

INVESTING IN LEADERS



KIPP:FOR LIFE
Funding Our Future

Investing in Leaders

At KIPP, we believe that great school leaders build and sustain outstanding schools. Moreover, we know that leaders committed to equity will create identity-affirming, rigorous schools where students can thrive. Throughout our history, the national KIPP Foundation has operated principal training programs for both founder and successor school principals. Our investments have resulted in 255 KIPP schools that produce “positive and substantial impact on student achievement”¹ according to independent research.

Across the nation, more than 50,000 children are on a waitlist for a KIPP education. Our goal is to bring 100 new schools into the KIPP network by 2025, as well as replace leaders who move on to new positions or expand their role. This creates a demand for 300 new principals over the next five years.

Today, KIPP is a network of 28 regions, each functioning as its own mini school district. The KIPP Foundation supports our regions in developing sustainable systems across several areas, including talent. We have learned that the best way to train rising leaders is through on-the-job development, using an apprenticeship model. After 30 years of research, the Center for Creative Leadership Studies concluded that most of an individual’s development — some 70%, in fact — happens on the job; another 20% comes from coaching; the remaining 10% occurs in traditional professional development “sessions.”

Until recently, KIPP did not have enough schools under which apprentices could train. Like many other organizations, we invested heavily in the 10% — formal coursework and training sessions. Today, however, we have the successful schools and school leaders all across the country needed to build the talent engine that will grow KIPP through in-region, on-the-job training.

“The Principal-in-Residence program is a regionally-operated, two-year residency that prepares rising leaders to become founder or successor school leaders. Its purpose is to build school leadershipbench depth, increase the effectiveness of new school leaders, and increase the racial diversity of our pipelines.”

Freddy Gonzalez

Chief Academic & Talent Systems Officer, KIPP Foundation

1. Mathematica Policy Research, Understanding the Effect of KIPP as it Scales

Develop a Pipeline of School Leaders

To build a deeper, wider, and more diverse pipeline of leaders in our communities, KIPP is making specific national and regional investments in Talent.

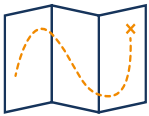
Principal-in-Residence Program

(PIR) is a regionally-operated, two-year residency that prepares rising leaders to become founder or successor school leaders. Its purpose is to build school leadership bench depth, increase the effectiveness of new school leaders, and increase the racial diversity of our pipelines. A two-year pilot of this program proved that strengthening each region's capabilities in talent and leadership development is a strategy that holds great promise. PIR's core components include:



SCHOOL RESIDENCY TO LEVERAGE "ON-THE-JOB TRAINING":

Each potential principal is in residence for 1.5 years at a high-performing school with a Mentor School Leader, and functions as an apprentice principal with full-time responsibilities tailored to prepare them for school leadership. This residency drives the bulk of their development; they learn by observing strong School Leaders and carrying out elements of the school leader role.



DEVELOPMENT ROADMAP AND PERFORMANCE TESTS:

A "Development Roadmap" ensures that Residents' responsibilities truly mirror the core skills needed to be an effective school leader. The list of essential skills comes from our research inside and outside of KIPP on what school leaders need to know and do to drive positive student outcomes. Each skill has accompanying criteria on which the Residents are evaluated that serves as an on-the-job "performance test" that defines a common standard of excellence. The combination of the "Development Roadmap" and "performance tests" results in a structured, rigorous two-year experience and sets a transparent bar for entering school leadership across all KIPP schools.



MENTORSHIP AND COACHING:

First-year Residents are managed by high-performing Mentor School Leaders who model strong leadership practices and teach the nuts and bolts of school leadership through observation, feedback, and coaching. Residents also receive coaching from a leadership coach.



TARGETED PROFESSIONAL DEVELOPMENT:

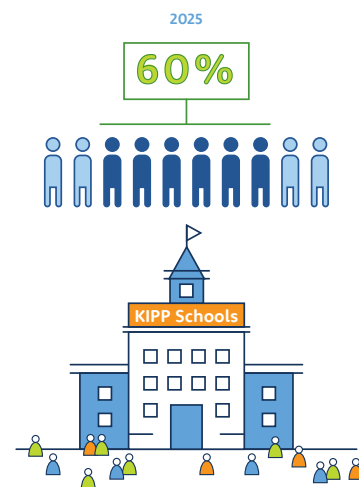
Residents receive regular professional development; some is provided in-region, some is accessed through the national KIPP Foundation's program offerings or from other external providers.



QUARTERLY READINESS CHECKS:

Every quarter, there is a formal check on the Resident's performance in their role and progress on their Development Roadmap.

Increasing the racial diversity of our school leaders is a key focus of the Principal-in-Residence program. By 2025-26, we aim to increase the number of School Leaders that identify as Black and/or Latinx to 60%, up from 41%. Overall, our goal is to build on our recent successful pilots of six KIPP regions running the program and expand to 18 regions by 2025-26, serving 80% of our students.



● Senior leaders who can sustain excellence and lead change.

To develop leadership talent on the ground, we will deepen the professional development we offer to a broad array of KIPP’s regional leaders, including our Executive Directors, Chief Academic Officers, Senior Equity Officers, and School Leader Managers. Regional leaders are responsible for the growth and quality of their regions, including having a high-performing talent function able to attract, select, manage, develop, and retain excellent teachers and leaders. A new professional development program will be a key part of our 2025 strategy. Given KIPP’s size and scale, this work represents a unique opportunity to invest in the capacity of senior educational leaders impacting students across the country. We will also pilot a national program to train 15–20 School Leader Managers, each of whom support a portfolio of approximately five school leaders.

As with PIR, KIPP is focused on diversifying our regional leadership by race and gender to more consistently match the demographics of the students we serve. Ultimately, we want KIPP to be a place where leaders of color have a deep sense of belonging and consistently thrive in their roles. To realize this goal, we have shaped a set of multi-faceted initiatives for leaders of color that includes executive recruitment and leadership coaching. For all leaders, we are conducting equity and racial justice programming.

● A platform to share KIPP practices and learn from others.

Our commitment to continuous learning and sharing is a key element of our 2025 strategy. We will continue to seek opportunities to share KIPP’s approach with the leaders of district schools and other CMOs through several initiatives, including our KIPP Leadership Design Fellowship, KIPP Wheatley ELA curriculum sharing, and KIPP College Counseling district partnerships. In 2024, we will host KIPP School Summit (KSS), a gathering of the entire KIPP network to connect, learn, and share with colleagues and external partners from across the country. And, we will continue to gather our KIPP community leaders for professional development, sharing, and learning convenings throughout the year.