialized skills in a leadership area.

Most KIPP principals believe managing others, instructional leadership, and operational management are among their most important responsibilities.

The most common responsibilities reported by principals were managing others, instructional leadership, and operational management, with about three-fourths of principals listing both managing others and instructional leadership, and almost 60 percent listing all three responsibilities (Table II.2).[20] We report responsibilities separately for principals in a region or a single-site school, because regions appear to absorb some leadership responsibilities, such as fundraising, from their school (for more information, see Appendix C). About 90 percent of principals reported managing others as a key responsibility; however, the proportion reporting managing others may be inflated because we specifically probed principals about management responsibilities (EDs were not prompted). These management responsibilities are often shared; at many schools, tier 2 leaders help manage teachers, and, less frequently, GLCs, department chairs, coaches, and other leadership staff members do so. Principals also widely cited instructional leadership as a key responsibility (85 percent). Principals often described themselves as instructional leaders of their schools or as bearing ultimate responsibility for the academic achievement of their students. Finally, more than half of principals also listed cultural

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[19] At one school with co-principals, one principal reported a changed position, and the other principal reported no changed positions.

[20] Some categories overlap; for example, managing others often includes managing teachers, which can overlap with instructional leadership. We operationalized managing others when the focus was on management (for example, the statement "I manage all staff") and instructional leadership when that was the focus (for example, the statement "I am the instructional leader of the school").

oversight as a responsibility. These responses were diverse. One principal described monitoring school morale, or the "joy factor," among staff and students as a primary responsibility. Another principal said that she leads the acculturation process for incoming 5th graders (the entering class of the school) to familiarize them with KIPP culture.

About 44 percent of principals listed building relationships with students and parents and community outreach as important responsibilities. Sometimes the relationship building is formalized—a principal new to the role said that he held parent meetings to hear parents' concerns and to share his vision for the school. Principals also described engaging with students more casually; for example, one high school principal said that she talks to students at the beginning of each day, at lunch, and during transition periods. Community outreach, listed by about 37 percent of participants, took many forms as well. For example, one principal said that she acts as a community liaison by attending neighborhood council meetings; another said that he created partnerships that led to after-school programs for students.

At about half of KIPP schools, at least one AP or dean position has general responsibilities of managing staff, instructional leadership, and cultural leadership.

Within the KIPP network, tier 2 staff have either general or more specialized responsibilities.[21] Usually, but not always, APs have general responsibilities, and deans have more specialized responsibilities. General tier 2 staff have diverse leadership responsibilities that fall in three key areas: instruction, culture, and management. Tier 2 who have specialized roles concentrate on a more focused set of responsibilities, often involving either instruction or culture. Specifically, it is common for schools to have both a dean of instruction or academics and a dean of culture or students. Among tier 2 leaders who have specialized roles, those on the instructional side tend to work more with data analysis and instructional goal setting; coaching and giving feedback to teachers; taking part in curricular decisions; and overseeing administrative academic functions, such as testing and report card distribution. Tier 2 leaders on the cultural side tend to handle discipline; communication with parents and relationship building with students; public outreach to community partners and other educational institutions (such as colleges or high schools); and culture building within the school through celebrations, assemblies, and field trips. About 49 percent of schools with tier 2 leaders have at least one general tier 2 leadership role.[22] Some schools have both general and specialized tier 2 roles.

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[21] Because many KIPP schools have multiple tier 2 roles with specialized responsibilities—creating inherent variation in tier 2 responsibilities—we do not report the percentage of tier 2 leaders with particular responsibilities in a table but focus on whether they follow one of the two common models.

[22] A total of 77.5 schools reported having tier 2 leaders; the 0.5 results from one school in which the two co-principals' responses did not agree.

Table II.2. Percentage of schools and regions with common leadership responsibilities for principals

	All schools	Single-site schools	Schools in a region	
			Principal-reported	Region-reported[a]
Managing others[b]	90	89	90	48
Delegating responsibilities; managing performance; leading meetings; helping staff meet goals				
Instructional leadership	85	56	88	87
Overseeing curriculum; coaching teachers; reviewing lesson plans; observing and giving feedback to teachers; choosing professional development; developing professional learning communities				
Operational management	75	83	74	84
Creating administrative systems and processes; overseeing office management; handling finances; overseeing food purchasing and service; handling transportation; addressing other logistical or operational matters				
Cultural leadership	58	72	56	35
Setting vision, mission, and values; ensuring cultural awareness; motivating and inspiring; handling issues involving students' character, discipline, health, and safety; participating in schoolwide events				
Building relationships with current students and parents	44	33	45	32
Modeling, supporting, communicating, and reaching out to students and parents				
Community outreach	37	44	36	29
Reaching out to government; speaking to media; creating partnerships with high schools, colleges, other educational institutions, businesses, and community groups; recruiting students				
Developing leaders[c]	20	11	21	24
Carrying out leadership development training; giving leaders specific development opportunities; modeling for other leaders; coaching other leaders on their leadership				
Data-based decision making	16	0	18	9
Setting and achieving school goals; establishing a school performance plan for measurement; analyzing teacher performance data to improve instruction; encouraging the use of data in decision making				
Fundraising	9	33	6	6
Meeting with donors; marketing and speaking at fundraising and advocacy events; giving tours				
Board relations	7	56	2	1
Receiving mentoring and coaching from board members; attending and presenting at board meetings; getting buy-in from board members				
Sample size	94	9	85	22

Source: KIPP principal and ED interviews.

Note: Responsibilities in 2010–2011.

[a] Regional percentages are weighted by the number of schools with nonmissing data in that region to facilitate comparisons.

[b] Most principals were asked specifically about management responsibilities but were not asked about other categories.

[c] Some responsibilities that might include aspects of leadership development, such as performance evaluation, are captured in other categories.

III. SELECTING PRINCIPALS AND THE LEADERSHIP PIPELINE

Key findings

A committee composed of KIPP Foundation and regional staff select the Fisher Fellows who are trained to start new KIPP schools. The selection criteria focus on demonstrated leadership competencies and the candidate's ability as a teacher to improve student achievement.

Regions and school boards select successor principals of existing schools and typically used the pipeline development process. In practice, this process was generally informal (without requiring applications or formal evaluations of a task, such as a sample teaching lesson) and closed (limited to certain applicants or with candidates preselected).

When selecting successor principals, about four-fifths of regions prioritized candidates with strong teaching and management skills. EDs prioritized different skills for founding and successor principals—entrepreneurship or vision for founding principals and effecting change within existing structures for successor principals. Most regions preferred principals who had worked at KIPP or similar schools but said they would consider other candidates. Aside from favoring those with KSLP training, regional EDs did not report favoring candidates with specific types of education or leadership training.

How KIPP principals are chosen—the process followed and the skills or experiences favored—determines who leads KIPP schools. In the KIPP network, the selection process differs for founding principals at new schools and successor principals at existing schools that the principal is leaving. Principals who will found new schools—the Fisher Fellows—are selected by a committee comprised of regional staff and KIPP Foundation staff. For successor principals, the KIPP Foundation plays a less direct role, with principals chosen by the regional ED or, for single-school sites, by the school board (for more information about boards, see Appendix C).[23] The KIPP Foundation's LCM is intended to serve as a framework for all principal and leader selection.

At KIPP schools, the principal selection process often begins with the selection of tier 2 and tier 3 staff because these staff become the pipeline of future candidates for principal. To the extent that these leaders are in the principal pipeline, identifying the criteria used to select them helps reveal the traits that staff must have to enter the pipeline and those that can be developed in the pipeline. Moreover, if schools and regions prioritize similar attributes and training when selecting tier 2 and tier 3 leaders and when selecting principals, these junior leaders might be better candidates to eventually transition into the principal role.

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[23] The foundation must approve the principal selected by single-site schools and retains approval authority for principals of regional schools. In practice, the foundation plays a more active role in the selection of school leaders at single-site schools and approves each selection but is typically not actively involved in the selection of successor principals for regional school. However, foundation staff confirmed that the foundation rarely exerts these powers to influence the selection of successor leaders at either type of school.

In this chapter, we first describe the selection process for founding and successor principals and for the tier 2 and tier 3 leaders who form the principal pipeline. We then explore the characteristics, work experiences, and training sought in principals and other leaders. (For information on the challenges KIPP regions and schools face when trying to attract or develop high-quality leaders and the approaches used to overcome those barriers, see Appendix D. For information on KIPP principals' demographic characteristics and background, see Appendix E.

The selection process for founding principals

The KIPP model typically grants autonomy to regions and schools, but the foundation manages the selection process for founding principals who establish the academic environment and school culture at new KIPP schools.[24] The KSLP Fisher Fellow program selects the principals who will found new KIPP schools, and the fellows complete the yearlong program before starting their new school. The foundation and regions collaborate in recruiting and selecting fellows—although the intensity and extent of regional participation varies—and the process involves interviews with KSLP staff, regional EDs, and principals.

Principals of new KIPP schools are chosen through a selective Fisher Fellow process; after an initial screen, candidates undergo three successive phases of interviews focused on teaching effectiveness and leadership competencies.

The KIPP Foundation recruits candidates for the Fisher Fellowships through headhunting, referrals, research, and individual conversations. Selection of Fisher Fellows occurs in conjunction with the selection of Miles Family Fellows. The Miles Family Fellowship is a one-year program intended to prepare participants to become Fisher Fellows, though admission to the Fisher Fellowship is not guaranteed. Most applicants express interest in both fellowships, and the selection team decides which fellowship better fits the candidate.

Fisher and Miles Family candidates are winnowed through four selection phases—an application review, telephone interview, regional interview, and a final set of interviews in Houston, commonly called the selection event.[25] The review teams at each phase vary in size and members.[26] Most applicants are eliminated during the application review (Figure III.1). In 2010–

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[24] To be eligible for the Principal Prep, Leadership Team, and Teacher Leader KSLP programs, candidates must be nominated by a school or regional leader and meet minimum criteria established by the KIPP Foundation (for example, Principal Prep candidates must have three years teaching experience with documented results plus experience in a supervisory or coaching position at school). Beginning each February, regional and school leaders identify promising candidates for these programs with guidance from KIPP's chief learning officer and other KSLP staff. Candidates nominated by school or regional staff who complete the required application materials are admitted as long as funds are available (i3 funding is being used to expand the number of slots). Occasionally, a candidate not yet prepared for a particular program—for example, a GLC nominated for Principal Prep—applies; in these rare cases, the foundation can recommend that the candidate participate in another program that will more effectively meet that person's current leadership development needs.

[25] To make the fellows selection process more manageable, the foundation created three selection cycles with three associated application deadlines. In 2010–2011, the first application deadline was in October, the second in January, and the third in February. Each cycle involves the four successive phases, and the four stages of the cycle take roughly five weeks. Candidates can apply to any cycle.

[26] For each phase, the pool of reviewers has remained fairly constant over time. Each year, the KIPP Foundation holds a reviewer orientation at the beginning of the selection process to discuss the selection criteria and the scoring rubrics for each selection phase, focusing on any changes since the previous year.

2011, fewer than 10 percent of applicants were chosen to start a new school, with some additional applicants chosen as Miles Family Fellows.

Figure III.1. Number of Fisher/Miles Family fellow applicants progressing to each selection phase and number of fellowships awarded, 2010–2011
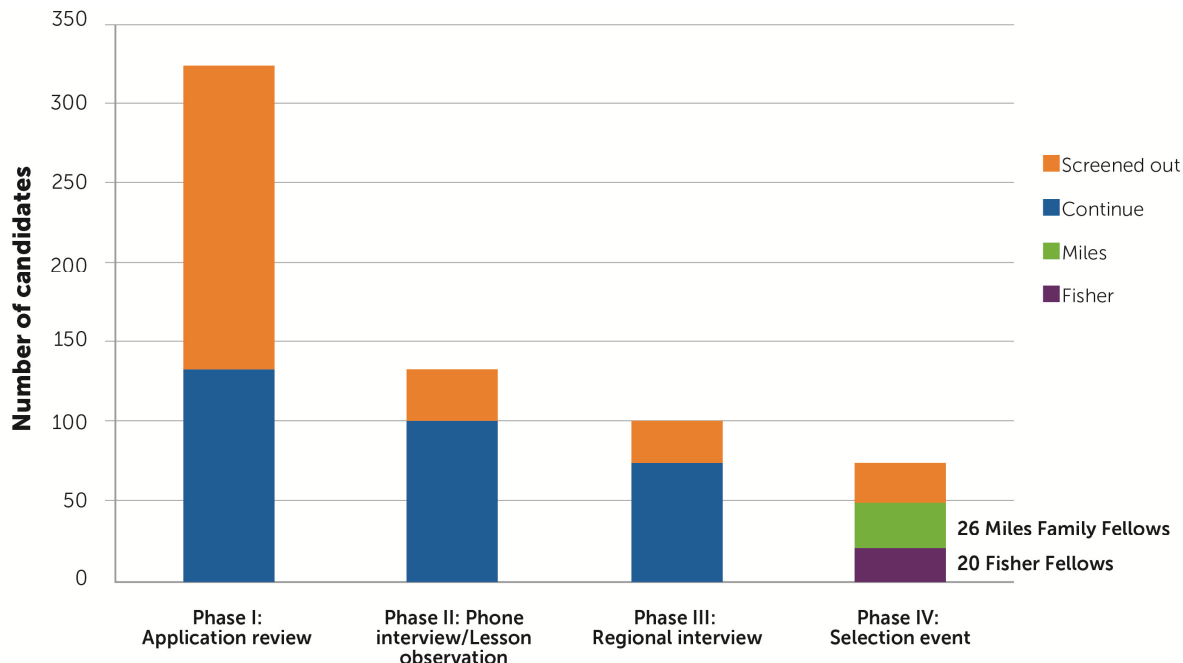
During the first phase,[27] all candidates submit an online application that is reviewed by the KIPP Foundation recruiting team and passed on to regional EDs. According to the foundation, applicants are judged on education and professional background, other relevant experiences reflected in their résumés, the achievement results of students they have taught, and two short essays.

Applicants who pass the application screen are invited to participate in stage II, a 45- to 60-minute telephone interview covering topics such as motivation for leadership, relevant past experiences, and student achievement in classes the candidate taught. In addition to this interview, applicants also submit a videotaped lesson, lesson plan, and three recommendation letters. The KIPP Foundation reported that candidates are evaluated using a rubric aligned with LCM competencies.

The strongest stage II applicants are then matched to regions for on-site interviews and instructional lessons in stage III. Applicants are typically matched to the region listed as their

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[27] Dozens of recommended candidates from within the KIPP network or from partner organizations such as Teach For America (TFA) are often evaluated before the first phase. After reviewing each candidate's résumé, the KIPP Foundation assigns a prospect rating to each candidate to help it prioritize its recruitment efforts. Prospect ratings are based on three aspect's of a candidate's background: level of management experience in a school leadership position, record of driving strong achievement results either as a teacher or administrator (operationalized as 1.5 years of growth per year), and work experience in a KIPP school or school with similar operating principles (such as Achievement First).

first choice though they might be asked to consider a different region if there is another strong candidate for their preferred region or the selection team feels the applicant is better suited to a different region. Applicants then visit the region in which they are most likely to be placed. Regional visits typically last one to three days and include interviews with regional leadership, teaching a sample lesson (all principals are expected to be their school's instructional leader), and observing and providing feedback on a lesson taught by another instructor (a core principal responsibility).

The remaining candidates are interviewed by several teams at a multiday selection event. Three one-hour interviews focus on specific leadership topics, and Mike Feinberg (KIPP cofounder and superintendent of KIPP Houston) also meets with each applicant for a final 20-minute interview. Following these interviews, a committee of 12 to 16 members, including Feinberg, the ED of the potential placement region, and the six staff who conducted the three topic-specific interviews (often principals and EDs), convenes to evaluate each applicant and make the final selection decision.

Fisher Fellowships are awarded to the strongest candidates based, in part, on selection scores. The committee especially values the opinion of the relevant region ED, who might have observed the applicant's performance in a KIPP school or be able to speak to his or her capacity to open and lead a regional KIPP school. Some promising applicants determined to need more experience receive a Miles Family Fellowship. Applicants who are not awarded either fellowship may be invited to apply to teach at a KIPP school (if they are an external applicant) or simply continue with their current roles at KIPP.

The selection process for successor principals and the pipeline

KIPP regions and school boards (for single-site schools) select successor principals (for information on the participants in the leader selection process, see Appendix F). In this section, we categorize the process used on two dimensions: whether the steps were formalized and whether the selection process was an open one that candidates understood. Formal selection processes are characterized by the submission of materials (such as an application, résumé, or lesson plan) or the execution of a task (such as a sample teaching lesson).[28] This clear process facilitates transparency by clarifying how applicants are evaluated. We defined open processes as meeting two criteria: (1) the interviewee did not describe the process as limited to certain applicants, implying that any interested candidate could apply for the position (for example, through the announcement of an opening); and (2) a candidate was not preselected for the position before the application process began.[29]

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[28] When coding, the essential criterion is that the applicant realized he or she was being evaluated for the position (informal processes do not meet this criterion). For example, if an applicant taught a sample teaching lesson as part of the process, that is formal; conversely, if a principal used classroom observation to choose candidates, but teachers were unaware they were being considered for leadership or that this observation contributed to their selection, the process was considered informal. It was not always clear whether the candidate was aware he or she was being considered for a position. Unless the application process described met the criteria for a formal process, we coded it as an informal one.

[29] Processes that did not meet both conditions were classified as closed. For informal application processes, we assumed the process was closed unless the leader specified otherwise (if there was no submission of materials or

More than half of KIPP regions and single-site schools selected successor principals informally.

Of the 19 regions that had chosen successor principals at the time of the interviews, 58 percent used an informal selection process for all successor principals (Figure III.2). About a quarter of regions used a formal application process for all successor principals (26 percent) and 16 percent used a formal application process for some principals. Similarly, slightly more than half of successor principals in single-school sites were selected using an informal process (57 percent).[30]

Figure III.2. Percentage of regions and schools with a formal application process for leaders, by tier
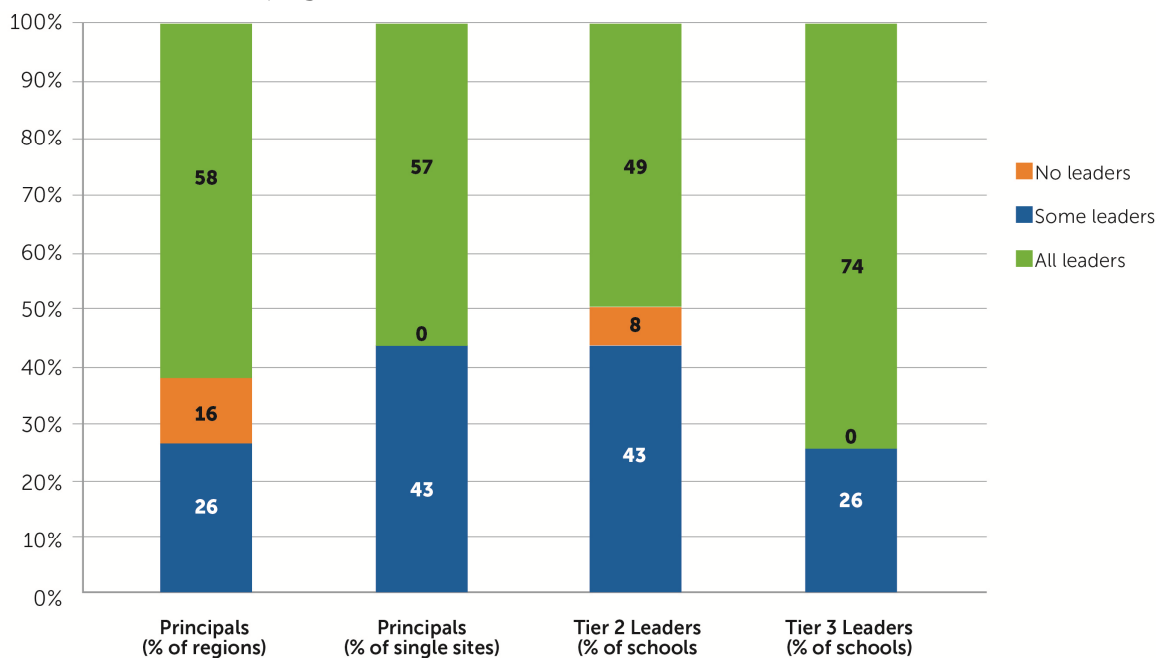
Source: KIPP ED and principal interviews.

Note: Application process in 2010–2011. Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders and 31 did not have tier 3 leaders). Three regions and one single-site school have not yet selected a successor.

