KIPP DC Public Charter Schools submits this application for the following two amendments to its charter:
1. To amend its educational approach to include fully virtual instructional methods for students who select that option during the 2021-2022 school year.
2. To replicate its program and add a virtual campus, KIPP DC Virtual Academy, to its charter beginning in the 2022-2023 school year.

SCHOOL NAME: KIPP DC Public Charter Schools
SUBMITTER: Anthony Lewis, Chair, KIPP DC Public Charter Schools Board of Directors
SUBMISSION DATE: June 22, 2021

SCHOOL BACKGROUND
Campus name(s) and location(s), year opened, and grade levels served: See below.
Date that charter will be eligible for possible renewal: June 30, 2031.
When did the school's board approve the proposed amendments? June 29, 2021.

Hamilton Facility, 1405 Brentwood Parkway, NE
a.	KIPP DC College Preparatory	9th-12th	(2009)

Benning Facility, 4801 Benning Road SE
a.	LEAP Academy	PK3-PK4	(2007)
b.	Promise Academy	K-4th	(2009)
c.	KEY Academy	5th-8th	(2001)

Douglass Facility, 2600 Douglass Road SE
a.	Discover Academy	PK3-K	(2009)
b.	Heights Academy	1st-4th	(2011)
c.	AIM Academy	5th-8th	(2005)

Shaw Facility, 421 P Street NW
a.	Grow Academy	PK3-K	(2010)
b.	Lead Academy	1st-4th	(2012)
c.	WILL Academy	5th-8th	(2006)

Webb Facility, 1375 Mt. Olivet Road NW
a.	Connect Academy	PK3-K	(2013)
b.	Spring Academy	1st-4th	(2013)
c.	Northeast Academy	5th-8th	(2014)

Smilow Facility, 5300 Blaine Street NE
a.	Arts and Technology Academy	PK3-K	(2014)
b.	Quest Academy	1st-4th	(2014)
c.	Valor Academy	5th-8th	(2015)

Wheeler Facility, 3301 Wheeler Road SE
a.	Pride Academy	PK3-K	(2021)
b.	Inspire Academy	1st-3rd	(2021)
c.	Honor Academy	4th-8th	(2019)

Highlands Facility, 3999 8th Street SE / 700 Yuma St. SE
a.	KIPP DC Legacy College Preparatory	9th-12th	(2019)

1. **Describe the school's proposed educational approach and philosophy for educating students.**

KIPP DC is building upon two decades of proven results to develop into a more impactful, innovative, and inclusive school system. We strive to provide joyful, identity-affirming learning experiences so that all students and alumni achieve extraordinary outcomes.

Since 2001, KIPP DC has been responsive to student and parent demand for new and inventive educational approaches and instructional methods. In 2020, the DC Public Charter School Board approved KIPP DC's High School Success Program, which provides alternative pathways for high school students to demonstrate mastery and earn academic credit. KIPP DC designed that program to ensure that all KIPP DC students have the opportunity and support needed to graduate from high school.

Building off of our High School Success Program, KIPP DC submits this amendment application in hopes of expanding our programming options to meet the needs of a diverse body of students, many of whose parents have expressed an interest in full-time virtual programming. In developing this program, KIPP DC has met with parents, students, online educational providers, schools that are entirely virtual, and experts on K-12 instruction generally and virtual instruction specifically.

With the DC Public Charter School Board's approval, KIPP DC will implement a virtual program that provides a full-time, fully virtual method of instruction for KIPP DC students. Specifically, KIPP DC seeks to educate approximately 4% or approximately 280 students starting in the 2021-22 school year in a remote program that is open to all KIPP DC students, but provides a rigorous selection process to ensure students who enter into this program can thrive, as well as significant oversight and data analysis to ensure those enrolled students are, in fact, thriving. KIPP DC staff members will be responsible for creating all curricular materials. If approved, the program will utilize a mixture of small group instruction, independent practice with same-day academic feedback, biweekly parent support work, and KIPP DC created videos.

In addition to the answers below, please find a sample student schedule attached in Appendix A.

