



RESPONSE TO PREHEARING QUESTIONS ON TEACHER AND PRINCIPAL RETENTION

November 28, 2023

- 1. Please list the principals who are not returning to be principal of the same school in SY 2023-2024 that they were principal of in SY 2022-2023. Please provide the principal's name, name of the school, how long the person was principal at that school, and a brief reason as to why the principal is not returning to that school.**

The following KIPP DC schools did not have the same principals in SY 2022-23 and SY 2023-24: KIPP DC Connect Academy; KIPP DC Legacy College Preparatory; and KIPP DC WILL Academy. The principals had led their schools for two, one, and four years, respectively. Two of the principals moved into central administration positions, and one relocated out of the area.

- 2. For each of the past five school years, please provide:**

- a. The total number of principals who did not return to be principal of the school they led the previous year.**

SY 2022-23: 6

SY 2021-22: 3

SY 2020-21: 4

SY 2019-20: 6

SY 2018-19: 3

- b. In aggregate, the reasons the principals did not return (e.g., six retired, 3 were terminated, 2 left for another school district, 4 transferred to be principals of another school, etc.)**

The reasons for the 22 principal transitions between SY 2018-19 and SY 2022-23 are as follows: 12 transitions to central administration positions, 6 transfers to other KIPP DC schools, 3 personal reasons, and 1 relocation.

- 3. Please share the total number of schools in your LEA and the total number of schools that had principal turnover in the past five years.**

Eighteen of KIPP DC's 20 schools have experienced principal turnover in the last five years.

- 4. Of the total number of principals that left their role in the past five years, the average (mean, median, and mode) time the principals had been principal at the school they left.**

Mean: 3.2 years

Median: 4 years

Mode: 4 years

- 5. What is the average tenure of principals in your LEA? Answer providing the mean, median, and mode as of your answer date. For principals who have been principal at more than one school, calculate the answer based on only their current school.**

Mean: 3.1 years

Median: 3 years

Mode: 2 years

- 6. Please list each of your schools, the principal of that school as of your answer date, and how long that principal has been principal of that school as of your answer date. If the principal is newly hired or designated, the answer to how long is zero.**

KIPP DC AIM Academy: Gaelan Gallagher, third year

KIPP DC Arts & Technology Academy: Quintin Lewis, second year

KIPP DC College Preparatory: Stephanie Young, fourth year

KIPP DC Connect Academy: Amber Boothe, first year

KIPP DC Discover Academy: Sheila Lewis, second year

KIPP DC Grow Academy: Ashley Peel, fifth year

KIPP DC Heights Academy: Miriam Darby, fifth year

KIPP DC Honor Academy: Cynthia David, third year

KIPP DC Inspire Academy: Donyale Butler, third year

KIPP DC KEY Academy: Rashaand Sass, fifth year

KIPP DC Lead Academy: Jessica Pertuz, second year

KIPP DC LEAP Academy: Shantel Sappleton, fifth year

KIPP DC Legacy College Preparatory: Shannon Isaac, first year

KIPP DC Northeast Academy: Gillian Conner, fourth year

KIPP DC Pride Academy: Salvatore Negrete, third year

KIPP DC Promise Academy: Monique Hardin-Simmons, fourth year

KIPP DC Quest Academy: Stephanie Beltran, second year

KIPP DC Spring Academy: Jovon Taylor, fourth year

KIPP DC Valor Academy: Ketica Guter, second year

KIPP DC WILL Academy: Lauren Catalano, first year

- 7. Please list the top five educator preparation programs (i.e., Relay Graduate School of Education, Teach for America, GWU Graduate School of Education) that contribute new teachers to your LEA and the average, median, and mode of the tenure of those teachers.**

KIPP DC does not track educator preparation program participation.

- 8. Please break down each responsibility your teachers are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 4 hours a week preparing for classes, 24 hours a week teaching in front of students, 1 hour a week contacting families, etc.**

The key requirements of and responsibilities for KIPP DC teachers are listed below. KIPP DC does not assign weekly hour expectations to teacher responsibilities.