Informal selection processes often involved the pipeline. For example, EDs reported using observations of the individual in previous positions, conversations with colleagues, or the development of an individual development plan (IDP) to prepare that leader for the role of principal (see Chapter V for more information on IDPs). Formal processes often involved several components, including the submission of résumés, cover letters, and essays; telephone

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(continued)

execution of a selection task, we assumed the candidates were preselected). Processes that were open only to candidates from within the school or within the region were considered.

[30] Note that we examined only the most recent transition in single-site schools. Because the data for these schools were reported by principals, it was not clear they could comment accurately on the process used in earlier transitions.

conversations; candidate visits to the school; ED visits to the candidate's current school; sample lessons; interviews with a variety of stakeholders; or observation of the candidate providing instructional feedback to teachers.

More than two-thirds of EDs and single-site school boards used a closed process to select successor principals.

Few regions (21 percent) used an open process for all successor principals; an additional 11 percent used an open process for some principals (Figure III.3). About one-fourth of successor principals at single-site schools were selected using an open process.

Closed processes often focused on candidates in the pipeline. Examples include a conversation between the ED and outgoing principal about which staff in the school were ready for the principal role or monitoring the job performance of promising candidates. In contrast, an open process involved posting the job on the KIPP website or other external websites. One region reported it interviewed external candidates for an open position, even if there was a likely internal candidate, in case using a more inclusive process could identify a stronger leader. Another region notified all staff in the region of the leadership vacancy. In one region, all leadership staff in the region were considered and evaluated on the LCM to assess who was most ready for the principal role.

Figure III.3. Percentage of regions and schools with an open application process for leaders, by tier
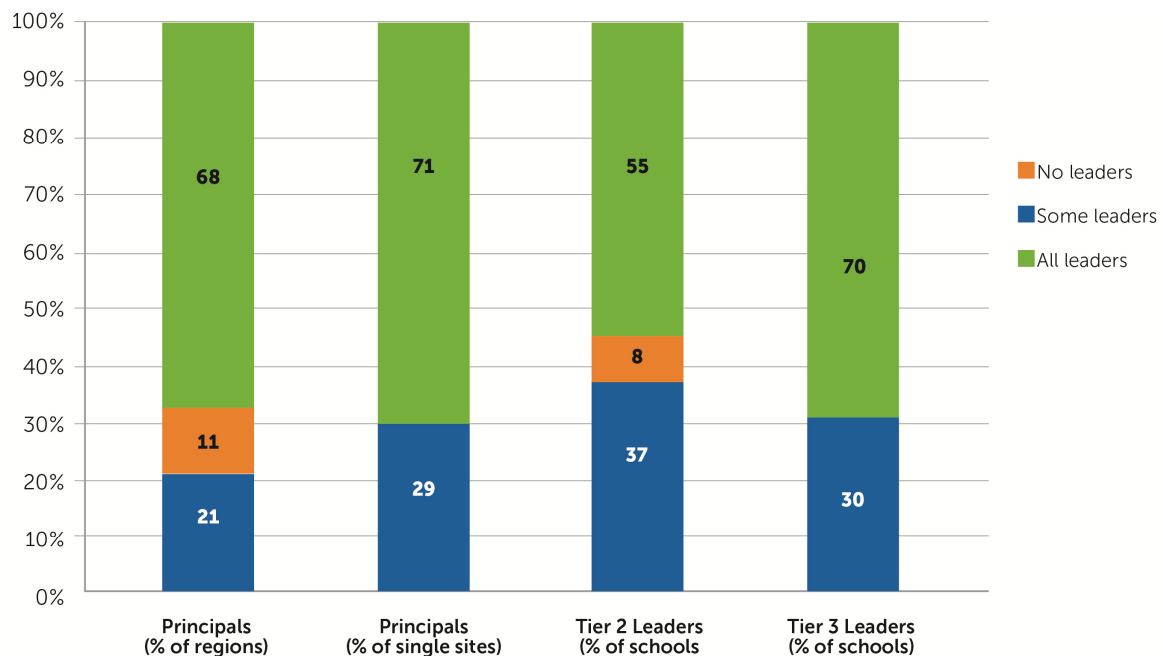
Source: KIPP ED and principal interviews.

Note: Application process in 2010–2011. Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders and 31 did not have tier 3 leaders). Three regions and one single-site school have not yet selected a successor.

To select tier 2 leaders, about half of KIPP principals used an informal process and about half used a closed process; informal and closed processes were also common for tier 3.

Formal selection processes for tier 2 roles generally begin by gauging or screening candidates' attitudes and values and eventually include many rounds of interviewing and demonstrations of instructional leadership skills. In practice, in-depth processes were especially common for external candidates. Informal selection processes of tier 2 leaders generally involved the pipeline process, with some candidates then further tested for the position. Candidates were identified in diverse ways; principals mostly spoke about evaluating knowledge, skills, abilities, and work experience but also reported sometimes identifying candidates because of their leadership aspirations. Candidates were tested in different ways, such as being observed teaching; carrying out leadership responsibilities; or performing "stretch tasks," which involve responsibilities appropriate for the target leadership role but at a smaller scale or more basic level. Principals who selected tier 2 leaders using an informal and closed process often reported that staff supported their decisions because they picked the staff member who was the obvious choice. Several principals echoed a similar notion, reporting that they had a "clear-cut" choice or that they "just know" who they should have selected.

Nearly three-fourths of principals (74 percent) used informal processes to select tier 3 leaders, and a similar proportion of principals (70 percent) used closed processes for this tier. This informal process was often based on information gleaned through classroom observations or stretch tasks. A formal selection process for tier 3 leaders could include a written application or traditional interview.

Leader characteristics prioritized by regions and schools

The characteristics and experiences KIPP principals bring to the role shape their leadership approach and, given their considerable autonomy, have the potential to deeply influence the direction of their schools. Understanding KIPP leaders' characteristics thus helps to inform an understanding of the leadership practices at KIPP schools. Moreover, much of the influence KIPP regions and school boards exercise over their schools results from their choice of principals rather than through direct management of school operations. Identifying characteristics KIPP schools and regions seek when hiring leaders reveals which leadership skills are prioritized across the network. Any commonly sought skills are also characteristics that most KIPP principals likely share. Attributes prioritized in the selection of tier 2 and tier 3 leaders might similarly identify a KIPP approach to filling pipeline roles and indicate which characteristics tier 2 and tier 3 leaders need to have and, implicitly, which can be developed on the job.

About four-fifths of regions and schools prioritized teaching ability and management ability when selecting KIPP principals.

KIPP EDs most commonly prioritized teaching ability (82 percent) and management ability (77 percent) when selecting principals (Table III.1). KIPP EDs reported that principals have to understand what works in the classroom to achieve strong results with students as a principal. According to EDs, principals must demonstrate that they have achieved academic results for students, saying that they considered whether principal candidates "have academic results serving the kids we serve" and that a principal should "be a great teacher who is respected by

their peers." Examples of desired management ability include being able to hold staff accountable and being able to motivate teachers and staff to accomplish goals.

Table III.1. LCM competencies and other common knowledge, skills, and attitudes prioritized in the selection of leaders, by tier

Knowledge, skill, or attitude prioritized in the selection of KIPP leaders	Principals (% of regions prioritizing)	Tier 2 leaders (% of schools prioritizing)	Tier 3 leaders (% of schools prioritizing)
Teaching ability Successful record teaching students (demonstrated with high student achievement), instructional knowledge, knowing and demonstrating instructional best practices, content-specific knowledge	82	76	75
Management ability Supervision and management of adults	77	59	66
Teaching leadership Strong teaching skills; ability to teach others to teach; demonstrated ability to lead instruction	55	39	34
Whatever it takes Performance "above and beyond"; willingness to work long hours or do extra tasks; "grit"; and persistence	45	23	22
Vision/Mission Establish, articulate, adhere to, or teach school's or KIPP's vision, mission, values, and goals	36	47	42
Student management Positive and strong relationships and communication with students	36	45	39
Working within an existing structure[a] Comfortable within an existing structure and making changes to an existing school	36	NA	NA
Relationships with families Positive relationships and strong communication with students' families and parents	18	41	23
Flexibility	14	16	11
Organizational skills	5	26	33

Source: KIPP ED and principal interviews.

Note: Competencies prioritized in 2010–2011. Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders, and 31 did not have tier 3 leaders). EDs reported a mean of 6.0 categories in the selection of principals; principals mentioned a mean of 5.0 and 4.5 categories in the selection of tier 2 and tier 3 leaders, respectively.

[a] Only for successor principals.

NA = not available.

Teaching ability (76 percent for tier 2 and 75 percent for tier 3) and management ability (59 percent for tier 2 and 66 percent for tier 3) were also the top two attributes prioritized in the selection of second- and third-tier leaders. Management ability might be less frequently

prioritized in the selection of tier 2 and tier 3 leaders compared with principals because this skill can be developed as individuals carry out lower-level leadership roles. Organizational skills were slightly more likely to be prioritized in the selection of tier 2 and tier 3 leaders than in selection of principals (26 and 33 percent versus 5 percent, respectively), possibly reflecting the logistical and administrative roles of these leaders. These expanded roles are especially true of tier 3 leaders such as GLCs and department chairs, who often serve an administrative leadership role for their grade level or department.

Other highly valued skills for principals were teaching leadership (55 percent) and a "whatever it takes" mentality (45 percent). EDs sometimes tied teaching leadership to teaching ability. For example, one ED said principals "Need to be a great teacher first off, and not only … in their own right, but be able to then communicate that and share that well." Other EDs also emphasized the ability to help improve instruction, calling it important that principals know how to coach or teach teachers. In line with the perception that being a KIPP principal is a time-consuming and effort-intensive role, EDs also emphasized the "whatever it takes" mentality, with several citing concepts such as grit, perseverance, and courage. EDs also said that principals have to be willing to work hard and put in many hours.

About one-third of regional EDs prioritized strong student management skills and a strong sense of vision or mission. Student management encompasses building strong relationships with students and commanding the respect of large groups of students as the school's ultimate leader. Some EDs also connected the ideas of having strong relationships with students to carrying out a vision or mission within a school, because principals are expected to convey that vision or mission to students as well as other leaders, staff, parents, and other stakeholders. As one ED said, principals are expected to be "Able to get a building of teachers and families and kids behind you and your vision."

Almost all EDs prioritized different skills for founding and successor principals—entrepreneurship or vision for founding and managing change for successor principals.

Only three EDs said there were no differences in the skills required for founding and successor principals; the remainder stated they preferred different competencies and skills for the two types of principals.

About one-third of EDs said founding principals should be entrepreneurial; visionary; or able to establish processes, dynamics, and constituencies. In particular, they said that founding principals need to build community support to attract new students. However, one region reported that although entrepreneurial skills were important originally, they became less important as the region grew more established because the region provides more supports to principals. Three regions mentioned that competitive drive and grit are important for founding principals.

In the selection of successor leaders, the ability to influence change within an existing structure was reported by 36 percent of EDs. EDs said that principals should be comfortable making, inspiring, and motivating change within an existing structure, including with the existing staff and culture. Some EDs mentioned that relationship building or generating buy-in is more critical for successor principals because they inherit an existing staff, whereas founding principals recruit staff who have already bought into their vision. Some EDs explicitly contrasted

successor principals, who had to adapt and change existing structures, to founding principals, who had to establish such structures.

In addition, about one-third of EDs mentioned that the ability to manage a larger staff or experience managing adults was more critical for successor principals, who typically inherit a fully staffed school. These EDs said that successor principals, in contrast to founding principals, have a leadership staff in place that can support them in areas in which they might need help, such as instructional knowledge, and that successor principals should be able to achieve results through managing other managers. Such traits, however, are less important for founding principals, according to these EDs, because they have fewer staff members at the outset and can develop these management skills over time.

Leader experiences and training prioritized by regions and schools

KIPP principals' experiences and training can shape their leadership approach, and thus the direction of KIPP schools. Different types of experiences and training might be relevant for leadership. KIPP has a distinctive approach and target student population that may favor hiring leaders with KIPP experience. Similarly, some EDs may prefer to hire candidates already within their school or region to ensure familiarity with unique practices or context. KIPP regions may also believe that certain types of training—including or in addition to KSLP—provide leaders with needed skills and require leadership candidates to have completed that training.

Most KIPP regions would consider principal candidates external to KIPP or the KIPP region, although most would do so only under certain conditions.

EDs from all but one region said they would consider hiring a KIPP candidate from a different KIPP region, and 86 percent of regions said they would consider hiring candidates from outside of KIPP.[31] Most EDS said there are circumstances under which it makes sense to hire principals from outside the region or the KIPP network. However, most EDs expressed willingness to hire external candidates only under certain conditions, listing circumstances under which candidates from outside the region (73 percent) or outside KIPP (82 percent) would be considered. In some cases, EDs indicated an explicit preference for hiring principals from within the region or KIPP. Often these EDs said they would hire an external candidate only if no qualified internal candidate emerged. According to one of these EDs, "It's too big a job and people's colors are never truly revealed until you've known them for six to seven months. It's too much of a risk." Some regions reported hiring a principal external to KIPP or to the region when they opened a new level of school—for example, when regions opened their first elementary school they might not have internal principal candidates with early childhood experience fit for the role.

Other EDs didn't express an explicit preference, but reported that external candidates had to meet specific conditions. For example, several EDs said a candidate external to KIPP should have had experience at a school similar to KIPP. Others said they would consider hiring a person

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[31] Large minorities of EDs specified, without being prompted, that leadership and teaching experience should be within the KIPP network (45 percent) or within a school similar to KIPP (32 percent). Only about one-fifth of regions (18 percent) specified without being prompted that they preferred candidates with experience in the same KIPP region, and only one ED mentioned a preference for experience within the same KIPP school.

external to KIPP if he or she was exceptionally well qualified, came with excellent recommendations from a trusted individual, or had experience with Teach For America. EDs expressed similar considerations when hiring from outside the region (for example, wanting candidates who had worked in a location facing similar challenges). Other EDs indicated they would start an external candidate in a tier 2 or 3 role first, before moving them into a principal position.

Specific training was rarely sought in the selection of principals or other leaders.

The only type of training sought for principals was KSLP, reported by 14 percent of EDs. This low percentage citing KSLP probably reflects that Fisher Fellow and Principal Prep training is geared toward leaders who have already been selected for a leadership role, so most regions expect KSLP participation after selection for the leadership role, not before. No EDs reported a preference for any other training when choosing principals.

Principals also rarely sought specific formal training in tier 2 or tier 3 candidates. About 11 percent mentioned preferring KSLP for tier 2 candidates, but only one principal mentioned doing so for tier 3 candidates. One-fifth of principals looked for other (non-KIPP) training or education in the selection of tier 2 leaders. For example, when hiring for a tier 2 position focused on school culture, one principal looked for candidates who had training in behavioral management techniques that centered on relationship building and student communication. Another principal said that she considered the types of professional development tier 2 candidates have had, including the kinds of instructional strategies they knew and the training sessions and workshops they had attended. Some principals looked for very specific external credentials when hiring tier 2 and 3 leaders, such as a master's degrees in education with concentrations in teaching, leadership, or supervision or district or state administrator certifications. (Some principals said they were required to hire tier 2 leaders with certifications and master's degrees by state mandates.)

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IV. DEVELOPING AND EVALUATING LEADERS

Key findings

KSLP is an integral part of the pipeline—virtually all KIPP principals have completed a Fisher Fellowship or Principal Prep program—and its programs train staff for each of the primary leadership roles at KIPP schools. KSLP blends classroom training, individualized coaching, and leadership observations and responsibilities; each program uses a different mix of instructional components to target different competencies. Large majorities of KSLP participants were satisfied overall and with the quality and relevance of most training activities.

Almost all KIPP principals received coaching, which was the most common form of continuing development.

Principal evaluation at KIPP schools often occurs through a structured performance-management process that includes setting goals for school outcomes or leadership competencies. Most regions or school boards conduct annual, semi-annual or quarterly evaluations, and half of regions have weekly or monthly monitoring.

Normal leadership turnover at KIPP schools (see Chapter V) and the planned creation of additional KIPP schools has and will continue to sustain demand for new KIPP leaders. For example, between the start of the 2008–2009 and 2011–2012 school years, KIPP schools created a total of 96 new AP or dean positions. KIPP regions and schools must also continue to identify and remedy skills gaps among existing leaders. Cognizant of these needs, the KIPP Foundation and KIPP regions have created programs and practices to prepare staff to assume new leadership roles and to further train existing leaders. The foundation's KSLP uses summer courses and school-year activities to prepare leaders for future roles. (In practice, some leaders also receive training for their existing roles.) The foundation also offers coaching and other training to existing leaders. Leadership development provided by regions and schools often begins during the process of leader evaluation—called *performance management* at KIPP—which ideally identifies needs and appropriately structures coaching and other types of development to meet those needs.

Using funding from the U.S. Department of Education's i3 grant, the KIPP Foundation is expanding both KSLP and regional leadership development. These funds are increasing the number of available seats in each of the KSLP programs. At the regional level, the i3 grant is funding director of leadership development positions to expand development opportunities for new and current leaders. In this chapter, we focus on KIPP development practices prior to most changes created by i3 funding to provide a baseline for examining how programs change after receipt of that funding.[32]

We first describe KSLP's instructional components. We then focus on regional and school development, beginning with the performance-management procedures used at KIPP schools and

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[32] A few regions received i3 funding before interviews for this study.

regions to plan development for current and future leaders. We conclude with a discussion of how regions and schools develop their current leaders.

KIPP School Leadership Programs (KSLP)

All KIPP schools and regions use KSLP to develop leaders;[33] and for some schools and regions, KSLP is the primary form of leadership development. KSLP offers five development opportunities to build skills for specific leadership roles: (1) Fisher Fellowship (founding principals), (2) Miles Family Fellowship (preparation for the Fisher Fellowship), (3) Principal Prep (successor principals), (4) Leadership Team (tier 2 staff), and (5) Teacher Leader (tier 3 staff). (Large majorities of KSLP participants were satisfied overall and with the quality and relevance of most training activities, see Appendix G.)

Most principals have completed a Fisher Fellowship or the Principal Prep program through KSLP.

About 90 percent of KIPP principals have received some KSLP training through the KIPP Foundation (Figure IV.1). Most principals have completed one of the two relevant KSLP programs: (1) Fisher Fellowship (53 percent) for founding principals or (2) Principal Prep (32 percent) for successor principals. The other KSLP programs only began in 2007, and few principals had completed them by 2010–2011.

Each KSLP program uses different mix of instructional components to target different competencies.

Each KSLP program blends different training or instructional components to form a unique development program for each leadership role (see Table IV.1). Each component has an identified purpose, a fixed duration, and specific instructional activities; some components are shared across programs. Components can require participants to develop products, such as reports; samples such as school design plans, budgets, ideas for standards-based instruction; and procedures for hiring, induction, and performance management. A description of each component follows.

Orientation establishes norms. The orientation includes topics such as creating professional learning communities, having authentic conversations, and building relationships (for more information, see Appendix J). Each orientation lasts three days. Most orientations occur in May, but the Miles Family Fellowship and Teacher Leader orientations begin in late July to allow participants to finish the school year.

Individualized leadership plans (ILPs) set goals and measure progress. At the start of their KSLP year, participants develop an ILP to identify competencies to focus on throughout the program. Participants and their managers—KSLP staff and the regional ED or chief academic officer (CAO) for Fisher and Miles Family Fellows and principals for participants in Principal

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[33] More than 80 percent of EDs mentioned KSLP as part of professional development for their principals, and about 60 percent of principals of single-site schools mentioned it as part of their professional development. Roughly 67 percent of principals mentioned KSLP as professional development for their tier 2 staff, and about 33 percent of principals mentioned it as such for tier 3 staff. Even in the few regions that did not specifically mention KSLP, all new schools were founded by a Fisher Fellow.

Prep, Leadership Team, and Teacher Leader[34] —use these plans to frame discussions and to evaluate progress toward those goals three times per year. Each program structures its ILP review process differently, targeting the competencies leaders need for their future roles. Fisher Fellow ILP meetings are the most formal and are typically held in person.

