

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter School Program Non-SEA Planning, Program Design, and Implementation**

**CFDA # 84.282B**

**PR/Award # U282B110098**

**Grants.gov Tracking#: GRANT10951738**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/24/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="KIPP Tulsa Academy College Preparatory"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="11-3740269"/>	* c. Organizational DUNS: <input type="text" value="6072185390000"/>

**d. Address:**

* Street1: <input type="text" value="1661 East Virgin Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Tulsa"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74033-5552"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Yolantrice"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Collins"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Development Director"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="918-925-1580"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="ycollins@kipptulsa.org"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Elementary/Secondary School

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2011-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Charter Schools Program Grant for Planning, Program Design and Initial Implementation Grant for KIPP Tulsa's Conversion to a Charter School.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="48,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="1,033,380.00"/>
* d. Local	<input type="text" value="900,000.00"/>
* e. Other	<input type="text" value="110,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,091,380.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

KIPP Tulsa Academy College Preparatory

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	35,050.00	67,060.00				102,110.00
2. Fringe Benefits	6,590.00	12,650.00				19,240.00
3. Travel	2,000.00	4,000.00				6,000.00
4. Equipment	99,594.00	26,690.00				126,284.00
5. Supplies	11,775.00	24,800.00				36,575.00
6. Contractual	5,500.00	23,500.00				29,000.00
7. Construction	0.00	0.00				0.00
8. Other	16,491.00	20,300.00				36,791.00
9. Total Direct Costs (lines 1-8)	177,000.00	179,000.00				356,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	177,000.00	179,000.00				356,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <p>KIPP Tulsa Academy College Preparatory</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Yolantrice Collins</p>	<p>* TITLE</p> <p>Development Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>KIPP Tulsa Academy College Preparatory</p>	<p>* DATE SUBMITTED</p> <p>08/24/2011</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: KIPP Tulsa Academy College Preparatory Inc

\* Street 1: 1661 East Virgin Street    \* Street 2: \_\_\_\_\_

\* City: Tulsa    \* State: OK: Oklahoma    \* Zip: 74106

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not applicable    Middle Name \_\_\_\_\_

\* Last Name Not applicable    Suffix \_\_\_\_\_

\* Street 1 Not applicable    \* Street 2 \_\_\_\_\_

\* City Not applicable    \* State \_\_\_\_\_    \* Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name Not applicable    Middle Name \_\_\_\_\_

\* Last Name Not applicable    Suffix \_\_\_\_\_

\* Street 1 Not applicable    \* Street 2 \_\_\_\_\_

\* City Not applicable    \* State \_\_\_\_\_    \* Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Yolatrice Collins

\* Name: Prefix \_\_\_\_\_ \* First Name Yolatrice    Middle Name \_\_\_\_\_  
\* Last Name Collins    Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 08/24/2011

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B110098

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

Add Attachment

Delete Attachment

View Attachment

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="KIPP Tulsa Academy College Preparatory"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Yolantrice"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Collins"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Development Director"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Yolantrice Collins"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="08/24/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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## **Application Requirements**

**Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used**

KIPP Tulsa Academy College Preparatory, Inc. (KIPP Tulsa) is an affiliate of the Knowledge Is Power Program, a national network of free, open-enrollment, college preparatory, public charter schools dedicated to preparing students in underserved communities for success in high school, college and in life. There are currently 109 KIPP schools in 20 states and the District of Columbia serving more than 32,000 students. KIPP alumni are enrolling in colleges at a rate of more than 85 percent<sup>1</sup>, which is double the rate of community averages. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin launched a fifth-grade public school in inner-city Houston, TX, after completing their commitment to Teach for America<sup>2</sup>. After adding an additional school in The Bronx, New York, a partnership was formed with Don and Doris Fisher, cofounders of the Gap Inc., to replicate the success of the original KIPP academics by establishing the KIPP Foundation. Since its founding, the KIPP Foundation has recruited, selected and trained more than 100 outstanding school leaders to open new KIPP schools; rigorously focused on quality; and supported innovation that has leveraged the growing scale of the network. The KIPP Foundation has facilitated this growth through a range of customized services that are available to every school within the network including real estate, legal needs, finance, corporate governance, marketing & communications and development. Nationally,

