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# **Education Committee**

**Tuesday, January 10, 2017**

**3:30 PM**

**Reed Hall (102 HOB)**

**Meeting Packet**

# Committee Meeting Notice

## HOUSE OF REPRESENTATIVES

### Education Committee

**Start Date and Time:** Tuesday, January 10, 2017 03:30 pm  
**End Date and Time:** Tuesday, January 10, 2017 05:30 pm  
**Location:** Reed Hall (102 HOB)  
**Duration:** 2.00 hrs

Presentations on the Purpose of Education and Closing the Opportunity Gap

**NOTICE FINALIZED on 01/03/2017 4:21PM by Jones.Missy**

# Pillars of a Great Hearts Academy

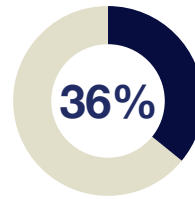
The **Philosophical Pillars** of Great Hearts are aphorisms in support of the core and never-changing purpose of the organization: *to cultivate the hearts and minds of students through the pursuit of Truth, Goodness and Beauty.*

- We believe that the world is ordered and knowable and that the human intellect, while imperfect, can attain knowledge of reality through reason, hard work and a coherent program of study.
- We believe that truth exists, and we must seek it relentlessly by disciplined study and good-willed conversation.
- We do not dispute the usefulness of a liberal arts education, and we gladly prepare our students for college studies, but our main purpose is the formation of the heart and mind.
- Liberal education consists of cognitive, emotional and moral education—thinking deeply, loving noble things and living well together. We believe, with Plato, that the highest goal of education is to become good, intellectually and morally.
- The greatest number of our students benefit when the intellectual and moral bar is set high in the classroom. Lowering expectations is an act of misguided sympathy, not of love and mercy.
- Great Hearts academies do not deploy a “character curriculum.” Students are formed by the culture of the school, implied and explicit, and each student’s choices to lead within it.
- Teachers lead students through intelligence, charisma, humor, integrity and example—in short, through love and friendship, as modeled by Socrates.

The Great Hearts **SAT** average over the past five years is

**1210**

a steady 200+ point advantage  
**OVER THE NATIONAL AVERAGE**



The ACT average is **36% HIGHER** than the state average

**54%** | of graduates pursue a

**STEM-FOCUSED**  
course of study in college

**\$50 MILLION**

The class of 2016 (340 graduates) received an estimated \$50 million in scholarships, average out to an astounding \$147,000 per student!

**98%** **OF GREAT HEARTS GRADUATES**

Immediately attend  
**Universities & Colleges**  
with 2% participating in military  
service or a gap year

**Great Hearts**  
*by the* **Numbers**

**The Class of 2016**

*was accepted to*

**22 of the TOP 25**

national universities according to  
US News and World Report

*and to every top-25 public  
university where they applied.*

**The Class of 2016**  
has been admitted to

**327** COLLEGES

**46** STATES

**7** COUNTRIES

**GreatHearts®**

# KIPP: SCHOOLS

"WE WANTED TO ENSURE WE GAVE OUR CHILDREN A GREAT EDUCATION, BEAUTIFUL MEMORIES, AND STRONG VALUES AND CHARACTER."

**GABY AND JUAN GUTIERREZ**

PARENTS, KIPP COMIENZA (LOS ANGELES)



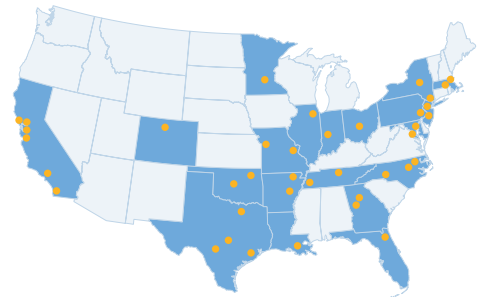
## ALL STUDENTS WILL LEARN.

KIPP is a non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. We have a 20-year track record of preparing students in educationally underserved communities for success in college and life.

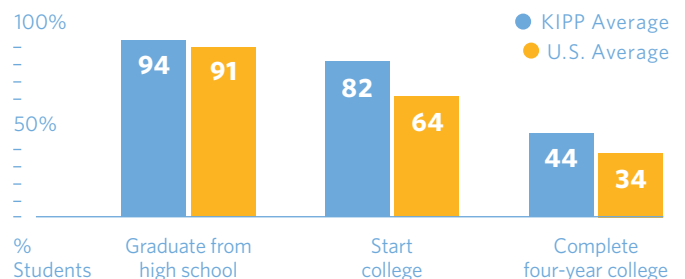
KIPP serves nearly **80,000 students** in **200 schools**. Our schools are part of the free public school system and enrollment is open to all students. All students can learn and achieve at high levels if given the opportunity. Our mission is to help students develop the knowledge, skills, and character strengths they need to succeed in college and lead choice-filled lives.

