



Michael & Susan Dell  
FOUNDATION

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# Blended Learning in Practice:

Case Studies from Leading Schools

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featuring **KIPP** **EMPOWER**  
**ACADEMY**

prepared by **FSG**



# Background

KIPP Empower Academy

# Blended Learning at KIPP Empower Academy

Nine kindergartners sit in a semicircle around a teacher and a picture book. Their feet wriggle and their heads bob to the rhythm of her reading but their eyes are glued to the page, and when she finishes a sentence they read it back to her in sing-song with long oooo's and eeee's exploring the feel of the sounds.

A few students struggle and the teacher pauses, repeats the syllables, and waits until each student sounds them out correctly. They beam. As the teacher continues to read, she glances at two other groups of students around the room. One works on laptops lined against the wall, the other reads with guidance from a second instructor. The teacher looks back to her semicircle, eyes a clock on the wall, and nods slightly to a boy sitting in the front row. The reading stops and the boy stands, and walks across the room to tap each of the students working on laptops lightly on the shoulder. It's time for the next activity.

Together, the small group in front of the teacher walks quietly to the laptops. The students at the laptops rotate to the guided reading station, and the students at guided reading file over to make a semicircle in front of the teacher. At the laptops students put on their headphones and log on, the guided reading group opens their books and begins to practice, and the teacher at the semicircle starts reading to the new group for the next 30 minutes. She sounds out syllables while the students sing-song them back, pausing until each student grasps the words before moving on. Within a large classroom of 28 students at KIPP Empower Academy, small group instruction is helping teachers meet each student's needs. In a challenging fiscal environment, creative use of technology makes this small group model possible.

## KIPP Empower at a Glance

### CMO

**NAME** KIPP LA Schools (KIPP LA is an independent CMO, but also belongs to the national KIPP network of 125 charter public schools.)

**FOUNDED** 2007

**LOCATION** Los Angeles, CA

**NETWORK** 3 elementary and 2 middle schools serving 1,650 students. Two schools – KIPP Empower and KIPP Comienza Community Prep – utilize blended learning.

**DEMOGRAPHICS** 88% Free/Reduced Lunch, 34% English Learners, 8% Special Education

**GROWTH PROJECTION** 14 schools by 2016; 6,645 students by full capacity in 2020

**EXECUTIVE DIRECTOR** Marcia Aaron

**MISSION** To teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college and life. Through the success of our students the KIPP LA team and family will serve as a model of excellence and collaborate with others to raise the quality of education in Los Angeles.

### School Profiled

**NAME** KIPP Empower Academy

**FOUNDED** 2010

**LOCATION** Los Angeles, CA

**STRUCTURE** 231 kindergarten and 1st grade students; expansion at 1 grade/year through 4th

**DEMOGRAPHICS** 91% Free/Reduced Lunch, 8% English Learners, 10% Special Education

**FOUNDING PRINCIPAL** Mike Kerr

**MISSION** Empower our students to be strong in mind, body, and spirit so that they will thrive in middle school, high school, college, and the competitive world.

**BLENDED LEARNING** Station Rotation model<sup>1</sup>

## Building a Blended Learning Model

The “Knowledge is Power Program” (KIPP) has grown since 1994 to become one of the largest, best known charter school networks in the United States. KIPP’s 125 schools serve over 33,000 students across the country, and are guided by the Five Pillars of *high expectations, choice & commitment, more time, power to lead, and focus on results*. In Los Angeles, KIPP opened its first middle schools in 2003. In 2007, KIPP LA Schools (KIPP LA) was created as an independent, nonprofit charter management organization (CMO) to support the region’s growth. The founding Board Chair, Marcia Aaron, soon took over as Executive Director, and today KIPP LA operates three elementary and two middle schools in South and East Los Angeles. KIPP LA’s students have shown remarkably strong results on state and district assessments, and despite serving communities where only 10% of students pursue higher education, in 2011 93% of the first graduating class of KIPP LA middle school students was accepted to college, and 86% have matriculated and are persisting toward their degrees (See Appendix 1 for details on KIPP LA results and growth plans).

<sup>1</sup>The 2012 Innosight Institute report, *Classifying K-12 Blended Learning*, characterized different types of blended learning models; the “station rotation” model involves students rotating “on a fixed schedule or at the teacher’s discretion among classroom-based learning modalities. The rotation includes at least one station for online learning.”

In 2009, KIPP LA decided to open a new elementary school in South Los Angeles. Mike Kerr was selected as a Fisher Fellow to found the school through the KIPP Foundation's national leadership program, and KIPP LA leased a shared facility from the Los Angeles Unified School District. To forge the vision for this new school, Kerr drew from his five years as principal at Achievement First Crown Heights Elementary School in New York City, where he oversaw an instructional model based on small group, individualized instruction that had yielded strong results. In Los Angeles, Kerr wanted to recreate and strengthen this small group instructional model. He chose the name "Empower" for the new school based on his vision of empowering students in South Los Angeles to overcome a myriad of challenges to reach their goals in high school, in college, and in life.

But as KIPP Empower Academy planned for its 2010 launch, unexpected news arrived. Kerr and the KIPP LA team had built their model around five classes of 20 kindergartners, which would be funded through California's "class size reduction" program. As the economic recession deepened, California cut class size reduction funding, and the school found itself over \$100,000 short for the inaugural kindergarten cohort with school just a few months away. Kerr and the team cast around for ideas. One that emerged was integrating technology into the classroom. Kerr was interested, but skeptical that technology could actually advance his instructional goals. Yet after further research into blended models, Kerr came to believe that by using computers for some instructional time while boosting overall

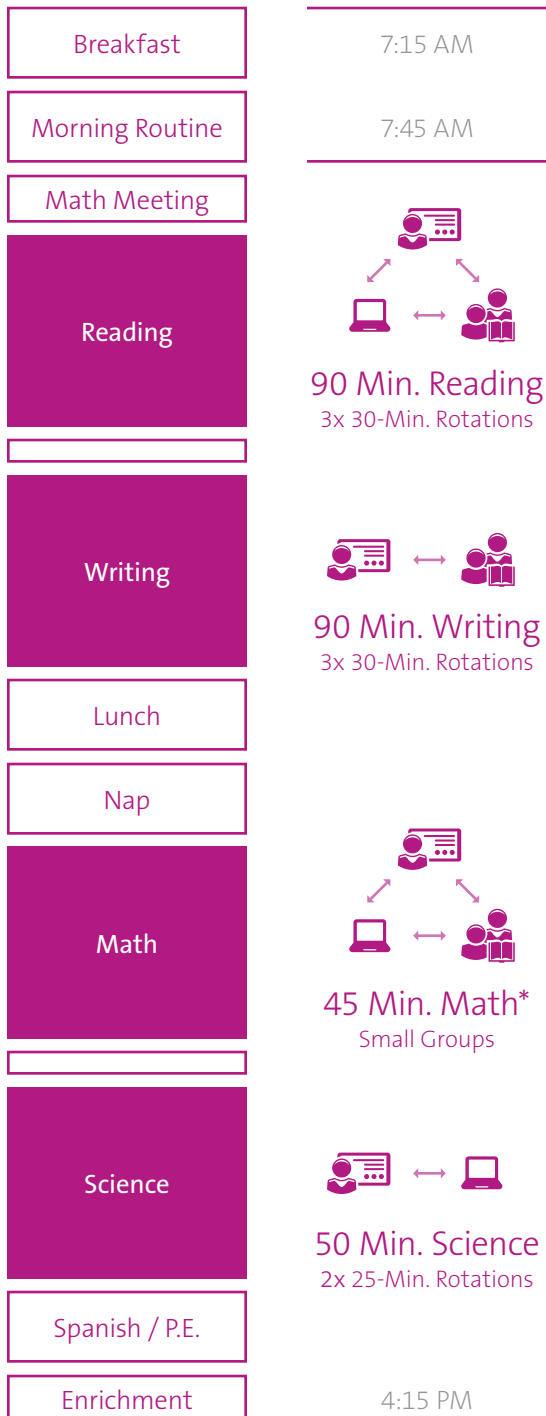
enrollment and being strategic with personnel, the school could preserve his vision for small group instruction while becoming more operationally efficient (*See Appendix 2 for project plan for launch*).

To do so, KIPP Empower was connected with the technology consultant Education Elements. Through the spring and summer of 2010, they worked together to discuss, refine, and finalize a small group school model that includes fewer, larger classes and a higher student enrollment than originally planned. Instead of five groups of 20 in kindergarten, students form four classes of 28. A student arriving at school experiences an extended, 7:45AM—4:15PM school day with a modified block schedule built around reading, writing, math, and science. These four core content areas feature an instructional ratio of 14:1 or smaller, and students receive instruction from a variety of adults – including Lead Teachers, Intervention Teachers, and Instructional Assistants. Depending on the subject area teachers employ instructional modalities including teacher-led instruction, small group or self-paced work, and online learning. The result is a rotational, blended classroom model, where students cycle through different in-person and online instructional stations over the class period. A representative kindergarten schedule is shown in Figure 1 on page 5 (*See Appendix 6 for a detailed schedule*).

Through small group instruction, and to a lesser extent through online data, teachers say they gain a greater window into each student's experience and can target more

**Fig. 1**  
**Rotational Blended Learning Model at KIPP Empower**

*Rotations will be explained in detail in the “Instructional” section*



specific content to each student’s needs. Teachers notice and can adjust when students speed ahead, and when students struggle they can more quickly offer assistance. As a result, KIPP Empower staff believe they are providing an innovative experience for many students. The school estimates that just 10% of kindergartners have used a computer before arriving at school. Six months into the year, students are not only logging in and navigating computer-based assignments, but appear to be more engaged in their work and progressing more quickly through the curriculum. “Before my daughter came here she attended a school with very few computers,” one parent said. “Once she came here though, she became more focused on her work even at home. Now, all she wants to do is read.” Still, staff emphasize that while technology enables more customized instruction, it is only one piece of a larger vision. In the words of Empower’s principal, “It’s not the technology that matters – it’s what you’re doing with it.” From KIPP Empower’s use of data, tutors, and Response to Intervention to its complex human capital model and extended school day, multiple structures link together to create a more personalized school experience. The following sections of this case study examine the instructional, operational, and financial dimensions of KIPP Empower’s blended model.

\* In addition to the 45 minute math block, students spend 25 minutes on math during a science rotation as well as 15 minutes during morning math meeting.

# Instructional Model

KIPP Empower Academy



# Instructional Model

KIPP Empower's use of technology and its rotational model primarily serve to enable small group instruction. For Principal Mike Kerr, meeting every student at his or her level means ensuring that no children receive all of their instruction in a whole class environment.