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<sup>1</sup> KIPP National College Completion Report – [www.kipp.org/ccr](http://www.kipp.org/ccr) (Accessed August 2011)

<sup>2</sup> [www.teachforamerica.com](http://www.teachforamerica.com)

- 85% of KIPP students receive free or reduced price meals
- 95% of the students served are African-American and Latino
- 91% of KIPP families agree or strongly agree that they are proud that their student attends a KIPP school
- By the end of 8<sup>th</sup> grade, 66% of KIPP students outperform national peers in math and 54% in reading, as measured by the 2009-10 norm-referenced tests
- By 8<sup>th</sup> grade, 98% of KIPP classes outperform their local districts in reading; 90% of classes do so in math
- 68% of 2010 KIPP High school graduates took one or more AP test<sup>3</sup>

### **Admission Requirement**

To operate in alignment with the KIPP national model KIPP Tulsa will convert to a charter school on July 1, 2012 and will serve up to 360 high-need students in grade levels fifth through eighth in the underserved community of north Tulsa. At KIPP Tulsa, students are accepted regardless of prior academic record, conduct or socioeconomic background. Any student who expresses his/her intent to enroll must meet with the Principal and/or designated school representative(s) and agree in principle with the school's guiding philosophy and then sign a Commitment to Excellence Form (*Refer to Appendix A*). The form helps to build a partnership between the school, the student and the parent specifying each party's commitment to the student's education. The framework encourages and motivates students and their families to view intense academic commitment as the key to future success. In the event that more students express intent to enroll than seats available, KIPP Tulsa will host a public lottery using a blind, random selection process. After filling all seats, a waiting list will be established in the

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<sup>3</sup>KIPP Annual Report Card- [Http://www.kipp.org/reportcard/2010](http://www.kipp.org/reportcard/2010) (Accessed August 2011)

event that space becomes available. If seats remain, applications will be accepted on an on-going basis and seats will be filled on a first-come, first-served basis.

Today, poverty limits educational opportunities for north Tulsa students. According to the Tulsa Public School District School Profiles Chart, the neighborhoods surrounding KIPP Tulsa have a disproportionate concentration of students living in poverty. The average poverty percentage for the schools where KIPP Tulsa will be located is 100 percent which is significantly higher than other parts of the Tulsa community.<sup>4</sup> This fact impacts the educational opportunities that exist within the neighborhood KIPP Tulsa will serve. In fact, the 2009-10 Academic Performance Index (API)<sup>5</sup> scores posted by the Oklahoma State Department of Education<sup>6</sup> indicated that the five non-selective neighborhood schools that students in the north Tulsa community are assigned to attend achieved an average API score of 554 out of a possible 1500. The average API score for the Tulsa Public School District's 15 middle schools was 760 out of 1500. However, in the same year, as a district public school KIPP Tulsa students achieved an API score of 922. The KIPP Tulsa model is based thus on identifying the students who, demographically speaking, are least likely to earn a college degree, and then provide them with the college preparatory education required to earn one.

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<sup>4</sup>Regional boundaries defined using Tulsa Public School boundary map. Compiled using data from "School Profiles": <http://www.tulaschools.org/profiles/page1.shtm> (accessed June 2010).

<sup>5</sup> Academic Performance Index measures the performance and progress of a school or district based on several factors that contribute to overall educational success such as academic excellence, attendance and graduation rates. Scores range from 0 to 1,500.