Figure IV.1. Percentage of principals who have participated in KSLP
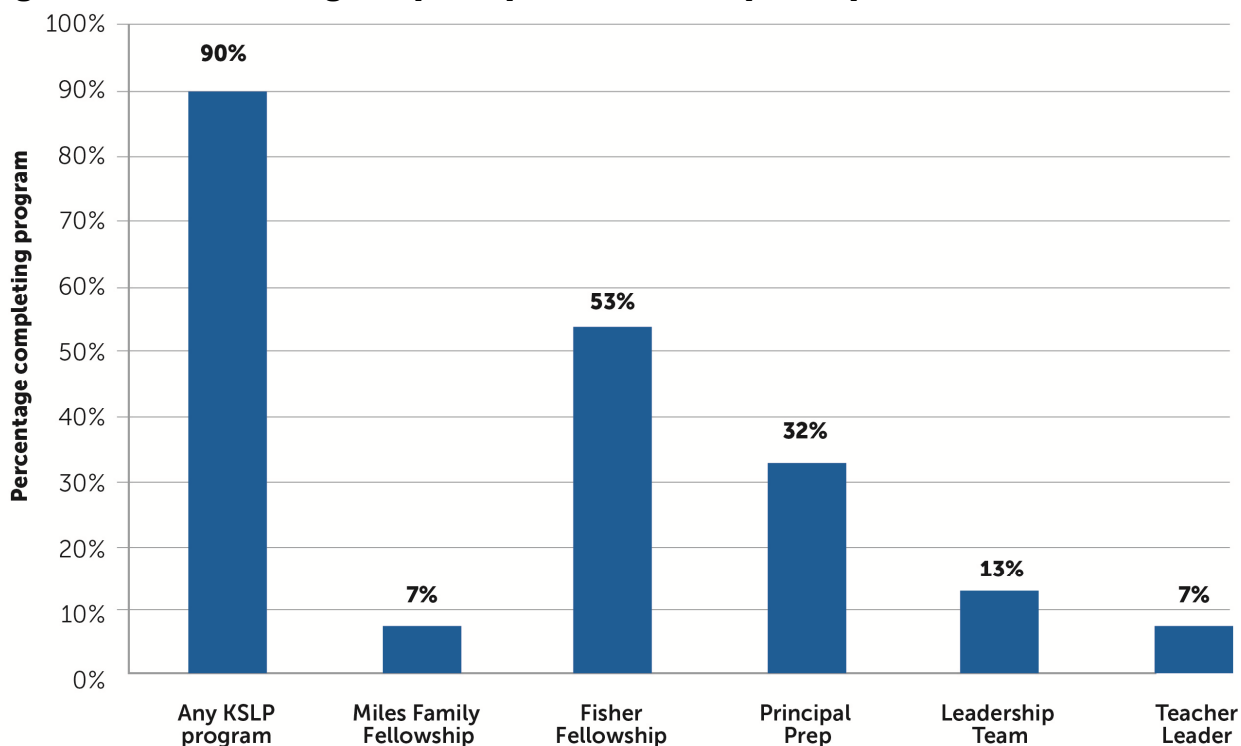
Source: Data provided by the KIPP Foundation that included all principals and schools.

Note: Participation rates for 2010–2011 principals. Percentages do not sum to 100 percent because some principals completed multiple leadership programs.

The Summer Institute provides the foundation for Fisher Fellow, Principal Prep, and Leadership Team activities (for more information, see Appendix J). For five weeks in June and July, participants complete university coursework[35] that counts toward a graduate degree in administrative leadership from National Louis University. Courses are taught by instructors assembled by the KIPP Foundation including professors, education consultants, KIPP principals and regional leaders, other KIPP Foundation staff, KSLP staff members, and a KIPP co-founder. Areas of study include leading for educational equity, decision making and negotiation, organizational culture, performance management, instructional leadership and supervision, school finance, law, and compliance issues. Participants are also coached by leadership guides,

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[34] Beginning in 2010–2011, Teacher Leader participants have the option to develop an ILP similar to those for Principal Prep and Leadership Team participants.

[35] Up to the summer 2011, participants took courses at New York University; after that year, the institute was moved to the University of Chicago.

who help participants understand and apply what they have learned.[36] Participants and guides meet weekly to discuss development needs; this feedback might be shared with school and regional leaders.

Table IV.1. Components of KSLP programs

Component	Fisher Fellow	Miles Family Fellow	Principal Prep	Leadership Team	Teacher Leader
Orientation	Required	Required	Required	Required	Required
Individualized leadership plan	Required	Required	Required	Required	Optional
Summer Institute	Required	n.a.	Required	Required	n.a.
School design plan	Required	n.a.	n.a.	n.a.	n.a.
Residencies	Required	n.a.	n.a.	n.a.	n.a.
Intersessions	Required	Required	Required	Required	Required
Individualized coaching	Required	Required	Required	n.a.	n.a.
Graduate coursework	Optional	n.a.	Optional	Optional	n.a.
Check-ins/Ongoing support	Required	Required	Required	n.a.	n.a.
New school site visit	Required	n.a.	n.a.	n.a.	n.a.

Source: KSLP program documents and interviews with KIPP Foundation staff.

Note: Components of KSLP programs in 2010–2011. With i3 funding, an additional component, the school quality review, was added to the Principal Prep program. In this component, participants work with a team that reviews the school where they will become the principal, obtaining an independent perspective on that school and developing leadership priorities for their first years.

n.a. = not applicable.

Fisher Fellows plan and execute school design plans (SDPs) to formalize their visions. During the Summer Institute, Fisher Fellows draft business plans describing the mission, values, and visions for the academic and cultural components of the schools they will be opening. Fellows refine these plans throughout the first fellowship semester until January, when the plans are finalized and implementation begins. KIPP Foundation staff, other fellows, and EDs provide feedback throughout the planning process.

Residencies enable observation of practices at other KIPP and KIPP-like schools. Throughout the fall semester, Fisher Fellows complete a series of residencies at different schools, under the supervision of the hosting principal. Some participants complete most residencies within the region where they will work while others travel throughout the country; residency placement depends on the participants' ILP and development goals. Participants focus on growth areas highlighted in their ILPs, such as leading professional development sessions, gaining coaching experience by providing teachers with feedback on instruction, or designing more effective management systems for the front office. On average, each Fisher Fellow completes three residency rotations of at least two to three weeks each, along with a few additional shorter visits.

Intersessions cover program-related topics in a series of retreats (for more information, see Appendix J). Retreats include diverse topics in teaching, instructional leadership, and school

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[36] Leadership guides are distinct from other types of KIPP coaches. Leadership guides are typically KIPP principals and EDs, KIPP Foundation staff, National Louis University professors, or KIPP leadership coaches.

management and operations. Some in-person ILP evaluations occur during select intersessions, as well. Most Fisher Fellow intersessions last three to six days, with one intensive 10-day boot camp each January. Intersessions in all other KSLP programs last three days.

Biweekly individualized coaching provides individualized support for all KSLP principal programs. Fisher Fellows, Miles Family Fellows, and Principal Prep participants are assigned a leadership coach from the KIPP Foundation to provide nonevaluative coaching separate from ILP discussions. The discussion is confidential and tailored to each participant's needs. KIPP coaches are experienced educators with expertise in leadership and school management; about one-third of the coaches are from outside the KIPP network. Fisher and Miles Family Fellow coaches work in this capacity full-time, whereas most other coaches also work in another capacity at the KIPP Foundation or within the KIPP network. Coaching meetings are typically held over the phone for 50 minutes, though most coaches make an effort to meet face-to-face with fellows at least once during the fellowship. Leadership Team and Teacher Leader participants do not have formal coaches through the KIPP Foundation.

Additional graduate coursework aligned with KSLP can result in individuals earning an administrative credential. Fisher Fellows, Principal Prep, and Leadership Team participants can pursue a graduate degree and administrative credential (M.A. in educational leadership) through National Louis University at their own expense. The degree program takes one year to complete and starts with the Summer Institute coursework. To earn a graduate degree and administrative credential, participants must fulfill several requirements, including completion of regular reading and writing assignments, quarterly case study analyses, and participation in monthly learning calls on various topics such as exemplary pedagogy and leadership dilemmas.

Check-ins/Ongoing foundation support provide opportunities to ask questions and obtain informal coaching. Fisher Fellows typically participate in biweekly check-in calls with Fisher Fellowship directors; other KSLP participants can request additional coaching and support as needed.

New school site visits provide founding principals with feedback on the instruction and culture of their school in its first year. Visits are conducted in the first semester of each new KIPP school. Each Fisher Fellow participates as a member of the review team of at least one new school site visit.

Regional and school development practices

Leadership development provided by regions and schools supplements KSLP, and can be tailored to specific regional or individual needs. In their questionnaire responses, 65 percent of KIPP EDs reported that their region had "a leadership development program," and for many regions, these programs include training for principal candidates to develop the competencies identified in the KIPP LCM.[37] Most regions and schools also ensure that leaders have access to ongoing professional development opportunities, particularly coaching, through their schools, region, and board, the KIPP Foundation, or external providers (for more information on regional

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[37] Two EDs did not complete the questionnaire.

leadership pipeline assessment and development programs and how EDs and principals support struggling leaders and, see Appendix B).

Almost all 89 principals conferred regularly with leadership coaches, and coaching was the most common form of continuing development for principals.

All regions reported that principals receive continuing professional development, with coaching being the most common (Table IV.2).[38] All principals in regions, and 89 percent of principals at single-site schools reported meeting regularly with leadership coaches who provided guidance on individual needs. Principals from regions have a greater variety of leadership coaches than other types of leaders, and some principals even have coaches from their school, their regional board, and the KIPP Foundation (see Appendix K).

Table IV.2. Percentage of leaders receiving types of professional development, by leadership tier

Type	Principals (% of regions)	Principals (% of single-site schools)	Tier 2 leaders (% of schools)	Tier 3 leaders (% of schools)
Coaching	100	89	83	55
Trainings, meetings, or conferences	82	61	71	69
Additional resources	27	0	13	5
Peer discussion	18	6	4	2
School visits	18	11	13	3
Total	**100**	**100**	**96**	**89**
Sample size	22	9	96	95

Source: Data come from interviews with KIPP EDs and principals.

Note: Professional development received in 2010–2011. Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders, and 31 schools did not have tier 3 leaders).

Most principals (82 percent of those in-region and 61 percent of those from single-school sites) also attended trainings, conferences, or other types of meetings that offered professional development in a group setting. These sessions could include school- or regional-level meetings and trainings; KIPP-sponsored workshops or trainings, including the KIPP School Summit (KSS); or development sponsored by external organizations. Fewer principals reported informal networking to share best practices—only 18 percent of principals in regions reported discussing issues with peers or visiting other schools. Finally, about one-quarter of principals in regions reported accessing additional resources such as media or professional readings to improve their performance; no principals at single-site schools reported doing so.

A majority of tier 2 and 3 leaders received ongoing professional development, though less commonly than principals. For tier 2 leaders, coaching was the most common form of professional development (83 percent) followed by group trainings, meetings, or conferences (71 percent). School-provided coaches helped nearly all junior leaders. Group professional development was most common for tier 3 leaders. Two-thirds reported attending trainings,

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[38] During interviews, we asked specifically about coaching, but not any other category of development, and this might have affected response frequency for coaching.

conferences, or other types of group meetings; slightly more than half reported receiving individualized coaching. Only a few tier 2 and 3 leaders received other types of continuing development.

Performance management

Leader development often begins with a performance-management process that sets goals and evaluates strengths and areas in need of development. Performance management also evaluates and monitors leaders' progress toward achieving their goals. (For a description of strategies that EDs and principals use to retain staff, see Appendix B.)

Most regions and schools had a performance-management process for principals that includes goal setting and regular evaluations; half of regions monitored progress during weekly or monthly meetings with the principal.

Nineteen EDs and eight single-site principals reported that they had a formalized goal-setting process. Most EDs and single-site principals reported setting outcomes-based performance goals. Those goals could be either goals for the region or the school or be based on specific achievement or cultural metrics such as student performance, attendance, and staff or student retention. These measures were often reported using an online dashboard that provides a snapshot of performance. Some EDs also reported setting competency goals focused on individual principal skills using LCM-based tools such as 360s or IDPs.[39]

Fourteen EDs and six single-site school principals reported annual, biannual, or quarterly meetings during which regional staff, typically the ED, or school boards reviewed or evaluated principal performance and progress towards goals.[40] The remaining regions and schools did not mention the frequency of their reviews or reported relying entirely on weekly, monthly or "constant" monitoring.

Half of EDs reported that the region or school board conducted weekly or monthly meetings to monitor progress towards goals. (School boards that manage single-site schools likely find it more difficult than regional staff to conduct such frequent meetings.) Many regions use these frequent meetings— often called one-on-ones or check-ins—to complement periodic evaluations and enable interim monitoring and feedback.

A few regions and single-site schools reported no formal performance-management processes—either goal-setting, evaluations or monitoring—for principals. These regions reported discussing goals and providing feedback on principal performance "informally" or without a "formal" principal evaluation process, or were developing a process to implement.

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[39] The 360 degree feedback tool called *360s* provides the leader with specific, competency-based feedback from major stakeholder groups, including a boss perspective, peer perspective, direct report perspective, and other stakeholder perspectives (as well as a self-assessment). The tool develops goals but does not evaluate performance. This tool can be used to develop an individual development plan (IDP). IDPs aim to identify and further develop a leader's competencies by documenting specific desired behaviors, identifying what success will look like, and specifying steps to be taken.

[40] A few EDs reported that principals are eligible for bonuses based on their performance reviews.

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V. PLANNING LEADERSHIP TRANSITIONS

> ### *Key findings*
>
> To help plan for transitions, most KIPP regions assess the pipeline annually. Regions, not schools, plan and execute most principal transitions.
>
> The KIPP Foundation recommends identifying successor leaders early—18 months in advance—to enable professional development and a gradual transition of leadership duties. Between 2008–2009 and 2010–2011, most KIPP principal successors were identified less than 6 months in advance. Having identified successors can improve leader transitions; about half of KIPP schools have an identified successor.

Principal transitions happen regularly at public schools (Fuller and Young 2009; Gates et al. 2005). Although principal and tier 2 transitions rarely occur in KIPP schools that have recently opened, most KIPP schools open for at least three years have had a principal transition and a tier 2 transition (see Appendix J). Staff at the KIPP Foundation believe that the relevant question for planning is not "Will the principal leave?" but "Is there a thoughtful transition plan in place for when the principal does leave?"

The impact of a leader transition depends, in part, on the leader involved. Losing successful leaders can be difficult, but transitions can also provide opportunities for innovation and career advancement. In addition, when the current principal is underperforming, transitions create opportunities to improve the school. Regardless of the leader, unplanned transitions will challenge schools. Planned transitions enable successor principals to receive appropriate training and learn from the outgoing principals. Well-planned transitions also ensure instructional and administrative continuity; poorly planned ones can overwhelm unprepared successor principals and, given the integral role of the principal in the KIPP model, interrupt student learning. The KIPP Foundation recommends that successor principals be identified 18 or more months in advance to provide training and gradually transition responsibilities, with the outgoing principal serving as a resource for the incoming one.

In this chapter, we describe how KIPP regions and schools plan and execute leader transitions, and then present a case study finding on the benefits of early identification of successors. We also report whether regions and schools have identified successors for existing leaders, and how far in advance successors were identified for previous transitions.

How regions and schools plan for and execute transitions

Advance planning can promote successful principal transitions. An integral part of transition planning is building and monitoring the leadership pipeline, identifying successor principals, enabling them to learn by serving in different roles at a KIPP school, and gradually increasing their leadership responsibilities. Planning and executing transitions can be a responsibility of the region, the school, or both; identifying the leaders responsible for planning and executing principal transitions indicates how KIPP schools managed transitions prior to i3. The i3 grant provides subgrants to regions to hire directors of leadership development (sometimes titled the chief academic officer) to oversee the development of current and future leaders in the region, and individuals in these positions may play a more significant future role in the planning and

execution of leadership transitions in the future (for more information on how regions evaluate transitions, see Appendix B).

KIPP regions assessed their pipeline at least annually, but the formality of planning varied by region.

All KIPP regions reported assessing their pipelines at least once a year, to plan for any upcoming transitions in leadership. As part of these assessments, regions gauge whether and when a successor principal will be needed for specific schools.

EDs reported conducting formal pipeline assessments annually during regional meetings in eight regions, and EDs in three more regions reported doing so two to three times a year.[41] These pipeline reviews sometimes include examinations of specific measures or indicators for all principals in a region. Regions sought input from principals about their transition plans and successor principal options. In addition, regional staff tried to identify low-performing principals who might need to be transitioned out (for example, by reviewing performance evaluations). Alternatively, some regions simply estimate that principals stay in their role for about four years and plan for transitions accordingly (for more information on pipeline assessment, see Appendix B).

The remaining nine regions used more informal assessments that generally involved EDs planning for transitions on their own or communicating with principals or other regional staff about emerging leaders.[42] More informal assessments, some of which were described as constantly ongoing, primarily occurred through conversations and performance evaluations of staff members who were emerging as leaders.

The regional ED was solely responsible for planning and executing principal leadership transitions in about half the regions; the ED shared responsibility in about a quarter of the regions.

In about 80 percent of regions, the ED was wholly or partially responsible for planning and executing principal transitions (Table V.1). The ED was solely responsible in most of these regions; in the rest, the ED shared responsibility, typically with the outgoing principal. In one region, the ED shared responsibility with the board. In the regions where the ED was not responsible for planning and executing transitions, another regional staff person, such as the CAO or director of talent, was responsible.

Identifying successor leaders early

Longer leadership transitions enable more planning and leader overlap that can minimize disruptions caused by leadership changes (for more information on strategies that facilitated transitions, see Appendix B). Identifying successor leaders in advance can improve transitions when the outgoing leader does not provide enough advance notice to enable a planned transition.

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[41] In one region, we did not collect information on whether and how frequently pipeline assessments are conducted.

[42] Data were missing for two regions.

Table V.1. Staff responsible for planning and executing transitions, by region

Title	Staff responsible for planning transitions	Staff responsible for executing transitions
(1) ED[a]	81	73
(a) Alone (doesn't share responsibility with anyone else)	59	69
(b) With principal (either incoming, outgoing, or both)	24	25
(c) With someone other than principal	18	19
(2) Someone other than the ED[b]	19	27
Sample size	21	22

Source: KIPP ED interviews.

Note: As of 2010–2011. Some percentages might not sum to 100 due to rounding.

[a] Subcategories sum to more than 100 percent under "staff responsible for executing transitions" because one region included both the principal and someone other than the principal in addition to the ED.

[b] Includes, for example, CAO or director of leadership or talent development.

 CAO = chief academic officer; ED = executive director.

KIPP regions and schools identified successors for about half of current principals and nearly a third of tier 2 leaders.

Overall, KIPP regions and schools identified successors for 52 percent of KIPP principals and 28 percent of tier 2 leaders. At the regional level, 29 percent of KIPP regions identified successors for each principal in the region, about 19 percent of KIPP regions had a pool of candidates from which they would select a successor principal (that is, they have a shortlist, but not yet identified the specific successor for each position), and about 52 percent of KIPP regions had not identified a successor for at least some principals. The percentages of schools that had identified successors for tier 2 leaders were similar, although only 19 percent had identified successors for all tier 2 leaders, and 64 percent had no identified successors.

For those regions without an identified successor for each principal, EDs had different strategies for managing unexpected principal transitions. Five EDs had identified interim successors who could serve as principal temporarily in an emergency; often this was one of the APs. Five other EDs said they would pull an identified successor or an AP from another school in the region. One ED would pull a Fisher Fellow to serve as successor principal and delay opening a new school. In two regions, the ED would serve as interim principal. In another region, the ED would run a search for a successor principal in other KIPP schools, regions, or schools that are similar to KIPP.

Between 2008–2009 and 2010–2011, most principal successors were identified in less than the 18 months in advance recommended by the KIPP Foundation.

The KIPP Foundation recommends 18-month principal transitions to provide substantial overlap and allow the successor principal to receive training, including the 12-month long Principal Prep program. Between 2008–2009 and 2010–2011, this did not occur for most of the

schools where the transition period could be identified.[43] On average, 41 percent of successor principals in a region were identified less than 6 months in advance in schools in regions, and another 22 percent were identified between 6 and 18 months in advance (Figure V.1). Just over a third were identified 18 or more months in advance. Regions were relatively better at identifying successors earlier than single-site schools—among the latter, 83 percent of successor principals were identified less than 6 months in advance.

KIPP does not have a benchmark timeline for identifying tier 2 successors—tier 2 leaders have on-site supervisors who can support them during their transition into their new role—and APs or deans were typically identified closer to the transition.[44] Of schools with AP or dean transitions between 2008–2009 and 2010–2011, only 1 percent of APs or deans were identified at least 18 months in advance. Nearly 60 percent were identified 6 to 18 months in advance, allowing for some transition planning.