[KIPP.ORG](http://KIPP.ORG)

There are 200 KIPP schools in 20 states and the District of Columbia educating nearly 80,000 students.



44 percent of early KIPP alumni have earned four-year college degrees.



*KIPP tracks its rates of high school graduation, college matriculation, and college completion based on students (alumni) who either completed 8th grade at a KIPP middle school or graduated from a KIPP high school.*



# KIPP: SCHOOLS

“I WANT COLLEGE TO BECOME A REALITY FOR EVERY CHILD IN EVERY COMMUNITY, JUST LIKE IT WAS FOR ME.”

JAY GUZMAN, TEACHER, KIPP DC  
ALUM, KIPP ACADEMY MIDDLE SCHOOL (NYC) '96

**At KIPP, teachers, students, and families are all united around the same goal — college and a choice-filled life. Our success is driven by:**



### High Expectations

We create a culture of support and achievement, and personalize learning based on a student's needs, skills, and interests.



### KIPP Through College

Our counselors and advisors support students as they prepare for college and career, and help KIPP alumni navigate social, academic, and financial challenges they might encounter while in college.



### Strength of Character

Success in life depends on both academics and character. We help students foster character strengths that are essential to their success and well-being.



### Safe, Structured & Nurturing Environments

Our schools provide a safe, structured, and nurturing environment so that our students love school and maximize their learning.



### Highly Effective Teachers and Leaders

We empower our educators to lead school teams and invest in training to help them grow as professionals.

