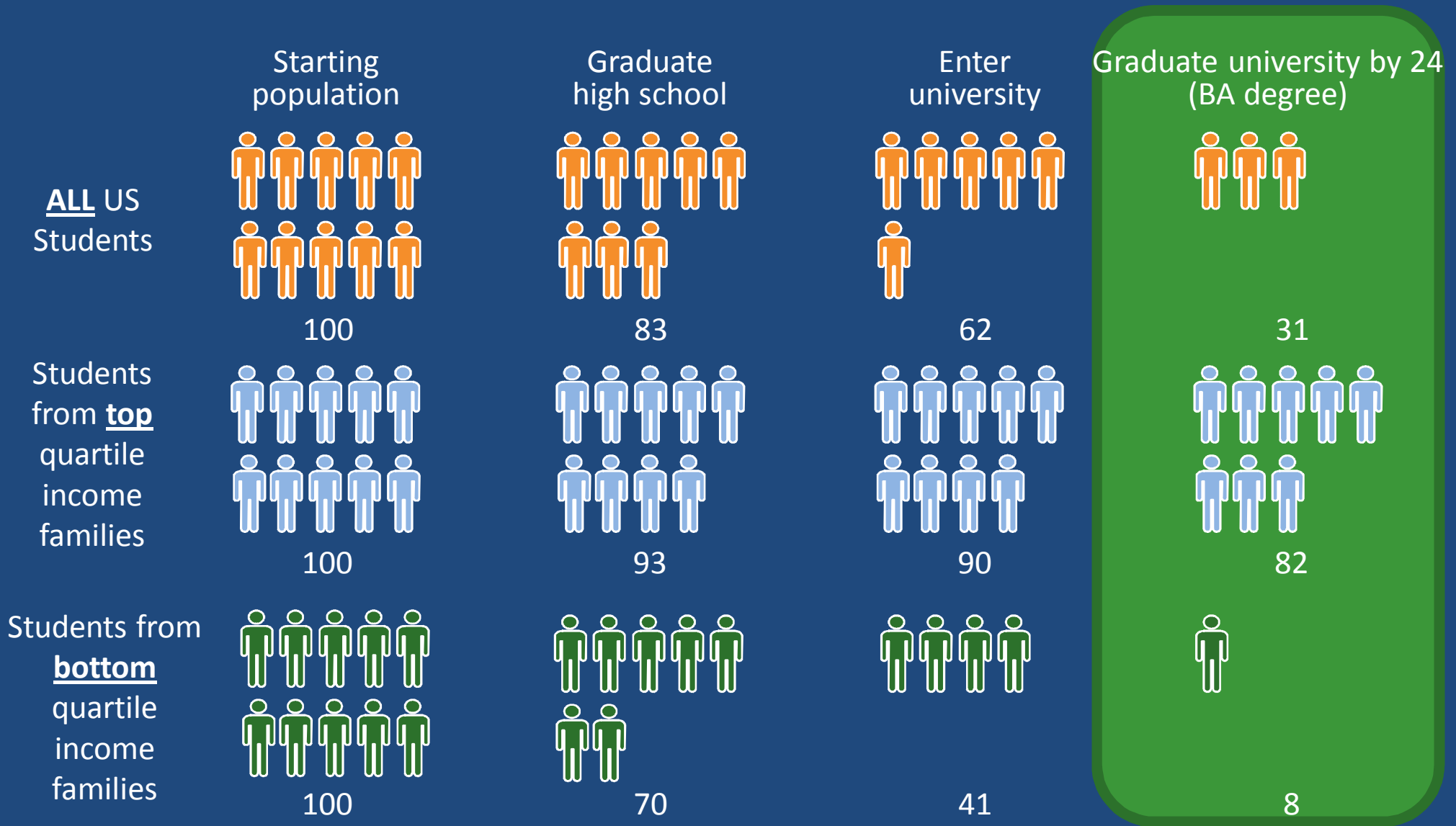


**KIPP:**

April 2014



# The US P-16 Pipeline: Various Views



Graduate university by 24 (BA degree)

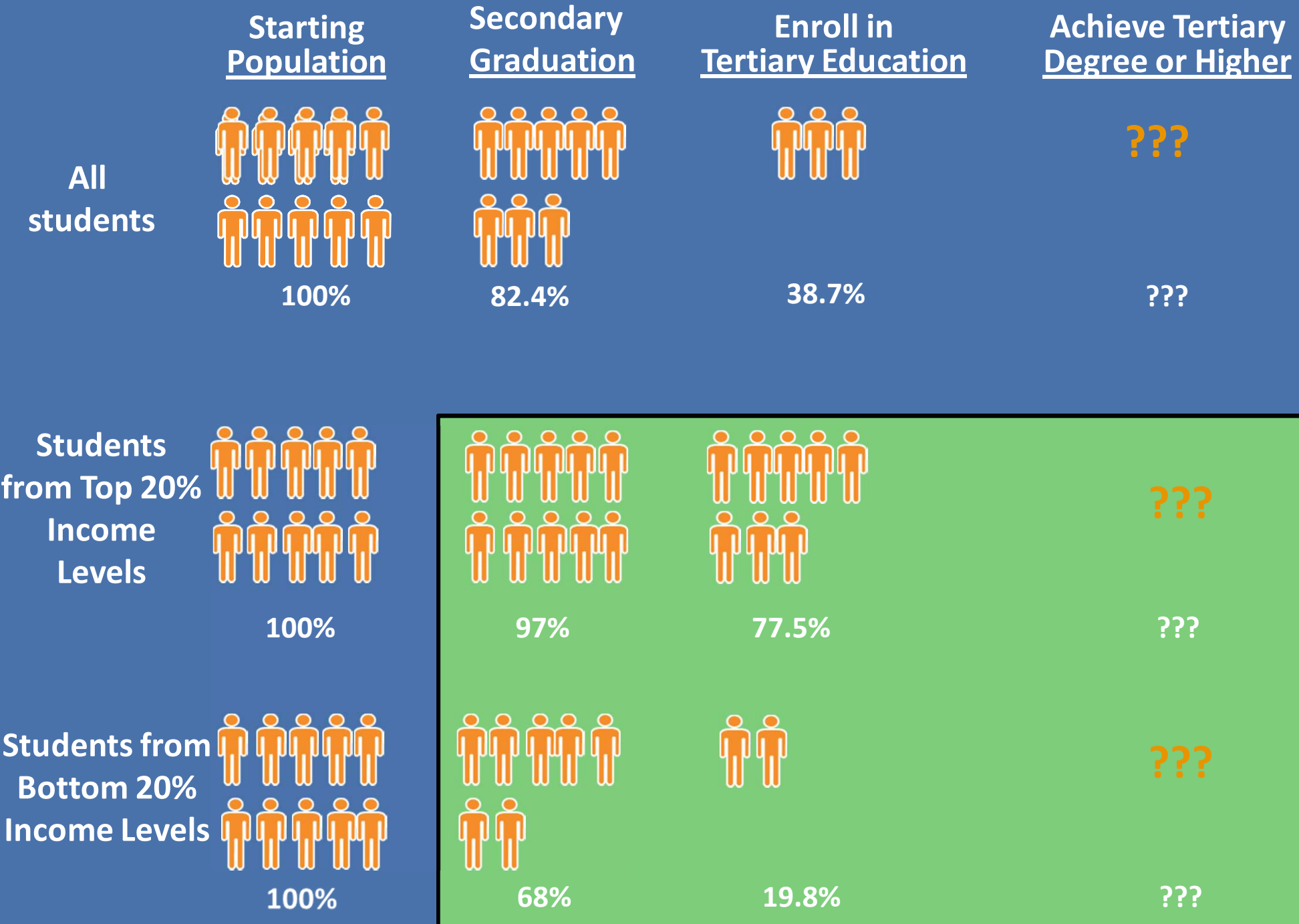
31

82

8

Sources: "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2008." Tom Mortenson [www.postsecondary.org](http://www.postsecondary.org). Underlying data sources: Current Population Survey, US Data for 2008 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, Census Bureau. U.S. Census Bureau, Current Population Survey, Educational Attainment in the United States: 2009; available online at <http://www.census.gov/hhes/socdemo/education/data/cps/2009/Table1-01.xls>.

# The Chilean Pipeline



# Our Pipelines: Various Views

What do we  
*believe*  
about these stats?