- Mission Alignment
 - Commitment to KIPP DC’s mission and to advancing its antiracist ambitions
 - Subscribe to our [Vision for Teaching Excellence](#) and commit to professional growth and development
 - Build trusting relationships with staff, students, and families
- Instructional Responsiveness & Content Knowledge
 - Internalize and teach challenging and engaging lessons informed by instructional data
 - Review student data individually and with department or grade-level teams to plan for re-teaching and follow-up lessons
 - Attend staff meetings, professional development sessions, and team meetings
 - When applicable, mentor a Capital Teaching Resident, if assigned to your classroom, by modeling excellent teaching, gradually releasing classroom teaching responsibilities, and implementing weekly coaching and feedback conversations
- Care of Students & Classroom Culture
 - Build a classroom culture that empowers students, affirms their identities, and creates a sense of belonging for all students
 - Implement the school-wide and classroom management policies and practices
 - Create a responsive and inclusive environment for parents and families
- Other Information & Requirements

- *Early Childhood, Elementary, & Middle:* While students receive instruction from 8:00 am-3:30 pm, KIPP DC teachers are on duty in school Monday through Friday from 7:30 am to 5:00 pm two times a week, and 7:30 am to 4:00 pm three times a week.
- *High School:* While students receive instruction from 8:00 am-3:45 pm, KIPP DC teachers are on duty in school Monday through Friday from 7:30 am to 5:00 pm two times a week, and 7:30 am to 4:15 pm three times a week.
- Perform clerical duties, as required, relating to textbooks, instructional supplies, student reports and records, attendance reports, etc.
- Perform morning, lunch, and afternoon duties as assigned
- Pass all required background check requirements under the School Safety Omnibus Amendment Act of 2018
- Additional responsibilities may arise during the school year. This could include but not limited to: attending staff and student field trips, open houses, family-teacher conferences, home visits, and other events involving parents and students as needed. We will communicate them to all employees with as much notice and flexibility as possible.

9. Please break down each responsibility your principals are expected to carry out and how much time they are expected to devote to each responsibility over the course of a week. For example, 10 hours a week observing educators, 2 hours a week meeting families, etc.

The key requirements of and responsibilities for KIPP DC principals are listed below. KIPP DC does not assign weekly hour expectations to principal responsibilities.

- **Set vision and goals**
 - Sets school-wide vision and takes an active role in investing and mobilizing teachers to achieve the collective goals of the school; owns the implementation of select school priorities in support of the school-wide vision
 - Leads the planning and goal setting for the grades/departments that he/she coaches and ensures alignment with school-wide goals
 - Identifies and addresses equity challenges within the school
 - Articulates how school vision and goals connect to KIPP DC's goal of becoming an anti-racist organization
- **Plan and prioritize**
 - With collaboration from the leadership team, determines the planning, communication and execution of school-based priorities and identifies what the school's priorities mean for his/her own leadership and people that he/she manages
 - Oversees the planning and execution of goals and plans for all teachers, grade levels and/or departments
- **Manage and develop teachers**
 - Leads collaboration and learning for all school professional development

- o Effectively manages and develops teachers of a wide range of skill and experience level by defining responsibilities, setting goals and providing ongoing feedback and support
- **Lead school culture**
 - o Sets a vision of excellence for student and staff culture, along with the leadership team, and executes on plans to uphold it
 - o Supports teachers in leading classrooms with high-quality Tier 1 student learning and engagement
 - o Plan for and predictably respond to student behavior that doesn't meet school culture expectations. Coach, support and follow up with teachers in service of empowering them to do the same
 - o Manages parts of the daily school operations (e.g. arrival/dismissal, lunch/recess)
 - o Acts as the first Leadership Team contact on student intervention and family communication; determines appropriate next steps and follow ups
 - o Support teachers in understanding process and roles in student support and intervention and develops systems and structures to execute on those roles
 - o Supports teachers in building an inclusive environment for all students including overseeing the Kid Talk process
 - o Build intentional, meaningful relationships with students, their families and communities in the hopes of having a school community where people truly feel as though they belong
 - o Participate in key leadership responsibilities such as recess and lunch duty, monitoring transitions, and any other support necessary to run a positive and smooth functioning school
- **Hire and retain highly effective staff**
 - o Consistently communicates to teachers, through words and actions, that they are valued, supported, and cared for
 - o Implement retention strategies to ensure highly effective teachers stay teaching
- **Build own and team's content knowledge**
 - o Develops deep mastery over academic standards, curriculum, assessments, and pedagogy in the subjects/grades for which he/she/they coach
 - o Engages in self-driven, ongoing learning regarding curriculum, pedagogy, coaching and school leadership
 - o Collaborates with content coaches to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction
- **Develop and coach teachers**
 - o Leads data-driven instruction by analyzing data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes
 - o Provides high-quality coaching by keenly observing classrooms and connecting with teachers, accurately diagnosing classroom instruction, and providing frequent feedback