# Uncommon Schools

January 10, 2017

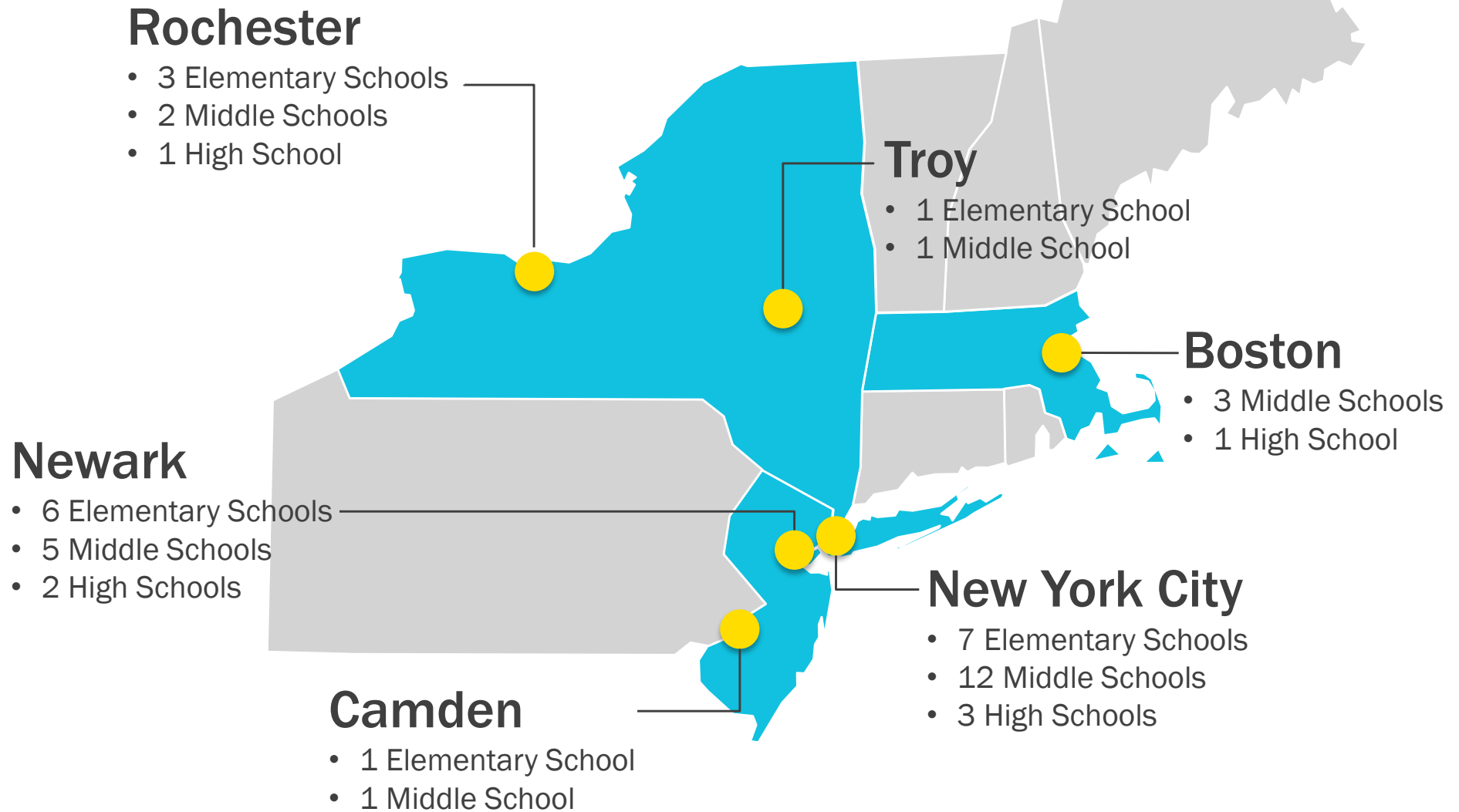




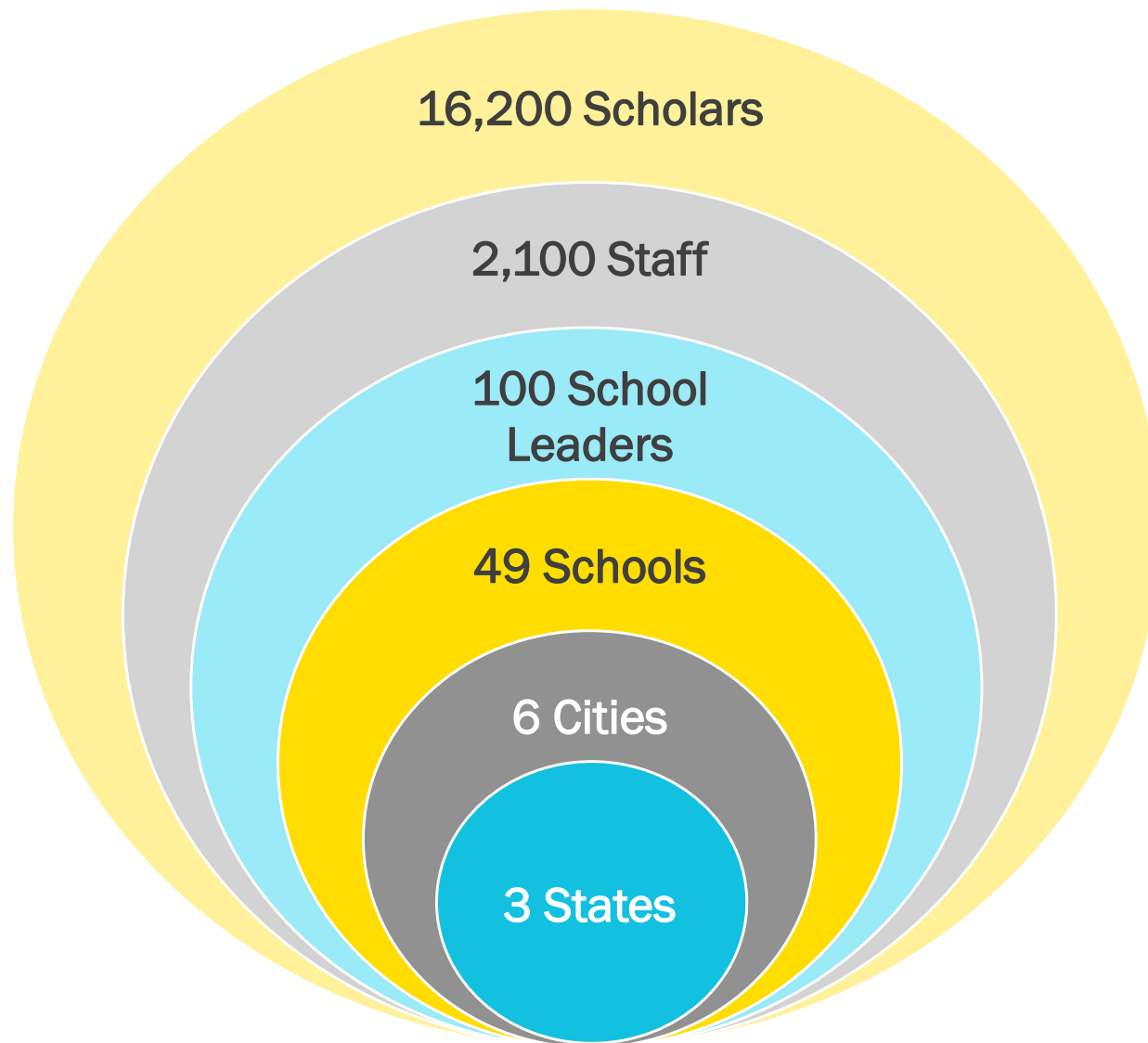
# Our Mission

**Uncommon Schools starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college.**

We currently serve students in 6 cities across 3 states.