## Instructional Quick Facts

**MODEL** *Kindergarten and 1st grade Station Rotation model*

**PEDAGOGICAL APPROACH** *Small group instruction*

**TIME** *90 daily blended minutes for both reading and writing, 45 minutes for math, 50 minutes for science*

**ADULT-TO-STUDENT RATIO** *1 teacher: 14 students (or less) during small group instruction*

**INSTRUCTIONAL ROLES** *Differentiated staffing model using Lead Teachers, Intervention Teachers, and Instructional Assistants*

Teaching in small groups, say KIPP Empower teachers, makes it easier to differentiate instruction and plan curricula with multiple entry points and activities so that each student learns in their zone of proximal development. At the same time, the school's focus on small group instruction exists against the backdrop of a larger, carefully-honed culture and approach to education across the KIPP network. While staff are quick to note that KIPP is more philosophy than model, KIPP's Five Pillars pervade Empower's culture and give a backbone to its individual structures. For example, each classroom is named for the Lead Teacher's alma mater, and even in kindergarten teachers continually remind students of the expectation that they will one day graduate from a UCLA, Illinois, or Maryland. The school day itself contains extra time for an elementary school – 7:45AM to 4:15PM – based on the belief that closing achievement gaps while offering enrichments like Spanish, dance, art, and P.E. requires an all-day, all-out effort.

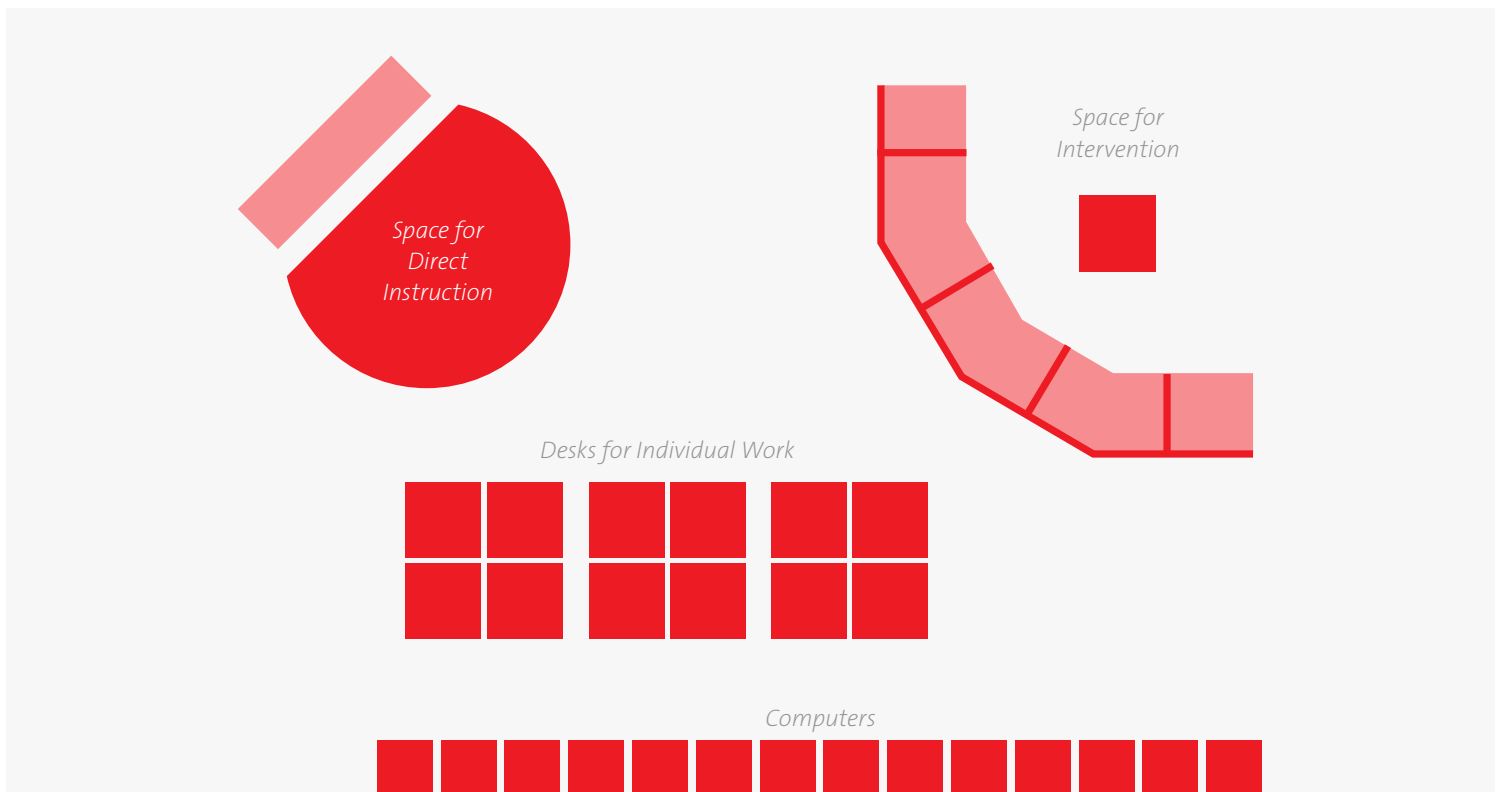
Inside the classroom, KIPP Empower's small group model stems from the recognition that different students arrive to class each day with a range of abilities, backgrounds, and learning styles. For example, Empower's kindergarten students enter school with varying levels of reading proficiency. Subsets of students may have attended preschool, Head Start, or no school at all;

some students enter kindergarten starting to read and write, others can piece together letters and sounds, and still others don't know any letters or sounds and need substantial help to catch up.

Based on an incoming STEP\* assessment, the school places students into heterogeneous, 28 student classes. Within each class, students are assigned to ability-based groups that are progressively smaller for students with greater needs<sup>2</sup> and that vary for each subject. Every six-to-eight weeks, teachers use STEP results for literacy and

unit assessments for other subjects to reassign students to groups matched to their level (*See Appendix 3 for details on assessments*). While a six-to-eight week cycle is the norm, teachers will also adjust groups more frequently based on biweekly formative skills assessments, input from grade level colleagues, and their own best judgment. This frequent regrouping, teachers emphasize, helps build a culture where students see different learning situations with diverse groups of peers as part of their normal school experience. The following aspects

Fig. 2  
Blended Classroom Setup, KIPP Empower



\* Strategic Teaching and Evaluation of Progress

<sup>2</sup> Group size varies at teacher discretion but is generally between 6 and 14 depending on the degree of need within each group.

of KIPP Empower’s model are particularly important to carrying out the school’s vision of quality small group instruction.

### Instructional Delivery:

#### *Rotations Enable Small Group Instruction in Core Subject Areas*

For Empower’s four core courses – reading, writing, math, and science – students rotate in small, ability-based groups among instructional modalities in the classroom. Students generally receive instruction in groups of 14 or less, and reading – a foundational skill across subjects – is taught in groups of 6-10. Most rotations include student time on computers, which are purposefully located in the classroom to reduce transition time and promote a more integrated learning experience. Each rotation also varies across grades, groups, and

subjects as teachers differentiate group size and instruction based on the level of each group. The balance of time students spend with Lead Teachers, Intervention Teachers, and computers changes depending on the learning modalities Empower’s leaders think best for each subject, and the judgment of teachers for a given lesson. A baseline for each of the four rotations is described below; modulations are noted throughout and a graphical description of the kindergarten reading rotation appears in Figure 3:

### 1. Reading Rotation

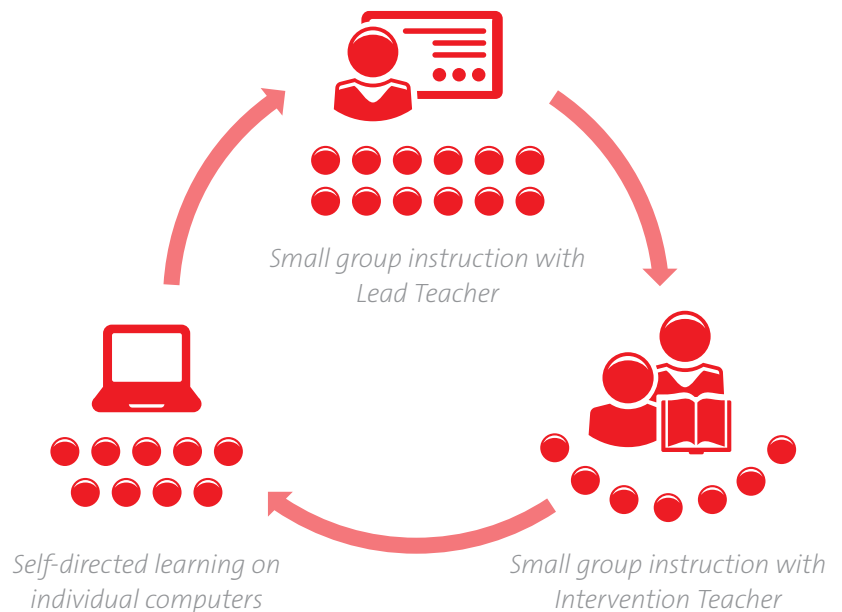
In kindergarten, 28 students are divided into three ability-based groups, and over the 90 minute class spend 30 minutes at each of three stations around the room. Station one might feature phonics and fluency instruction from a

*Fig. 3*  
Blended Learning Rotation

In KIPP Empower’s 90 minute kindergarten reading block, small groups of students rotate through three learning modalities.



3x 30-Min. Rotations



## Rotations

*Helping a roomful of five-year-olds rotate efficiently takes patience and lots of practice.*

*At the beginning of each year, KIPP Empower's classes practice internal class rotations until students can move in groups from one station to another without occupying too much instructional time.*

*To facilitate the transition, teachers appoint a "tapper" whose job it is to tap fellow students lightly on the shoulder when it's time to rotate, and help them rotate quickly and quietly. In kindergarten and first grade, it's a big responsibility!*

Lead Teacher. At the second station students may work on guided reading with an Intervention Teacher, and at the third, computer-based station students might practice vocabulary using the online programs iStation or Compass Learning. This model shifts slightly in first grade – four leveled groups of students rotate among four stations that include computer time, guided reading, and a double time block of phonics / vocabulary. For both kindergarten and first grade, KIPP Empower staff emphasize that the reading rotation features the smallest groups and an intensive staffing model due to both reading's role as a gateway to all other course content, and the varying reading levels at which students arrive at school.

25 minutes practicing math skills through the DreamBox program. In addition, students receive full-group math instruction for 15 minutes each day during Empower's morning math meeting – resulting in 85 minutes of math on a typical day. While kindergarten uses a structured rotation model, 1st grade math is more fluid. Rather than set stations in each classroom, 1st graders intermix between classrooms to be grouped with peers of similar ability and receive instruction in a range of modalities. This might include intensive work with an Intervention Teacher for a small group of struggling students, direct instruction from a Lead Teacher for a slightly larger group of more advanced students, or time for self-directed work either offline or using a classroom computer.