2. **How does this approach differ from the educational philosophy or methods the school articulated in its charter application and agreement?**

Historically, KIPP DC has provided instruction to students in-person unless a particular student required virtual instruction as part of an Individualized Education Plan or credit recovery program. As a result, this new virtual program would be a different method for providing instruction.

3. **What's the rationale for the educational shift?**

The main reason KIPP DC is submitting this application is the parent demand we have heard for remote programming for a number of years. While the overwhelming majority of KIPP DC families prefer in-person instruction, a limited number of KIPP DC families are eager to have the option of virtual programming as the primary method of instruction for their students.

Families who desire virtual programming have provided a number of reasons for this preference, including:
- Students have medical conditions (independent of COVID) that make in-person learning especially challenging, or even a risk to their health and well-being.

- Students have excelled far more academically in the virtual environment than they did in the in-person environment.
- Students who, because of family or job responsibilities, would benefit from additional flexibility about when and how they complete assignments for school.
- Students have benefitted from working more closely with siblings, parents, or other family members while completing academic assignments at home.

4. **How many students does the school plan to educate virtually? Are there any eligibility requirements a student must meet to participate in the virtual program? If so, describe them below.**

KIPP DC expects to hire sufficient staff by the end of July to educate up to 4% or approximately 280 of its students virtually. If approved, KIPP DC's virtual program would be open to any student interested in participating, thus there are no eligibility criteria. If parent demand exceeds that threshold, KIPP DC has contingency plans to hire additional staff. See Appendix B for more detail on additional staff members who will be hired in these scenarios.

Earlier this year, KIPP DC staff members spoke directly with families about their experience during the 2019-2020 school year. These interviews were conducted in addition to regular surveys distributed to families. As part of this interview process and survey process, a sizable minority of KIPP DC families expressed an interest in a full-time virtual program, for many of the reasons stated above. Because KIPP DC is not currently approved to offer fully virtual instruction to students outside of the public health emergency, KIPP DC has not recruited students for a virtual program with the same tools and resources that would be deployed to recruit students for an existing school.

KIPP DC has invited families that are interested in a fully virtual program to attend webinars to learn more about the virtual program. Families that continue to be interested after learning more about the program will meet with KIPP DC virtual program staff or staff members at their school to review program requirements and acknowledge that they understand those expectations.

5. **How will the proposed educational approach impact curricular choices, including resources, assessments, standards, and instructional strategies?**

KIPP DC's virtual program will mirror the scope and sequence, standards, assessments, and curricular choices that are made in our brick and mortar schools. As a fully virtual program, KIPP DC will employ different instructional strategies. Students will watch asynchronous mini-lesson videos, created by KIPP DC Digital Learning Creators who are staff members working solely for the virtual program to create student-facing video content based on KIPP DC's brick and mortar scope and sequence and integrating the Common Core standards.

All resources created for the virtual program will be offered to students at our brick and mortar locations as a value-add for all KIPP DC students. KIPP DC plans on following the brick and mortar assessment schedule in the virtual space with required in-person assessments throughout the year.

a. **Identify the virtual platform(s) the school will adopt and provide a rationale for its selection.**

- Canvas: For our 1-8th graders, this will serve as our content database and student landing page.
- Zearn Math: Zearn Math is designed by teachers to be an engaging and accessible math learning experience for all kids. It offers frequent checks for understanding, interactive visuals to keep lessons fun and entertaining, and precise feedback at the moment a student begins to struggle. Their mastery based lessons ensure students only continue to new lessons after they have demonstrated understanding of a concept. This research-proven approach makes math concepts accessible and fosters deep understanding of math.

- Raz Kids Plus: This program rolls up spelling and reading into one product for students. Teachers are able to access supplemental content including e-books that are being planned to be used in small groups for reading intervention.
- Seesaw: LMS program for preschool students.
- Lexia: Provides students with foundational literacy practice.
- Literably: Reading leveling program that can remotely obtain and track student reading level progress.
- ST Math: Gamified math software program that drives conceptual knowledge and is excellent for students with language difficulties. The program includes content that builds students' spatial-temporal reasoning skills and will be used to supplement the primary math program.

b. Identify the new curricular choices the school will adopt and provide a rationale for the curricular shift.