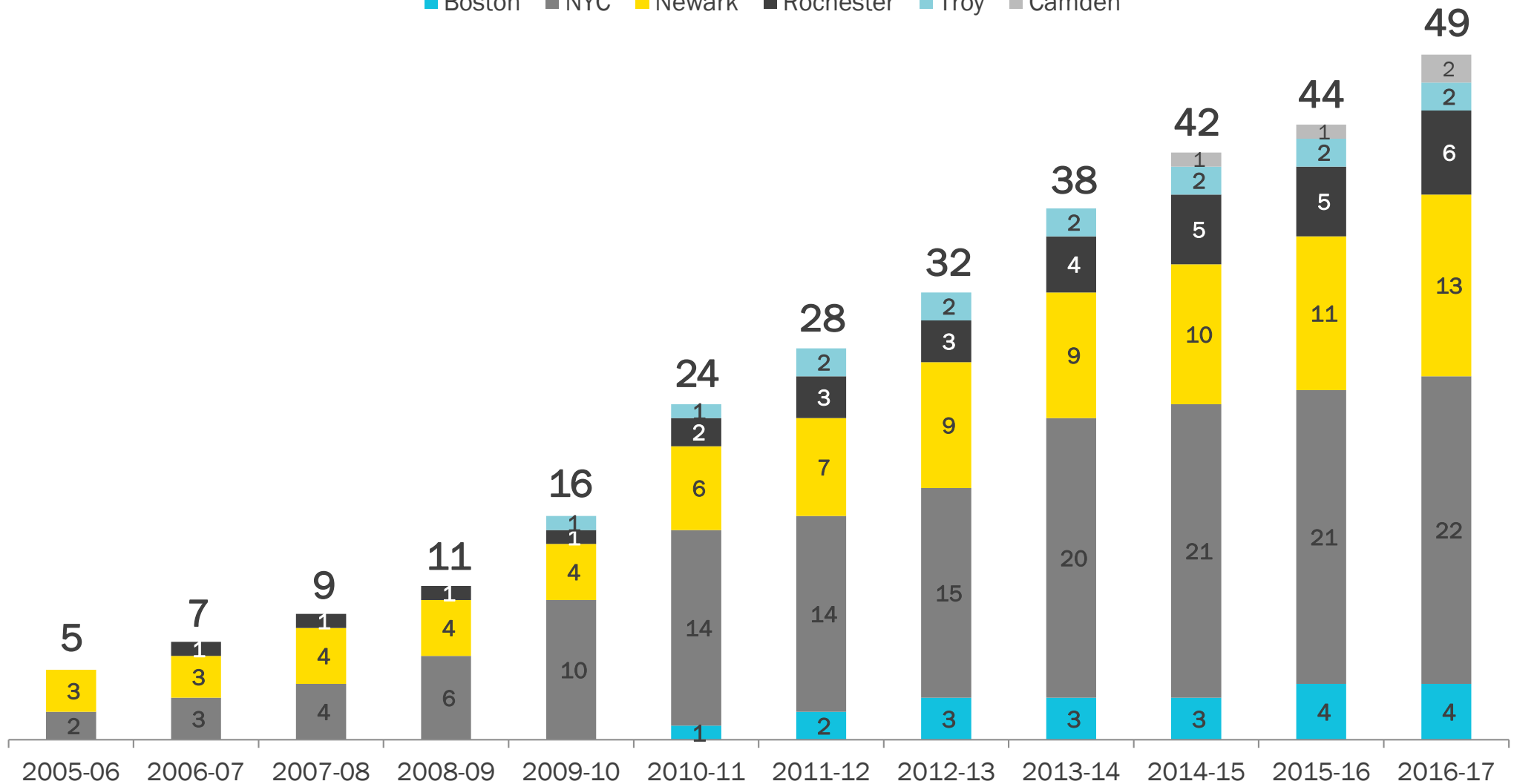
# Uncommon Schools in 2016



# We have grown tremendously over the past 11 years.

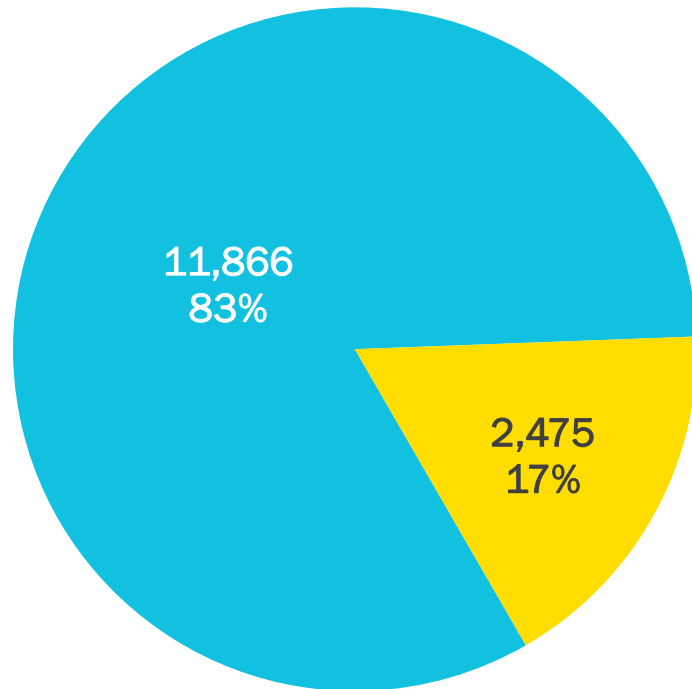
## Number of Schools, 2005-06 to 2016-17

■ Boston ■ NYC ■ Newark ■ Rochester ■ Troy ■ Camden



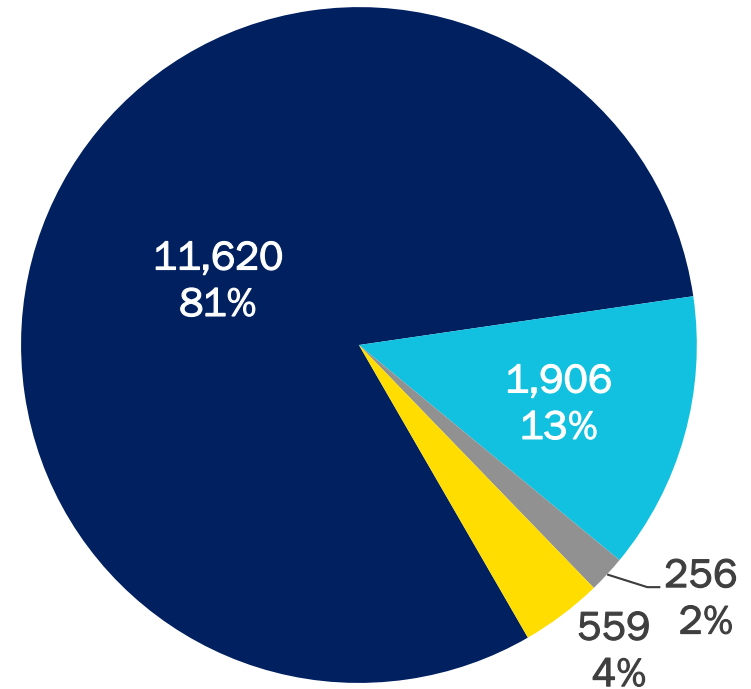
# 83% of Uncommon students are economically disadvantaged and 94% of students are Black or Latino.

## % of Students by Economic Status 2015-16



- Economically Disadvantaged
- Non- Economically Disadvantaged

## % of Students by Ethnicity 2015-16



- Black
- Latino
- White
- Other

# Uncommon in 2020 – Our 5-Year Vision

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**Achieve** 100%   
at or above bar

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We work together to ensure that all of our schools close the achievement gap and drive all of our scholars to college graduation.

**Expand** 22,000   
scholars served

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We thoughtfully grow our network of schools to serve a greater number of scholars, families, and communities.