### 2. Math Rotation

In kindergarten, 28 students form two ability-based groups of 14 and work with a Lead Teacher or Intervention Teacher during the 45 minute math block. During this time, online programs are used at teacher discretion to either target procedural skills, or to focus on even smaller group instruction. However, during kindergarten's science block (see below) students spend roughly

### 3. Science Rotation

In the 50 minute science class, the Lead Teacher manages the classroom while Intervention Teachers and Instructional Assistants take time to prep. The class of 28 students breaks into two heterogeneous groups – a departure from ability-based groups in other subjects that gives students a chance to meet and work with a range of peers. Each group of 14

spends 25 minutes practicing math skills on a computer, and 25 minutes on project-based science work with the Lead Teacher.

#### 4. Writing Rotation

In this 90 minute rotation, 28 students are placed into two ability-based groups of 14. A Lead Teacher works with one group for 30 minutes or more while the other group either practices writing with an Intervention Teacher, or works independently on their own or using the online program iStation.

Across these four variations of KIPP Empower's blended rotational model, teachers note that the narrower band of each small group's levels and learning styles makes it easier to differentiate instructional techniques. This might include teacher-led instruction, small group work, call and response, hands on learning, role plays, peer tutoring, or other strategies based on the needs of each group. For struggling students, teachers create the smallest groups or even sub-groups of 3-5 to better target student needs or realize more quickly when challenges start to arise. For advanced students, teachers say they can more easily layer additional work or challenges into the curriculum. "Small groups really allow you to work with the students," said one teacher. "It gives you the ability to accurately and immediately identify students who need help, and I can't imagine teaching any other way."

#### Role of Online Instruction:

##### *Online Programs Enable Empower's Model but Do Not Integrate with Teacher-Led Instruction*

The use of technology makes KIPP Empower's small group instructional model possible. As discussed above, by grouping students at computers for part of each classroom rotation, teachers are able to focus their face-to-face instruction on smaller cohorts of students, and can thereby target the needs of each student more precisely. Empower's leaders are quick to praise this *enabling* role of technology – without a blended model it would be much more difficult to achieve and sustain the school's vision of small group instruction. While the enabling role of technology is significant, Empower's leaders would also like to increase the *intrinsic* benefits of the time students spend online.

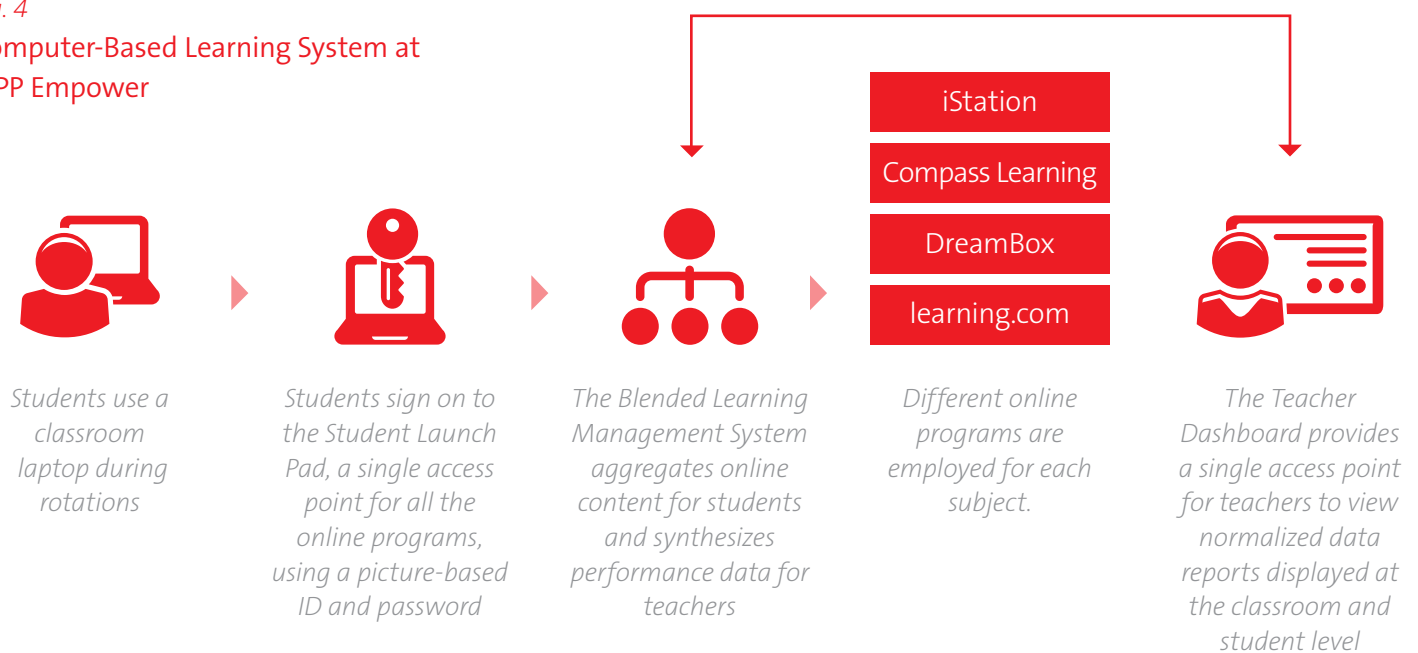
When students sign on to the Blended Learning Management System (BLMS – see Figure 4 on page 12), they encounter a range of online programs that are age-appropriate, relatively engaging, and help to develop basic skills (*See Appendix 3 for list of programs and selection process*). Many lessons incorporate animation, video, or game-based elements that help maintain attention, and are adaptive to the level and pace of more advanced or struggling students. Teachers report that the immediate feedback and sense of progression from computer-based exercises increases student engagement and gives students an understanding of their own learning that they had not observed when teaching in traditional, non-blended settings.

At the same time, teachers emphasize that even the best online curricula are still in early stages. While Empower’s online programs can build foundational skills or zero in on conceptual gaps, they are not yet able to deliver the multidimensional, higher-order lessons that characterize quality small group instruction.

Furthermore, while Empower’s software programs are age-appropriate and carefully selected, they are not able to directly align with or inform the day-to-day classroom curriculum. The school’s scope and sequence correlates to the CA State Content Standards, but the online software is either somewhat-aligned to standards or broken down by “skills” that providers identify and may or may not

map to standards. As a result, teachers cannot place students within the sequence of the online program, but instead rely on the program’s adaptivity to deliver content at an appropriate level. This gap between online and offline learning has posed a significant challenge, and in the future Empower would like programs that can assign online content based on the standards taught by teachers, and that can also adapt to student levels and extend the lesson in that assigned area. As one teacher said, “The software isn’t where I’d like it to be, but we’re making the most of it. We have online content that kids enjoy and that cycles kids through skills we feel are beneficial. But it’s not directly tied to what’s going on for the teacher that day.”<sup>3</sup>

*Fig. 4*  
Computer-Based Learning System at KIPP Empower



<sup>3</sup>Just as online and teacher-led instruction is roughly parallel but not integrated, the data generated from online programs is useful but does not integrate with the school’s other assessment data. This challenge will be explored further in the Operational section.

### Supporting Special Populations:

#### *Response to Intervention Provides Rapid Support for Struggling Students*

Small group instruction, along with KIPP Empower’s frequent grouping and regrouping of students, supports the third pillar of the school’s instructional model – Response to Intervention (RTI). RTI’s philosophy of early identification and support before students fall off-track is a natural fit for KIPP Empower’s approach to knowing each student well and targeting instruction to their zone of proximal development. Based on STEP results or unit assessments as well as teacher perceptions, the school classifies students who need added support as “Tier II” or “Tier III” – for example, in the first half of 2011-12 30 students were classified at Tier II and 17 as Tier III in the RTI model. This process is similar to how Empower calibrates small groups, and students with similar RTI Tiers are correspondingly grouped together. During class, teachers level instruction to target each small group, and Empower’s Special Education Instructor pushes in to classes to provide Tier-II students with more targeted supports, and pulls out Tier-III as well as some Tier-II students for individual or small group work outside the classroom. Furthermore, KIPP Empower reallocated its professional development budget to contract an educational therapist from the nearby

Kelter Center, who provides intensive, 1-on-1 pullout interventions for Tier-III students. In addition, the therapist trains KIPP Empower’s faculty on how to best support special education and Tier-III RTI students.

In the words of Empower’s Special Education Instructor, “It’s very easy to be a special education teacher here, because kids are almost always in small groups. Kids are always being pulled out for different reasons – it’s just part of our school, and it eases the stigma.” KIPP Empower’s model of frequent rotations, regroupings, individualized class supports, and pullouts helps students become accustomed to learning in different environments with different peers. When one group is pulled out during class or the Instructor pushes in to work with several students on a reading lesson, teachers believe that students see it as part of the regular cadence of school. For students and administrators, an RTI model is simply a deeper way to intervene with small groups of students (or individuals) to better tailor instruction to their level and learning style.

### Response to Intervention (RTI)

*RTI is a process for supporting high needs students that uses frequent assessments and early warning signs to identify when students start falling behind in order to provide appropriate supports. An RTI model divides students into three tiers – Tier I includes all students, Tier II students receive moderate supports either in or outside of the classroom, and Tier III students receive intensive supports outside the classroom, often along with an individualized education plan (IEP).*

# Operational Model

KIPP Empower Academy



# Operational Model

KIPP Empower’s blended school model is designed to customize learning through small group instruction, timely intervention, and use of technology. The school’s ability to execute against this goal, however, is made possible by a set of operational supports that differ in notable ways from a traditional school model.