Figure V.1. Length of time successors identified in advance for principals and AP/dean transitions
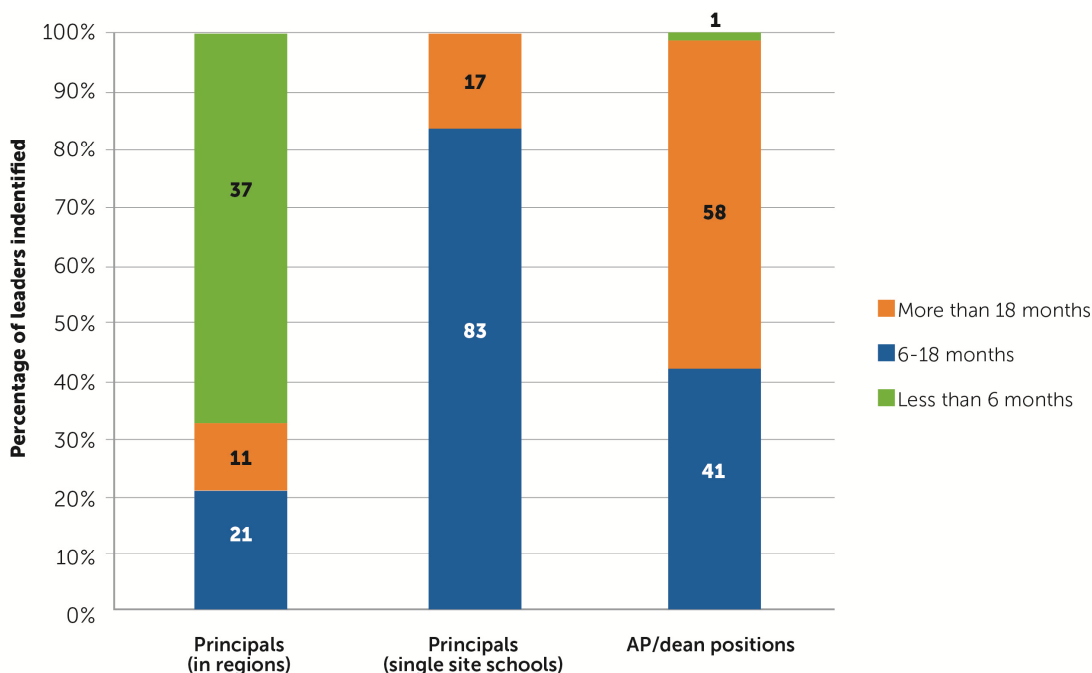
Source: KIPP ED and principal interviews.

Note: The transitions occurred between 2008–2009 and 2010–2011. This chart includes regions and schools with a known number of principal or AP/dean transitions between 2008–2009 and 2010–2011. One single-site school had not experienced a principal transition in the past three years, and 62 percent of schools had not experienced an AP or dean transition in that period. Some percentages may not sum to 100 due to rounding. For each region, we first computed the percentage of successors identified each length of time in advance, then averaged the percentages across regions. The same procedure was used to compute the percentages for AP/dean transitions across schools. Data on principal transitions were collected at the regional level for schools in a region. Counts cover the most recent transition at the school.

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[43] We coded how far in advance successors principals were identified, not how far in advance the departing principals announced they were planning to leave. Knowing both when the transition will take place and identifying who the incoming principal will be far in advance can contribute to managing successful transitions.

[44] Positions titled vice principal, director, or another similar role are included in these results.

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APPENDIX A: CENSUS METHODOLOGY

In this appendix, we describe how we obtained information from KIPP principals and regional EDs via a census and the methods used to code and analyze the collected data. The census enabled us to identify and describe leadership practices at KIPP schools and regions at the end of the 2010–2011 school year and to collect data on the characteristics of KIPP principals. In the first section, we describe the modes of data collection for the census. In the second section, we discuss the coding and analysis of the data.

Data collection

To document leadership practices at all KIPP schools and regions, we contacted leaders at each KIPP region and school. The KIPP Foundation provided a contact list of all 2010–2011 principals and regional EDs, which included 102 principals from 97 schools (five schools had co-principals) and 24 regional leaders (primarily EDs) from 22 regions.[1] We contacted the principal and ED at each school and region as of May 31st, 2011, according to KIPP records; when the targeted principal or ED was unavailable, we contacted the incoming principal or a senior regional leader (for example, if the outgoing principal left KIPP and was unresponsive to interview requests, we replaced them with the incoming principal).[2]

The census data comes from three sources: (1) principal questionnaires; (2) structured phone interviews with principals and EDs; and (3) data provided by the KIPP Foundation.

Principal questionnaires

Questionnaires were administered to identify the personal characteristics of principals, such as work experience, demographics, and academic background.[3] Principals responded by using short lists, filling in numbers, or choosing a category. We emailed the principal questionnaires one week prior to phone interviews. Principals who did not reply by the time of the interview were reminded during the interview and further reminders were sent via email. Most principals (82 percent) submitted completed questionnaires.[4] The questionnaire also requested documents illustrating school leadership practices, and some principals provided these (some schools did not have such documents). If these materials were received in advance of the interview, they were used to refine the interview protocol, and occasionally they were used to supplement information gathered during the interview.

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[1] Regional EDs were targeted for the regional interviews; however, at ED request, in one region we interviewed an alternate regional leader and in another we interviewed another regional leader in addition to the ED. Two schools that were closing at the end of the 2010–2011 school year were excluded from the sample. In four cases, schools had co-principals and both leaders were interviewed; at one school, only one co-principal completed an interview.

[2] In three schools, an outgoing principal was unavailable for interview and was replaced with the incoming principal. In one region, another regional senior staff member completed the interview in place of the ED. We believe these leaders' experiences in the school or region provided familiarity with the leadership practices of the school and region.

[3] We also collected questionnaires from 21 of 22 regional leaders, but we only report one item from that questionnaire.

[4] In the few cases in which we interviewed a replacement principal, we do not report data from their responses to the questionnaire because their demographic and background information is not applicable to the 2010–2011 school year.

Structured phone interviews

The interviews focused on leadership practices at KIPP schools and regions. We chose to collect data using interviews rather than surveys to enable interviewers to clarify questions and ask follow-up questions when initial responses did not provide sufficient detail. The interviewers used detailed protocols that provided an introductory script, specified questions, and identified areas for further probing. There were three protocols, one each for: regional leaders, principals at regional schools, and principals at single-site schools. The interview protocols were drafted with input from the KIPP Foundation and piloted with former KIPP principals. To improve the flow and clarity of the interviews, some modifications were made on an as-needed basis following early interviews.

Principal interviews averaged about 45 minutes in length and collected information about school-level practices, including the selection and development of the leadership staff within the school. Regional ED interviews were about an hour long and collected information about regional practices, including the selection and development of principals and future leadership needs. For single-site schools, principal interviews also gathered parallel information on some practices gathered at the regional level for regional schools. Interviews focused on nine dimensions of KIPP leadership practices:

1. The leadership structure of KIPP schools and regions and the responsibilities of KIPP leaders

2. The impact of the KIPP Leadership Competency Model and Healthy Schools and Regions Framework (not addressed in the report)

3. Criteria used to select KIPP leaders

4. Leadership transitions

5. Pathways to KIPP leadership

6. The development of future KIPP leaders

7. The emphasis of KIPP schools and regions on developing leaders

8. Strategies schools and regions use to retain leaders

9. The approaches used to evaluate and manage the performance of KIPP leaders

Interviews were administered by eight interviewers trained at an all-day, in-person training. A senior member of the project team participated in each interviewer's initial interview and provided feedback to improve interview quality. Interviewers met weekly to discuss challenges and strategies for improving interview quality.

Interviews were completed with principals or other leaders at 96 of 97 schools; in 94 cases, we were able to interview the individual designated by KIPP as the official principal as of May 31st, 2011 (or at least one official principal in schools with co-principals). KIPP EDs and principals received an email from the KIPP Foundation in early April 2011, describing the study and requesting that regions and schools participate. Shortly after, interviewers began contacting leaders to schedule interviews. Interviews were conducted over four months between April 28, 2011, and September 2, 2011, although about 90 percent were completed by the end of June.

Interviews were completed with representatives from all 22 regions; in 21 of the 22 regions we were able to interview the ED.

Data from the KIPP Foundation

Finally, the KIPP Foundation provided data describing the characteristics of KIPP principals, including the principal's overall years of experience as a teacher and principal; his or her tenure in current position; data on principal transitions; and school and regional characteristics.[5] This information was used to supplement the information gathered in interviews and questionnaires. (We did not use replacement principals' data for these items, since these provided largely demographic and background information about the official principal as of May 31.) The KIPP Foundation also provided a list of all KSLP participants, which was used to identify the proportion of KIPP principals who had participated in the various KSLP programs.

Coding and analysis

After the interviews, interviewers summarized responses to each question, and the summaries were reviewed for comprehensiveness and clarity by a member of the analysis team. Based on this feedback, interviewers revised the interview summary using audio recordings as necessary to fill in missing information. Interviews were then loaded into coding software (Atlas) for analysis. The interview questions were often open-ended, requiring a large coding effort using detailed protocols to ensure high reliability. There were three general types of responses, each requiring a different analytic approach.

1. **Clear response categories**. For some items, leaders' response categories were limited or the coding scheme was obvious. This occurred for one of three reasons: (1) the questions were closed-ended (for example, "Does your school have a leadership team that meets regularly?"); (2) the responses fell into a small number of clear categories (for example, in response to the question "Who is responsible for planning leadership transitions in your regions?," respondents almost always reported one of a small number of individuals, including the executive director either alone or in collaboration with the outgoing principal); or (3) the categories of interest were known in advance (for example, whether the responsibilities of the tier 2 leader were general or specialized).

   In these cases, detailed coding schemes were drafted to guide coders and document decisions. Coders piloted the schemes on a sample of interviews to ensure usability and consistency across coders, revised the schemes to improve consistency, and coded the full set of interviews. For some items, coders also chose representative examples to illustrate the categories. (In some cases, responses to other questions were also used to identify illustrative examples.) Some practices that coders determined were interesting or atypical, but not necessarily representative of the full set of practices, are provided in Appendix C.

2. **Unclear response categories with responses summarized as frequencies**. For some items, open-ended questions elicited responses that did not fall into a small number of known categories, but once categories were identified it was possible to classify responses. To

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[5] Data from the KIPP Foundation was provided at various points in time, and some data is missing for principals who transitioned into the role following the transmission of the data. Data on principal transitions captures transitions that occurred in the summer of 2011.

identify categories, we used responses from a random sample of 20 school and 10 regional write-ups. An iterative process was used to combine similar categories and narrow the range of codes to those responses that were most common in the sample. We usually limited the number of response categories to the eight most frequent responses, but occasionally included additional categories, including some categories of interest to the KIPP Foundation. Similar to the process for known response categories, detailed coding schemes were developed, piloted, and revised before being applied to the full set of interviews. Illustrative examples were selected using the same process as in category 1. (In some cases, responses to other questions were also used to identify illustrative examples.) Interesting or atypical examples of practices identified by respondents are provided in Appendix C.

3. **Unclear response categories, no frequencies**. For some open-ended questions, coders identified all leaders' responses using the coding software. Coders then reviewed all these responses together and summarized key themes that came up across several leaders' responses and selected relevant examples illustrating the theme. When possible, the coder identified a spectrum to describe the range of practices implemented by KIPP leaders. No codes were developed for these items, and frequencies are generally not reported. However, in some cases, usually for ED responses, coders counted the number of respondents for specific themes to provide a sense of the representativeness of that theme. No coding scheme was developed for items in this category and the reliability of the classification into themes was not assessed.

Coding reliability

To assess coding reliability for items in response categories 1 and 2, we had two independent reviewers code a random sample of 10 school and 10 regional interviews.[6] Our primary measure of interrater consistency (IRC) is percent exact agreement—an easily interpretable statistic with a convention of 0.80 for excellent reliability, although 0.70 can be acceptable for more complicated coding schemes (Hartmann et al. 2004).[7] As this measure can be less instructive when there are high levels of chance agreement, we also report a simple kappa coefficient (Cohen 1968). A kappa greater than 0 indicates that observed agreement exceeds chance agreement, with the magnitude indicating strength of agreement; a convention for minimum acceptable simple kappa is 0.60 (Hartmann et al. 2004). When a coding scheme is ordinal and has more than two possible codes (for example, the number of transitions), simple kappa does not distinguish between codes that are similar but not exactly the same (that is, even small differences are counted as disagreements). In these cases, we also calculate a weighted

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[6] At the start of the coding process, to improve reliability we had two reviewers code a sample of 10 school and 10 regional interviews. Any coding discrepancies were used to refine the coding guidance before the remainder of the interviews were coded.

[7] For some items, coders could code missing (the interviewer did not ask the question) or not applicable (for example, the year the school hired the first tier 2 staff when there was no tier 2 staff at the school). Coders usually agreed on these codes or disagreed at most once for each item. (An exception is the item addressing whether there was a pool of identified successors for tier 2 staff. In this case, the coders disagreed twice on the application of missing or not applicable.) To prevent agreement on these codes from inflating IRC estimates, we excluded these codes from the calculation of those estimates.

kappa using Cicchetti-Allison weights (when both coders only use the same two codes, the weighted kappa equals the simple kappa.)[8]

In general, the computed IRC indicate sufficient reliability for the coding; that is, the percent of exact agreement was greater than or equal to 0.80 and either kappa or weighted kappa was greater than 0.60 (see Tables A.1 and A.2). For those items for which IRC was less than the recommended level, results are italicized in Tables A.1 and A.2.

Table A.1. IRC for items with known response categories

Item	Percent exact agreement	Kappa	Weighted kappa
ED interviews			
Open application for school leaders (n=8)	88	0.77	0.87
Formal application for school leaders (n=8)	*75*	*0.59*	*0.75*
Number of principals replaced with less than six months (n=6)	100	1	1
Number of principals replaced with more than 18 months (n=6)	100	1	1
Identified successor for principal (number) (n=10)	100	1	1
Identified successor for principal (pool) (n=10)	88	0.60	-
Region determines leadership structure at schools (n=10)	100	1	-
Participants in the selection process for principal (n=10)			
KIPP Foundation	100	1	-
ED	100	1	-
Other regional staff	*78*	*0.50*	-
Principal(s)	100	1	-
Other Leaders at the school	90	0.62	-
KIPP regional or school board	100	1	-
Other participants	100	1	-
Principals are evaluated on developing leaders (n=10)	90	0.62	-
Principal interviews			
Positions at KIPP schools (n=11)			
Principal	100	1	1
AP	91	0.79	0.93
Dean[a]	*82*	*0.52*	*0.59*
GLC[a]	100	1	1
Department/Content-area chair	100	1	1
Instructional coordinator/Director of instruction/ Instructional coach	91	0.74	-
Special education coordinator	100	1	-
Social worker/Guidance counselor	100	1	-
Director of ops/Business manager	100	1	-
Other Positions	*72*	*0.44*	-
Total number of tier 2 positions (n=11)	91	0.88	0.95
Number of new tier 2 positions (n=11)	*63*	*0.41*	*0.52*
Year of first AP/dean (n=3)	100	-	-
Number eliminated tier 2 positions (n=10)	100	1	1

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[8] To prevent coding drift, we assessed code-recode reliability every 20 write-ups, and we found no problems with drift.

Table A.1 (*continued*)

Item	Percent exact agreement	Kappa	Weighted kappa
Principal interviews			
Number of changed tier 2 (n=11)	90	0.63	0.44
Frequency of leadership team meetings (n=10)	90	0.86	0.93
At least one tier 2 position has general responsibilities (n=6)	100	1	-
Open application process for tier 2 (n=11)	100	1	-
Formal application process for tier 2 (n=11)	100	1	-
Number of tier 2 transitions (n=11)	100	1	1
Number of tier 2 replaced with less than six months (n=2)	100	-	-
Number of tier 2 replaced with more than 18 months (n=2)	100	-	-
Identified successor for tier 2 (number) (n=8)	88	0.75	-
Identified successor for tier 2 (pool) (n=7)	*86*	*0*	-
Participants in selection for tier 2 (n=9)			
Other regional staff	89	0.77	-
Principal(s)	100	-	-
Other leaders at the school	*78*	*0.57*	-
Other participants[a]	88	0.60	
Participants in selection for tier 3 (n=5)			
Principal(s)	100	-	-
Other leaders at the school	100	1	-
KIPP regional or school board	100	1	-
Other participants	100	1	-

Note: Italicized items have percent exact agreement less than 80 percent or kappa less than 0.6. kappa is not reported when there is no variation in sampled participants' responses. Weighted kappa is not reported when the response scale was not ordinal or there were only two response levels in sampled participants' responses.

[a] One response was not coded.

AP = assistant principle; ED = executive director; GLC = grade-level chair.

Table A.2. IRC for sample and classification items (list)

Item	Percent exact agreement	Kappa
ED interviews (n=10)		
Primary responsibilities of school leader		
Managing others	100	1
Instructional leadership	100	1
Operational management	100	1
Cultural leadership	100	1
Building relationships with current students and parents	100	1
Community outreach	90	0.61
Developing leaders	100	1
Data-based decision making	100	1
Fundraising	100	1
Board relations	100	-
Work experience and training sought in the selection of principals		
KSLP	100	1
Other training	100	-
Knowledge, skills, and abilities sought in selection of principals		
Drive results	100	1
Build relationships	100	1
Manage people	90	.62
Instructional leadership	100	1
Prove the possible	100	-
Operational management	100	-
Teaching ability	*70*	*0*
Management ability	*80*	*0.41*
Teaching leadership	*90*	*0.52*
Whatever it takes	90	0.80
Vision/Mission	100	1
Student management	*60*	*0.09*
Work within an existing structure	*80*	*0.37*
Relationships with families	100	1
Flexibility	100	1
Organizational skills	100	-
Barriers to attracting good candidates for principal positions		
Insufficient pipeline of leaders within the school	80	0.62
Limited talent pool	90	0.80
Leadership candidates lack interest (total)	100	1
Job is too demanding	90	0.80
Qualified staff lack interest	100	1
Competition with non-KIPP schools and organizations for talent	90	0
Competition with other KIPP schools and regions for talent	90	0.62
Potential applicants lack confidence they will succeed	100	1
Limited control of KSLP Fisher Fellow selection process	100	1
Principals resist promoting their best staff	100	1
Respondent reported no barriers	1	0
Professional development provided to school leaders		
Coaching[b]		
School	100	-
Region	90	0.74
Board	100	1
KIPP Foundation	100	1
External	100	1
Unidentified	100	1

Table A.2 (*continued*)

Item	Percent exact agreement	Kappa
ED interviews (n=10)		
Trainings, meetings, or conferences[b]		
School	100	-
Region	90	0.80
Board	100	-
KIPP Foundation	*50*	*0.14*
External	100	1
Unidentified	*80*	*0*
Additional resources	100	1
Peer discussion	100	1
School visits	100	1
Principal interviews		
Primary responsibilities of school leader (n=11)		
Managing others	100	0
Instructional leadership	100	1
Operational management	91	0.79
Cultural leadership	100	1
Building relationships with current students and parents	100	1
Community outreach	100	1
Developing leaders	91	0.62
Data-based decision making	*82*	*0.56*
Fundraising	100	1
Board relations	100	-
Knowledge, skills, and abilities sought in selection of tier 2s (n=11)		
Drive results	100	1
Build relationships	91	0.91
Manage people	100	-
Instructional leadership	100	1
Prove the possible	*91*	*0*
Operational management	*100*	*0*
Teaching ability	93	0.62
Management ability	*45*	*0.03*
Teaching leadership	91	0.81
Whatever it takes	100	1
Vision/Mission	91	0.81
Student management	82	0.63
Relationships with families	100	1
Flexibility	91	0.62
Organizational skills	91	0.74
Knowledge, skills, and abilities sought in selection of tier 3 leaders (n=3)		
Drive results	100	-
Build relationships	100	-
Manage people	*67*	*0*
Instructional leadership	100	1
Prove the possible	100	-
Operational management	100	-
Teaching ability	100	1
Management ability	33	0
Teaching leadership	*67*	*0*
Whatever it takes	*67*	*0*
Vision/Mission	100	1
Student management	100	1
Relationships with families	100	1
Flexibility	100	-
Organizational skills	100	1

Table A.2 (*continued*)

Item	Percent exact agreement	Kappa
Principal interviews		
Work experience and training sought in the selection of tier 2 leaders (n=11)		
KSLP	*100*	*0*
Other training	100	-
Work experience and training sought in the selection of tier 3 leaders (n=3)		
KSLP	100	-
Other training	100	-
Barriers to attracting good candidates for tier 2 positions (n=11)		
Insufficient pipeline of leaders within the school	*91*	*0*
Limited talent pool	91	0.79
Leadership candidates lack interest (total)		
Job is too demanding	100	-
Qualified staff lack interest	*91*	*0*
Competition with non-KIPP schools and organizations for talent	91	0.62
Competition with other KIPP schools and regions for talent	100	-
Potential applicants lack confidence they will succeed	*82*	*0.42*
Principals resist promoting their best staff	100	1
Respondent reported no barriers	100	-
Professional development provided to tier 2 leaders (n=11)		
Coaching[b]		
School	82	0.62
Region	100	1
Board	100	-
KIPP Foundation	100	-
External	100	-
Unidentified	100	-
Trainings, Meetings, or Conferences[b]		
School	100	1
Region	91	0.81
Board	100	-
KIPP Foundation	100	-
External	91	0.74
Unidentified	*82*	*-0.10*
Additional resources	90	0.62
Peer discussion	100	-
School visits	100	-
Professional development provided to tier 3 leaders (n=3)		
Coaching[b]		
School	66	0.40
Region	100	-
Board[a]	100	-
KIPP Foundation[a]	100	-
External	100	-
Unidentified	100	-
Trainings, meetings, or conferences[b]		
School	100	1
Region	100	1
Board	100	-
KIPP Foundation	100	-
External	100	-
Unidentified	100	-
Additional resources	100	-
Peer discussion	100	-
School visits	100	-

Table A.2 (*continued*)

Note.   Italicized items have percent exact agreement less than 80 percent or kappa less than 0.6. kappa. Kappa is not reported when there is no variation in sampled participants' responses. Weighted kappa is not reported because the response scale was not ordinal or there were only two response levels in sampled participants' responses.