for teachers across skill level; intensively coach new and struggling teachers with a range of coaching techniques

10. Please list all supports all new teachers receive, how frequently, and the length of time they receive those supports in total.

KIPP DC is deeply committed to developing teachers to maximize their impact and professional growth. We seek to deliver unparalleled coaching and development to maximize teachers' impact on student achievement. Our targeted, year-round professional development program is rooted in antiracist practices and aligned to a core curriculum provided to all teachers. Staff receive regular feedback and coaching from an administrator and content coach, allowing them to hone their craft and focus on lesson delivery and differentiation. Our team is never alone with access to resources and support from colleagues across the District and nationwide KIPP community.

For individuals without lead teaching experience, KIPP DC's Capital Teaching Residency program provides a pathway into the profession. During this time, residents develop the skills and mindsets of highly effective teachers through a gradual release model supported by a mentor teacher and school leaders, weekly certification coursework, and extensive professional development. Weekly sessions are taught by content experts and include real-life practice and application of skills. In years two and three, alumni receive coaching and development in preparation for licensure.

11. Please list all supports all new principals receive, how frequently, and the length of time they receive those supports in total.

New principals usually complete KIPP DC's Principal in Residence (PIR) program before becoming KIPP DC principals. The PIR program is a two-year, regionally-operated residency to prepare aspiring principals in the adaptive, technical, and managerial skills to lead a KIPP DC school. PIRs are full-time members of their residency school leadership teams and almost always operate from a Vice Principal position. Principals in Residence have daily opportunities to practice the skills and competencies required to lead high-performing schools. The PIR program is a two-year pathway to becoming a principal, pending successful completion of the program, vacancies, and an individual PIR's readiness to fill those vacancies.

The PIR's role mirrors that of a vice principal for the majority of the development program, namely: leading both instruction and school culture as the leaders of subsets of teachers and students in either specific grade levels and/or departments. Towards the end of their time as a PIR, the role mirrors more of a school leader, with clear responsibilities fully owned by the PIR at the school-level.

In addition to their school-based performance goals, PIRs are actively developing the leadership skills and competencies outlined in a development roadmap. They actively seek growth through participation in high-quality, meaningful formal and informal professional development, invaluable on the job training, transformative coaching, and cohort based learning experiences with leaders across KIPP DC.

Principals in Residence receive:

- *Mentorship*: PIRs are a full-time member of their residency school leadership team. They are supported in their development by a mentor school leader who acts as their coach and model for exceptional school leadership.
- *Coaching*: PIRs receive ongoing coaching by a mentor school leader. Additional leadership coaching may also be provided.
- *Cohort Professional Development*: PIRs receive formal professional development aligned to KIPP DC's leadership competencies and targeting specific developmental needs alongside a cohort of peers who will lead our schools in coming years.
- *Readiness Checkpoints*: Readiness checkpoints provide an opportunity for the PIR and support team to reflect on progress towards becoming a school leader.
- *Transition Planning*: PIRs receive support in planning to step into a school leader position within the KIPP DC network following the residency year.

All KIPP DC principals receive extensive, ongoing support from regional academic and school leadership teams.