<sup>6</sup> 2010 API scores from <http://sde.state.ok.us/acctassess/pdf/API/API2010.pdf> (accessed November 2010)

KIPP Tulsa will enable students to meet challenging State student academic achievement standards by implementing a core set of shared operating principles known as the Five Pillars which includes: (1) **High Expectations.** KIPP Tulsa has clearly defined and observable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. *Refer to Appendix B for proposed student behavior management and reward system* (2) **Choice & Commitment.** Students, their parents, and the faculty choose to participate in the program. No one is assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. To demonstrate that commitment, KIPP Tulsa students and families will have access to KIPP teachers and Principal every night up to 9:00pm through school issued cell phones. Teachers can assist students and/or families with homework assignments or questions regarding school related concerns. (3) **More Time.** KIPP Tulsa knows that there are no shortcuts when it comes to success in academics and life. A fifth grade student enters KIPP performing, on average, two or three grade levels behind. Therefore, to provide students with the remediation and college preparatory curriculum necessary KIPP Tulsa will operate under the extended time model. The instructional day will begin at 7:45am Monday through Friday and end at 5:00pm Monday – Thursday and 3:00pm on Fridays. *Refer to Appendix C to view proposed class schedule.* The more time and supplemental instruction offered allows staff to customize curriculum focused on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. To ensure all students are challenged to reach their intellectual potential

teachers will practice differentiated instruction within the classroom. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.<sup>7</sup> According to education expert Dr. Carol Ann Tomlinson, the idea of differentiating instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculum. Differentiated instruction responds to the needs of all learners.<sup>8</sup> KIPP Tulsa believes that all students will learn – this common belief covers the realm from students behind grade level to special education students to English Learners.

Students are also required to attend summer school from 8:00am to 3:00pm in the month of July and Saturday Experiential Labs one time per month from 8:00am to 1:00pm during the school year. A core belief at KIPP Tulsa is that more time learning leads to higher achievement and success for students. The Saturday Experiential Labs will give students the opportunity to engage and expand their knowledge base in non-traditional ways. In addition to an additional two hours of math and/or reading instruction, the Experiential Labs will deliver challenging and stimulating lessons that will broaden a student's view of lessons taught in the classroom. Classes may consist of, but are not limited to, (a) Tae Kwon Do which teaches life skills such as self-discipline, determination and focus; (b) Entrepreneurship which is an interactive class that takes a practical approach to educating students on the fundamentals of entrepreneurship and business development); and (c) financial literacy, cooking class, music appreciation and

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<sup>7</sup> Defined by Dr. Carol Tomlinson Ed. D. on Reading Rockets – <http://www.readingrockets.com>  
(Accessed August 2011)

<sup>8</sup> Carol Tomlinson Ed. D.- <Http://www.caroltomlinson.com> (Accessed August 2011)

and other educational and cultural classes. The more time adds close to 600 more hours in the classroom in comparison to traditional school schedules. Students will then acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences. (4)

**Power to Lead.** The Principal of KIPP Tulsa is an effective academic and organizational leader empowered to select the curricula and identify the best methods of instruction for maximum effectiveness in helping students learn. He/She also has control over the school budget and personnel allowing him/her to swiftly move dollars or make staffing changes as needed. KIPP Tulsa will also have a Board of Directors that will serve as the governing body of the school. The Board of Directors will work closely with its Executive Director and the Principal to implement KIPP's national education philosophy as set forth in the Five Pillars. Refer to *Appendix D for the school organizational chart* and *Appendix E for the list board responsibilities*. (5) **Focus on Results.** KIPP Tulsa is relentlessly focused on high student performance on standardized tests and other objective measures. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges. To ensure students are meeting standards, KIPP Tulsa will have on staff an Instructional Coach and Director of Data & Curriculum. Both will work to improve teacher instructional delivery by identifying and training on best practices; coaching the Principal and teachers on the use of data to improve outcomes; and help strengthen the grade level collaboration. KIPP Tulsa will also administer a series of assessments to track and measure student progress such as:

- The Measures of Academic Progress (MAP). MAP is a formative testing system that administers adaptive assessments that provides detailed, actionable data regarding each student's individual learning path. As a norm-referenced test, MAP measures how much growth a student demonstrates in a given school year, compared to a national norm

population. KIPP Tulsa will utilize MAP to focus on math and reading and will administer MAP in August (assessment to determine student academic strengths and areas of growth); January (assessment to determine the areas students have progressed); and in May (the final assessment to determine students growth level).<sup>9</sup> All assessments are aligned to state and national standards.