Top 20% Income Enroll  
in Tertiary Education



68

Bottom 20% Income Enroll in  
Tertiary Education

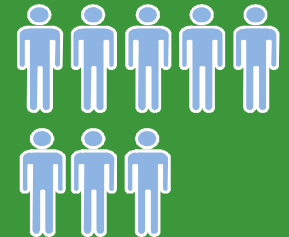


19.8

Graduate college by 24  
(4 year degree)



31



82

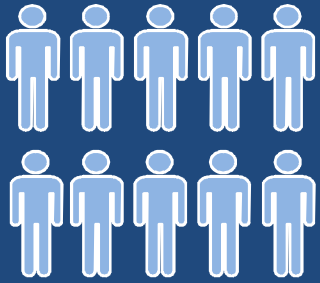


10

# KIPPsters are earning BA degrees at higher level than average of all US learners and at 5-6x rate of learners from low-income families

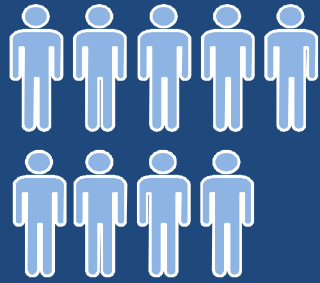
Based on all KIPP alumni who completed 8<sup>th</sup> grade 5+ years ago

Eighth grade completers



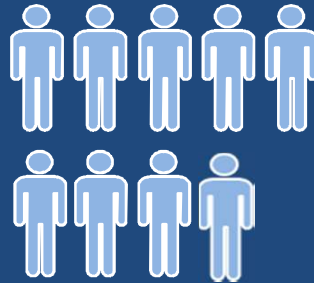
100

Graduate high school



98

Enter university



90

Based on all KIPP alumni who completed 8<sup>th</sup> grade 10+ years ago

Graduate university <sup>(2)</sup>



49

(44 BA,  
4 AA)

Persisting <sup>(2)</sup>

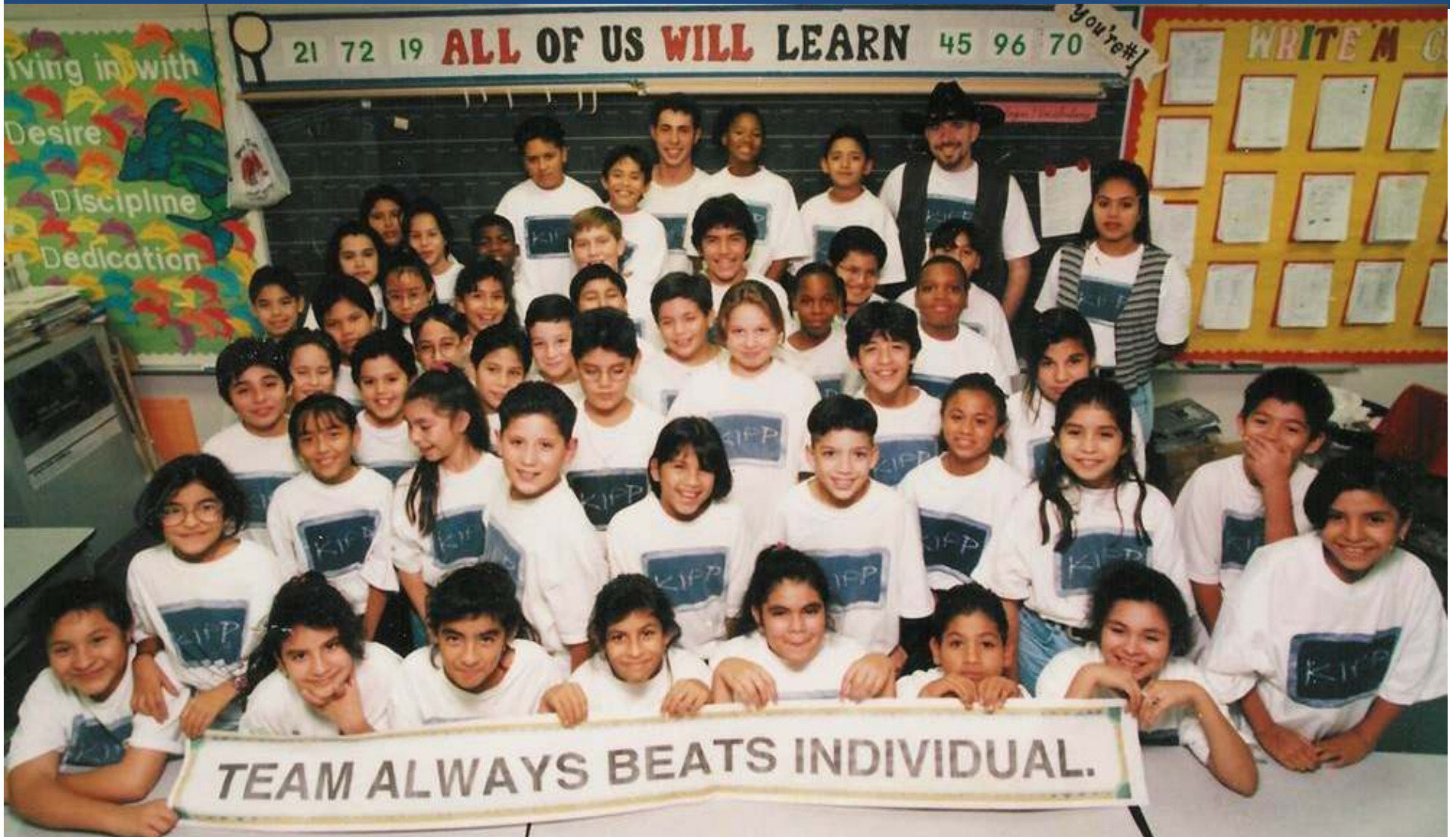


15

+

While we are proud of the attainment results of our early KIPPsters, these outcomes are still far below our aspiration