In particular, KIPP Empower’s differentiated staffing structure, longer school day, data integration, technology infrastructure, and supports from the KIPP LA School Support Center stand out as critical enablers of blended learning. KIPP Empower’s experiences with each of these elements – both success and challenges – are explored in greater detail below.<sup>4</sup>

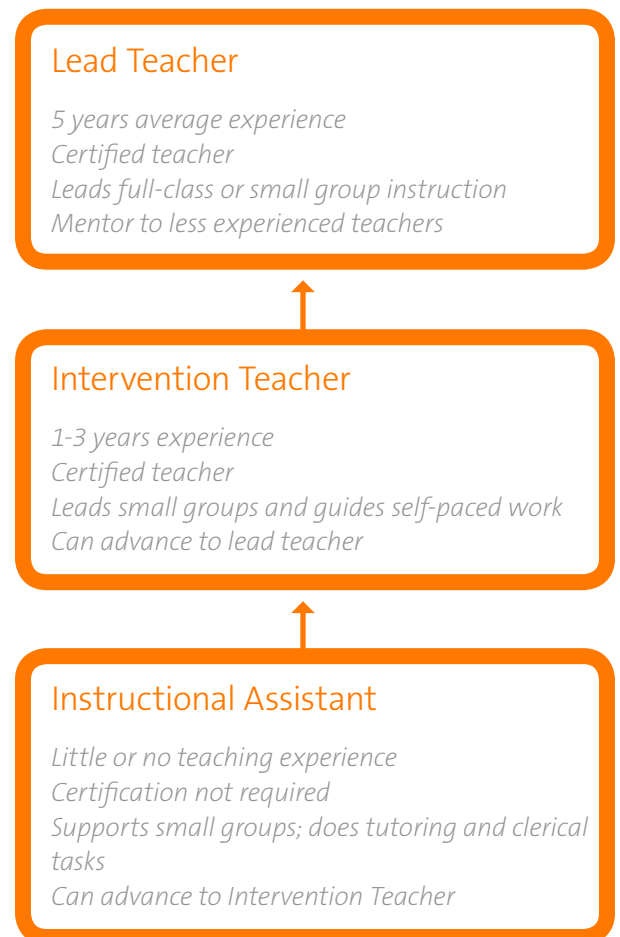
## Human Capital:

### *A Differentiated Staffing Structure Enables Small Group Rotations and Builds a Talent Pipeline*

To achieve an instructional ratio of 14:1 or better during live instruction in its core classes, KIPP Empower relies on multiple adults in the classroom. Based on their degree of experience, KIPP Empower’s teachers assume one of three distinct roles at the school, each with a progressively greater set of responsibilities. In both kindergarten and first grade, four “Lead Teachers” each manage a 28 student class. As shown in Figure 5, Lead Teachers have on average five years of experience, and are expected to be instructional experts and role models in the classroom and for the faculty. KIPP LA’s leaders say they were intentional in picking highly effective Lead Teachers who were dedicated to the classroom. “I wanted teachers who were in it

Fig. 5

### Differentiated Staffing Model



<sup>4</sup>While multiple operational variables can support blended learning successfully, the five presented here are the most notable within Empower’s model. Variables such as facilities (Empower leases conventional classrooms from the LAUSD) may be integral to the models of other schools but are not as material to the daily function of Empower’s particular blended learning model.

to win it,” says Principal Mike Kerr. “Not folks who saw teaching as a stepping stone.”

At each grade level, the four Lead Teachers are supported by a combination of “Intervention Teachers” and “Instructional Assistants.” Intervention Teachers are typically certified teachers with some experience, while Instructional Assistants have little or no experience and provide administrative support (e.g., entering homework logs) and afterschool tutoring in addition to assisting in the classroom. Together, two Lead Teachers, one Intervention Teacher, and one Instructional Assistant form a “pod” that provides coverage for two classrooms. Within a pod instructor schedules are staggered between class time and prep so that Intervention Teachers push in to classrooms during reading and math, while Instructional Assistants push in for science and writing (*See Appendix 6 for a detailed daily schedule*).<sup>5</sup>

Inside the classroom, the Lead Teacher manages the class and often teaches a small group rotation. Intervention Teachers and Instructional Assistants provide intervention, coach students during self-directed or computer-based time, and as the year evolves, assume greater responsibilities for formal instruction. To help develop their skills, each teacher is also assigned a mentor and meets weekly with school administrators over the course of the year. These development structures are deliberate – after Year 1 one Instructional Assistant was promoted

to Intervention Teacher while two Intervention Teachers became Lead Teachers. Going forward, KIPP Empower hopes this differentiated structure will increase teacher retention, provide a talent pipeline with more continuity for students, and result in a faculty that deeply understands the school’s culture and model.

#### Data Integration:

##### *Software and Usability Challenges Prevent Teachers from Making Use of Online Data*

As discussed in the Instructional Model section, the school’s online programs adapt content to each student’s level and reinforce basic skills, but run on parallel, non-integrated tracks to the teacher-led curriculum (*See Appendix 3 for a list of programs and selection process*). Like the online content, data from Empower’s computer rotations is somewhat useful to teachers, but does not directly link with data from traditional assessments. In particular, two operational challenges stand out that have impeded data integration, and typify obstacles school operators face in the blended learning field:

#### 1. Improving the User Interface

Since Education Elements worked with KIPP Empower to create the Blended Learning Management System in Year 1, both the student and teacher interfaces – the Student Launch Pad and Teacher Dashboard – have required significant revisions. In the beginning of Year 1, students had to sign on separately to

<sup>5</sup> Empower’s model is designed around Pods at each grade level; however, due to budget constraints currently kindergarten utilizes Instructional Assistants along with Intervention Teachers and Lead Teachers, while first grade only utilizes Lead Teachers and Intervention Teachers.

individual programs – a substantial obstacle in kindergarten. Creating a single sign on system (based on pictures so students don't have to remember passwords) has greatly increased usability. In Year 1 teachers had to mine the individual websites of different providers to drill down on aggregate percentage scores (e.g., “an 84”). Providers often presented data in complex ways, proving time consuming for teachers and driving down use of the information. In Year 2, the school and vendor upgraded the Teacher Dashboard to assemble granular data from different providers in one location. While the dashboard remains a work in progress and continues to undergo revision, its evolution has led teachers to begin using the data – albeit infrequently – to gain a general understanding of individual and class-wide needs.

## 2. Increasing Data Portability

With a parallel but not-integrated scope and sequence, teachers have struggled to correlate performance on traditional assessments with the data generated online. When the school and Education Elements designed the blended model, they were unable to find a single content provider with high quality coverage across subjects. Currently, each of the school's five providers generates performance data in a slightly different way (by standard, by skill, etc.) which has made it more difficult to compare with traditional performance data. Furthermore, there is currently no working platform for uploading the data from traditional assessments

and linking it to data from computer programs. While the school and vendor are working hard to address this gap, in its current form the use of online data is largely informational. Some teachers closely monitor student-level online progress, while others rely on biweekly or monthly data reports to identify areas where students or the class are falling behind. Teachers report that the online data is useful for understanding each student – which broadly informs lesson planning and structure – but for the most part online data remains self-contained and does not drive daily changes in instruction.

### School Day:

#### *A Longer School Day Provides Opportunities for Greater Attention and Enrichment*

While discussed in detail earlier in this case study, it is important to emphasize the impact of additional time on KIPP Empower's model. Students at Empower attend school from 7:45AM to 4:15PM (an optional breakfast starts at 7:15), with shorter days on Fridays (*See Appendix 6 for a more detailed schedule*). This extended day allows for added instructional minutes in reading, writing, science, and math, while also allowing time for arts, foreign language, athletics, and character development. All of these focus areas – and with them the additional time that teachers spend getting to know students – result in what Empower's teachers believe is a more comprehensive, whole-child education.

## Technology Requirements:

### *Implementing Necessary Technology*

#### *Hardware Has Proved a Challenge*

When KIPP Empower opened in 2010, there were few blueprints to follow for the technology requirements of blended learning. The team drew from the expertise of other schools, outside vendors, and IT staff, but in some areas still underestimated the depth and complexity of technology challenges. Three areas in particular proved difficult, especially during Empower's first year of operation:

#### 1. Bandwidth

KIPP Empower shares space with the LAUSD, and at the beginning of Year 1 used its network. Despite vendor promises this proved insufficient; in Year 1 the school upgraded to DSL, and in Year 2 the school installed two broadband lines, each with 10 megabits/second. "You can't rely on what the provider says the costs [or speed] are going to be," said a KIPP leader, "You need to run it and see what actually works."

#### 2. Imaging and Deep Freeze

In Year 1, KIPP Empower invested in 15 laptops for every classroom (roughly a 2:1 computer-student-ratio). But in the course of many curious five-year-olds using the computers every day, modifications to settings would be made, the computers would inevitably crash, and data would be lost. At first the school imaged (i.e., copied) computer hard drives to address these problems, but eventually decided to deep freeze every laptop. In this process, software "freezes"

a computer's configuration so that it reverts to that state upon every restart. This way, when something goes wrong on a laptop, the school can restart to its frozen setting and restore the desired configuration.

#### 3. Daily Challenges

In addition to the larger challenges of bandwidth and configuration, KIPP Empower staff say that the number of daily computer issues exceeded their expectations. These ranged from log in troubles for students, to teachers learning how to use the Teacher Dashboard, to network malfunctions – each on its own a small issue, but together creating a significant time drain for school and CMO leadership.

In response to these challenges, KIPP Empower hired an Instructional Technology Assistant (ITA) partway through Year 1. Analogous to an Instructional Assistant in the classroom, the ITA rotates among classrooms to support the use of technology, and serves as the first point of contact for any obstacles that arise. By directly addressing minor problems – log in issues, WiFi connections, etc. – and by working with the CMO to contract outside resources when major obstacles occur, the ITA has freed up significant time for the Principal to focus on instructional leadership rather than fixing technology. In addition, the ITA monitors the school's ~140 computers and ensures they are properly charged via classroom laptop carts, and adequately locked and secured at the end of the day. As the ITA has grown in her role and the school has

resolved many of its largest technology challenges, the ITA has taken on additional responsibilities to support teachers and students on how to better use the instructional software. In particular, she has built a deep knowledge of using the software for data analysis, and now serves as an informal guide for teachers to begin using computer data to understand their classroom's progress.

### Role of the CMO:

#### *The CMO Manages Vendor Relationships Along with Other Key Tasks*

As a CMO, KIPP LA operates five schools in the region with a staff of 25. No one individual is assigned to a given school, but KIPP LA's "School Support Center" provides a range of services in areas including academics, operations, finance, data, development, HR, real estate, IT, college success, and public relations. To sustain its work, the School Support Center charges each school a fee of 5% of its state, local, and federal funding. The School Support Center also supplements its fees with local and national fundraising.

When KIPP Empower launched in 2010, the Student Support Center provided significant assistance. As technology challenges compounded the startup issues of any new school, KIPP Empower took up more time than was anticipated. "It was hard for us to get it right the first year," said Marcia Aaron, KIPP LA's Executive Director. "We threw people at it. We made it happen. But we had all hands on deck." Once KIPP LA hired the Instructional Technology Assistant and staff grew more comfortable with

the new model, this involvement eased. Still, School Support Center staff retain a crucial role in non-academic functions of the school – especially around project and vendor management. While KIPP Empower's Principal initially managed relationships with all the blended learning vendors, it took up significant time, and eventually the CMO decided to centralize this function as another operational support. Today, a Project Manager from the Student Support Center confers with the school on major issues, but on a daily basis negotiates vendor contracts, monitors implementation, manages procurement, and resolves ongoing challenges. By making management a dedicated staff role (roughly .1FTE of time), the CMO and KIPP Empower have been able to institute processes like milestone-based payment, regular points of contact, and collaboration among vendors and CMO staff that would be more difficult to implement if managed at the school level.

# Financial Model

KIPP Empower Academy

# Financial Model

KIPP Empower expects to become sustainable on public revenues by Year 5 when the school reaches full enrollment.