KIPP DC will use Zearn Math in its virtual program to ensure that all students are able to access high-quality math instruction in an engaging way. This program will be a new addition to KIPP DC's curricular materials. Students have already accessed the other programs mentioned above.

c. Describe the long-range plan for curriculum implementation and professional development. How will the school ensure implementation fidelity?

KIPP DC's virtual program content will mirror the brick and mortar student scope and sequence. KIPP DC virtual program staff will participate in professional development both for their virtual work and with the greater KIPP DC teaching community for curricular development. The virtual program will also implement interim assessments on the same schedule as our brick and mortar schools so program staff will be closely monitoring data and results and using observations and coaching meetings to ensure implementation fidelity.

6. How will the school ensure all students—including students with disabilities, English learners, economically disadvantaged and at-risk students, and students above or below grade level—benefit from the proposed educational approach?

KIPP DC's virtual program is open to all students, including students with disabilities, English learners, economically disadvantaged and at-risk students, and students above or below grade level. As part of its virtual program, KIPP DC virtual program staff will review student work daily at the midday point and use that structured review to create activities and plan instruction for individual and small-group learning activities in the afternoon. Through this student work analysis protocol, KIPP DC virtual program staff will ensure that all students will access instruction in a way that best fits their needs.

More information on KIPP DC's staffing model for the virtual program can be found below:
- Director of Program (1) - Experienced KIPP DC Principal (formerly at KIPP DC: Promise Academy) Erin Huesby.
- Associate Director of Program (1) - Will possess knowledge of K-8 education and special education/504 plans, with ability to coach and support.
- Manager of Student Success (1) - Responsible for data analysis, attendance outreach, community partnerships, and student engagement. More information about this position can be found [here](.)[1]
- Learning Coordinators (8) - Responsible for working directly with students in small groups and individually to ensure learning goals are met. More information about this position can be found [here](.)[2]
- Mental Health Practitioner (1) - Responsible for individual counseling, advisory, crisis
- Business / Compliance Manager and shared Data support (1) - Office manager, compliance, reporting.

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[1] https://jobs.smartrecruiters.com/KIPP/743999745287730-manager-of-student-success
[2] https://jobs.smartrecruiters.com/KIPP/743999745347825-learning-coordinator

- Digital Content Creators (6) - Create KIPP DC curriculum videos for students to watch as part of asynchronous instruction. More information about this position can be found [here](#).[3]

KIPP DC will provide the following materials for students to use at home:
- iPads with external keyboards for students.
- Chromebooks for parents to monitor student work, grades, and participate in conferences.
- WiFi support as needed.

KIPP DC will provide workshops for parents whose students participate in the virtual program to ensure that parents have the necessary technology skills and access to support student learning at home.

7. **How will the school ensure its proposed educational approach will result in successfully meeting its charter goals and academic achievement expectations? How will the school track outcomes among its virtually educated students?**

The KIPP DC virtual program will support students whose families prefer virtual instruction and will allow students who may not be able to access traditional in-person programming to learn at home. In this way, the program is an inclusive one that will support all KIPP DC students in meeting academic achievement expectations and charter goals. Students enrolled in the virtual program will participate in ANet Interim Assessments, quarterly reading level diagnostics, and daily student work. Staff members who are part of the virtual program will spend time meeting daily to review student work from the morning's asynchronous programming to ensure that the afternoon's small group instruction is targeted to the student skills most in need of development. Members of the virtual program team will also meet regularly to review interim assessments and other student data in order to adjust instruction.

Our academic success will be measured by GPA averages, progress on reading levels as measured by System44, regional assessments and nationally normed assessments like NWEA-MAP (fall, winter and spring) and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment (spring). We'll continually measure student's progress with formal and informal classroom checks. We will use these tests to make whole school goals, curriculum decisions, and instructional design adjustments.