**KIPP was created in 1994 to transform the lives of children in under-resourced communities.**



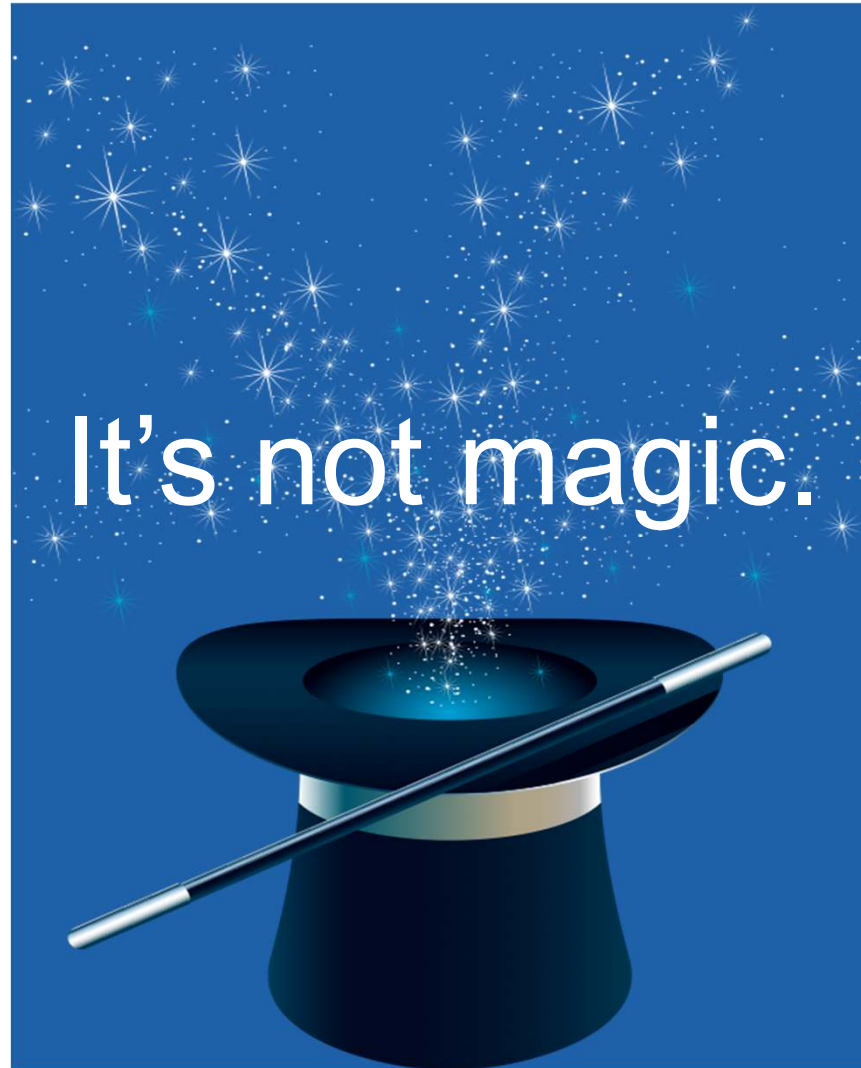
*What is a  
charter school?*



# KIPP's mission

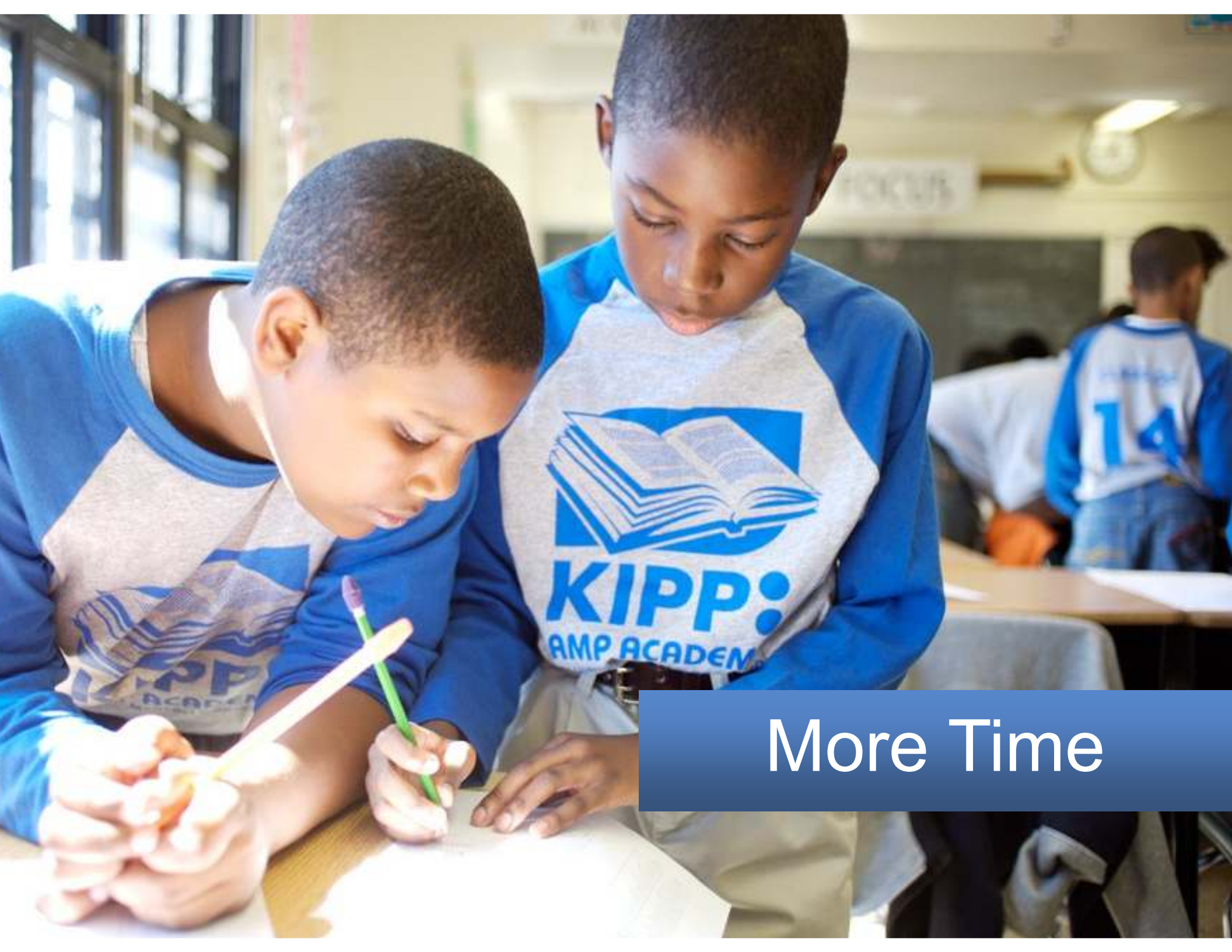


To create a respected, influential, and national network of public schools that are successful in helping learners from educationally underserved communities develop the knowledge, skills, and character to succeed in universities and the competitive world beyond.



# KIPP's Five Pillars

1. Giving learners **more time** in school learning
2. Understanding that attending KIPP is a **choice** and requires a fundamental **commitment**
3. Giving educators the **power to lead** and the freedom to innovate
4. Providing learners with **high expectations** for achievement
5. **Focusing on results** to monitor and sustain high levels of achievement



More Time



Choice and Commitment



Power To Lead



High Expectations

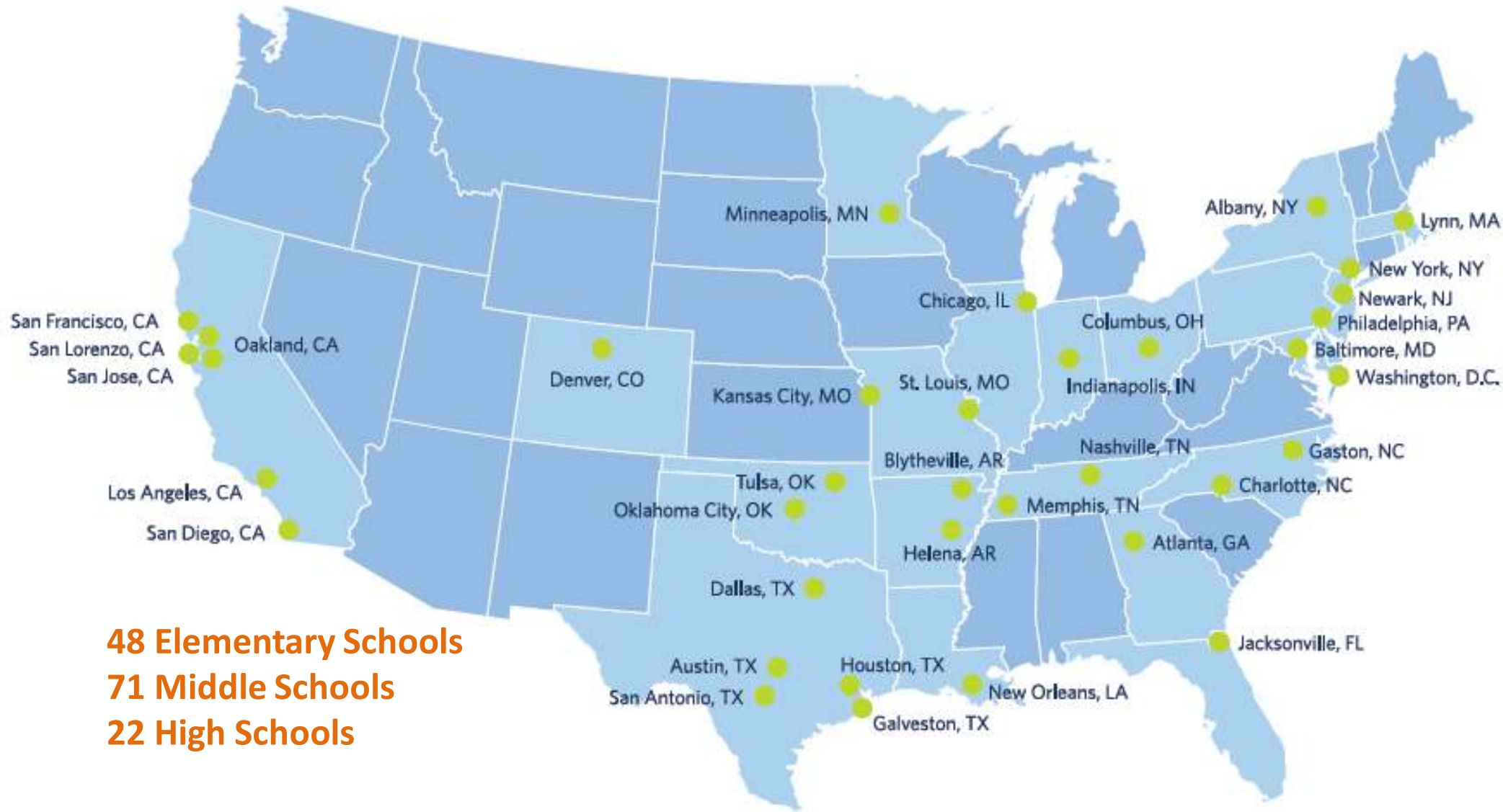


Focus on Results



This year, there are 141 KIPP schools in 20 states and DC serving more than 50,000 students.