KIPP Empower’s blended model has led to a shift in the school’s resource allocation, which KIPP LA leaders believe will make it possible to sustain the school’s small group vision over time. Empower’s faculty are clear that while financial sustainability is important, delivering an excellent education drives and will continue to drive the school’s model. “Student achievement and getting results comes first and foremost, [but] it’s great that we can have the best of both worlds,” says Principal Mike Kerr. “We can have increased operational efficiencies while at the same time we’re better meeting the needs of our students.”

## Financial Impact of Blended Learning per pupil

### FINANCIAL BENEFIT

- + \$844 Additional student revenues
- + \$623 Two fewer FTEs

### ADDED COSTS

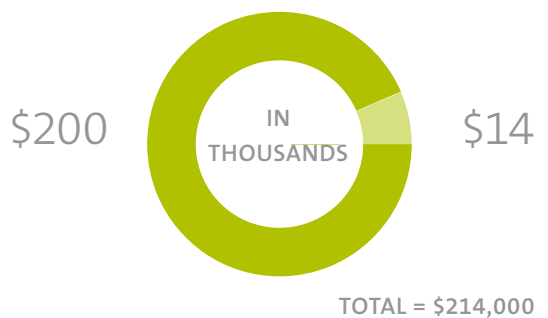
- \$225 Additional student services
- \$147 Amortized technology purchases
- \$130 Additional instructional technology assistant

### POTENTIAL REINVESTMENT

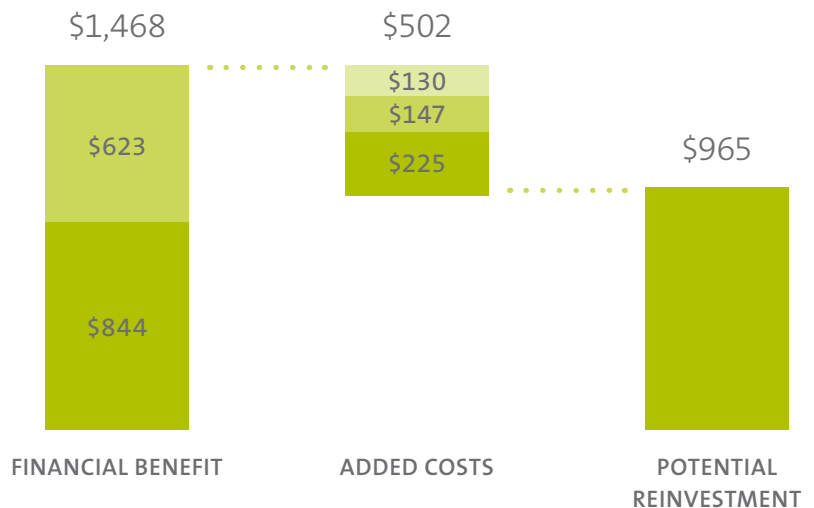
- = \$965 per pupil saving 2011–12
- Does not include upfront investments*

Fig. 6

### Upfront Investments (Over Year 1 and Year 2)



### 2011 – 12 Ongoing Financial Benefit and Added Costs (per pupil)



As discussed earlier, KIPP Empower's shift to a blended model was precipitated by a drop in CA state funding. Based on his own experience with technology as well as KIPP LA's research, Mike Kerr decided that blended learning could fill the school's revenue gap while maintaining his vision for small group instruction. By doing so, Kerr believed that blended learning could eliminate the school's need for outside fundraising within five years. To achieve this, KIPP Empower's model combines a smaller instructional staff and added revenue from additional students with reinvestments in instructional technology and vendor services. In particular, KIPP Empower has experienced the following, self-reported changes to its financial structure due to blended learning:

#### **Upfront Investments in Blended Learning**

Upfront investments to build and refine KIPP Empower's blended model have largely consisted of technology consulting along with miscellaneous launch expenses.<sup>6</sup> To design and customize the Blended Learning Management System at the heart of its blended model, KIPP Empower worked with the consulting firm Educational Elements – investing roughly \$100K in Year 1 and \$100K in Year 2. These vendor costs have been significantly higher than expected due to the amount of customization to the BLMS between Year 1 and Year 2, but the school

expects costs to fall to minimal levels in Years 3 and 4. In addition, KIPP LA spent \$14K on miscellaneous added expenses, and while not accounted as an additional cost, CMO staff from KIPP LA's School Support Center devoted more time than expected to launch and support KIPP Empower during its first year.

#### **Ongoing Additional Costs Due to Blended Learning**

Beyond the upfront investments required to implement a blended learning model, on a yearly basis KIPP Empower has invested additional resources in technology, staff, and services for a larger number of students. In Year 2, blended learning has allowed the school to enroll 231 students compared to 200 students in a traditional, non-blended KIPP LA elementary school. This increase has brought additional revenues, but has also required an additional \$225 per-student investment across the 231 students. These variable student costs have included higher curriculum and textbook expenses, food service, field trip lessons, insurance, special education, and other miscellaneous items. In addition to costs associated with a higher number of students, KIPP LA has increased its technology purchases – largely computers and software – by \$147 per student for the current school year over a non-blended model.<sup>7</sup> To support and help teachers integrate this

<sup>6</sup> In the year preceding KIPP Empower's launch, Mike Kerr spent a year as a Fisher Fellow (funded by the KIPP Foundation) to prepare for opening the school. While this cost was not borne by KIPP LA or the school, the additional time was crucial for planning a successful opening.

<sup>7</sup> Amortized calculations are based on \$60K/year in marginal technology purchases, as well as the assumption that 2/3 of these purchases are for hardware and 1/3 for software. Software costs (\$20K) are not amortized, while \$40K in hardware costs are amortized to assume a 4-year useful life and 10% replacement rate of \$700 student laptops. Both hardware and software purchases are included in the \$144 per student ongoing additional cost.



technology in the classroom, Empower hired an Instructional Technology Assistant partway through Year 1. While this staff position was not included in initial budgeting, by Year 2 the ITA has become an integral element of KIPP Empower's blended model, and adds an additional \$130 per student across 231 students.

### Ongoing Financial Benefit Due to Blended Learning

KIPP Empower captures ongoing financial benefits in two main areas. As a result of its blended rotational model, the school can maintain small group instruction while increasing total enrollment. In Year 2, state and federal funds for 231 students compared to 200 in a non-blended model has resulted in \$844 in added revenue for each of the 231 students. In addition, by utilizing one fewer Lead Teacher per grade level compared to a non-blended model, the school has saved \$623 per student this year in salary and benefits across kindergarten and first grade. Given the additional ITA staff position noted above, a savings of two instructional positions resulted in a net savings of one FTE in Year 2.<sup>8</sup>

Considering one-time costs as well as ongoing savings and investments, KIPP Empower expects to become sustainable – i.e., self-sufficient on public revenues – by full enrollment in Year 5 of its operation in 2014-15.<sup>9</sup> This plan includes several components. First, in the current year, Year 2, KIPP

Empower expects to save \$965 per student (at 231 students) when balancing financial benefits and cost savings from its blended model. In future years the school expects that revenues from enrollment will rise as it expands one grade level per year to serve K-4. At the same time, Empower expects hardware and software costs for blended learning to stay relatively flat or even decrease as higher quality low-cost programs enter the market and the school's data needs stabilize. This combination of increasing revenues with decreasing technology costs has led to cautious optimism that the school will break even in Year 5 without outside fundraising and while maintaining its graduated staff structure and small group model. However, KIPP LA's leaders acknowledge that several assumptions remain uncertain – for instance, finding quality, affordable facilities when the school moves in Year 4, or running the blended program with diminishing support from outside consultants. The school is also planning for a 7% state budget cut to education, but given California's precarious fiscal status is it unknown how deep these cuts actually will be. As a result of this uncertainty, KIPP Empower and KIPP LA have adopted a cautious policy for projecting cost savings from blended learning or investing in additional areas until the school's financial model stabilizes in Years 3, 4, and 5.

<sup>8</sup> Empower currently uses 1 ITA for two grade levels – as the school expands K-4 additional ITAs will be hired, but based on the evolving needs of the blended model this likely will be fewer than 1 ITA for 2 grade levels. As such, this estimate of ongoing savings is conservative, and the school may experience additional net financial benefit if fewer ITAs are needed.

<sup>9</sup> All KIPP LA schools have a Year 5 sustainability goal

# Lessons Learned

KIPP Empower Academy

# Lessons Learned

In its second year of operation, KIPP Empower has gained confidence in the power of its blended, small group model. Despite a last-minute push to launch a blended program and the ensuing challenges of Year 1, KIPP Empower achieved promising early results in the 2010-11 school year. On the STEP literacy assessment, the percentage of students reading at “proficient” or “advanced” levels increased from 36% to 96%. On the MAP\* test, 96% of KIPP Empower’s students in both reading and math performed above the national average by the end of the school year.<sup>10</sup>

## Success Factors for Blended Learning at KIPP Empower

While multiple factors beyond blended learning contributed to these results, KIPP LA staff point to several success factors that have made blended learning a central pillar of KIPP Empower’s overall model:

**1. Blended learning supports the larger vision.** From KIPP Empower’s inception, technology has served as a tool to enable small group instruction. “You have to define how you will use technology to enhance learning for kids,” says Principal Mike Kerr. Maintaining Empower’s vision of more personalized learning through small group instruction has helped the faculty define

what technology can and cannot do for learning, and retain a healthy skepticism of new innovations even while piloting them in the classroom.

**2. High Quality Teachers with Diverse Roles.**

By placing small group instruction at the centerpiece of its blended model, KIPP Empower has made exceptional teachers a necessity. Empower has responded to this need with a highly-differentiated teacher force that allows multiple adults to deliver instruction in a cost-effective way. “A lot of people think technology is the magic bullet,” says one KIPP leader, “but teachers are the key – technology can help.” In addition to weekly coaching and professional development sessions, KIPP Empower places a particularly strong emphasis when recruiting on classroom management and the ability to connect with students.

**3. CMO manages vendor relationships.**

After initial challenges with managing blended learning vendors at the school level, centralizing vendor management to the CMO has made the overall model run more smoothly. Instead of occupying school leader or teacher time that is better focused on instruction, KIPP

\* Measures of Academic Progress

<sup>10</sup> SRI International is also currently engaged in an impact evaluation of Empower’s blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between KIPP Empower and a control group of similar schools.

LA assigns a project manager who serves as first point of contact and negotiates vendor contracts, monitors implementation, manages procurement, and resolves ongoing challenges (the school is consulted regularly and for important decisions).