NWEA MAP	Goal: ● We strive to have 100% of our students meet their fall to spring tiered growth targets in both math and reading with 30% of students testing at or above the 75th%ile on the spring assessment. Students who meet their fall to spring tiered growth targets annually have a better chance at scoring a 24 on their ACT and getting into a competitive college where they can be successful. Indicators: ● Fall Assessment: 100% of students complete the math and reading section. ● Winter Assessment: 85% of students make 50% of their fall to spring growth. ● Spring Assessment: 100% of students meet their fall to spring growth goals and 30% test at or above the 75th %ile.
PARCC	Goal: ● We strive to have 80% of our students test proficient or advanced on the math and the reading sections of the PARCC assessment. ● Indicators: ● We will use the fall MAP results as indicators for students in need of intervention. Students who score below a certain cutoff will be put into a tiered intervention group during guided reading class to receive additional support.

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[3] https://jobs.smartrecruiters.com/KIPP/743999745357720-digital-learning-creator

GPA	Goal: ● We strive to have an average grade point average of 3.2 (out of 4.0) at the end of year one. Indicators: ● We know that students need a 3.2 grade point average to get into a competitive college. If our school is not averaging a 3.2, we will reteach before moving on so that students' GPAs are an accurate reflection of their content mastery.
Classroom Assessment	Goal: ● We strive to have at least 75% of the material covered to be mastered by 100% of students on all <u>benchmark</u>, <u>unit</u>, <u>end-of-week</u>, and <u>exit-ticket</u> assessments. Indicators: ● Average assessment scores in each isolated class must be at least 75%.
Accelerated Reader	Goal: ● We strive to have 75% of our students read 1,000,000 words as recorded by *Accelerated Reader* by June 2015. Indicators: ● Students will read 250,000 words each quarter as recorded by *Accelerated Reader*.
Reading Levels	Goal: ● We strive to have every student make 1.5 years growth on their reading level annually. Indicators: ● Students will be assessed on their reading level via System44 three times annually in conjunction with their MAP assessment to ensure adequate yearly progress is being made.

In addition to measuring individual student success using the metrics above, KIPP DC staff will review trends in academic achievement for students receiving instruction virtually to ensure that all students are making academic progress and achieving goals.

8. How will this approach further serve the school in meeting its mission?

KIPP DC's virtual program will help KIPP DC to meet its educational mission by piloting a new method of instruction for KIPP DC students that is inclusive, joyful, and is responsive to student and family demand. As noted above, for a variety of reasons, families of KIPP DC students may prefer instruction delivered via a virtual option and some students may be able to access instruction better through a virtual platform. For these reasons, KIPP DC intends to offer a virtual program in the 2021-2022 school year.

9. How did the school engage its internal community in redeveloping its educational approach? Include evidence demonstrating staff and parent support for the proposed changes.

KIPP DC conducted interviews during the 2019-2020 school year with families to better understand their experience in this unique year. In addition to these interviews, KIPP DC conducted regular surveys of families to better understand how to improve academic offerings during the year and meet parent / student needs. During these interviews and in surveys, up to a quarter of respondents expressed an interest in a fully virtual program. In response, KIPP DC engaged expert interviews, interviews with parents, school staff, and headquarters staff to develop a program that met the needs of families.

CAMPUS REPLICATION

1. **How will the school ensure the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? In your response include:**
   a. **Anticipated changes the school will make to its organization structure, including an updated organizational chart.**
   b. **Recruitment and staffing plans (including hiring timeline) for instructors, principal/academic lead, counselors, and key support staff.**
   c. **Professional development and other support offered to staff at the new campus.**

KIPP DC will provide students with the ability and support to access instruction virtually in the 2021-2022 school year that will form the basis for a stand-alone virtual school beginning in the 2022-2023 school year. To that end, KIPP DC is hiring a number of positions to ensure that students who will access instruction virtually are able to do so during the 2021-2022 school year. Should DC PCSB approve a stand-alone virtual school, KIPP DC will hire additional staff who will teach at the virtual school full-time and staff members who will spend some of their time teaching virtually and some time teaching in person.