## KIPP schools across the country



**48 Elementary Schools**

**71 Middle Schools**

**22 High Schools**

# The Tipping Point

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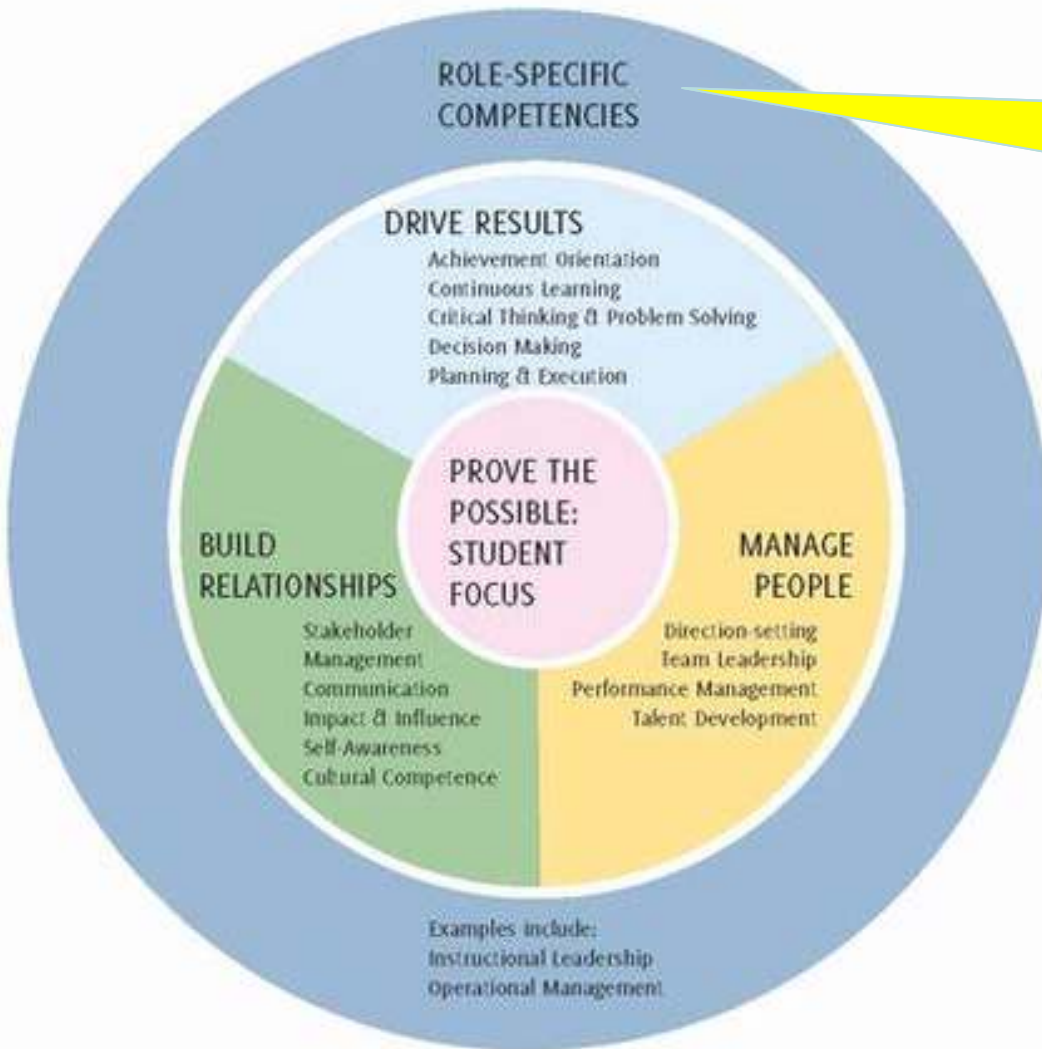
**KIPP**:Houston



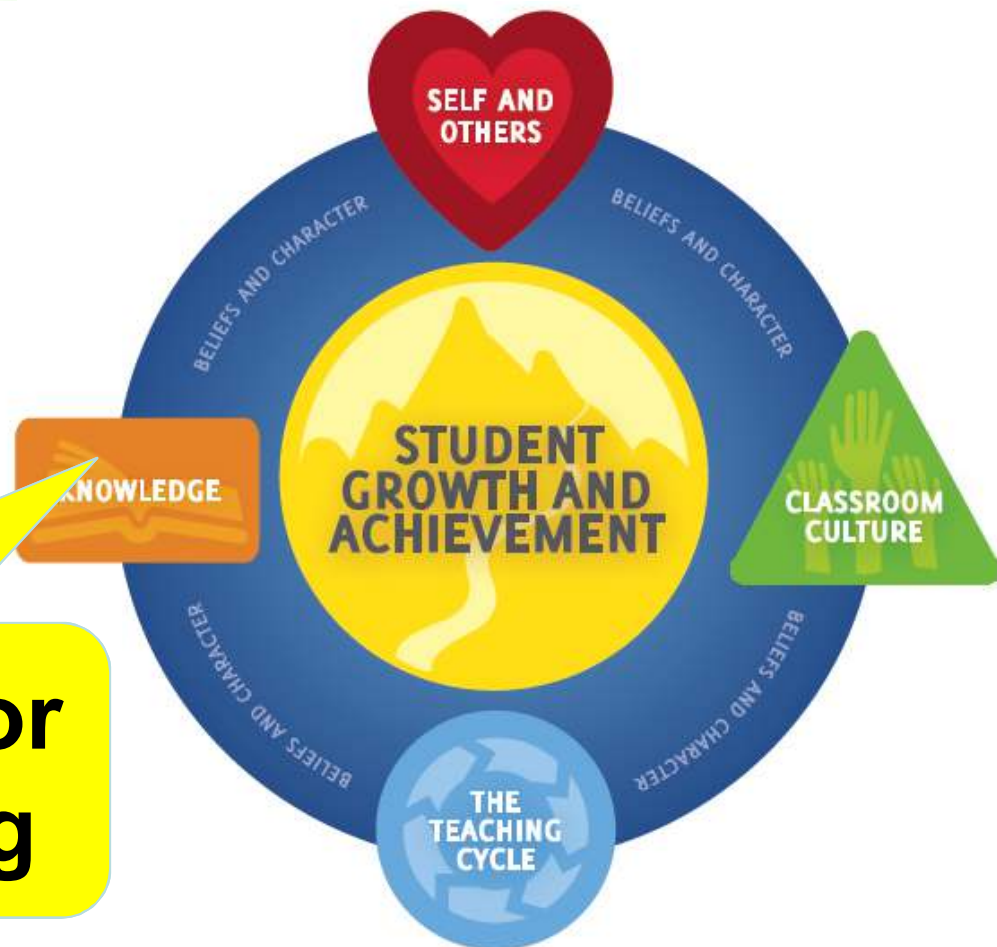
**Houston**  
Independent School District