### Lessons Learned for Blended Learning at KIPP Empower

KIPP Empower staff are enthusiastic about the progress of their blended school model, but also recognize several lessons learned and ongoing challenges from the school's first two years of operations. These include:

#### 1. The Teacher and Student Interfaces Must be

**User-Friendly.** The user interfaces of Empower's Blended Learning Management System were both initially difficult to use. Students struggled with sign on issues and passwords, while teachers had to visit multiple sites to glean useful data and found the presentation overly complex. In Year 2, KIPP Empower has worked to streamline and improve the user experience. As a result of changes to the interface students sign on more easily, and while some teachers still struggle to make use of data generated by the online programs, all of the online performance data is now grouped in one place and organized in a way that is much easier to understand.

#### 2. Data Integration Remains a Challenge.

Despite improvements to the BLMS, KIPP Empower still struggles to integrate its online data with classroom instruction. While some

improvements have been made – for instance, in Year 2 students input their small group quiz results into the online system, and teachers read monthly data printouts of progress – online data is still not used to inform instruction or student grouping on a regular basis. KIPP Empower views this area as one of its largest challenges. The school is currently assessing what fuller data integration should look like, and plans to work with vendors to design an online system more aligned to classroom instruction and that generates more actionable data for teachers.

- #### 3. Unexpected Technology Issues Will Incur Added Time and Expense.
- Accounting for all of the effort to launch and run a blended learning program, KIPP LA staff share a simple realization – blended learning will take more time to execute than expected. While the school and CMO regard Empower's model as well worth the investment, they advise other prospective operators to assume additional time to create a blended model, and then some further time to deal with unexpected issues that arise. As with any innovation, managing blended learning is an adaptive process, and will require flexibility and perseverance in order to be successful.

### Blended Learning and the Future of KIPP LA

Blended learning will continue to drive KIPP Empower's small group model, but will undergo significant Year 3 changes in 2012-2013. To better integrate online and offline learning, KIPP will switch primary vendors to begin working with Junyo. In addition to providing user-friendly portals for students and teachers to access online programs and data, KIPP LA leaders say that they were attracted to Junyo's system for validating proficiency between online and offline standards. When an online program claims that a student is proficient in a certain standard, the new system will allow Empower's teachers to assign that student a micro-quiz using questions pulled from a NWEA\* bank in order to verify proficiency. The result will hopefully be online data that teachers trust and feel more comfortable using to adjust their instruction. In addition, KIPP LA will be partnering closely with Rocketship Education (which also uses Junyo) to share best practices and offer vendor feedback to improve the new online platforms as they are developed.

Building on improvements in data, KIPP Empower will be shifting many of the online programs themselves, and adding new programs to prepare for added grade levels. In place of iStation and Compass Learning for literacy the school will be using a combination of iReady, Typing Pal, and Achieve 3000 (for grades 2-4). In math, Empower will maintain the DreamBox program but switch Compass Learning for ST Math. In making these changes, Empower has particularly sought out

cloud-based programs that give students rapid feedback and allow them to monitor their own progress. Based on early perceptions of increased student engagement from blended learning, Empower believes that helping students draw a stronger connection between their effort and their achievement will help accelerate their overall progress.

Improvements in data and in the quality of online programs will be needed to help Empower grapple with a third major adjustment – a reduction of four instructional staff members due to California budget cuts. In kindergarten, Empower's model will operate with four Lead Teachers and two Intervention Teachers. In first grade there will simply be four Lead Teachers. KIPP LA leaders are adamant that these cuts are not ideal but an absolute necessity in a worsening budget climate. At the same time, Empower will rely to a greater degree on computer time – as well as interventions from an afterschool team that will push in to some classrooms during the school day – in order to maintain the school's vision of small group instruction.

While blended learning will play an even stronger role in KIPP Empower's future model, it has also spread to other schools in the KIPP LA region. KIPP Comienza Community Prep, another elementary school, has observed Empower's experience with blended learning, and in part due to these lessons has begun to implement a classroom rotational model that includes a computer station along

\*Northwest Evaluation Association

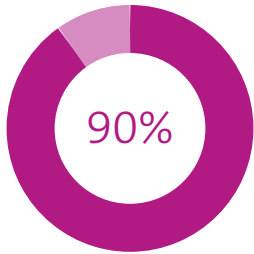
with online content. Leaders from Empower and Comienza are also sharing experiences with blended learning – a structure KIPP LA plans to expand in the region as more schools experiment with blended elements. Furthermore, as KIPP LA opens two schools per year until it reaches 14 in 2016, regional leaders expect blended learning to play a growing role. KIPP Sol Academy – opening as a middle school in 2013 – will combine a rotational blended model with learning labs and a greater degree of lessons delivered online. Beyond Sol Academy, KIPP LA is not prescribing blended learning for its new schools, but is encouraging founding principals to learn from the lessons of Empower and Comienza, and consider a stronger use of technology to both drive student learning and increase school-level sustainability.

# Appendix

KIPP Empower Academy

# Appendix 1: Historical Results of KIPP LA

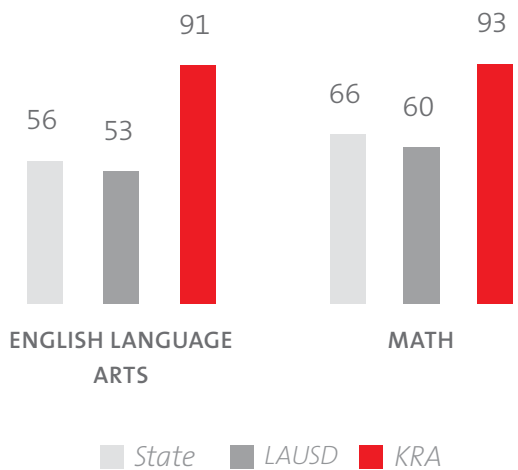
## Kindergarten Reading and Math



90% of KIPP LA kindergarten students performed above the national SAT-10 average in 2010-11 for reading and math.

## KIPP Raíces 2nd Grade CST Results

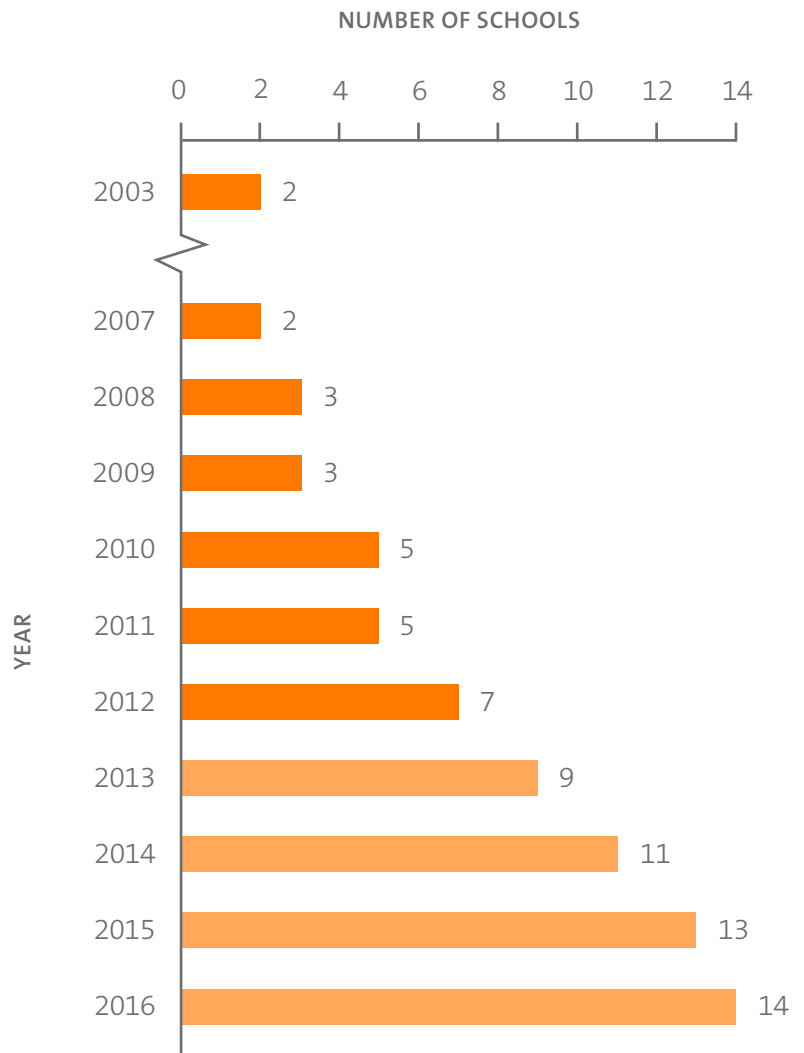
(% proficient or advanced)



At KIPP Raíces, the only elementary school with students old enough to take the CA Standards Test, 2nd graders outperformed district and state averages in 2010-11.

## Future Growth of the KIPP LA Region

(pending continued success of existing model)



**1,650** current student enrollment

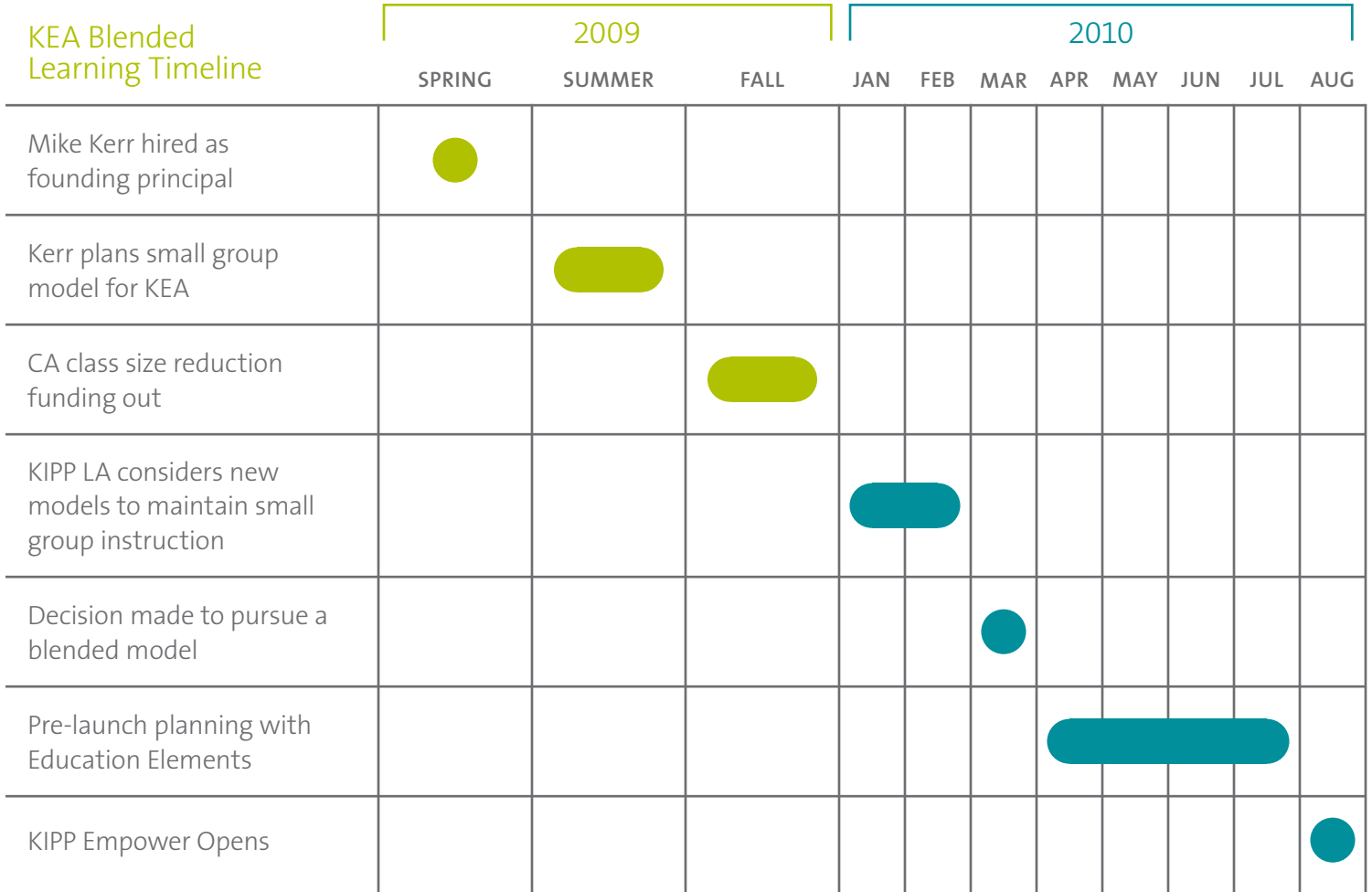
**5,411** students when all 14 schools open by 2016