- KIPP Tulsa will also administer the Oklahoma Core Curriculum Test (OCCT), a state criterion-referenced test. Although it does not measure student growth over time, the test will measure how well a student performed in a given year compared to standards defined by the state.

### **Character Development**

More than academic and intellectual skills alone are needed to maximize students' potential in competitive high schools, colleges and the world beyond. In the words of David Levin, co-founder of KIPP, *"The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character is useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives."*

According to Dr. Howard Gardner, esteemed developmental psychologist, defining and creating an effective character development program depends on "clarity and common vision." KIPP Tulsa has created this clarity and common vision by basing student character development around its core values: Perseverance, Integrity, Courage, Responsibility and Empathy. From the time students enter the school, students are taught character skills in all classes. Students learn that they must respect themselves, their classmates, their teachers, and their families. The school's values are supported through the student behavior management and rewards systems.

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<sup>9</sup> Northwest Evaluation Association- [Http://www.nwea.org](http://www.nwea.org) (Accessed August 2011)

The school-wide culture will support and reinforce KIPP Tulsa's values. Common slogans will be posted throughout the school and the classrooms such as: "There are No Shortcuts," "Be Nice. Work Hard," "Team Beats Individual," "I am the CEO of my Education," "There Are No Excuses," "We Are Climbing the Mountain to College", and "Become Your Dream." There are also clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing neat uniforms. In addition, each week, the school community may focus on one particular school value through classroom instruction, conversations with students, and end-of-the day school-wide and grade level community meetings. KIPP Tulsa achieves its mission and vision through its partnership with the KIPP Foundation and by implementing KIPP's Five Pillars, along with its own core values. Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally. KIPP Tulsa is built upon the founding principles of the Knowledge Is Power Program (KIPP) and the original two KIPP public charter schools. To learn more regarding the efficacy of the KIPP Model, refer to *Appendix F regarding the Mathematica Research Policy study*<sup>10</sup> and *Appendix G for articles highlighting the KIPP philosophy*.

### **Curriculum Framework Utilized**

KIPP Tulsa correlates its curriculum objectives to the state content standards adopted by the Oklahoma State Board of Education. The school provides age appropriate curriculum, mostly from the state adopted list for Mathematics, Science, English-Language Arts and Social Studies-History at each grade level. These courses are supplemented by offering additional instruction to

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<sup>10</sup> Mathematica Policy Research- [Http://www.mathematica-mpr.com](http://www.mathematica-mpr.com) (Accessed August 2011)

provide both remediation and extra time for critical thinking skills and advanced curriculum, including eighth grade Algebra I, in preparation for entering the Honors/AP track at college preparatory high school programs. KIPP Tulsa combines Oklahoma's content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with visual & graphic arts, character education, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives are implemented at each grade level as students move through the curriculum at an intentional pace.

**Math Curriculum.** The school wide Math curriculum utilized will be Glencoe McGraw-Hill's *Math Connects* in addition to their supplementary materials and technology components. The McGraw-Hill *Math Connects* series interlocks the five critical strands of mathematical proficiency which includes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition. In addition, students have opportunities to reflect, explain, and justify their thinking in discussion and in writing, and to apply what they are learning to real-world scenarios, which helps students view mathematics as making sense and having value.<sup>11</sup> The curriculum will be accompanied by: (1) The latest technology such as TI Aspire calculators and TI Rangers which will allow students to manipulate data in real world situations. (2) Web-based learning tools such as Buzz Math<sup>12</sup> whose content is aligned to the National Council of Teachers of Mathematics standards & curriculum focal points. (*Curriculum*