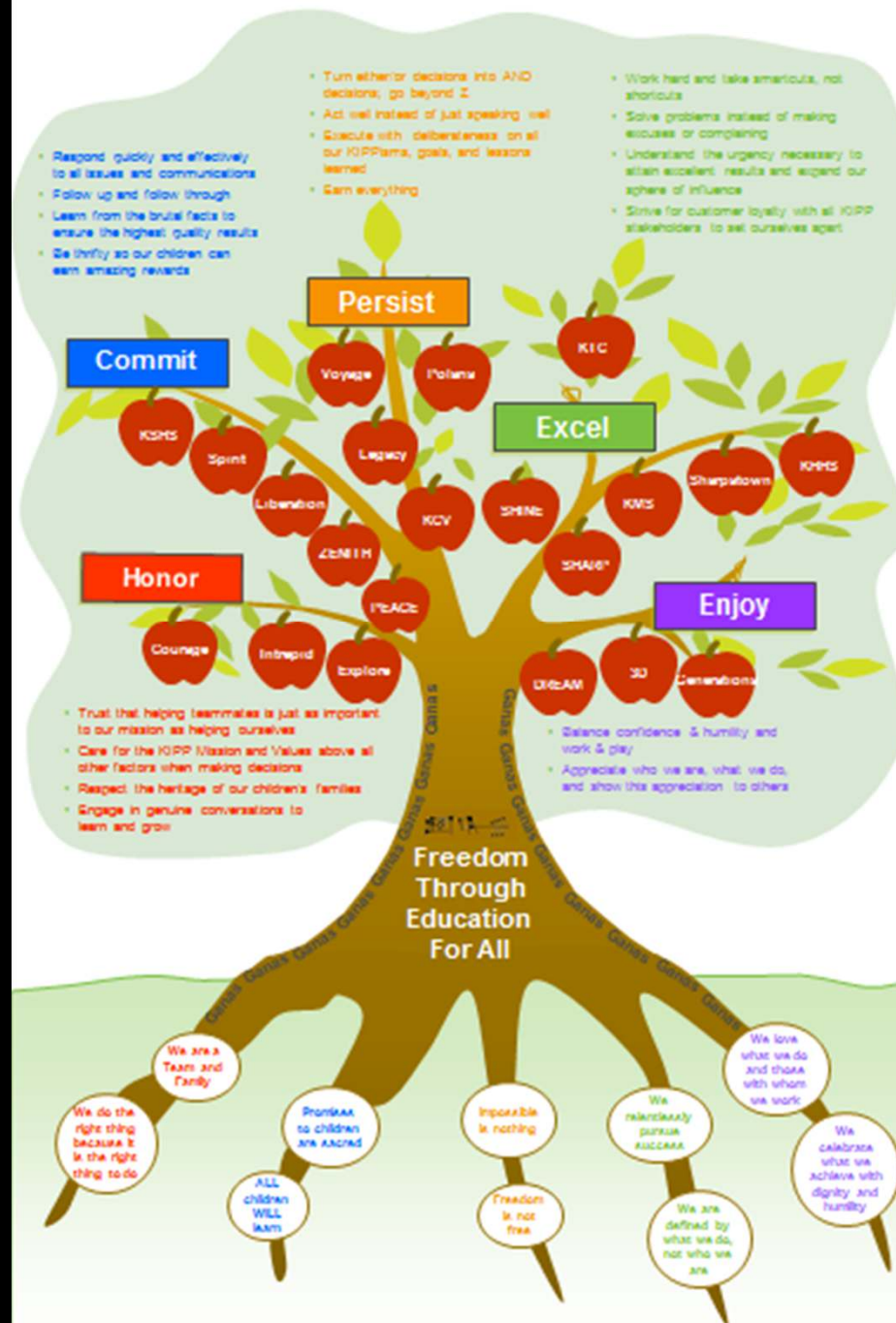
# KIPP Leadership Competency Model



# KIPP Framework for Excellent Teaching



# KIPP: Houston Freedom Tree



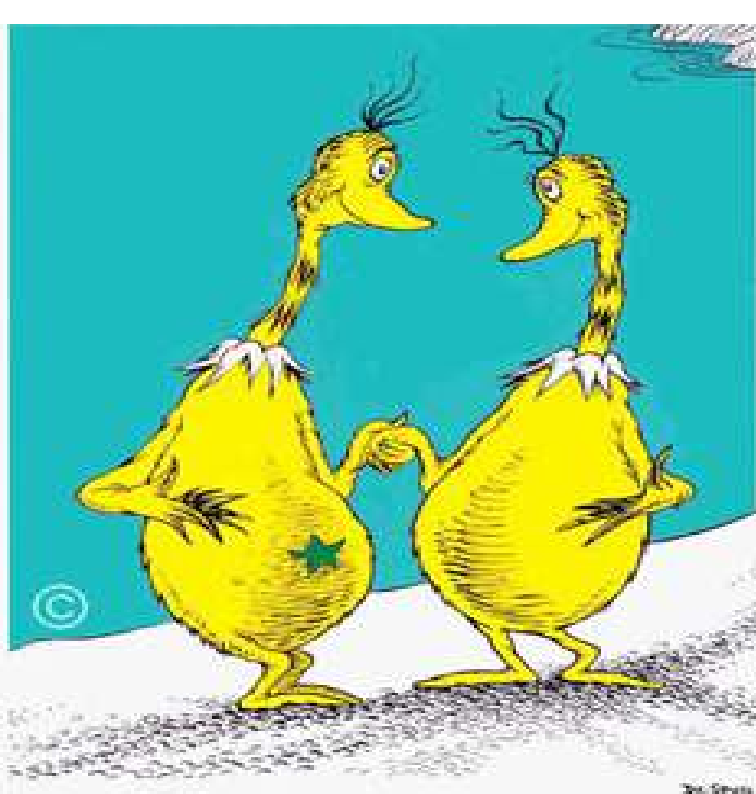
Why do I teach?

Why do I teach the way I teach?

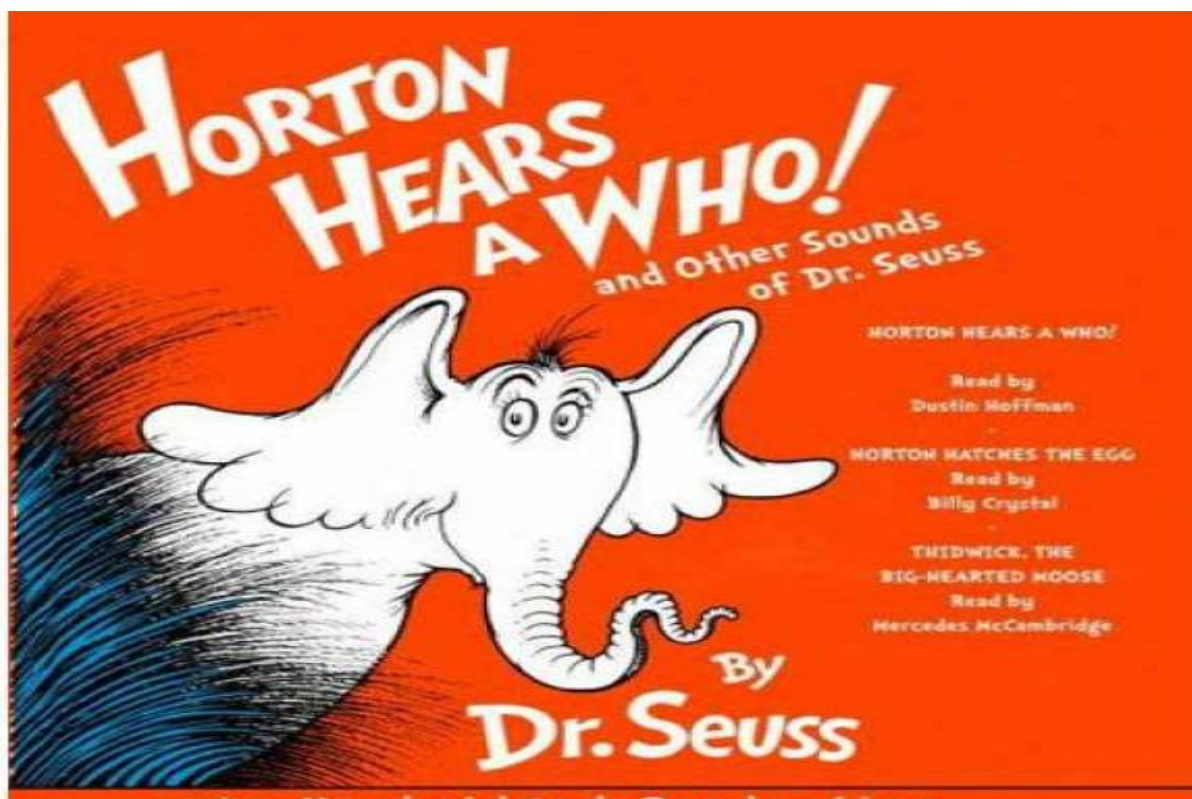
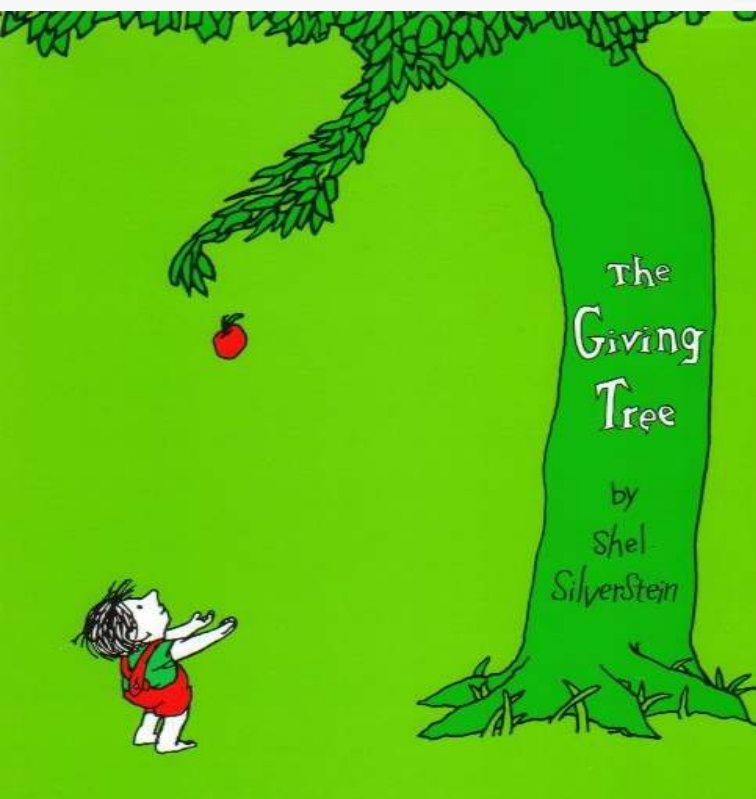
What do I want to accomplish by teaching?