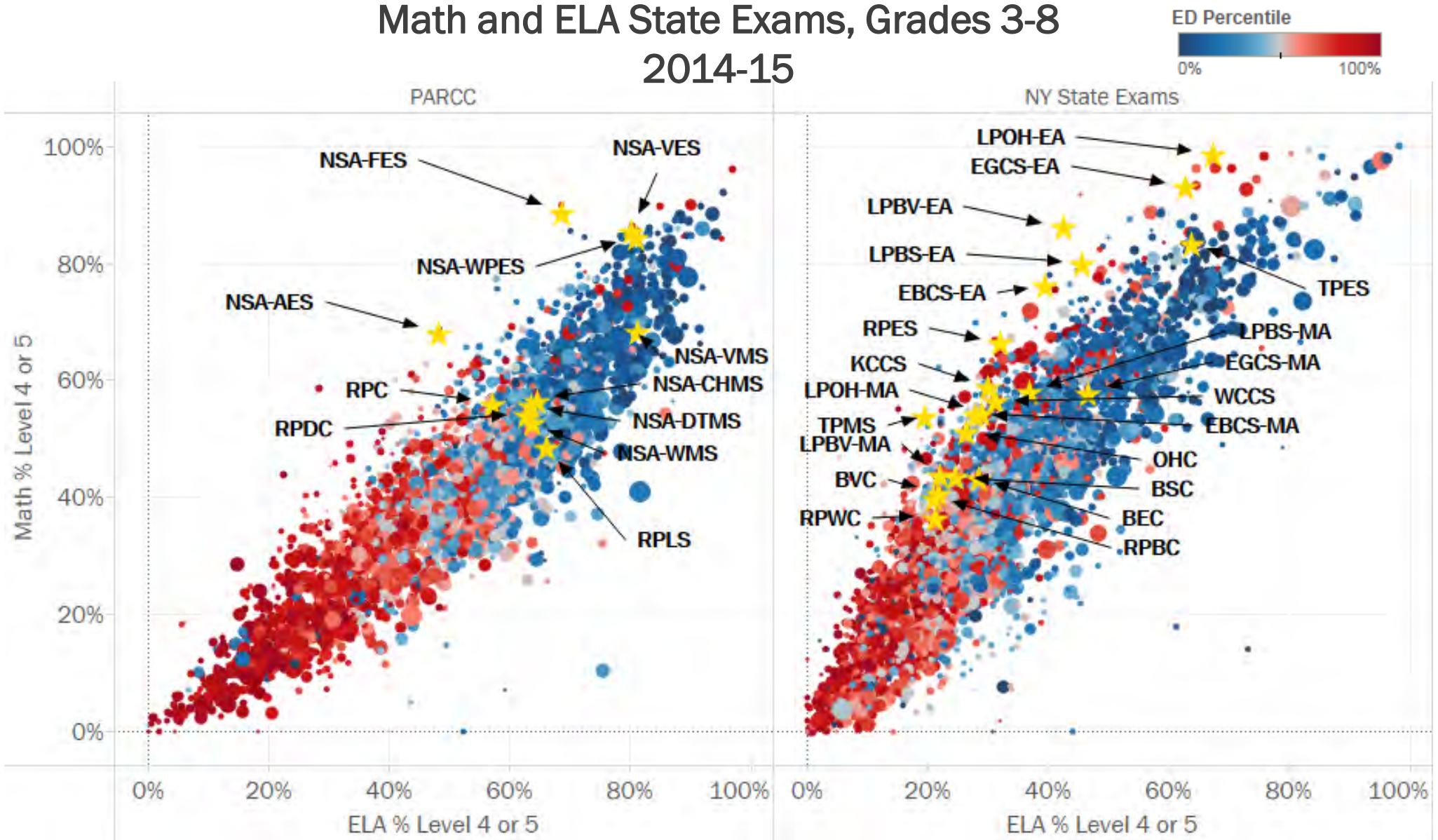
**Impact** **SHARE**   
best practices

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We continue to share best practices in high-impact ways that develop staff and scholars inside and outside our schools.

# Our ES and MS in every region directly refute the general negative correlation between poverty and student achievement.