**6,645** students served at full capacity in 2020

**2** schools currently run blended models; future schools will be encouraged to consider but not required to implement blended learning



## Appendix 2: Project Plan for Launching Blended Learning



# Appendix 3: Instructional Model – Detail on Instructional Materials and Assessments

Instructional Materials		
	ONLINE	OFFLINE
READING / WRITING	<ul style="list-style-type: none"> <li>· iStation</li> <li>· Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>· Making Meaning</li> <li>· Reading Mastery</li> <li>· Scholastic Guided Reading</li> </ul>
MATH	<ul style="list-style-type: none"> <li>· DreamBox</li> <li>· Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>· Singapore Math</li> </ul>
SCIENCE / TECHNOLOGY	<ul style="list-style-type: none"> <li>· Learning.com</li> </ul>	<ul style="list-style-type: none"> <li>· Engineering is Elementary</li> <li>· Delta</li> </ul>

## Criteria for Selection (Online)

20+ ONLINE PROGRAMS WERE EVALUATED  
BASED ON:

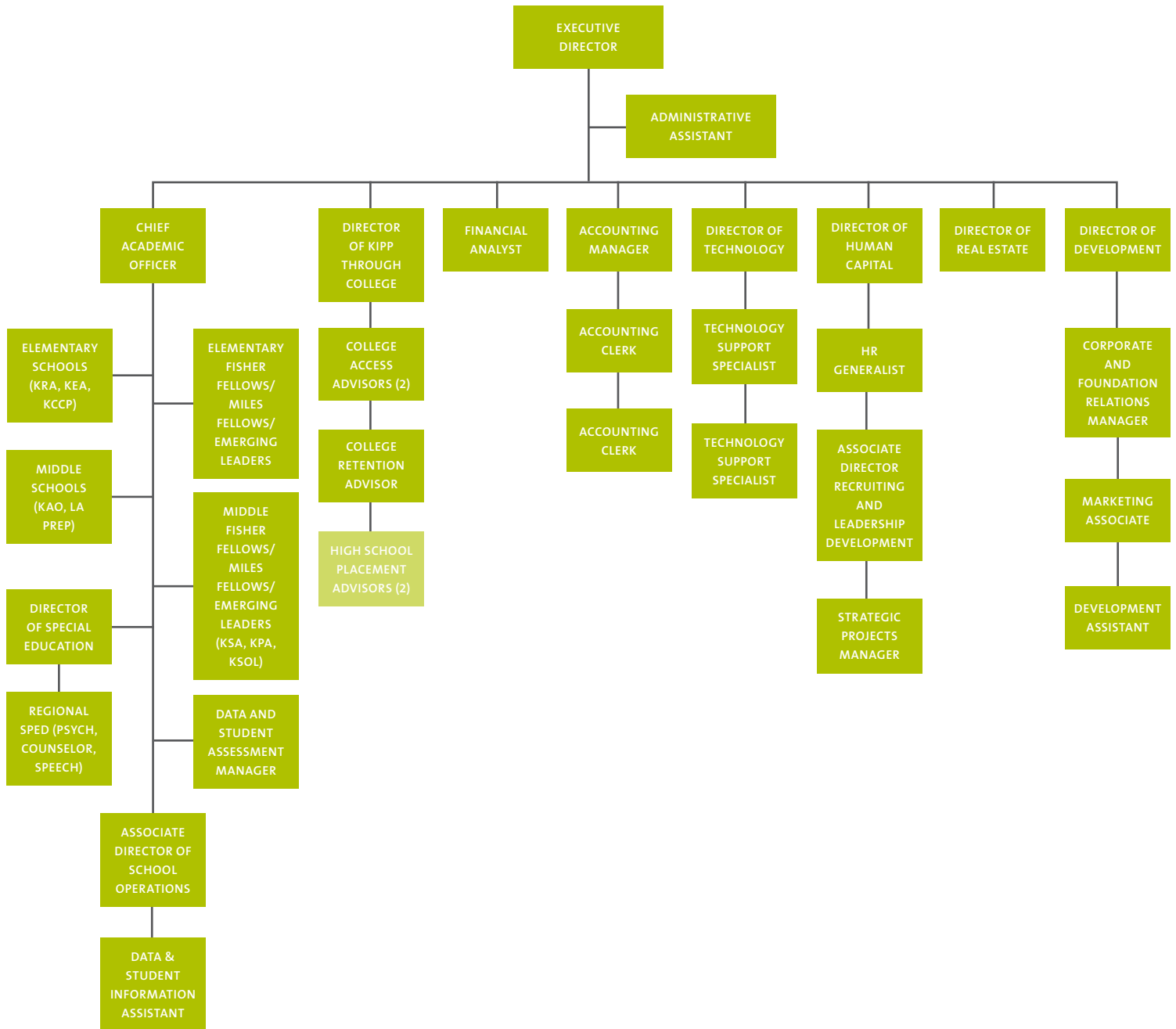
- Aligned to scope and sequence of curriculum
- Sufficient depth of content per grade level
- Age appropriate
- Interactive and user-friendly
- Cloud-based
- Able to integrate with BLMS
- Degree of data flexibility / portability
- Inexpensive

System of Assessments	
ASSESSMENTS	FREQUENCY
ASSESSMENTS EMBEDDED IN ONLINE PROGRAMS	Ongoing
TEACHER-CREATED SKILLS ASSESSMENTS	Every 2 weeks
STEP TEST FOR ELA; UNIT ASSESSMENTS FOR MATH/SCIENCE	5x/year (Aug, Oct, Jan, Mar, Jun)
MAP	2x/year (Fall, Spring)
SAT-10	1x/year (Spring)

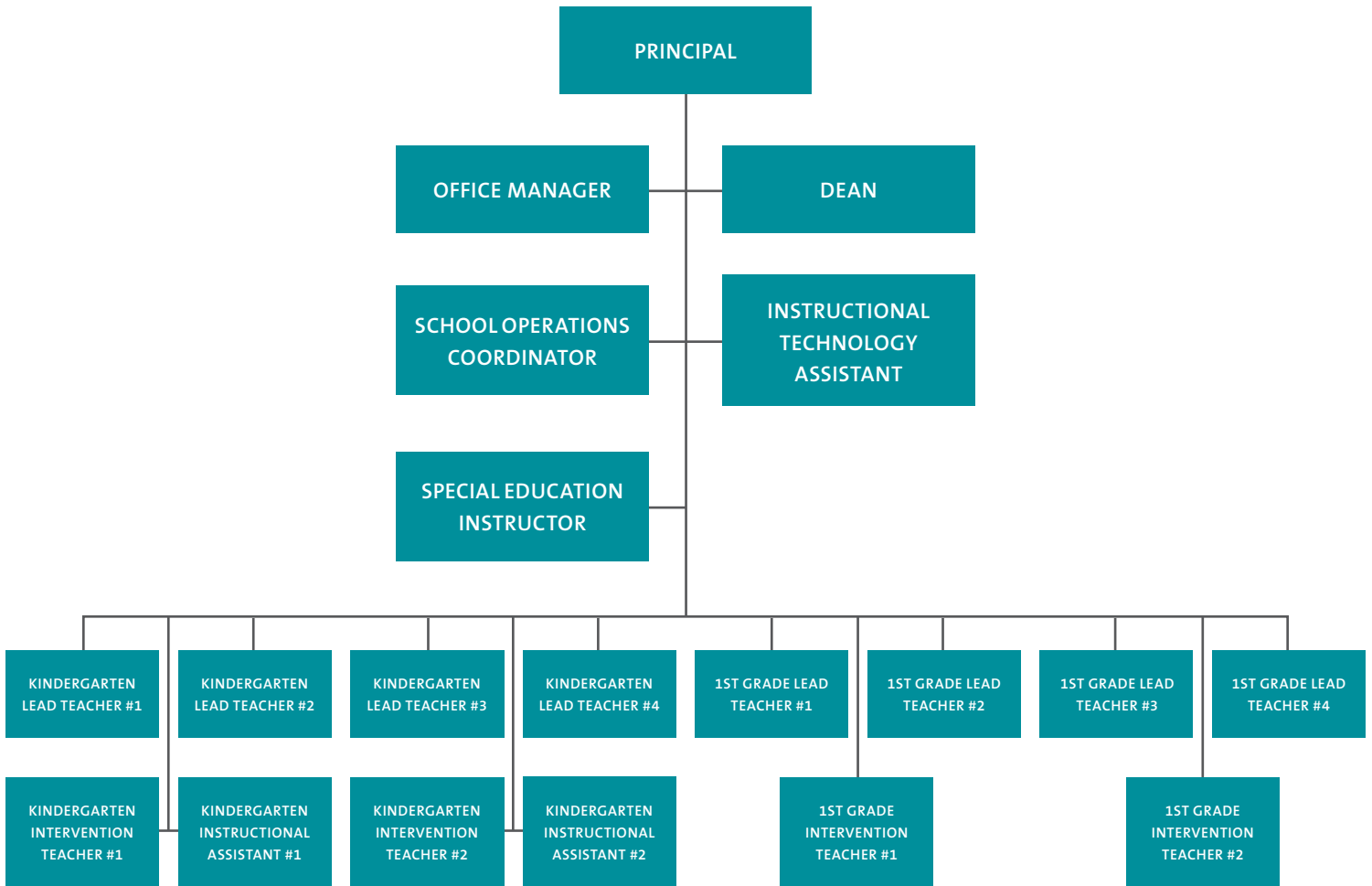
## Effect on Instruction

- Online assessments do not regularly inform teacher-led instruction
- Skills assessments help teachers identify and target student needs
- STEP and unit assessment results used to set instructional groups
- MAP and SAT-10 used to gauge student progress and school performance