What does it feel like to be taught by me?





At one time most of my friends could hear the bell, but as years passed, it fell silent for all of them. Even Sarah found one Christmas that she could no longer hear its sweet sound. Though I've grown old, the bell still rings for me as it does for all who truly believe.



# Teaching Character

## Character Strengths and Virtues – Martin Seligman

***Creativity***

***Humor***

***Open-mindedness***

***Perspective***

***Grit***

***Citizenship***

***Integrity***

***Love***

***Leadership***

***Humility***

***Spirituality***

***Gratitude***

***Curiosity***

***Self-control***

***Love of learning***

***Bravery***

***Zest***

***Fairness***

***Kindness***

***Social Intelligence***

***Forgiveness***

***Prudence***

***Appreciation of beauty & excellence***

***Optimism***

# Blending Learning





# It's not the software; it's the data + time







# Educational inequality is a universal problem

- **United States:** half of low-income children do not graduate from high school

- **Germany:** <50% of young ethnic minorities have the qualifications they need to get a skilled job



- **Mexico:** Only 45% of children complete secondary education

- **India:** <10% of Indian children go on to college

- **Chile:** children from the wealthiest 20% of households are 3x more likely to finish secondary school than the poorest 20%

- **South Africa:** 70% of the white population has completed high school, vs. 20% of the black population

- **Australia:** students in the lowest income quartile are 2.5 years behind in science, reading and math

# The **One World** Network of Schools

## **Guiding Principle of One World**

- We believe that transformational schools (led by highly supported and developed leaders) will transform the lives of children, prove the possible and build a better tomorrow across the world, regardless of context, culture or country.

## **Mission of One World**

- To create a global network of transformational, breakthrough schools that will be run by local, independent partner organizations.

## **One World's Big Goal:**

- Five years from now, there will be a growing number of transformational schools in each of our partner countries, supported by self-sufficient organizations and leadership training institutions. These will continue to grow into thriving networks of like-minded schools that are all members of The **One World** Network of Schools globally.

# The 1 World Network will support and accelerate partners' impact



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## **CULTIVATE**

Cultivate partners to participate in the global network

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## **GROW**

Train school founders in KIPP US school leadership fellowship and Local Leadership Institutes

Develop partner capacity to scale up local school networks

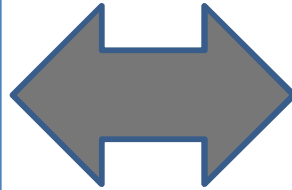
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## **CROSS-POLLINATE**

Share lessons from U.S. ed reform experience

Facilitate knowledge sharing across the global network

# The One World Network has gained approval from KIPP Foundation to train Global Fellows through the KIPP School Leadership Programs



- Remains focused on its U.S. vision and mission
- Hired a Global Fellowship Direct to provide support to Global Fellows during the fellowship year
- Has an exclusive alliance with One World to support their global efforts

- Separate leadership, board and funding
- Building dedicated central staff to grow the network
- Supporting independent partner organizations to develop transformational schools

# Every Child in Every Community in Every Country Has the right to an excellent education . . . **1 World**

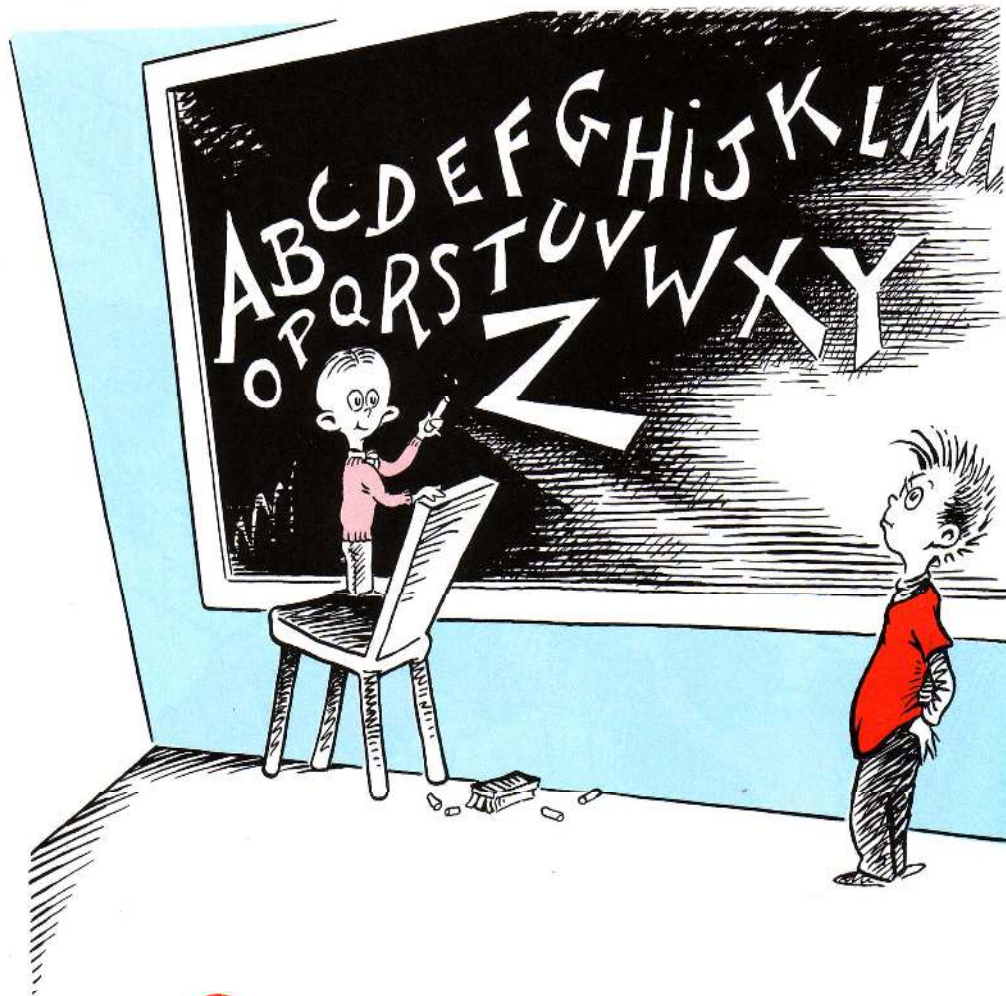






**ON  
BEYOND  
ZEBRA!**

**By Dr. Seuss....**



**S**aid Conrad Cornelius o'Donald o'Dell,  
My very young friend who is learning to spell:  
"The A is for Ape. And the B is for Bear.  
"The C is for Camel. The H is for Hare.  
"The M is for Mouse. And the R is for Rat.  
"I know *all* the twenty-six letters like that...