[a] One response was not coded.

[b] The overall coaching (trainings/meetings/conferences) percentage presented in the report is created by totaling all types of coaching ((trainings/meetings/conferences). That is, if a principal or ED reported any of the types of coaching, they were included in the any coaching total.

ED = executive director.

Weighting

When two co-principals completed interviews and we report responses at the school level, each principal's response was weighted equally such that their combined response was given the same weight as a principal in a school with only one principal. In some cases, such as demographic information, data is reported for principals rather than for schools. In these cases, all principals are weighted equally.

APPENDIX B: ADDITIONAL LEADERSHIP PRACTICES

In this appendix, we describe atypical leadership practices reported by respondents, and more common practices (labeled themes) that were identified in the responses to open-ended questions but could not be efficiently or reliably coded. We have selected practices that we believe are of interest because they (1) illustrate how school context can shape leadership practices; (2) identify practices that helped a schools respond to a specific need; or (3) more fully describe leadership practices at KIPP schools. (Note that we are not able to evaluate the effectiveness of the practices. Further, a principal may report a practice to be effective when implemented as part of a comprehensive plan, but the practice may be less effective when implemented in isolation.)

Alternate leadership structures

Some KIPP principals have created atypical leadership positions, adapting leadership structure in response to school context or specific needs. For example, one high school principal emphasized strong college counseling and social work support for students and thus included both counselors and college counselors on the second leadership tier. Examples of other uncommon tier 2 position titles reported by respondents include: chief academic officer (school-level), director of community relations, interventionist, learning specialist, parent coordinator, and school psychologist. Nontraditional tier 3 position titles include deans (sometimes below an AP in the leadership structure), instructional specialist, Saturday school principal, director of new teacher development, chief accountability officer, and English language learner coordinator. Single-site schools reported sometimes handling responsibilities typically assumed by the regional structure for schools located in a region. For example, at least two single-site schools reported having a director of development, and another reported having a grant coordinator in tier 2. One school had three tier 3 leaders for each grade: values chairs, operations chairs, and curricular chairs. Another school had a third leadership tier that includes several deans of students, GLCs, department chairs, counselors, and heads of houses; the latter oversee cross-grade student groupings to foster community building and school spirit.

Several schools reported having multiple leadership coordination teams, each with a particular focus. For example, one school had weekly leadership team meetings that included the principal, AP, special education coordinator, literacy coaches, director of new teacher development, and business operations manager. This school also had GLCs who met separately every other week and were not considered part of the leadership team. Another school had three different leadership teams. The core team—called the *admin team*—was composed of the principal, the AP, the dean of instruction, and office manager. This team met regularly with two other teams: the first includes the GLCs and the fine arts chair and the second includes the other department chairs.

Although KIPP schools usually divided specialist AP or dean roles into instruction and culture, some larger schools had more than two specialized AP or dean-like roles. For example, one high school had an AP of student services, who focused on school discipline and culture; an AP of curriculum and instruction, who focused on providing instructional support for teachers; and an AP of the upper school, who focused on college counseling and preparation, testing, and Advanced Placement classes. Other schools had even more specialized areas of responsibility for

tier 2 leaders. For example, one school had deans: of instruction; the upper school, who also focused on instruction; students, who focused on culture; instructional support, who focused on students who need additional support and attention; and the lower school, who focused on counseling.

When KIPP principals wanted to focus on a specific issue they often delegated that issue to a tier 2 staff member with available time. For example, in the area of instructional leadership, some tier 2 leaders taught classes, including model classrooms, for teachers to observe best practices or co-taught with newer or struggling teachers. In the area of cultural leadership, a tier 2 leader at one school was responsible for engaging parents, students, and staff in KIPP's mission and values ("KIPP-notizing"). Tier 2 leaders often managed relationship-building and outreach efforts; ran family nights; visited families in their homes and communities; and provided support in crisis situations, such as helping families if they become homeless. Finally, some tier 2 leaders discussed student data in one-on-one meetings with teachers to look at benchmarks and revise lesson plans based on those results.

Strategies for retaining staff

KIPP principals and teachers have demanding jobs (see Chapter II), raising concerns about excessive turnover at KIPP schools (Henig 2008). According to one principal: "Founding a school is not a sustainable job. This is really hard work, and we try to acknowledge the challenges openly with all our staff, and share our plans for how the workload will change in future years." Retaining strong principals, tier 2 and tier 3 leaders—or, more accurately, postponing their departure—allows schools to continue to benefit from effective leaders while providing time to build the pipeline of strong leaders. During the principal and ED interviews, we asked about successful strategies to retain strong principals and tier 2 and tier 3 leaders and later used those responses to identify themes.[1] In general, most KIPP schools and regions reported seeking to retain leaders and potential leaders by providing challenging growth opportunities, making leaders feel valued by providing tangible and intangible rewards, building a positive working environment, or responding flexibly to individual leaders' needs. Many of the reported practices are atypical or unique. Further, we did not identify how each practice was funded (that is, whether the practice was funded by the public allocation, required additional fundraising, or was funded by the principal out of pocket).

Principals and EDs commonly reported providing development or growth opportunities within and outside school to ensure staff remain challenged and believe they are growing professionally.[2] According to one ED, "Staff stay because they are successful and they know they are being developed." For example, some described continually stretching leaders to take on new challenges and supporting them in those efforts. This included involving leaders in decision making or providing them with coaching or autonomy to make decisions. For principals, growth opportunities included opportunities to lead new regional initiatives or mentor other principals. Training was also common, such as sending staff to KSLP, giving leaders an annual professional development budget, and otherwise supporting additional professional development, such as

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[1] Some principals and EDs noted that they had no formal strategies and that their strategies were not effective.

[2] Many principals reported their strategies for retaining leaders were similar to those used to retain teachers at their school.

pursuing a master's degree. One principal allowed a leader to move to a part-time schedule to have time to complete a master's degree.

Some schools and regions clarified future growth opportunities by providing development plans for leaders, with concrete goals and feedback on progress. For example, one principal reported creating a four-year development plan for a strong teacher who was tempted to leave the school. The plan outlined leadership roles with increasing levels of responsibility, potentially leading to a dean role. The principal reported the plan "encourages the teacher to see herself at the school for at least three to four more years, and [she] is staying because she likes the leadership component and growing within the school." More frequent, less formal development can also facilitate honest communication; at least seven principals and one ED mentioned that regular one-on-ones with leadership staff helped maintain open communication and retain leaders. In the words of one principal, "When I started doing [regularly scheduled one-on-ones], that was just huge. . . . It really has changed the way I do leadership . . . really giving people the time to build trust."

KIPP schools and regions also aimed to make leaders feel valued by using tangible and intangible rewards. Financial rewards included paying leaders well, providing raises and bonuses to high performers, and structuring the pay scale to reward longevity. Other leaders provided less tangible rewards; helping leaders to see their work as valuable and important was a key strategy principals employed to retain leaders at their schools. For example, some leaders advocate providing regular praise. Others indicated they believe it is important for leaders to see the work they do as having an impact. Some principals reward leaders with a bigger role in decision making for the school. For example, one principal reported, "Our stronger people have more of a say in how our school runs."

Other principals and EDs made efforts to build a positive community at the school. In this regard, principals often referred to the school community as being a family or as being made up of good friends. One principal reported, "It really matters to have strong relationships among the adult staff at the school. Staff who know and love each other will help to make sure everyone feels supported. Staff at the school are best friends, and those deep relationships might be the biggest reason why the school has had so much stability." Other principals described more general approaches to developing a strong sense of community in the school, but did not provide details on how they implemented these strategies.

Finally, in an effort to address the challenges leaders experience with a job that puts so many demands on their time, some principals reported seeking to retain leaders by understanding their individual needs and providing flexibility. For example, one principal provided gym equipment on-site and weekly dry cleaning runs for staff at the school. One region provided a day care, which principals in the region were among the first to use. Some principals reported reducing, or being flexible about, the hours leaders were expected to work: relieving leaders of Saturday school responsibilities, giving grade-level chairs (GLCs) additional planning time, or allowing staff to leave early or arrive late one day a week. One region reported shortening the school day and eliminating Saturday school altogether to make the job more sustainable; according to that ED, the region is "emphasizing quality over quantity."

Supporting struggling leaders

Seven regions, typically larger or more established ones, reported developing a formal improvement or action plan for struggling principals. Improvement plans typically documented a principal's areas of weakness, listed a series of strategies to address each shortcoming, and included a timeline for demonstrating improvement. Two regions reported bringing in regional staff to do a school review, presumably to inform the development of these improvement plans.

Most regions reported using informal strategies to support principals who are not meeting expectations. It was not possible to classify these responses into themes, as most support was tailored to individual needs. Strategies for improvement often included the allocation of additional resources to fund coaching, providing additional training or workshops, hiring support staff, or giving principals release time to observe best practices in other schools. Regions also reported spending more time with the struggling principal, providing more specific feedback during one-on-ones, and assigning mentor principals. Four newer regions did not have a plan for supporting struggling principals; they had not yet encountered this situation or were unsure what process was in place to deal with such situations.

As reported by regions in regard to struggling principals, most principals said they took an informal approach to supporting struggling tier 2 leaders, typically using additional coaching or more targeted feedback during one-on-ones.[3] Six respondents reported that they would consider reducing the burden of struggling tier 2 leaders, reshuffling responsibilities, or moving the leader to a different role before considering termination. Only one-quarter of principals reported developing improvement plans for tier 2 leaders who are not meeting expectations.

Regional leadership pipeline assessment and development programs

KIPP regions reported assessing their leadership pipeline at least annually, but the formality of planning varied by region. For example, in one large KIPP region, regional leaders met twice a year to assess how long each principal is expected to remain in their current role. To determine the number of successors needed, the regional leaders considered whether each principal wants to stay in his or her role and whether each principal was effective (ineffective principals may need to be replaced). The region then flagged schools that did not have an identified successor seen as able to become an effective principal within two years, meaning that the school had a gap in its pipeline that should be addressed. Another region reported tracking emerging leaders into different trajectories: emergency successors or planned successors. This region used the tracking system to assess where emerging leaders fell in the pipeline and where gaps existed and to match these trajectories with those of existing principals. Other regions used less formal approaches to assess the pipeline. One ED described assessed teachers' leadership potential through personal communication and examining their performance evaluations; selected teachers were expected to go to KSLP Teacher Leader program to prepare for future leadership.

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3 Roughly one-third of principals reported that they have not encountered a tier 2 leader who was not meeting expectations; however, most of these respondents still explained what they would do if faced with this situation.

Many KIPP regions reported having their own leadership development programs.[4] Regional leadership development programs primarily targeted principals and tier 2 leaders and covered topics such as data tracking and analysis; designing and implementing curriculum; coaching, including how to handle difficult conversations; identifying future leaders; managing performance through instructional observations; using the LCM to set goals and evaluate performance; and designing stretch tasks. EDs from six regions also reported providing pre-role development for tier 3 leaders, such as GLCs and other teachers interested in leadership. These programs, often referred to as "emerging leaders" programs, covered topics such as time management, active listening skills, running a meeting, conducting a one-on-one meeting,[5] setting goals, and developing software skills.

Several EDs reported that regional leadership-development programs helped assess talent, exposing principals to staff from schools throughout their region. These programs allowed regions to simultaneously build and assess their regional pipeline by developing the leaders and then observing firsthand how they perform. One ED said that an emerging leader's performance in the regional development program supplements the data that the region has received on that leader's teaching. By observing performance in the region's development program, regional leadership removed some emerging leaders from the pipeline and advanced others.

Professional development training for tier 2 and 3 leaders provided by the region or school typically targeted a particular set of skills or leadership role. For example, three regions reported offering training for special education staff on relevant laws and the child study or identification process. School-level professional development usually occurred during regular leadership team meetings. Five schools also reported providing professional development for more junior leaders over the summer, and one school had monthly release days during which tier 2 leaders provided professional development for tier 3 leaders.

Evaluating leadership transitions

Accountability of principals is a key part of KIPP. Principal transitions complicate this evaluation, as successor principals take over a school with existing staff and structures. Nonetheless, successors are expected to maintain or improve school performance.[6] Nearly all KIPP regions evaluated transitions by examining academic achievement, and many also examined satisfaction, engagement, or teacher retention.[7]

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[4] In their questionnaires, two-thirds of EDs reported that their region had a leadership development program. However, for some regions, these programs appear to be mostly informal, providing professional develop for leaders through monthly check-in meetings.

[5] One-on-one meetings (O3s) are meetings between leaders and direct reports that seek to strengthen the relationship, support the direct report in problem solving, clarify goals and expectations, offer feedback and coaching, review data and determine next steps, and help the direct report focused on priorities. O3s are a key structure used in the management and development of staff at KIPP.

[6] This section examines how transitions are evaluated given the principal hired. For information on how KIPP evaluates particular principals more generally, see the performance management section in Chapter IV.

[7] We obtained the data by asking EDs how they know a successful principal transition has occurred.

Fourteen of 16 EDs who had experienced a principal transition reported that they used student achievement data to evaluate whether the transition has been successful, with several saying it is the most important metric.[8] Typically, in a successful transition, academic achievement of students is expected to stay the same or get better. One ED said that he would understand if a school experienced a dip in short-term outcomes when a successor principal first starts, but that after two terms, outcomes should be on par or better than they had been under the preceding principal. EDs also expect successor principals to meet regionally set goals for student achievement.

KIPP regions also evaluated whether a leadership transition was successful by looking at other measures. For example, five regions measured student satisfaction, seven used parental satisfaction, and nine considered staff satisfaction. Ten regions reported examining student attrition to evaluate leadership transitions, and eight regions reported examining teacher retention (for example, looking for what was termed "unhealthy" turnover, or many staff leaving the school). Six EDs reported examining school culture metrics (such as numbers of suspensions or other disciplinary actions). Two regions specifically mentioned using data from the Healthy Schools and Regions (HSR) framework for this purpose.[9]

A few leaders described unique approaches to evaluating leadership transitions (for common evaluation practices, see Chapter IV). One ED described using such metrics as college readiness (for high school students), organizational sustainability (such as ensuring that a new principal successor is identified), and financial and operational sustainability. Another ED commented that quantitative measures are not useful in the short term because a negative effect may take a long time to become clear. This ED preferred to look at a principal's sense of urgency and willingness to take and respond to criticism and suggestions as signs of a successful transition. One ED said that the region gauged the reactions of others in the school community to ensure that the "right choice" was made when selecting a successor principal—if stakeholders are surprised by the choice, that is problematic. Finally, one leader said that he looks at quantitative data but also gauges whether a transition is successful by judging how he feels when he is in the school, saying, "We're in our schools often enough that we know how it feels. And you walk through and it feels different. Does the leader know everything that's happening, all that's going on at the schools? That part is less scientific but really critical."

Strategies that facilitate leader transitions

School leaders face challenges as they take on new responsibilities. Leaders must learn procedures; in some cases, get to know, and earn the respect of, school staff, students, and parents; and often take on new responsibilities. When asked what had facilitated transitions, KIPP principals and EDs identified the following strategies:

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[8] Three EDs had not yet experienced a transition, and one ED reported being unable to answer this question because he had not thought about it. Two principals did not address metrics in their response; rather, they discussed how they prepared for and executed transitions or assessed the readiness of the successor principal to assume the principal role.

[9] The HSR tool is administered by the KIPP Foundation. Because we did not ask EDs whether they used the HSR, this may understate the proportion of EDs using data from the HSR to assess these measures of turnaround success.

- **A gradual transfer of leadership responsibility allows incoming principals to learn about, and prepare for, their new role.** Identifying a successor well in advance of a transition enables a gradual transition, in which the outgoing and incoming principal overlap at the same school. This allows the outgoing principal to support and provide information to the incoming principal as he or she takes on new responsibilities and gives the incoming principal time to plan and prepare for the new role. According to one ED, "It really hurts if the successor has less than one year [to transition]." Some leaders described the gradual transition process as particularly important for principals coming from outside the KIPP network. To institutionalize this practice, one region has implemented a yearlong fellowship for incoming principals, where the incoming leaders spend 12 months at the school, overlapping with the outgoing principal, before taking over. This gradual transition period also helps the successor principal practice executing meaningful responsibilities and build relationships with students and staff (see the next point).

- **Giving the incoming leader authority to make major decisions during a transition period provides him or her with experience and demonstrates the transfer of authority.** Several leaders mentioned that it was important for the incoming principal to have authority over hiring decisions, in particular, for the coming year. The authority transfer must be real—leaders reported that excessive oversight or micromanagement by the outgoing principal hindered transitions. In some cases, the transfer of autonomy was facilitated by the creation of a formal delineation of responsibilities of the incoming and outgoing principal and a plan for how those would change. According to one principal, "There's a lot of ownership [on behalf of the founding principal] . . . and another person steps up and has a different idea; . . . that initial transition from the founding principal to another person in the building can be hard . . . there's a pretty emotional element to it."

- **Transparency and clear communication with all stakeholders help generate stakeholder buy-in.** Some leaders indicated that a transparent successor selection process involving diverse stakeholders (including parents, students, teachers, and other staff at the school) is a useful starting point to a successful transition. Some successor leaders who had not worked at their schools previously said it was important for them to spend time at the school before the transition, developing relationships with all stakeholders. Other principals reported that it was important for the incoming leader to be skilled at building relationships and articulating his or her vision for the school. This often involved providing forums for staff to express their feelings about the transition and ideas for the future of the school or for parents and students to meet with the new principal and build trusting relationships.

- **Regional offices provide support and guidance to incoming leaders.** This support was available from departing principals transitioning to regional roles, from coaching or weekly meetings with the ED or other regional staff, or from an open-door policy in which the incoming principal felt comfortable approaching and relying on the regional staff for support. According to one principal, "One of the advantages of being in a [region] versus being in a single-site school is the support of the headquarters offices, which includes many people who have been [principals]."

- **KSLP and regional training.** At least eight principals and two regional EDs explicitly stated that KSLP training had made their transition easier. One externally hired principal reported that "the hardest part of the transition was just learning a new system [KIPP]." He

said that KSLP was helpful in doing that. Other principals described the importance of regional leadership training in facilitating transitions.

• **Hiring principals from within the school or within KIPP.** Some principals believed internal hiring facilitates smooth transitions because the incoming leaders are familiar with KIPP or the school community. Some leaders expressed a preference for hiring principals from within the school, whereas others simply preferred principals from within KIPP. According to one principal, having "strong preexisting relationships with the school's staff definitely helps."

Two regions outlined unique policies for consistently orienting new leaders to the region. In the first, the region scheduled meetings between incoming principals and regional staff and provided a binder containing reference materials to incoming leaders. In the second, the region distributed detailed checklists of tasks and activities that principals of new schools must complete in their first year.

APPENDIX C: REGION AND BOARD LEADERSHIP ROLES

Of the 97 KIPP schools examined in this report, 88 belong to and are overseen by a region. Regions can affect a school's leadership structure directly by mandating particular roles. Regions can also indirectly shape leaders' roles by relieving schools of some administrative responsibilities. (Regions can often utilize economies of scale, spreading costs over multiple schools.) Ultimately, regions decide how much they want to shape their schools' leadership practices and where they want to provide schools with autonomy. Regional and school boards can also shape leadership practices (EDs report to regional boards and principals at single-site schools report to school boards). In this appendix, we describe regional and board involvement in school leadership structure and managing administrative obligations. We obtained data reported in this appendix from interviews in which (1) we asked EDs whether the region determined leadership structure at schools or schools retained autonomy, and (2) we asked principals about their responsibilities to identify regional administrative responsibilities.