- Director of Program (1) - Experienced KIPP DC Principal (formerly at KIPP DC: Promise Academy) Erin Huesby.
- Associate Director of Program (1) - Will possess knowledge of K-8 education and special education/504 plans, with ability to coach and support.
- Manager of Student Success (1) - Responsible for data analysis, attendance outreach, community partnerships, and student engagement. More information about this position can be found [here](https://jobs.smartrecruiters.com/KIPP/743999745287730-manager-of-student-success).[4]
- Learning Coordinators (8) - Responsible for working directly with students in small groups and individually to ensure learning goals are met. More information about this position can be found [here](https://jobs.smartrecruiters.com/KIPP/743999745347825-learning-coordinator).[5]
- Mental Health Practitioner (1) - Responsible for individual counseling, advisory, crisis
- Business / Compliance Manager and shared Data support (1) - Office manager, compliance, reporting.
- Digital Content Creators (6) - Create KIPP DC curriculum videos for students to watch as part of asynchronous instruction. More information about this position can be found [here](https://jobs.smartrecruiters.com/KIPP/743999745357720-digital-learning-creator).[6]

KIPP DC expects to hire the above staff members by the end of July 2021 and will hire additional staff members for the 2021-2022 school year subject to parent demand.

In order to ensure that KIPP DC staff members have the necessary support to instruct students within a virtual school, KIPP DC will provide training in the following ways and on the following topics:
- Training on topics related to diversity, equity, and inclusion, with particular emphasis on how to best meet the needs of learners in a virtual environment equitably and fairly.
- Ensuring that staff members attend conferences and work directly with recognized experts in the field of digital learning.[7]
- Ensuring that virtual school staff members have expertise in how to partner with and hold webinars for families, develop virtual tools for families, and help families support students in the virtual setting.
- Participating in job-embedded professional development through daily review and analysis of student assignments using a work analysis protocol. In small groups, teachers will, with the help of the Director or other experts, review student work and use that review to plan upcoming lessons and assignments. Teachers will also have acJob-embedded PD - digital content creators and learning coordinators look at student work daily and use a student work analysis protocol to look at student work, growth, achievement, and plan content accordingly. staff will also have 1-1 coaching and attend 1-1 content team meetings for the content they are creating.

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[4] https://jobs.smartrecruiters.com/KIPP/743999745287730-manager-of-student-success
[5] https://jobs.smartrecruiters.com/KIPP/743999745347825-learning-coordinator
[6] https://jobs.smartrecruiters.com/KIPP/743999745357720-digital-learning-creator
[7] Attending the Digital Learning Annual Conference, for example.

2. **How many students will be served at the new campus and what is your timeline for expansion?**

KIPP DC expects to provide virtual instruction to approximately 4% or 280 students during the 2021-2022 school year and is prepared to provide virtual instruction to a higher number if parent demand exceeds that threshold. Parent demand for a virtual program has changed over the course of the 2020-2021 school year with a sizable minority preferring it throughout. In light of this pattern of demand, KIPP DC has a number of plans to hire staff for the program.

Due to planned growth as current middle school students matriculate to KIPP DC Legacy College Preparatory, in the coming year KIPP DC intends to seek an enrollment ceiling increase for the school years beginning in 2025-2026 to ensure we can meet the demand from new families who continue to want a remote option for their students.

3. **In addition to providing a 5-year Operating Budget, please answer the following questions regarding the financial impact of the proposed new campus:**
   a. **How much does the proposed new campus cost, and how many students will be served at the new campus?**
   b. **What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?**
   c. **If you plan to operate multiple facilities, in addition to the proposed new campus, what is the LEA's total facilities cost (e.g., lease, plus mortgage)? How does this expense compare with your per-pupil allowance?**
   d. **What additional sources of funding do you plan to use to pay for this new campus?**
   e. **If applicable, what contingencies do you have in place in case the new campus enrolls fewer students than anticipated?**

See Appendix C for the 5-Year Operating Budget. KIPP DC expects to cover all operating expenses for the proposed stand-alone virtual school with per-pupil revenues and/or federal reimbursements provided to KIPP DC in response to the COVID-19 pandemic. KIPP DC is currently engaged in modeling the financial costs associated with a variety of program models and sizes and can provide additional information related to these questions as needed.