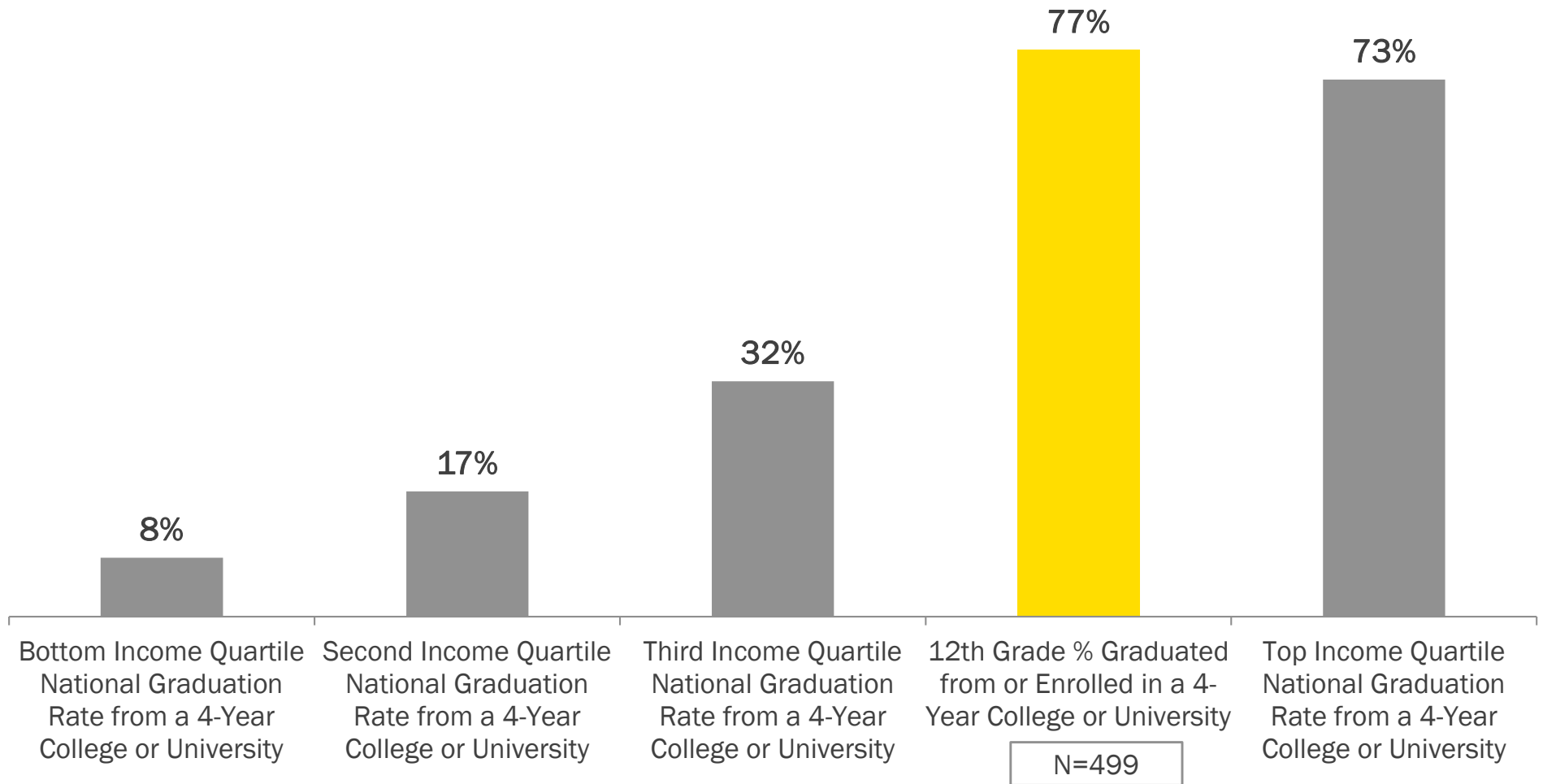
## Math and ELA State Exams, Grades 3-8 2014-15



Our 12<sup>th</sup> grade graduates are completing college at impressive rates, but with further to go in closing the completion gap.