Most regions gave principals authority to make decisions about leadership structure; about 71 percent of EDs reported that they did not establish the leadership structures in their schools. In these regions, principals typically determined the number of leaders, their roles, and when those roles are created. This autonomy is consistent with KIPP's power to lead pillar. However, some EDs reported that they plan to exert more control over how schools in the region structure their leadership roles, often referring to the DC and Austin regions' success in using standardization to better develop the pipeline and prepare leaders to become successful Fisher Fellows. Of the regions that influenced their schools' leadership structure, three regions required at least one AP or dean; three regions required two APs or deans when schools have all planned grades; one region strongly suggested having APs but did not specify how many; and one region required growing schools to have at least one leader (type unspecified) who has participated in KSLP and schools with all grades to have two leaders who have participated in KSLP.

Regional offices appeared to relieve principals of some key responsibilities. In particular, principals in a region were less likely to report responsibilities related to public outreach, fundraising, and board relations than those at single-site schools, possibly because these are areas in which regional staff were most likely to assist. In fact, principals in a region were less likely to report all three of these responsibilities than were those at single-site schools, although the margin of difference for public outreach was less than 15 percentage points (see Table II.3). Other differences emerged as well. Principals at single-site schools were more likely than their in-region peers to report responsibilities related to cultural oversight and less likely to report responsibilities related to instructional leadership (by a margin of 15 percentage points or more). However, only nine principals are at single-site schools, meaning that smaller differences between schools in a region and single-site schools could be driven by idiosyncratic approaches of one or two single-site principals rather than systematic differences between the groups.

Some regional staff specifically described absorbing certain key responsibilities from principals in their regions. For example, some regional offices coordinated services shared by schools in a region—such as busing, food operations, and facilities maintenance—thus relieving principals of these responsibilities. Consistent with KIPP's power to lead pillar, principals in regions generally still had control and oversight over their own budgets, though some worked

with regional offices in these areas. A few EDs in small or new regions granted more operational responsibilities to principals than did EDs in larger and older KIPP regions.

Regional and school boards can provide guidance to KIPP regions and schools on school leadership, including structure. At least 6 of the 22 regional boards reportedly had no role in leadership practices or the principal pipeline,[1] whereas other boards advised on both leadership structures and responsibilities. For example, in one region, the ED and the regional board developed a decision rights matrix based on materials from the KIPP Foundation. This matrix was helpful when the ED recruited principal candidates, as the ED used this document to explain decision rights in the school and region over specific issues. In another region, the regional ED said that her presentation on the regional leadership pipeline led to a discussion about the co-principal model that the region uses. The ED reported that the board had a helpful discussion about how the co-principal model may both promote and discourage sustainability and made recommendations for moving forward.

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[1] In some regions, the role of the board was unclear.

APPENDIX D: BARRIERS TO ATTRACTING AND DEVELOPING LEADERS AND REGIONAL RESPONSES

Given principals' integral role at KIPP schools, the KIPP Foundation and KIPP regions focus resources and attention on attracting and developing high-quality principals. Identifying challenges to filling leadership positions can inform improvements in recruiting. In this appendix, we report the primary barriers EDs and principals cited in filling leadership positions and the strategies they use to overcome the barriers.

Barriers

Emphasizing the importance of internal development, almost half of EDs reported an insufficiently developed internal pipeline of leaders as a key barrier (Table D.1). Often, the lack of internal development was related to the region being relatively young—with younger teachers—and needing leaders faster than the region can develop them.

Almost half of EDs also reported that qualified candidates (both internal and external) lacked interest in the principal role. They reported a variety of reasons for this lack of interest, most commonly that applicants perceived the job as too demanding and thus do not apply (45 percent). For example, one ED reported "The demands for the job are intense. For the right person, it's the most rewarding job in the world and for the wrong person, it's an unfair burden to bear. The barrier is the job itself." Almost one-quarter (23 percent) of EDs reported that qualified leaders were disinterested for other reasons; for example, one region reported that internal candidates might be disinterested in the principal role because teachers at KIPP schools already play a key role in school decision making.

About one-fourth of EDs reported that competition from schools and organizations outside of KIPP, including competition from other professions with higher compensation, made it challenging to fill leadership positions. For example, one ED reported that some other charter management organizations (CMOs) offer a more direct route to the principal role than KIPP schools in the region; thus, some qualified leaders could be drawn to organizations in which they can advance more quickly. It was less common for EDs to report competition from within KIPP (13 percent), but some EDs stated this as a factor. In particular, rural regions indicated their geographic location made them less able to compete effectively for talent.

The top barriers to filling tier 2 positions were an insufficient pool of qualified candidates (38 percent) and qualified candidates' lack of interest in taking on the leadership role (27 percent). Tier 2 leader candidates' lack of interest was again primarily thought to result from the high demands placed on leaders. Less frequently, others reported that tier 3 leaders were not interested in leadership positions due to a desire to stay in their current role (typically with teaching responsibilities).

Attracting and developing high-quality principals and other leaders

Given principals' integral role at KIPP schools, the KIPP Foundation and regions focus resources and attention on attracting and developing high-quality principals (for strategies that regions and schools use to retain leadership staff, see Appendix D). EDs and principals used several strategies to overcome barriers to attracting or developing good principal candidates.

Table D.1. Common barriers to filling leadership positions by tier

Barriers to filling leadership positions	Principals (by region)	Tier 2 (by school)
Insufficient pipeline of leaders within the school Newer region without developed leaders or region states they have not focused on developing pipeline	45	14
Limited talent pool Not enough leaders with necessary knowledge, skills or attitudes	45	38
Leadership candidates lack interest (total) Respondent reported candidates lack interest in the position for either of following reasons:[a]	45	27
Job is too demanding	45	20
Qualified staff lack interest	23	10
Competition with non-KIPP schools and organizations for talent	23	15
Competition with other KIPP schools and regions for talent	14	2
Potential applicants lack confidence they will succeed	14	6
Limited control of KSLP Fisher Fellow selection process	14	n.a.
Principals resist promoting their best staff Want strong tier 2 leaders to stay at the school to keep the best teachers in the classroom rather than move them into administrative positions	9	5
Respondent reported no barriers	0	22
Sample size	22	88

Source: KIPP ED and principal interviews.

Note: Barriers in 2010–2011. Tier 2 percentages are percentages only for schools that have tier 2 (six schools did not have tier 2 leaders).

[a] Percentage listing any of the following three categories.

n.a. = not applicable.

Four EDs distributed principals' responsibilities to make the job more manageable. For example, one ED reported hiring an AP in a school's first year of operation to distribute leadership responsibilities. Another region reported that having two APs helped to relieve the burden on principals. Two EDs described providing additional support to schools; for example, one described moving most of the principals' financial, operations, and fundraising responsibilities to the regional level. In contrast, only one ED reported offering competitive salaries to attract high-quality leaders.

Five EDs noted that they attempted to attract qualified leaders by promoting or enhancing professional development opportunities, and some emphasized multiple development approaches. Two EDs described expanding and promoting their regional leadership development programming. Two others promoted KIPP network professional development opportunities. Another approach involved attempting to forge partnerships with local universities . Two of the five EDs also emphasized informal development opportunities such as "support and attention" or opportunities for growth. For example, one ED reported highlighting for regional staff opportunities for advancement into more senior positions within the region.

Eight EDs mentioned developing their internal pipelines. For example, one ED said that the i3 subgrants for funding AP positions earlier provided future principals with more experience sooner.[1] Another mentioned requiring schools to have two APs to expand the pipeline of future principals. One ED reported taking steps to tailor the LCM to focus on specific roles and positions and developing observational criteria on which principals can evaluate other leaders and provide them with the appropriate professional development. Finally, one ED reported greater efforts to build more ownership among principals on building the leadership pipeline.

Four EDs reported engaging in collaborative efforts to identify and attract leaders. Three EDs reported working with other organizations, such as Teach For America, to identify talented local alumni. Another ED worked with funders and other organizations to recruit nationally and leverage the city's image as being on the cutting edge of education reform.

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[1] Three regions specifically mentioned the role of the i3 grant in developing the pipeline or distributing leadership responsibilities.

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APPENDIX E: CHARACTERISTICS OF KIPP PRINCIPALS

The KIPP Foundation, regions, and schools focus attention on specific competencies when selecting principals, believing that those skills will help principals succeed. KIPP principals' background and personal characteristics also shape their perspectives and experiences.[1] The foundation recognizes this impact and is committed to hiring principals who "share the life experiences or racial background of [KIPP] students."[2] Principals' professional experiences and training also affect the pedagogical and management approaches implemented at their schools, and reporting these experiences helps to identify influences on KIPP principals.

In this appendix, we describe KIPP principals' demographic, professional, and educational characteristics to provide a more complete picture of KIPP leadership. The data in this section come from the questionnaire administered to principals as part of the census. Where data is available, as a benchmark for the findings on KIPP principals, we provide nationally representative data from public school principals at schools in which 75 percent of students are from low-income households (Battle 2009).[3]

Demographic characteristics of KIPP principals

Comparisons to principals at comparable traditional public schools reveal how KIPP principals may differ on these background characteristics. Additionally, we describe KIPP principals' family situations to shed light on a common criticism of KIPP: that the workload of a KIPP principal is unsustainable and incompatible with a family life (Henig 2008). In this section, we report KIPP principals' age, gender, race, family status, and roots in the communities they serve.

KIPP principals in the census were relatively young—their median age is 32, and ages range from 26 to 63 (Table E.1). For context, the median age of principals at comparable traditional public schools is 53. The relative youth of KIPP principals might result from (1) a culture that prioritizes leadership potential over experience; (2) KIPP's rapid growth—many new schools and growing regions create founding principal positions for young leaders to advance into (in contrast to traditional public schools, in which most demand for leaders results from principal transitions); and (3) the relative youth of charter school teachers, the pool of teacher leaders from which KIPP principals are likely to be drawn.[4]

KIPP principals were evenly distributed in terms of gender, with 48 percent of them male. In the nationally representative sample of principals at comparable traditional public schools, slightly more than 40 percent are male.

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[1] At least one study suggests that having a teacher of the students' own race improves students' academic achievement (Dee 2004). We know of no evidence to indicate this relationship holds for the race of principals.

[2] http://www.kipp.org/about-kipp/the-kipp-foundation.

[3] According to the 2011 KIPP Report Card, in the 2010–2011 school year, 76 percent of KIPP students were eligible for free lunches and an additional 11 percent were eligible for reduced-price lunches. See http://www.kipp.org/question1.

[4] http://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_03.asp

Table E.1. Demographic characteristics of KIPP and comparable public school principals

Characteristic	KIPP principals[a]	Comparable public school principals
Median age (years)	32	53
Age range (years)	26 to 63	NA
Male (percentage)	48	41
Caucasian, non-Hispanic	56	59
African American, non-Hispanic	27	23
Hispanic, regardless of race	9	16
Other[b]	7	2
Race of the principal matches the race of the majority of students (percentage)[c]	38	NA
Married (percentage)	56	NA
Have children (percentage)	37	NA
Mean length of time in city where work (years)	10	NA
Sample size	87	

Source: Data on KIPP principals come from questionnaires completed by KIPP principals (respondent must have been a principal on May 31, 2011). Data on comparable public school principals are from Battle (2009). Statistics are for principals serving student populations in which 75 percent or more of students were eligible for free or reduced-price lunches.

Note: Characteristics for 2010–2011 KIPP principals. There was some item-level nonresponse, but at least 85 principals provided each characteristic. Some percentages might not sum to 100 due to rounding.

[a] Five schools had co-principals; in two of these schools, both principals completed a questionnaire. In these two cases, both principals' responses are included in the result.

[b] The categories Asian (5 percent), multiracial (1 percent), and other (1 percent) were combined into Other for KIPP principals.

[c] This statistic was computed only in cases in which the school had a majority race (n=80).

NA = not available.

KIPP principals were racially and ethnically diverse and had racial and ethnic backgrounds similar to those of principals in other low-income schools. A small majority of KIPP principals were Caucasian (56 percent), followed by African American (27 percent), and Hispanic (9 percent). Very few principals reported being Asian, multiracial, or of another race, and none reported being Native American. In general, the racial and ethnic distribution of KIPP principals appears similar to that of principals serving comparable traditional public schools. Although most KIPP principals were Caucasian, most KIPP students were not.[5] In 38 percent of KIPP schools in which a majority of students were of one race, the race of the principal matched the race of the majority of students.

Some researchers claim that demands on KIPP principals and teachers cause high turnover at KIPP schools (Henig 2008). Moreover, during interviews, a few KIPP principals mentioned

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[5] According to the 2011 KIPP Report Card, in 2010–2011 59 percent of KIPP students were African American and 36 percent were Hispanic. See http://www.kipp.org/question1.

the challenges of balancing family life and a leadership role at KIPP; one reported, "I suspect one of the biggest threats to leaders or teachers staying is their belief of whether they can balance their school role and a family." However, being a principal does not appear to preclude KIPP principals from having families. More than half of KIPP principals were married or in a domestic partnership and 37 percent of KIPP principals had children. As many KIPP principals were young, these percentages will likely increase as the network matures; more than 70 percent of principals 35 years or older (n = 29) reported being married or in a domestic partnership, and the same percentage reported having children.

Many KIPP principals had established roots in their communities, facilitating knowledge of local contexts and the ability to access community networks. On average, KIPP principals had lived in the city in which they worked for about 10 years. Almost 15 percent of KIPP principals had lived in their current city for more than 20 years, and slightly less than 25 percent of them had lived in that city for fewer than 5 years.

Professional and educational characteristics of KIPP principals

KIPP principals' professional background and training also influence their leadership approach. In this section, we report KIPP principals' highest educational degree attained, certification, and other professional and leadership experience.

KIPP principals were somewhat less likely than principals at comparable traditional public schools to have a master's degree or higher, but about 83 percent of KIPP principals had an advanced degree (Table E.2). Almost all KIPP principals who had a master's degree had it in education. About 98 percent of principals at comparable traditional public schools have a master's degree or higher. Unlike KIPP, some school districts, such as Houston, require principals to have a master's degree. Fewer KIPP principals (5 percent) had an educational specialist or professional diploma than comparable principals in traditional public schools (26 percent). All KIPP principals who reported having this type of degree listed a degree in the field of educational leadership or administration. Unlike most school districts, the KIPP Foundation does not require principals to obtain master's degrees, although individual regions may encourage further education. Moreover, KIPP principals might be less likely to pursue advanced degrees in educational leadership because they receive considerable leadership training through programming provided by the KIPP Foundation. This programming does not result in a master's degree, although Fisher Fellows, Principal Prep, and Leadership Team participants have an option to pursue a graduate degree and administrative credential (an M.A. in educational leadership) through National Louis University at their own expense. More than a third (34 percent) of KIPP principals attended an undergraduate institution ranked among the top 25 colleges or universities by *U.S. News & World Report*.[6]

Almost all KIPP principals who had a master's degree had it in education—three-fourths of KIPP principals had a master's in education. Only 13 percent of KIPP principals completed their undergraduate major in education, possibly because a substantial portion of KIPP principals

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[6] Some studies have found a small relationship between the selectivity of a teacher's undergraduate institution (Clotfelter, Ladd, and Vigdor 2007; Rockoff et al. 2008) and teacher value-added. We know of no rigorous evidence that undergraduate selectivity affects principal effectiveness.

participated in an alternative route to teaching certification, such as Teach For America. Almost three of four (70 percent) KIPP principals reported having a teaching certificate, and 30 percent reported an administrative certificate.[7]

Table E.2. Educational background of KIPP and comparable public school principals

Educational background	Percentage of KIPP principals[a]	Percentage of comparable public school principals
Attended highly selective undergraduate institution	34	NA
Highest degree earned		
Bachelor's degree or less	17	2
Master's degree	75	63
Educational specialist or professional diploma[b]	5	26
Ed. D., Ph.D., or professional degree	3	9
Certification		
Teacher certification	70	NA
Alternative route to teaching certification program	71	NA
Administrative certification	30	NA
Sample size	87	

Source: Data on KIPP principals come from questionnaires completed by KIPP principals. Data on comparable public school principals are from Battle (2009). Statistics are for principals serving student populations in which 75 percent or more of students were eligible for free or reduced-price lunches.

Note: Education background for 2010–2011 KIPP principals. There was some item-level nonresponse, but at least 86 principals provided each characteristic. Some percentages might not sum to 100 due to rounding. No KIPP principal reported having less than a bachelor's degree.

[a] Five schools had co-principals; in two of these schools, both principals completed a questionnaire. In these two cases, both principals' responses are included in the result.

[b] *Educational specialist or professional diploma* is defined in the principal questionnaire for the 2007–2008 schools and staffing survey as "at least one year beyond master's level." All educational specialist degrees listed by KIPP principals were in the field of educational leadership or administration.

NA = not available.

Slightly more than 25 percent of KIPP principals indicated they had received non-KIPP leadership development and training.[8] Some leadership programs mentioned by principals include the Achievement First School Leader Fellowship, Breakthrough Leadership Institute, Houston Independent School District Principal Development Program, training provided by New Leaders for New Schools, Teach For America Summer Institute, and Rice University Education Entrepreneurship Program.

KIPP principals had an average of seven years of teaching experience before becoming a principal (Table G.3). Although more than 60 percent of KIPP principals had five or more years of teaching experience, 8 percent had only one to two years of teaching experience. KIPP

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[7] State laws often exempt charter schools from credential requirements. For example, in Texas (one of the largest KIPP regions), charter school teachers are not required to be certified unless they teach special education or ESL students (http://www.tea.state.tx.us/index2.aspx?id=2986).

[8] Principals determined what constitutes leadership training.

principals had an average of three years of total principal experience; comparable public school principals have an average of seven years of principal experience. When the growth of KIPP regions slows, the average teaching experience of KIPP principals will likely increase, because fewer new leadership positions will be created for teachers and others to fill. Similarly, as KIPP schools age, some principals will likely remain in their roles for longer (school age limits principal tenure).

Table E.3. Teaching and leadership experience of KIPP and comparable public school principals

	KIPP Principals[a]	Comparable public school principals
Average years of teaching experience (at any school)	7	NA
Years of teaching experience (percentages)		
0 to 2	8	NA
3 or 4	27	NA
5 to 9	47	NA
10 or more	19	NA
Average years of principal experience (at any school)	3	9
Sample size	75[b]	

Source: Data on KIPP principals' years of teaching and principal experience come from the KIPP Foundation. Data on comparable public school principals are from Battle (2009). Statistics are for principals serving student populations in which 75 percent or more of students were eligible for free or reduced-price lunches.

Note: Experience for 2010–2011 KIPP principals.

[a] Five schools had co-principals; in one of these schools, the KIPP Foundation provided data on both principals. In this case, both principals' responses are included in the result.

[b] Data from the KIPP Foundation is missing information for some principals as of the date at which we determine the official principal (May 31, 2011).

NA = not available.

Most principals at the 53 KIPP schools that opened in the four years prior to fall 2010 had served for as many years as the school has been in operation (Table E.4).[9] Most schools five years and older have had at least one principal transition, often as founding principals moved on to a regional role. Focusing on the 47 KIPP schools with five or more years of operation (that is schools existing long enough to appropriately examine principal tenure), these principals served in their position for an average of 3.1 years. For context, principals in comparable public schools have served in their current position for an average of 3.7 years (Battle 2009).

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[9] With the exception of elementary schools, nearly all KIPP schools add their final grade (described as "grown out") in year 4 of operation. Only three KIPP elementary schools were in their fifth year or older in 2010-2011.

Table E.4. Principal tenure in current position, by year of operation

Tenure in current position (percentage of schools)	1 Year	2 Years	3 Years	4 Years	5+ Years	Sample sizes
Schools 1 year old	100					17
Schools 2 years old	5	95				19
Schools 3 years old	25	0	75			8
Schools 4 years old	33	0	0	67		9
Schools 5+ years old	33	18	14	14	20	49

Source: Data provided by the KIPP Foundation.
Note: Tenure for 2010–2011 KIPP schools.

About 85 percent of KIPP principals listed some type of postcollegiate work experience related to education before employment at KIPP (Table E.5). For example, many principals indicated that they had worked as a teacher or an administrator before joining KIPP, and several reported participating in Teach For America before joining KIPP. Less common examples of education-related experience after graduating from college included work as a counselor, in college admissions, or a leadership position within Teach For America. Slightly more than one-fifth (22 percent) of principals reported postcollegiate work experience prior to KIPP in a field outside of education, such as community organizing, law, consulting, sales, advertising, customer service, banking, and journalism.

Table E.5. Post-collegiate work and leadership experience of KIPP principals prior to KIPP

Principals' work experience	Percentage of principals[a]
General work experience before KIPP	85
Had work experience in education before KIPP	79
Had work experience outside education before KIPP	22
Leadership experience before KIPP	
Any previous leadership experience before KIPP	53
Leadership experience in education before KIPP	49
Experience supervising adults before KIPP	48
Sample size	87

Source: Data come from questionnaires completed by KIPP principals.

Note: Experience for 2010–2011 KIPP principals. There was some item-level nonresponse, but at least 86 principals provided each characteristic.