Appendix A - Sample Student Schedule

Period / Room	ECE	Elementary	Middle School	HS
Advisory / SEL: 8:15-8:30	Breakfast / Advisory / SEL			
Asynchronous Instruction; 8:30-11:00am	Asynchronous Instruction + Practice	Asynchronous Instruction + Practice	Asynchronous Instruction + Practice	Asynchronous Instruction + Practice
Lunch Break: 11:00am-12:30pm; optional specials block	Lunch Break/Optional Specials Block			
Synchronous Instruction Per. 1 12:30-1:15pm	Literacy	Literacy	Science/STEM	Math
Synchronous Instruction Per. 2 1:20-2:05pm	Phonics	CGI	Humanities/Writing	Literacy
Synchronous Instruction Per. 3 2:10-2:55pm	Math	General Knowledge	Literacy	Humanities/Writing
Synchronous Instruction Per. 3 3:00-3:45pm	CGI	Math	Math	Science
Extracurricular Time 3:45-4:30pm	TBD	TBD	TBD	TBD
Family Calls/Progress monitoring by teachers 4:30-5:30pm	Family Check Ins / Coaching			

KIPP DC V Staffing and Scaling

Virtual Program

Ⓐ 18 FTEs: Fixed Staff

- Admin: 1 principal, 1 VP, 1 Student Succuss Mgr
- 4 Virtual Learning Coor (ECE, ELEM, MS, HS)
- 4 SPED roles
- 6 Content Creators (2 ECE, 2 ELEM, 2 MS)
- 1 Mental Health Practitioner

Ⓐ Hire now

Ⓑ Hire mid July 2021

Ⓒ Determine / swap as needed

In-Person Schools

⟵ If virtual demand >4%

Ⓐ 19 FTEs: Variable Staff
19 floating Lead Teachers

If virtual demand <4% ⟶

If virtual demand >10% in July, hire....

Ⓑ 9 FTEs: Semi-Variable Staff

- Admin: 1 VP
- 4 Virtual Learning Coor (ECE, ELEM, MS, HS)
- 4 SPED roles

⟵ If virtual demand >15%

Ⓒ 19 FTEs: Variable Staff
20 Lead Teachers

⟵ If virtual demand >25%

Ⓒ 19 FTEs: Variable Staff
20 Lead Teachers

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Appendix C - 5 Year Operating Budget

KIPP DC Consolidated					
	SY2021-22	SY2022-23	SY2023-24	SY2024-25	SY2025-26
Per Pupil Charter Payments	$ 157,315,811	$ 165,687,744	$ 172,999,846	$ 180,597,842	$ 186,423,060
Federal Revenue	$ 17,520,872	$ 18,334,553	$ 19,020,187	$ 19,724,564	$ 20,301,820
Private Revenue	$ 12,141,266	$ 10,275,480	$ 8,517,493	$ 7,693,292	$ 7,455,767
Total Revenue	$ 186,977,949	$ 194,297,777	$ 200,537,527	$ 208,015,698	$ 214,180,647
Salaries and Benefits	$ 121,167,974	$ 126,280,033	$ 131,155,213	$ 136,759,469	$ 141,361,221
Direct Student Costs	$ 19,969,364	$ 20,228,805	$ 20,881,206	$ 21,604,128	$ 22,223,394
Occupancy Expenses	$ 23,325,797	$ 23,417,101	$ 23,186,876	$ 23,385,366	$ 23,476,224
Office Expenses	$ 6,712,645	$ 6,759,239	$ 6,885,050	$ 7,049,277	$ 7,193,314
Professional Fees	$ 2,425,648	$ 2,737,111	$ 3,115,456	$ 3,506,679	$ 3,819,622
General Expenses	$ 2,054,742	$ 2,122,667	$ 2,200,952	$ 2,280,177	$ 2,365,796
Contingency	$ 3,216,716	$ 3,312,030	$ 3,488,349	$ 3,616,098	$ 3,720,625
Total Expenses[1]	$ 178,872,885	$ 184,856,986	$ 190,913,101	$ 198,201,195	$ 204,160,196

Footnotes:

1- Total expenses excludes depreciation and amortization.