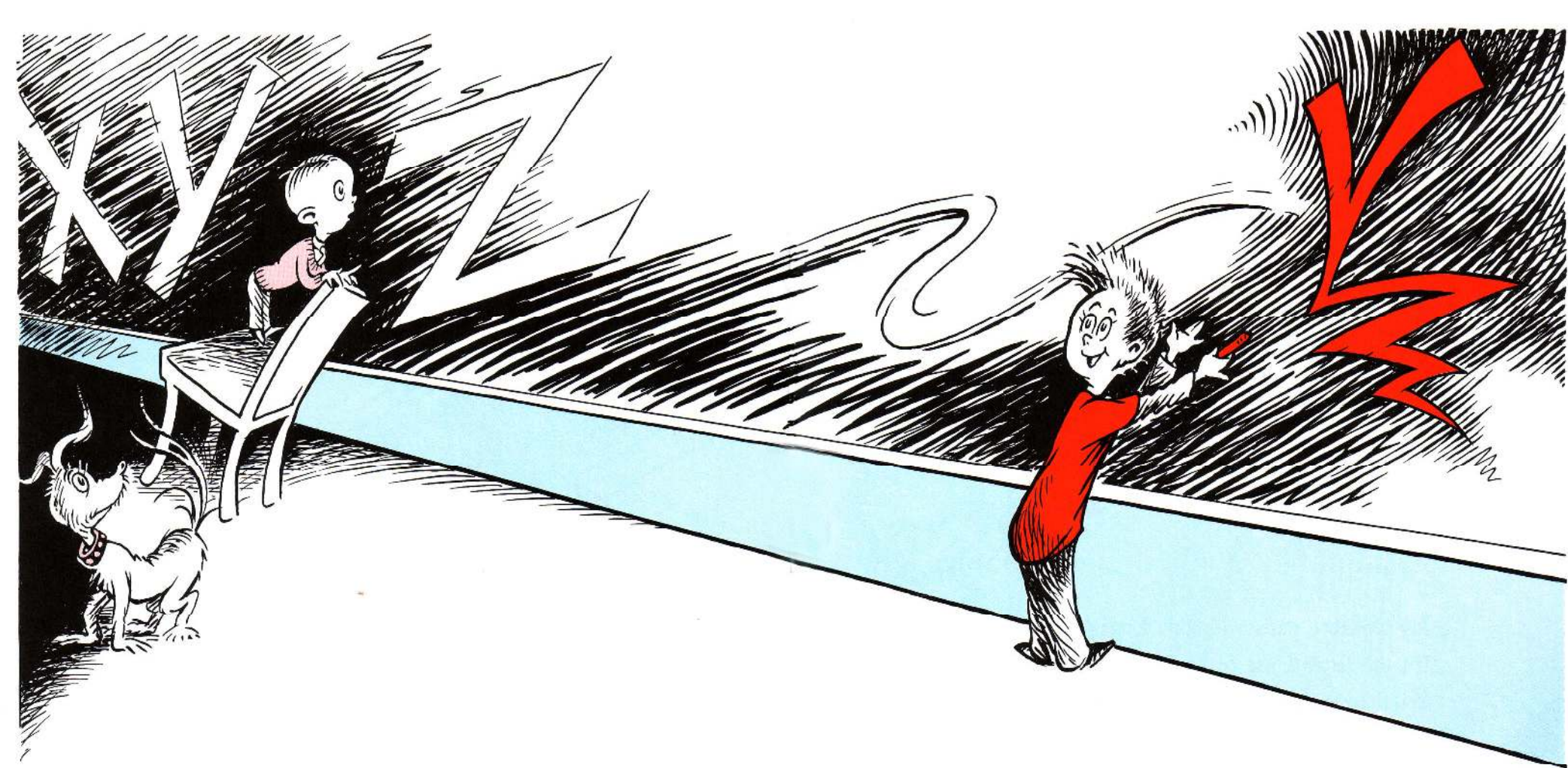
"...through to Z is for Zebra. I know them all well."

Said Conrad Cornelius o'Donald [REDACTED]

"So now I know everything *anyone* knows

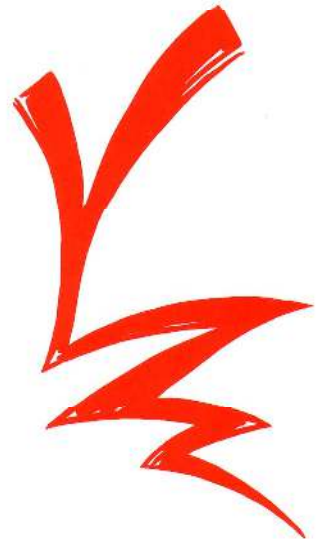
"From beginning to end. From the start to the close.

"Because Z is as far as the alphabet [REDACTED]"



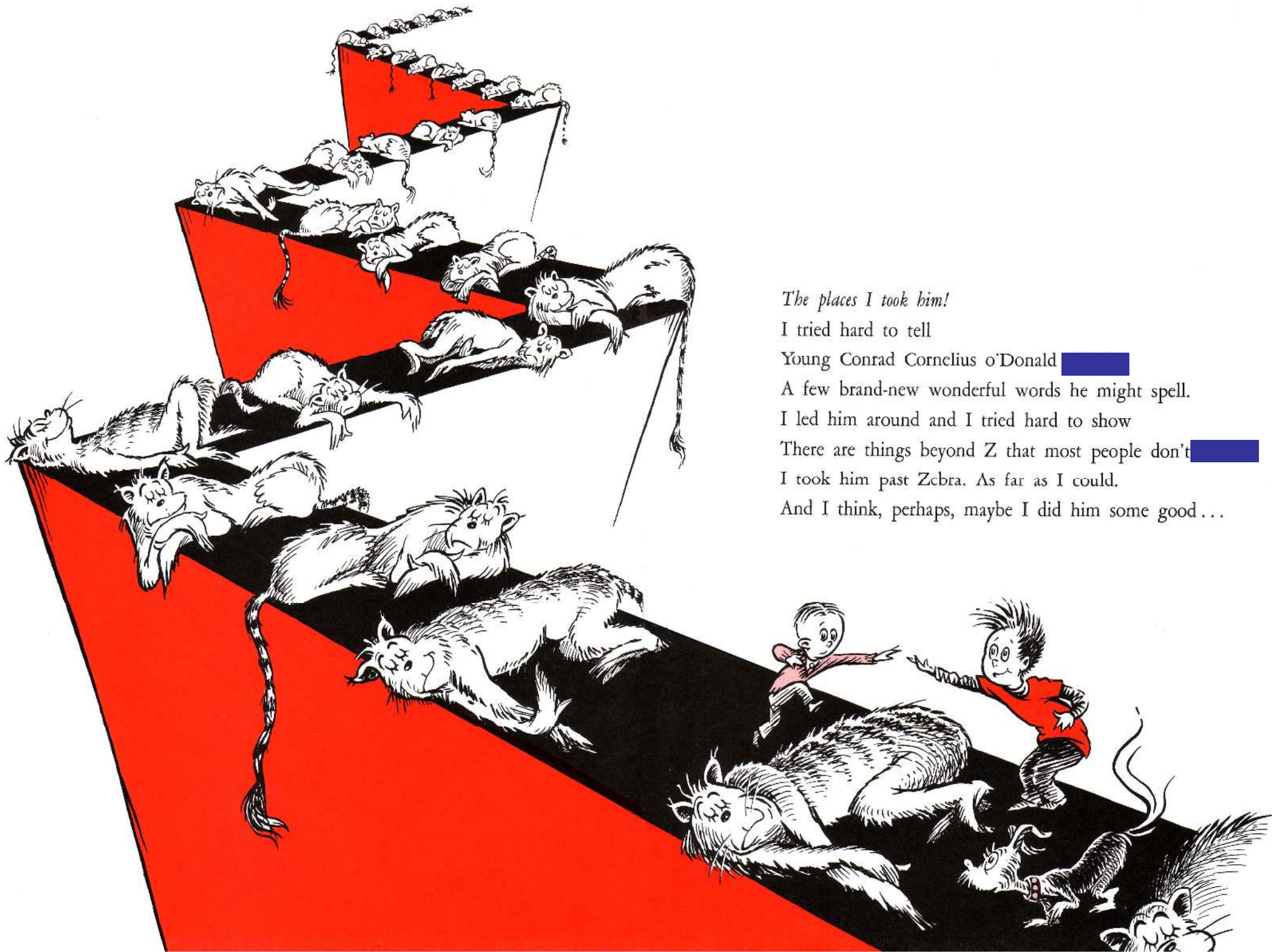
Then he almost fell flat on his face on the floor  
When I picked up the chalk and drew one letter [REDACTED]  
A letter he never had dreamed of before!  
And I said, "You can stop, if you want, with the Z  
"Because most people stop with the Z  
"But not [REDACTED]

"In the places I go there are things that I see  
"That I *never* could spell if I stopped with the Z.  
"I'm telling you this 'cause you're one of my friends.  
"My alphabet starts where *your* alphabet [REDACTED]



My alphabet starts with this letter called YUZZ.  
It's the letter I use to spell Yuzz-a-ma-Tuzz.  
You'll be sort of surprised what there is to be found  
Once you go beyond Z and start poking around!