[a] Five schools had co-principals; in two of these schools, both principals completed a questionnaire. In these two cases, both principals' responses are included in the result.

About half of KIPP principals reported having some leadership experience before working at KIPP, usually within education. Examples of education-related leadership roles ranged from serving as a non-KIPP principal; having a different leadership role within a non-KIPP school,

Teach For America, or another nonprofit organization dedicated to youth or education; to serving as a model teacher or mentor. Examples of noneducation leadership experience include working in a leadership role in a for-profit company and for a nonprofit not specifically dedicated to youth or education. Slightly less than half of KIPP principals had experience supervising adults before working at KIPP, an important issue because managing adults is a key responsibility of the principal role (see Chapter II). Among those with any experience supervising adults, the median amount was 3 years and the maximum was 25 years.

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APPENDIX F: PARTICIPANTS IN THE LEADER SELECTION PROCESS

Having broader groups of stakeholders participate in the leader selection process facilitates more diverse perspectives; some leaders mentioned it can also lead to more buy-in to the process and authority for a successor leader. In this appendix, we first consider the participants in the selection of principals (both founding and successor), how much regions are in involved in founding principal selection (the Fisher fellows), and the participants in the selection of tier 2 leaders (the principal pipeline).

Participants in the principal selection process

In 90 percent of regions, the regional ED participated in the principal selection; about three-fourths of regions included other regional staff and principals as well (Table F.1). In the two regions in which EDs did not participate, either current principals (with participation of regional staff involved in leadership development) or the KIPP Foundation played the key role in the selection decision. In about three-fourths of regions, other regional staff or principals were included in the selection process (principals could have been either the outgoing principal or other principals in the region). For principals of single-site schools, the school's board always participated in the selection. The key role of the ED in regional selection and the KIPP school board in selection of principals at single-site schools is aligned with the decision rights established by the KIPP Foundation.

Table F.1. Common participants in the selection process for leaders, by tier

Participant (level)	Principals		Tier 2 leaders (% of all schools)	Tier 3 leaders (% of all schools)
	% of regions	% of single-site schools		
KIPP Foundation	43	33		
Executive director (ED)	90	n.a.		
Other regional staff[a]	76	n.a.	56	
Principal(s)[b]	76	33	97	100
Other leaders at the school	19	17	36	55
KIPP regional or school board	24	100	5	0
Other participants (such as teachers, parents, students, community members)	24	33	30	33
Sample size	21	6	79	55

Source: KIPP ED and principal interviews.

Note: Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders and 31 did not have tier 3 leaders). A few EDs reported that the KIPP Foundation, EDs, or regional staff participated in the selection of tier 2 or tier 3 leaders, but these were uncommon and therefore not coded.

[a] For tier 2 leaders, EDs are grouped with other regional staff.

[b] Includes the current principal or other principals in the region or network (for example, a panel of regional principals).

n.a. = not applicable.

Many EDs and principals (43 and 33 percent, respectively) listed the KIPP Foundation as a key participant in the principal selection decision. The foundation's role in the principal selection process varies by whether the position was a founding or successor principal and whether it was in a region or single-site school. For founding principals, the KIPP Foundation manages the selection process and a selection committee selects the principals. For successor principals at single-site schools, the KIPP Foundation approves candidates selected by the school board. For successor principals in a region, the ED selects the principal and the KIPP Foundation retains approval rights. The EDs and principals that reported that the KIPP Foundation plays the key role in principal selection may have been thinking specifically about the Fisher Fellow process for founding principals.

Regional participation in the Fisher selection process

Selection of founding principals is heavily based on the Fisher selection process, although some regions have regional components as well. Each region participates in the selection process for its new school principals—Fisher Fellows are matched to specific planned schools during the process—but the level of participation varies by region. Some regions reported that they did not impose additional selection criteria in addition to the Fisher Fellow selection process. As one leader reported, "The foundation process is pretty rigorous, and if someone makes it through the foundation's rounds, I do not add to it, other than to meet with them separately and ask a few questions." Other regions reported having additional processes; one leader reported "Getting through that [the national selection process] is not the bar that we're trying to apply to out principals . . . it's sort of the minimum bar that we apply."

A few EDs voiced concerns about the transparency of or their lack of complete control over the Fisher Fellow selection process.[1] One ED expressed frustration with the Fisher Fellow selection process, labeling it as "opaque" or "unpredictable." Other EDs have struggled to identify candidates that make it through this process. One leader reported, "It's like you're making a great recipe with three different ingredients [a building, money, and a Fisher Fellow] that are on three different stoves, and they've all got to come together at the same time to make the soufflé. And one part of this recipe is something that I have, at the end of the day, no control over." The same leader elaborated, "At the end of the school leadership funnel is this amorphous, opaque process. And it presumes, rightly or wrongly, that individual EDs don't know what they're doing. That's the implicit message, that 'I don't trust you to make your own leadership decisions.'"

Participants in the tier 2 and 3 selection process

In 97 percent of schools, principals were involved in tier 2 selection and hiring decisions; in about half of schools regional staff were also involved in tier 2 selection (Table F.1). Other than principals and regional staff, common participants in tier 2 selection and hiring decisions were other tier 2 or tier 3 leaders in the school (36 percent) and other participants (30 percent),

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[1] Conversely, one principal suggested that the KIPP Foundation become more involved in principal successor selection and consider adding a national selection process, similar to Fisher Fellowship, for successor principals to improve the prestige of the successor leader role and attract leaders of the same caliber.

including teachers, parents, students, and community members. Few principals reported that school or regional boards were involved in these decisions (5 percent). Regional offices were sometimes primarily responsible for the selection process of certain tier 2 and tier 3 positions, particularly social workers and special education coordinators.

Principals sometimes included multiple decision makers in tier 2 selection decisions to facilitate buy-in among stakeholders. For example, one principal invited the entire teaching staff at the school to sit in on group interviews with tier 2 candidates; the selection decision was then made by a vote of all those who participated in interviewing the candidates. This principal thought that such a process fosters buy-in among all staff, saying, "I wish all KIPP schools made the leadership selections this way. The democratic process was a really good way to create collective ownership of the school." Some principals said that although they were the ultimate decision makers, they would not select a candidate without buy-in from other leaders or sometimes from the whole school staff.

The selection processes for tier 3 leaders always included principals (Table F.1). More than half of principals reported that other leaders, such as APs and deans, also weighed in on these decisions. About one-third of principals reported that other staff members also participated in tier 3 selection decisions. For example, some principals consulted with teachers at each grade level to determine who would make a strong GLC for each grade. One principal said that he and the AP meet with each member of the grade-level team to talk about leadership on the grade level and asked each person if they were interested in becoming a GLC or thought someone else on their team would be a strong leader. Another principal reported bouncing ideas off of his tier 2 leaders about who would best fit GLC roles and then tapping those who were identified to take the positions.

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APPENDIX G: KSLP PARTICIPANTS AND THEIR PERCEPTIONS

The KIPP School Leadership Programs (KSLP) aims to develop future KIPP leaders through comprehensive, multifaceted training. KSLP is an essential part of the principal pipeline, and KIPP is using i3 funds to expand the number of staff that can attend. In this appendix, we report participants' perceptions of KSLP overall and of each instructional component. We also describe participants' post-KSLP pathways to identify whether and how participants used their training. The KSLP participant survey—conducted among those who participated in KSLP between 2008–2009 and 2010–2011, and administered over the internet between November 2011 through February 2012—identified respondents' perceptions of their most recent programs and subsequent career paths.

Overall satisfaction

Most KSLP survey respondents reported that KSLP was highly relevant to their current job, and that they were satisfied with the quality of training they had received (Table G.1).[1] Indeed, most who said that KSLP was relevant and satisfactory used the most positive response category available ("essential" or "very satisfied").

Table G.1. Perceptions of KSLP relevance and quality, by program

Reported perceptions	Fisher Fellow	Miles Fellow	Principal Prep	Leadership Team	Teacher Leader
Percentage of respondents reporting that training they received at KSLP was essential or very relevant to their current job	94	86	78	77	73
Percentage of respondents reporting they were "satisfied" or "very satisfied" with the quality of training received	96	95	93	99	92
Sample size	50	22	40	97	114

Source: Questionnaires completed by KSLP participants.

Note: Respondents participated in KSLP programs between 2008–2009 through 2010–2011.

Satisfaction with specific KSLP activities

Survey respondents rated most KSLP activities as both effective and beneficial (Table G.2). A majority of participants in each of the KSLP program reported that school observation visits and foundation coaching were beneficial or highly beneficial. Most respondents also found orientation sessions, intersessions, and summer institute activities to be beneficial, as well. (Responses were evenly divided between the "beneficial" and "highly beneficial" response categories.) In contrast, a majority of respondents reported that ILP activities were only somewhat beneficial or not at all beneficial. A majority also said that email list-serve activities

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[1] For each type of question, there was a four-point response scale (essential, very relevant, somewhat relevant, or not at all relevant; very satisfied, somewhat satisfied, somewhat dissatisfied, and very dissatisfied).

were only somewhat beneficial or not beneficial.[2] For all activities covered by the survey, there was no trend over time in the reported benefit; it was consistent across the three KSLP cohorts in the survey sample.

Of the several KSLP activities offered only to Fisher Fellows, most were found by a majority of participants to be beneficial. School design plans, school quality reviews, and residencies were all viewed as beneficial by a clear majority of participants. However, only 12 percent of Fisher Fellows said that the program's webinars were either beneficial or highly beneficial.[3] As with other KSLP participants, most Fisher Fellows also said that that e-mail list-serve and ILP activities were only somewhat beneficial or not beneficial.

Table G.2. Reported benefits of key KSLP activities, by program

Percentage of respondents reporting the following activities were "beneficial" or "very beneficial"	Fisher Fellow	Miles Fellow	Principal Prep	Leadership Team	Teacher Leader
Orientation	67	91	63	75	64
Intersessions	92	100	70	76	84
Summer Institute	96	n.a.	93	93	n.a.
Develop ILP	37	45	44	49	21
Participant evaluations/ILP check-Ins	31	59	33	48	21
Residency	84	n.a.	n.a.	n.a.	n.a.
School design plan (SDP)	75	n.a.	n.a.	n.a.	n.a.
Professional development calls	35	59	33	28	n.a.
School observation visits or reviews	90	82	54	54	62
School quality review (SQR) or new school site visit	76	n.a.	n.a.	n.a.	n.a.
Email list serve	27	27	26	29	13
Foundation coaching	76	95	54	n.a.	n.a.
Webinars	12	n.a.	n.a.	n.a.	n.a.
Sample size	49	22	40	97	114

Source: Data on KSLP participants come from questionnaires completed by KSLP participants.

Note: Respondents participated in KSLP programs between 2008–2009 through 2010–2011. Cells appear as not applicable (n.a.) when a KSLP component does not include the relevant activity even though some participants thought it did (for example, 38 percent of Leadership Team participants said they received foundation coaching; these participants may have received informal coaching). Even when a program includes a component, a few respondents usually said that the component was not applicable (for example, 17 percent of Fisher Fellow respondents said that about SDPs; these participants were likely pulled in on emergency basis as successor of school and did not complete the SDP). To be conservative, we assume that not applicable respondents believe the components were not beneficial because they (1) forgot about these components or (2) didn't use these components because they believed they were not beneficial. Thus we include these respondents in the denominator but not the numerator of the calculation. If the not applicable responses were actually (1) unrelated to whether the respondent thought the activity was beneficial or (2) from respondents who generally viewed the components as beneficial, the reported percentages will underestimate the percent believing the activity was beneficial.

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[2] Most respondents also said that they keep in touch regularly with at least three other participants in their KSLP cohort.

[3] The Fisher Fellow program no longer includes regular webinars.

Subsequent career paths

Most KSLP participants assumed leadership roles targeted by their program and most also worked at KIPP schools; almost all remained in education. Across all five KSLP programs, most participants were working in a leadership role at a school consistent with their training (Table G.3). Most of the Fisher Fellows and Principal Prep participants held principal positions; most participants in the other programs held a more junior leadership position.[4] Similarly, 39 percent of Leadership Team participants were APs or deans, while an additional 16 percent were principals (presumably after their tier 2 roles).[5] There is a clear pattern of increasing leadership responsibility with each year after KSLP.[6] For example, across all programs, the percentage of KSLP participants working as principals rises from 16 percent in the 2010–2011 cohort to 49 percent in the 2008–09 cohort.

Table G.3. Current roles and organizations of KSLP participants, by program

Role and organizations	Fisher Fellow	Miles Fellow	Principal Prep	Leadership Team	Teacher Leader
Current role (percentage as of May 2011)					
Principal	84	10	57	16	3
AP	4	30	17	18	1
Dean	0	10	13	21	12
Other leadership role (GLC, department chair, instructional coordinator, master teacher)	4	20	3	27	37
Teacher	4	25	7	13	44
Other	4	5	3	5	4
Role type (percentage as of May 2011)					
In a KIPP school	84	68	57	80	82
In a KIPP regional office	2	5	7	1	3
In a non-KIPP school	14	23	17	13	7
In a (non-KIPP) charter organization or local education agency	0	0	13	3	2
In the education field	0	5	5	2	6
No longer in education	0	0	0	0	1
Sample Size	50	22	40	97	114

Source: Questionnaires completed by KSLP participants.

Note: Respondents participated in KSLP programs between 2008–2009 through 2010–2011. The roles listed may not be at a KIPP school.

AP = assistant principal; GLC = grade-level chair.

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[4] About 44 percent of participants in the Teacher Leader program did not attain a leadership role by May 2011. These participants may be following the Teacher Leader program's strand 1, Research for Better Teaching track, which is not focused on preparing teachers for leadership roles.

[5] These principals had not yet begun the Fisher Fellow or Principal Prep programs since the survey was about the most recently completed KSLP program.

[6] Responses from the 2008–2009 cohort represent positions held two years after completing KSLP, responses from the 2009–10 cohort represent one year after completing KSLP, and responses from the 2010–2011 cohort represent positions held immediately after or during KSLP.

Nearly all KSLP participants remained in education, and a clear majority of participants were working in KIPP schools.[7] The proportion in KIPP schools was highest for Fisher Fellows, Leadership Team participants, and Teacher Leader participants (84 percent, 80 percent, and 82 percent, respectively). The proportion remaining at KIPP schools was somewhat lower for the Miles Fellows (68 percent) and the Principal Prep participants (57 percent). Of those not working in a KIPP school, most held positions in a non-KIPP school, a non-KIPP charter organization, or public school district, with only a small percentage holding positions in a KIPP regional office.[8]

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[7] Some non-KIPP charter school organizations also send leaders to KSLP. This practice is expected to grow under i3.

[8] For the small number of KSLP participants who were no longer working in a school (n=32), the most commonly selected reason for leaving was a transition to a job in a KIPP region, another charter organization, or a school district. Other cited reasons included a change in career goals or being recruited for a different job. However, these reasons accounted for only half of the respondents who were no longer working in schools. For the remainder, reasons were either not given or rarely selected. Some of these alternative answers (each of which was chosen by fewer than three respondents), include departure to pursue higher education, excessive workload, not enjoying school-based work, or dismissal. Because the sample of respondents for this survey item is very small, the responses given should not be seen as representative of all KSLP participants who are no longer working in schools.

APPENDIX H: KSLP ACTIVITIES

Three of the KSLP components—orientation, Summer Institute, and intersessions—involve multiple instructional activities (for example, reviewing a case study or visiting a school).[1] These activities utilize diverse instructional approaches, and the KIPP Foundation designs each activity to develop specific LCM competencies. To document pre-i3 activities for each of these components, we reviewed agendas for each of the activities and classified the instructional approaches into one of four categories:

1. Presentations by KIPP staff and outside education experts

2. School visits to observe high quality instruction and leadership

3. Interactive sessions including small group discussions, question and answer sessions, role-playing scenarios and simulations, workshops or seminars, and sessions designed to provide feedback to participants on plans for their new schools

4. Planning sessions in which participants develop specific written plans for implementing the leadership strategies and skills learned at KSLP in their new roles

In this appendix, we describe the instructional activities, primarily through tables that include the activity title, the duration of the activity, the instructional method, and the competencies targeted. As job responsibilities often overlap—founding and succeeding principals do many of the same things, for example—many activities involve participants from multiple KSLP programs. (Several tables encompass multiple KSLP programs with the participants identified in the table title; when an activity is limited to one or two programs, that program is listed in the first column in italics). Some activities include a deliverable; these are listed in the table notes. For extended activities—those lasting over two full days (960 minutes)—further details about the activity are provided in the text.

Orientations

The first component, orientations, aims to establish norms and build professional relationships among KIPP leaders in the same cohort (Tables H.1 and H.2). There are two KSLP orientations, one in May for the Fisher Fellows, Principal Prep participants, and Leadership Team participants, and one in June for Miles Fellows and Teacher Leader participants. Both orientations kick off with an introductory session led by staff at Adventure Associates, who lead the group through a series of mental and physical challenges to lay the foundation for long-lasting collegial relationships.

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[1] Components that involve one activity, such as individualized leadership plan and residencies, are described in Chapter IV.

Table H.1. Fisher Fellow, Principal Prep, Leadership Team orientation

Activity title	Duration (minutes)	Instruction method	Target competencies
Building relationships and strengthening the network	245	Interactive	Communication, team leadership
KIPP case study	315	Interactive	Decision making, critical thinking, and problem solving
Norms, rituals, and routines	50	Interactive	Team leadership
Introduction to Summer Institute leadership guides	40	Presentation	Self-awareness
School visit and debrief	210	School visit	Student focus, instructional leadership, continuous learning

Table H.2. Miles Family, Teacher Leader orientation

Activity title	Duration (minutes)	Instruction method	Target competencies
Cohort kick-off	240	Interactive	Communication, direction setting, continuous learning
Telling your story (*Miles Fellows only*)	240	Presentation	Communication, self-awareness, impact and influence
Creating a professional learning community[a] (*Strand 1 Teacher Leaders only*)[b]	240	Planning	Team leadership, continuous learning, communication
Authentic conversations	240	Presentation	Communication, talent development
Research for better teaching-studying skillful teaching	780	Presentation	Instructional leadership, communication, talent development, decision making
Starting the year off right with clear expectations and goals (*Miles Fellows and strand 2 Teacher Leaders only*)	240	Interactive	Performance management, direction setting, communication, achievement orientation
Strategic design for student achievement (*Miles Fellows and strand 2 Teacher Leaders only*)	240	Presentation	Achievement orientation, planning and execution, instructional leadership
Executing effective, engaging, and efficient meetings (*Miles Fellows and strand 2 Teacher Leaders only*)	240	Interactive	Team leadership, planning and execution, communication, impact and influence

[a] Includes a deliverable of creating immediate action plans to support colleagues.

[b] The strand 1 Teacher Leader program targets teachers who wish to improve their teaching and learn strategies for coaching their colleagues to become better instructors as well.

Summer Institute

During their Summer Institute, Fisher Fellows, Principal Prep participants, and Leadership Team take multiple courses on diverse topics (Table I.3). (Miles Fellows and Teacher Leaders do

not have a summer institute.) The courses are taught by diverse instructors, including KIPP principals and education professors. Key sessions include:

- **Leading for Educational Equity.** In this two-day seminar led by the Bay Area Coalition for Equitable Schools (BayCES), participants discuss tools and strategies that lead to more equitable schools, particularly in regards to race, practices, policies and behaviors.

- **Performance Management.** In this planning session, Principal Prep participants develop a performance management plan for their schools based on what they have learned.

- **Data Driven Instruction.** A presentation that teaches Fisher Fellows how to use data to improve student achievement.

- **Taxonomy of Effective Teaching Practices.** This workshop is designed to familiarize Fisher Fellows and Principal Prep participants with the Taxonomy of Effective Teaching Practices (described in *Teach Like a Champion* by Doug Lomov) and strategies for training their teachers to become more effective educators.