# Appendix 4: KIPP LA Organizational Structure



# Appendix 5: KIPP Empower Organizational Structure



# Appendix 6: KIPP LA Sample Kindergarten Schedule

## SYMBOLS LEGEND

- ▲ instructional assistants
- lead teacher
- intervention teacher
- ◆ computer
- + administration

TIME	CLASS A	CLASS B	CLASS C	CLASS D
7:15 – 7:45	Breakfast ▲	Breakfast ▲	Breakfast ▲	Breakfast ▲
7:30 – 8:00	Centers / Morning Routine ■	Centers / Morning Routine ■	Centers / Morning Routine ■	Centers / Morning Routine ■
8:00 – 8:25	Math Meeting & Community Circle ■ ●	Math Meeting & Community Circle ■ ●	Math Meeting & Community Circle ■ ●	Math Meeting & Community Circle ■ ●
8:25 – 9:55	Reading Block ■ ● ◆	Morning Message and Writing for Social Change ■ ▲	Reading Block ■ ● ◆	Morning Message and Writing for Social Change ■ ▲
9:55 – 10:05	Energizer/Transition	Energizer/Transition	Energizer/Transition	Energizer/Transition
10:05 – 11:35	Morning Message and Writing for Social Change ■ ▲	Reading Block ■ ● ◆	Morning Message and Writing for Social Change ■ ▲	Reading Block ■ ● ◆
11:35 – 12:00	Recess + ▲	Lunch + ▲	Recess + ▲	Lunch + ▲
12:00 – 12:25	Lunch + ▲	Recess + ▲	Lunch + ▲	Recess + ▲
12:25 – 1:10	Recharge/Nap ■ ▲	Math ■ ●	Recharge/Nap ■ ▲	Math ■ ●
1:10 – 1:55	Math ■ ●	Recharge/Nap ■ ▲	Math ■ ●	Recharge/Nap ■ ▲
1:55 – 2:05	Energizer/Snack	Energizer/Snack	Energizer/Snack	Energizer/Snack
2:05 – 2:55	Science/Technology ■ ◆	Spanish or Physical Education	Science/Technology ■ ◆	Spanish or Physical Education
2:55 – 3:45	Spanish or Physical Education	Science/Technology ■ ◆	Spanish or Physical Education	Science/Technology ■ ◆
3:45 – 4:10	Centers, Read Aloud or Enrichment	Centers, Read Aloud or Enrichment	Centers, Read Aloud or Enrichment	Centers, Read Aloud or Enrichment
4:15	Dismissal	Dismissal	Dismissal	Dismissal

## Appendix 7: Support for Blended Learning

### Professional Development

- Teachers meet one-on-one each week with Principal to discuss professional goals and progress.
- 120 minute staff PD time on Fridays, which can be used for inquiry-based learning about improving pedagogy and curriculum
- Staff work with external expert from the Kelter Center to improve strategies for meeting the needs of special education and Tier-II and III RTI students
- Blended learning PD focuses primarily on teacher procedural skills of operating programs correctly

### Teaching & Planning Time

- 355 instructional minutes per teacher Monday – Thursday
- 50 minutes common planning time with grade-level teams Monday – Thursday
- 50 minute prep period Monday – Thursday
- 30 minutes common planning time Friday
- 120 minute staff PD time on Friday, which is often used for planning

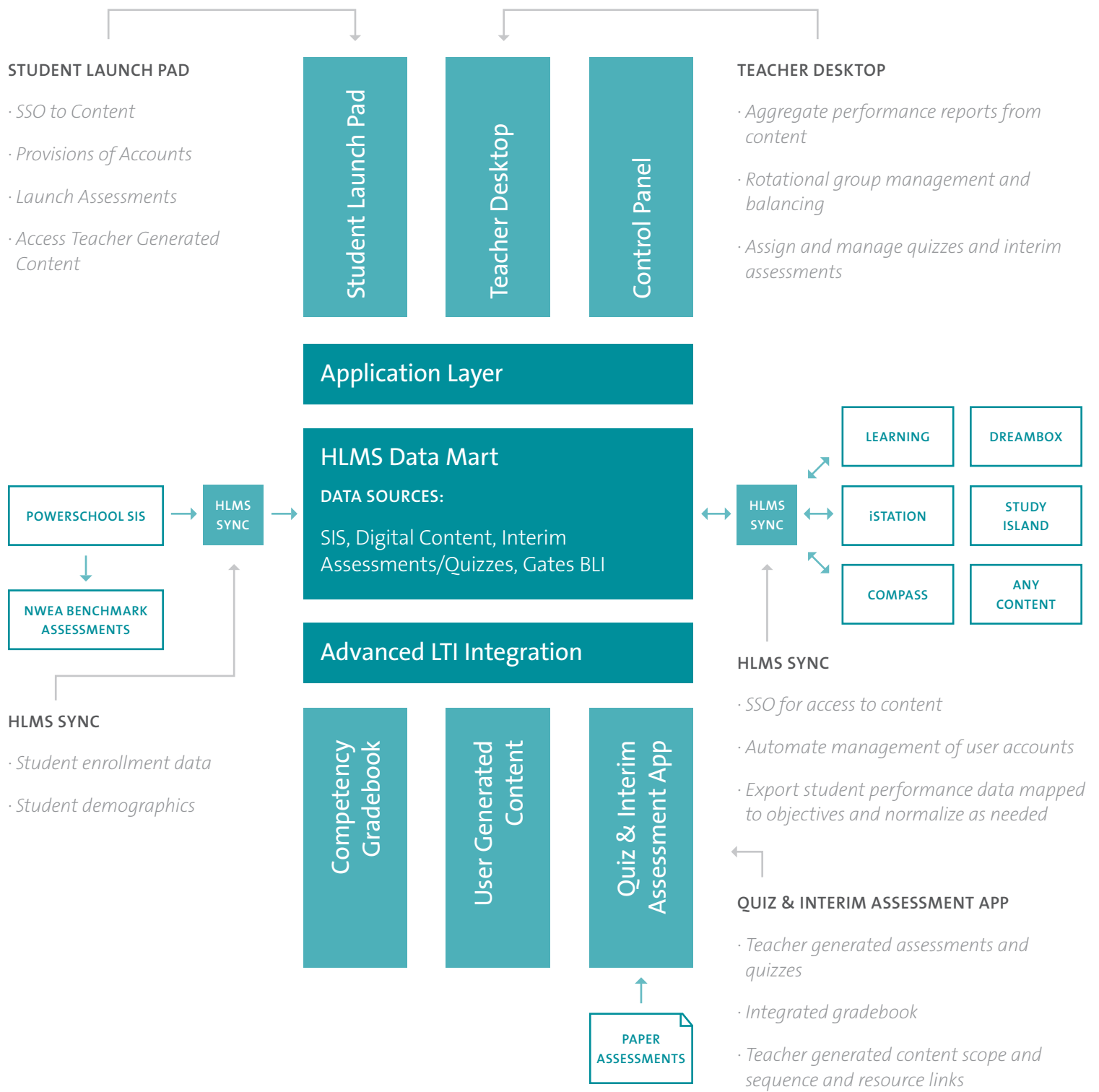
### CMO Supports

- Operations (including compliance)
- Finance
- HR
- Development
- PR / Marketing
- Real Estate
- IT
- KIPP Through College
- Data (both student information and assessment data)
- Academics (PD, leadership training, SPED)

### Best Practices from Other Schools

- KIPP LA staff visited Rocketship Education in San Jose as part of preparation for blended learning
- Empower has begun to plan closer collaboration with Rocketship and other blended elementary schools around sharing best practices, data, and lessons learned
- KIPP LA facilitates knowledge sharing among schools within its network (especially between Empower and Comienza, which operate on blended models)
- Teachers are encouraged to visit other schools as part of their professional development

# Appendix 8: Tech Stack (Intended Function)



## Appendix 9: Financial Detail

### 2011 – 12 Revenue

KIPP LA Schools Budget Update

As of January 2012 Income Statement

#### REVENUE

Total General Purpose Funding	1,025,020
Federal Revenue	
Special Education – IDEA	42,583
Federal Nutrition Program	95,420
Title I-IV	43,845
Title V(b)	150,000
E-rate	18,684
Other Federal	70,000
Total Federal Revenue	420,532
Other State Revenue	
ADA Related	338,369
K-3 Class Size Reduction	-
Facilities – Incentive Grant	-
Other State Revenue	157,258
Total Other State Revenue	495,626
Other – Local Revenue	
Interest Income	-
Fundraising	281,627
Other	10,623
Total Other Local Revenue	292,250
<b>TOTAL REVENUE</b>	<b>2,233,428</b>

### 2011 – 12 Expenses

KIPP LA Schools Budget Update

As of January 2012 Income Statement

#### EXPENSES

Total Certificated Salaries	941,799
Total Classified Salaries	203,052
Total Employee Benefits	217,868
Supplies & Materials	
Curriculum, class sets, library books	56,572
Non-textbook Instructional Resources	10,865
Instructional materials and supplies	31,656
Non-instructional supplies and materials	6,430
Classroom technology and software	100,410
Classroom furniture, staff software, technology	16,774
Food service	104,071
Subtotal Supplies & Materials	326,778
Operating Services	
Travel & Conferences	9,803
General Liability Insurance	13,247
Rents, Repairs, Janitorial	97,164
IT Consulting	105,000
Substitute teaching consulting	16,715
Misc. Fees and expenses	171,549
Special Education	98,788
Professional Development Services	27,105
Field Lessons	6,321
Communications	21,231
Total Operating Services	566,923
Additional Expenses	
Depreciation	9,755
Interest Expense	-
Total Additional Expenses	9,755
<b>TOTAL EXPENSE</b>	<b>2,266,174</b>
<b>NET OPERATING INCOME</b>	<b>(32,746)</b>



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Inspired by their passion for children and by a shared desire to improve the lives of children living in urban poverty, Michael and Susan Dell established their Austin, Texas-based foundation in 1999. In its early years, the foundation's work focused on improving education and children's health in Central Texas. But within a few short years, our reach expanded, first nationally and then globally. To date, the Michael & Susan Dell Foundation has committed more than \$700 million to assist nonprofit organizations working in major urban communities in the United States, South Africa and India. We focus on opportunities with the greatest potential to directly and measurably transform the lifelong outcomes of impoverished urban children around the globe.

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