*The places I took him!*

I tried hard to tell

Young Conrad Cornelius o'Donald

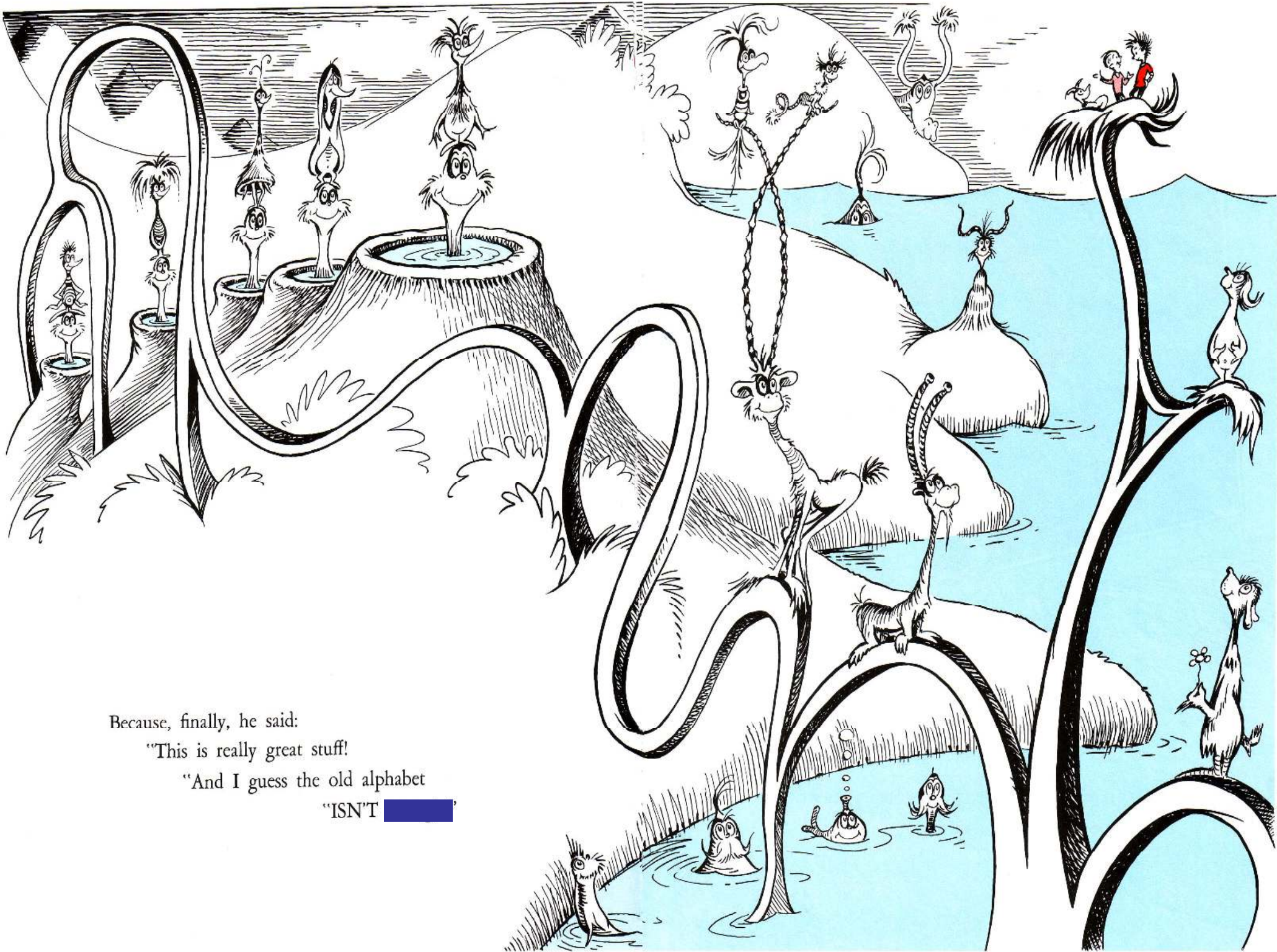
A few brand-new wonderful words he might spell.

I led him around and I tried hard to show

There are things beyond Z that most people don't

I took him past Zebra. As far as I could.

And I think, perhaps, maybe I did him some good...

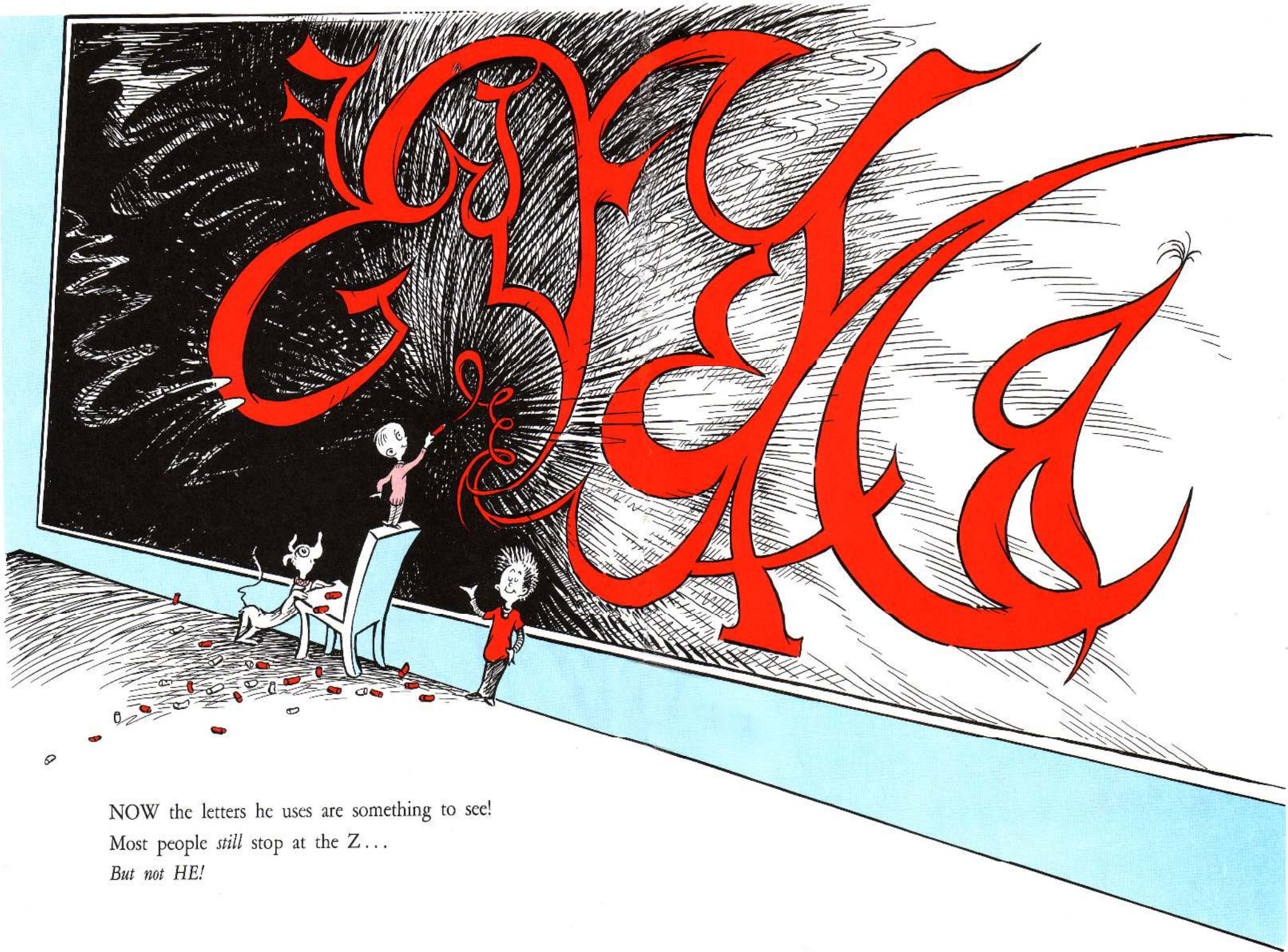


Because, finally, he said:

"This is really great stuff!

"And I guess the old alphabet

"ISN'T [REDACTED]"



NOW the letters he uses are something to see!  
Most people *still* stop at the Z...  
*But not HE!*