Table H.3. Fisher Fellow, Principal Prep, Leadership Team Summer Institute

Activity title	Duration (minutes)	Instruction method	Target competencies
Leading for educational equity	1120	Interactive	Student focus, self-awareness, cultural competence, communication, team leadership
The role of educational leaders in closing the achievement gap	120	Presentation	Student focus, cultural competence, self-awareness, stakeholder management
Personality perspectives of leadership behavior	60	Presentation	Self-awareness, communication, impact and influence, stakeholder management
Summer leadership guides and 360 overview	60	Presentation	Self-awareness
1 on 1 meetings with leadership guides and Myers-Briggs coaches	varies	Interactive	Self-awareness
Decision making and negotiation	540	Interactive	Student focus, decision making, critical thinking and problem solving, self-awareness, cultural competence, stakeholder management, communication, impact and influence
Power and influence in organizations	240	Presentation	Stakeholder management, impact and influence, team leadership
Organizational culture and cultural leadership	210	Presentation	Critical thinking and problem solving, planning and execution, direction setting, performance management
Organizational alignment	240	Interactive	Critical thinking and problem solving, planning and execution, direction setting, performance management
Leadership: individuals, groups, and teams	210	Presentation	Stakeholder management, impact and influence, direction setting
Speaker series	120	Presentation	Student focus, achievement orientation, continuous learning

Table H.3 (*continued*)

Activity title	Duration (minutes)	Instruction method	Target competencies
Change leadership (*Leadership Team and Principal Prep only*)	240	Presentation	Critical thinking and problem solving, planning and execution, direction setting, performance management
Entrepreneurial leadership (*Fisher Fellows only*)	240	Presentation	Critical thinking and problem solving, planning and execution, direction setting, team leadership, performance management, stakeholder management, impact and influence
Navigating informal networks (*Leadership Team only*)	150	Presentation	Stakeholder management, impact and influence
Strategic planning for school achievement[a] (*Principal Prep only*)	150	Planning	Achievement orientation, critical thinking and problem solving, planning and execution
School design plan: Vision and alignment[b] (*Fisher Fellows only*)	150	Planning	Achievement orientation, critical thinking and problem solving, decision making, planning and execution
"Hearts, minds, and toilets": Building and sustaining a positive, intentional, and aligned school culture	420	Interactive	Student focus, planning and execution, communication, cultural competence, direction setting
Strategic systems for supporting, monitoring and evaluating standards-based instruction[c] (*Leadership Team only*)	540	Planning	Planning and execution, instructional leadership
Performance management[d] (*Principal Prep only*)	1080	Planning	Performance management, team leadership, talent development
Data driven instruction (*Fisher Fellows only*)	1080	Presentation	Decision making, instructional leadership
Developing a culture to serve students with special needs (*Leadership Team only*)	540	Presentation	Planning and execution, self-awareness, cultural competence
Performance management (*Leadership Team only*)	540	Interactive	Performance management, team leadership, talent development
Research for better teaching: observing and supervising teaching (*Leadership Team only*)	480	Presentation	Communication, team leadership, talent development, decision making, instructional leadership
Taxonomy of effective teaching practices[e] (*Fisher Fellows and Principal Prep only*)	960	Interactive	Talent development, performance management, instructional leadership
School Visit (*Leadership Team and Principal Prep only*)	300	School visit	Student focus, direction setting, instructional leadership
School visit debrief (*Leadership Team only*)	90	Interactive	Student focus, instructional leadership, direction setting

Table H.3 (*continued*)

Activity title	Duration (minutes)	Instruction method	Target competencies
Time management[f] (*Leadership Team and Principal Prep only*)	40	Planning	Communication, planning and execution
Public relations (*Leadership Team and Principal Prep only*)	210	Interactive	Communication, stakeholder management, impact and influence, operational management
Leading for change (*Fisher Fellows only*)	940	Presentation	Achievement orientation, decision making, planning and execution, impact and influence, direction setting, instructional leadership
Marketing 101 (*Fisher Fellows only*)	120	Presentation	Communication, operational management
Case study: Life in the captain's chair (*Fisher Fellows and Leadership Team only*)	720	Interactive	Critical thinking and problem solving, decision making, cultural competence, communication, performance management, team leadership
Charter school finance 101 (*Principal Prep only*)	540	Presentation	Decision making, planning and execution, critical thinking and problem solving, operational management
Building a healthy school through data use and inquiry[g]	150	Interactive	Continuous learning, critical thinking and problem solving, direction setting
School law (*Leadership Team only*)	240	Interactive	Critical thinking and problem solving, communication, talent development, performance management, operational management
School compliance 101 (*Principal Prep only*)	240	Planning	Planning and execution, communication, stakeholder management, operational management
Employment and school law (*Principal Prep only*)	150	Interactive	Critical thinking and problem solving, operational management
Telling your story (*Fisher Fellows only*)	420	Presentation	Communication, impact and influence, self-awareness
Panel discussion (*Leadership Team only*)	90	Presentation	Instructional leadership
KIPP share (*Leadership Team only*)	40	Presentation	Instructional leadership
The train is on the wrong track and we need to turn it around (*Principal Prep only*)	420	Presentation	Decision making, achievement orientation, direction setting
Expanding the circle: Leadership, management, instruction, and culture	540	Interactive	Student focus, continuous learning, critical thinking and problem solving, decision making, stakeholder management, communication, impact and influence, self-awareness, cultural competence, direction setting, team leadership, talent development, instructional leadership

[a] Includes a draft concrete plan of action to achieve site-specific goals.

[b] Includes a draft school design plan.

[c] Includes a draft action plan for supporting, monitoring, and evaluating standards-based instruction.

Table H.3 (*continued*)

[d] Includes a deliverable, a school performance management plan.

[e] Includes a deliverable, design professional development activities.

[f] Includes a deliverable, a time management plan.

[g] Includes a deliverable, defining key actions based on analysis of own school's data.

Intersessions

The final component, intersessions, teaches program-relevant information in a series of retreats. There are separate intersessions for Fisher Fellows, Principal Prep, and Leadership Team, with the Miles Fellows and Teacher Leaders attending combined intersessions (Tables H.4-H.7).[2] Key sessions include:

- **Performance Management.** In this planning session, Fisher Fellows develop a performance management plan for their schools based on what they have learned.

- **Research for Better Teaching.** This series of interactive sessions is designed to help Fisher Fellows, Leader Team participants, and Teacher Leader participants develop a common language about teaching and learning and to support their teachers in improving and sustaining student achievement. Topics include: clarity of instruction (Fisher Fellows, Leadership Team, strand 1 Teacher Leaders), communicating standards and expectations (Fisher Fellows, Leadership Team), conferencing styles (Fisher Fellows, Leadership Team), and lesson planning (Fisher Fellows).

Table H.4. Fisher Fellow intersessions

Activity title	Duration (minutes)	Instruction method	Target competencies
Performance management[a]	1,080	Interactive	Performance management, team leadership talent development
School design plan presentation	30	Presentation	Student focus, communication, impact and influence
Creating an effective selection process[b]	210	Planning	Decision making, communication, self-awareness, talent development
Effective interviewing	210	Interactive	Decision making, communication, talent development
Haberman star teacher selection interview training	480	Interactive	Student focus, decision making, talent development
Learning team meetings	390	Interactive/ Planning	Communication, continuous learning, critical thinking and problem solving
Research for better teaching (RBT)- observing and analyzing teaching	2,520	Interactive	Communication, team leadership, talent development, decision making, instructional leadership
Excel training	190	Interactive	Continuous learning, operational management

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[2] Fisher Fellow intersessions occur in September, November, January, and February. Miles Fellow intersessions occur in October, January, and March. Teacher Leader intersessions occur in October and January. Principal Prep intersessions occur in September, November, and January. Leadership Team intersessions occur in September, November, and January.

Table H.4 (*continued*)

Activity title	Duration (minutes)	Instruction method	Target competencies
Charter school finance[c]	690	Presentation / Planning	Decision making, planning and execution, thinking and problem solving, operational management
Diversity in hiring	100	Presentation	Cultural competence, communication, stakeholder management, student focus, team leadership
Leading for change[d]	690	Planning	Direction setting, impact and influence, achievement orientation, decision making, planning and execution, instructional leadership
School design plan final presentation	45	Presentation	Student focus, communication, impact and influence, self-awareness, cultural competence, direction setting, instructional leadership
Smart schools: The law and good judgment	120	Presentation	Operational management, critical thinking and problem solving
Leading for change[e]	700	Planning	Team leadership, performance management, achievement orientation, planning and execution, instructional leadership
Welcome to bootcamp	30	Presentation	Continuous learning
Preparing for a media interview about KIPP	90	Presentation	Communication, impact and influence, stakeholder management, operational management
Case study: A day in the life of a KIPP school leader	915	Interactive	Critical thinking and problem solving, decision making, planning and execution, stakeholder management, communication, impact and influence, self-awareness, cultural competence, operational management, instructional leadership, talent development, performance management
Charter school governance: gaining a better understanding of KIPP boards	90	Presentation	Stakeholder management, communication, impact and influence
Learning how a journalist creates a story	120	Presentation	Communication, impact and influence, stakeholder management, operational management
Time management[f]	60	Planning	Planning and execution
Case study reflection	90	Planning	Critical thinking and problem solving, decision making, planning and execution, stakeholder management, communication, impact and influence, self-awareness, cultural competence, operational management, instructional leadership, talent development, performance management
School design plan presentation preparation meetings[g]	150	Planning	Communication, self-awareness, stakeholder management
School and employment law	180	Interactive	Critical thinking and problem solving, communication, talent development, performance management, operational management

Table H.4 (*continued*)

Activity title	Duration (minutes)	Instruction method	Target competencies
School design plan final presentations	660	Interactive	Student focus, stakeholder management, communication, impact and influence, self-awareness, cultural competence, direction setting, instructional leadership
First impressions = Lasting impressions: Delivering five star service in the front office	70	Presentation	Operational management, talent development
School operations 101[h]	90	Interactive	Operational management, talent development
Special education overview	180	Presentation	Planning and execution, cultural competence, operational management, instructional leadership
The first year: Strategies for success	100	Presentation	Direction setting, team leadership, stakeholder management, communication, decision making
Staff on-boarding[i]	180	Planning	Direction setting, team leadership, talent development
New school support visit debrief	90	Interactive	Continuous learning, instructional leadership
KSLP Fisher Fellow leadership wrap-up	45	Interactive	Self-awareness, continuous learning

[a] Includes a deliverable, a "school performance management plan."

[b] Includes a deliverable, customizing pieces of the competency-based selection model to fit the participant's school and developing a comprehensive hiring process and timeline

[c] Includes a deliverable,e, a vision for an instructional program.

[e] Plans for teacher collaboration and performance management.

[f] Includes a deliverable, a time management plan.

[g] Includes a deliverable, a school design plan presentation.

[h] Includes a deliverable, a framework for an "ops walkthrough" (what to look for when hiring an ops team).

[i] Includes a deliverable, developing an induction plan for the first few months of school.

Table H.5. Miles Family, Teacher Leader intersessions

Activity title	Duration (minutes)	Instruction method	Target competencies
School visits and debrief	510	School Visits	Continuous learning, instructional leadership
Fisher Fellow selection process overview (*Miles Fellows only*)	60	Presentation	Continuous learning
The power of story: Staying connected to our vision (*Miles Fellows only*)	420	Presentation	Communication, self-awareness, impact and influence
Roundtable discussions (*Miles Fellows and strand 2 Teacher Leaders only*)	180	Interactive/ Planning	Continuous learning, critical thinking and problem solving, direction setting, self-awareness, impact and influence, communication, instructional leadership
Research for better teaching-studying skillful teaching (*Strand 1 Teacher Leaders only*)[a]	1,680	Interactive	Communication, continuous learning, student focus, instructional leadership
Authentic conversations, part II (*Strand 2 Teacher Leaders only*)	240	Interactive	Communication, talent development
Case study (*Strand 2 Teacher Leaders only*)	240	Interactive	Critical thinking and problem solving, decision making, communication, performance management, team leadership
Managing your time for results (*Strand 2 Teacher Leaders only*)	240	Planning	Planning and execution, self-awareness, impact and influence, communication
School data analysis	180	Interactive	Instructional leadership, achievement orientation
The paseo (self-reflection and storytelling) (*Miles Fellows only*)	60	Interactive	Self-awareness, communication, decision making
Cohort reflections (all teacher leaders)	60	Interactive	Self-awareness, impact and influence, team leadership
Welcome (*Miles Fellows only*)	15	Interactive	Continuous learning
Through the leadership lens: Your growth in review (*Miles Fellows only*)	135	Interactive	Continuous learning, communication, self-awareness
Telling your story (*Miles Fellows only*)	240	Presentation	Stakeholder management, communication, impact and influence, self-awareness
Lesson observation and feedback (*Miles Fellows only*)	60	Interactive	Instructional leadership, communication, performance management
Miles Family Fellowship panel discussion (*Miles Fellows only*)	90	Presentation	Continuous learning
School design plan presentations (*Miles Fellows only*)	100	Presentation	Continuous learning, communication, instructional leadership
School Data Analysis (*Miles Fellows only*)	130	Interactive	Instructional leadership, achievement orientation
Fish bowl with KIPP School leaders (*Miles Fellows only*)	60	Presentation	Continuous learning, instructional leadership
School visit introduction, school visit (*Miles Fellows only*)	230	School visit and debrief	Instructional leadership, achievement orientation

[a] The strand 1 Teacher Leader program targets teachers who wish to improve their teaching and learn strategies for coaching their colleagues to become better instructors.

Table H.6. Principal Prep intersessions

Activity title	Duration (minutes)	Instruction method	Target competencies
School visit and debrief	180	School visit	Student focus, instructional leadership
Telling your story: Staying connected to our vision	240	Presentation	Communication, self-awareness, impact and influence
Establishing your school's competency to serve students with special needs	360	Planning	Planning and execution, self-awareness, cultural competence
Learning team meetings	300	Interactive/ Planning	Continuous learning, critical thinking and problem solving, direction setting
Leader-led consultancy protocols	180	Interactive	Critical thinking and problem solving
Creating an effective selection process and effective interviewing	480	Interactive	Decision making, communication, self-awareness, talent development
Haberman star teacher selection interview training	360	Interactive	Decision making, talent development, student focus
Data-driven culture – school visit	420	Presentation and School Visit	Direction setting, performance management, achievement orientation, decision making, planning and execution, instructional leadership
Transition and change	300	Interactive	Direction setting, stakeholder management, critical thinking and problem solving, decision making, planning and execution
Success school leader panel	60	Presentation	Direction setting, stakeholder management, decision making
I manage the cafeteria staff? – managing noninstructional staff	150	Presentation	Performance management, operational management

Table H.7. Leadership Team intersessions

Activity title	Duration (minutes)	Instruction method	Target competencies
Research for better teaching: Observing and analyzing teaching	2,940	Interactive	Communication, team leadership, talent development, decision making, instructional leadership
School visit	120	School visit	Student focus, instructional leadership
Roundtable discussions	180	Interactive	Student focus, instructional leadership
Back in the hot seat: Your crucial conversations	210	Interactive	Critical thinking and problem solving, continuous learning, communication, impact and influence, self-awareness, performance management

APPENDIX I: PROVIDERS OF PROFESSIONAL DEVELOPMENT

In this appendix, we describe who provided professional development, including coaching, to KIPP leaders. During interviews, we asked EDs and principals to describe the general professional development that principals received and specifically asked about coaching. This information was then classified by the type of development and the provider.

Coaching was the most common type of continuing development provided to KIPP leaders (see Chapter IV). Almost three-fourths of principals were coached by regional staff; one-third were coached by the KIPP Foundation; and half reported receiving coaching from the board, an external organization, or an unidentified provider (Table I.1). In contrast, principals at schools not in a region typically relied almost entirely on coaches from the KIPP Foundation.

Table I.1. Percentage of leaders receiving coaching from providers, by leadership tier

Provider	Principals (% of regions)	Principals (% single site)	Tier 2 leaders (% of schools)	Tier 3 leaders (% of schools)
School	0	11	73	50
Region	73	0	4	2
Board	14	11	0	0
KIPP Foundation	32	89	10	2
External	18	0	3	3
Unidentified	23	0	1	0
Total receiving coaching	**100**	**89**	**83**	**55**
Sample size	22	9	96	95

Source: Data come from interviews with KIPP executive directors and principals.

Note: Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders, and 31 schools did not have tier 3 leaders).

Principals also attended a variety of continuing professional development workshops hosted by the KIPP Foundation, their region or school, or external providers. Regions were the most common host of group professional development trainings and workshops for principals in regions (41 percent), and two boards filled this role for single-site principals (Table I.2). Two regions reported that these gatherings provided an opportunity for the highest performing schools to share best practices with other principals, who could then implement those practices at their schools. About one-third of all principals also attended trainings, conferences, or meetings with external providers—for example, a training conducted by a local charter school league on developing a school improvement plan, a state conference on understanding federal programs that receive Title I funding, opportunities sponsored by the College Board, and university workshops including the Harvard Institute for School Principals and those offered by Columbia Teachers College. Finally, 32 percent of principals from regions reported attending KIPP Foundation–sponsored trainings, including KSS and various workshops focused on curriculum or strategies for effective teaching. No principals at single-site schools reported attending any trainings or workshops hosted by the KIPP Foundation. (Given that all principals attend KSS, some respondents may not have considered KSS to be professional development.)

Table I.2. Percentage of leaders attending conferences, trainings, or meetings from providers, by tier

Provider	Principals (% of regions)	Principals (% single-site)	Tier 2 leaders (% of schools)	Tier 3 leaders (% of schools)
School	0	6	27	31
Region	41	n.a.	38	28
Board	0	22	0	0
KIPP Foundation	32	0	7	3
External	32	39	21	13
Unidentified	9	0	12	6
Total conferences, trainings, meetings	**82**	**61**	**71**	**69**
Sample size	22	9	96	95

Source: Interviews with KIPP EDs and principals.

Note: Tier 2 and tier 3 percentages are percentages only of those schools that have tier 2 or tier 3 leaders (6 schools did not have tier 2 leaders, and 31 schools did not have tier 3 leaders).

n.a. = not applicable.

Principals also reported that tier 2 and 3 leaders attended some professional development events with external organizations or a provider they did not identify. Examples that were described include workshops hosted by universities including one focused on designing student character "report cards"; local workshops through school districts or charter school associations; college coursework (often toward a master's degree); or attendance at a conference hosted by another organization, such as the TFA Institute, Advanced Placement Institute, or Teach Like a Champion training.

APPENDIX J: FREQUENCY OF LEADERSHIP TRANSITIONS

Frequent leadership transitions can negatively impact a school, especially at growing schools adding teachers and grades. Transition frequency also affects the number of leaders KIPP schools and regions need to have in the pipeline for different leadership roles. In this appendix, we identify the frequency of principal and AP or dean (tier 2) transitions at KIPP schools between 2008–2009 and 2010–2011, the three years prior to receipt of the i3 grant. To obtain this information, we asked principals and EDs about the number of leadership transitions since 2008–2009 and supplemented those responses with data from the KIPP Foundation.

Between 2008–2009 and 2010–2011, about 70 percent of older KIPP schools had zero or one principal transitions. Specifically, of the 63 sample schools opened by fall 2009, 29 percent had no principal transitions, 41 percent had one, and the remaining 30 percent of school had two or three transitions (Table J.1). Five KIPP schools—8 percent of this sample—had three principal transitions or an average of one a year during this time period.

Few KIPP principals left younger schools during this period. Of the 18 schools that started in fall 2009, 22 percent—four schools—had a principal transition during their first two years. Of the sixteen schools opening in fall 2010, none had a midyear principal transition during their first year.

According to data from the KIPP Foundation, more than half of the departing principals between 2008 and 2011 moved to other roles in the KIPP network. Of the principals staying within the KIPP network, about a fifth left to become a principal in another KIPP school, and the remainder left to take another position within KIPP.

Table J.1. Percentage of schools with leadership transition frequencies between 2008–2009 and 2010–2011

Number of transitions (level)	Principals			AP/deans[a]		
	Schools 1 year old	Schools 2 years old	Schools 3+ years old	Schools 1 year old	Schools 2 years old	Schools 3+ years old
0 transitions	100	78	29	91	94	44
1 transition	0	22	41	9	6	28
2 transitions	0	0	22	0	0	21
3 transitions	0	0	8	0	0	5
4 transitions	0	0	0	0	0	2
Sample size	16	18	63	11	18	61

Source: Principal transition data is from the KIPP Foundation. Information on AP or dean transitions is from principal interviews.

Note: This table includes transitions that occurred after the start of the 2008–2009 school year and before the start of the 2011–2012 school year (including the summer of 2011). We included summer 2011 transitions after the i3 grant had begun, because decisions about these summer transitions were almost certainly made in the 2010–2011 school year, before the start of the i3 grant. Five first-year schools did not have any APs or deans and are excluded from AP or dean section of this table. Individual co-principal transitions were counted as half a transition, because the transition of a single co-principal provides some continuity from one set of principals to the next. In four cases, schools added an additional principal, but the existing principal did not leave the school. These were not included in the transition counts, although they did impact the number of principals required. In a few cases, we rounded the total up to the next whole number.

[a] Positions titled VP, director, or another similar role are also included.

Slightly more than half of the sample schools opened by fall 2009 had at least one AP or dean transition between 2008–2009 and 2009–2010. (Schools may have multiple APs or deans, providing more opportunities for multiple transitions.) Anecdotally, we know that some of these APs became KIPP principals, consistent with the pipeline model. Of the schools that started in fall 2010, only one had an AP or dean transition midyear, and there was similar continuity in the AP and dean roles for the schools that opened in fall 2009.

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