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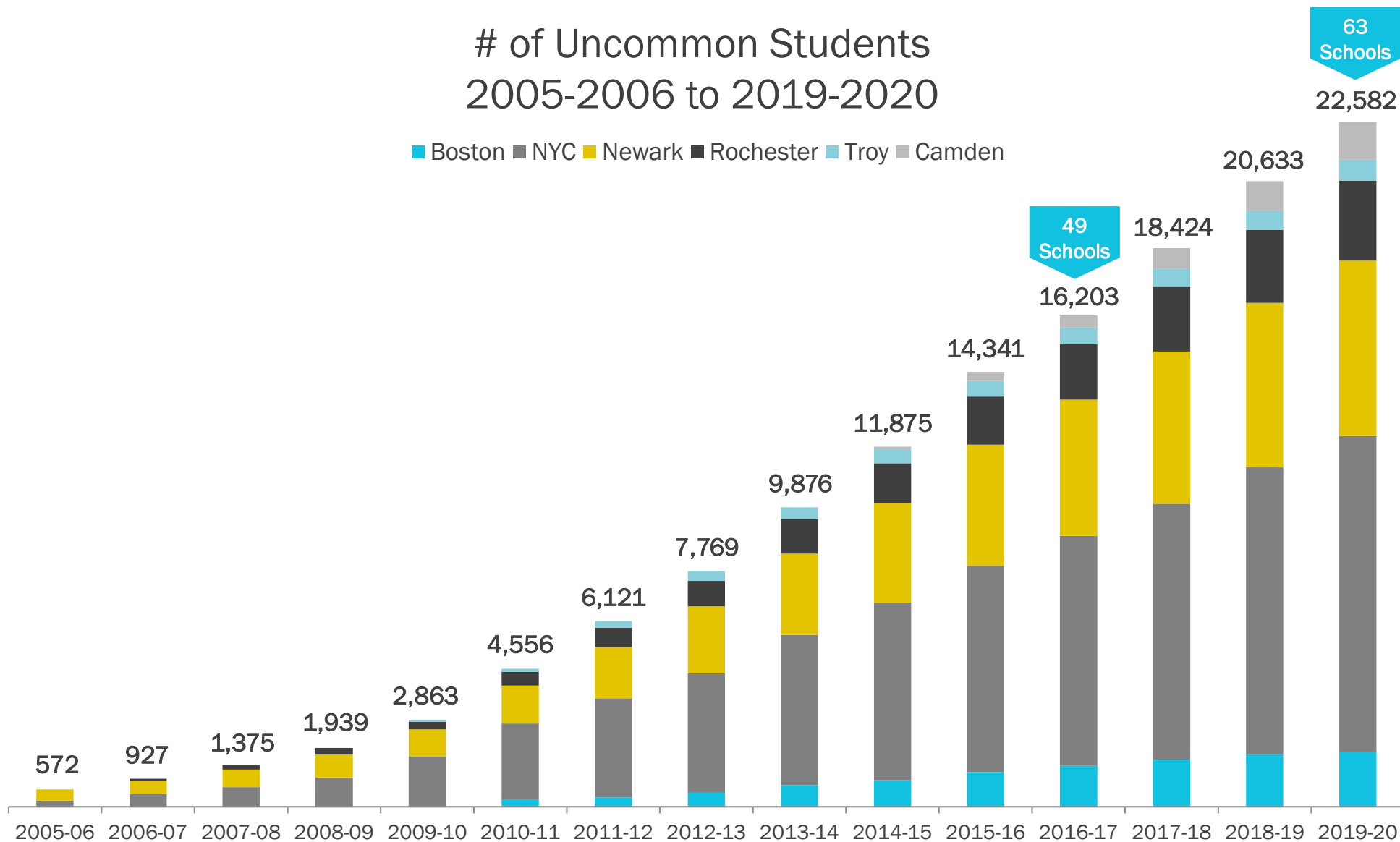
## College Graduation and Persistence Rates HS Classes of 2004-2015





# By 2019-20, we anticipate serving over 22,500 students across 63 schools.

## # of Uncommon Students 2005-2006 to 2019-2020



# We continue to extend our impact through National Principals Academy Fellowship and Leverage Leadership Institute.

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National Principals  
Academy Fellowship



Leverage Leadership  
Institute Fellowship

**RELAY / GSE**

We continue to share what we learn through books – and are proud to have published three more this year!



# Levers of Change

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- We want to ensure our scholars get to and through college. We do this by setting a high bar both for academics as well as character. In order to do this successfully as we grow larger and larger, we try and build scalable, replicable, and trainable systems that help everyone get better at their work – from the youngest students to our most senior leaders. Such systems include:
  - 1. Observation and feedback**
    - a. Frequency
    - b. Use of video
    - c. Real-time feedback
  - 2. Longer school day and year**
    - a. 2-3 weeks of PD and practice before the school year begins
    - b. ~30 additional days of instruction per year
  - 3. Principal-DOO dual leadership model**
    - a. Each with a hands-on manager who meets with them weekly
  - 4. Rigorous lesson plans**
    - a. Data-driven, proven to work
  - 5. Joyful and rigorous student and staff cultures**
    - a. Walkthroughs (culture, math, ELA, etc.)
    - b. Working groups (K-4 reading, 5-8 math, leadership communication)

BE UNCOMMON  
CHANGE HISTORY