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<sup>11</sup> The Research for *Math Connects* Grade Pre-K – 8, Dr. Rosemary Papa & Dr. Ric Brown, [http://www.mheresearch.com/product\\_info.php?segID=3&subID=76&proID=230&catID=2](http://www.mheresearch.com/product_info.php?segID=3&subID=76&proID=230&catID=2), page 15 – 17. (Accessed August 2011)

<sup>12</sup> Buzz Math- [Http://www.BuzzMath.com](http://www.BuzzMath.com) (Accessed August 2011)

*focal points are important mathematical topics for grade levels Pre-K–8. These areas of instructional emphasis can serve as organizing structures for curriculum design and instruction at and across grade levels<sup>13</sup>*). Also Study Island<sup>14</sup> who provides rigorous academic content for web-based instruction, practice, assessment and reporting built from state standards. (3) Math Triumphs workbooks are purposed to aide in differentiated instruction and remediation.<sup>15</sup> In addition, the general instructional practices utilized within the Math Department will include, but are not limited to, inquiry based learning, scaffolding instruction, math centers, differential grouping and instructional games.

**Science Curriculum.** Interactive Science is a next generation, standards-based science program that makes learning personal, engaging and relevant for today’s students. The curriculum combines hands-on inquiry, critical thinking skills and interdisciplinary components and features an innovative write-in student text that enables students to become active participants in their learning. The instructional practice is based on the “backwards design” model introduced by Understanding by Design<sup>16</sup>. The backwards design model first identifies the goal of the lesson, followed by assessment design and then moves to the creation of the activity. Interactive Science curriculum begins each chapter with a goal called the “BIG IDEA” and includes essential questions for students to answer as they learn. There is also a heavy emphasis on real

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<sup>13</sup> National Council of Teachers of Mathematics- <http://www.nctm.org/standards/content.aspx>  
(Accessed August 2011)

<sup>14</sup> Study Island- <http://www.StudyIsland.com> (Accessed August 2011)

<sup>15</sup> McGraw Education: Math Triumphs  
<https://www.mheonline.com/program/view/2/16/325/002MT/331/0078882044/>

<sup>16</sup> <http://www.authenticeducation.org/ubd/ubd.lasso> (Accessed August 2011)

world, hands-on inquiry to guide students to develop a true understanding of content as they practice the skill of transferring knowledge. The inquiry is scaffolded, meaning lower grades begin with basic, more direct instruction and move towards more complex, independent inquiry in the upper grades. Fifth grade curriculum will begin with an introduction to Life, Earth and Physical Science while the sixth grade curriculum will include a more in-depth study of Earth Science. The seventh grade curriculum will focus on Life Science and the eighth grade curriculum will conclude with Physical Science. In addition, to increase student proficiency in writing lab reports, the Science curriculum will also include scaffolded lab report rubrics that will allow for consistent procedures and expectations as students work toward mastery in all science courses. For example, in the fifth grade lab report rubric students must address the problem and present a hypothesis along with the conclusion. However, in using the eighth grade lab report rubric, students must also provide an abstract, list materials used, the procedural methods and share observations. *Refer to Appendix H for science lab rubrics.*

**English/Language Arts Curriculum.** The English-Language Arts Department will provide a rigorous and rewarding curriculum that is literature based, culturally diverse, and intellectually stimulating. The literature based novels will focus on 3 genres: series, non-fiction and historical fiction. For example, the historical fiction unit may include: Lois Lowry's Number the Stars (5<sup>th</sup> grade), Christopher Paul Curtis' The Watsons Go to Birmingham—1963 (6<sup>th</sup> grade), Anna Myers' Tulsa Burning (7<sup>th</sup> grade), and Harper Lee's To Kill a Mockingbird (8<sup>th</sup> grade).

Instructional practices utilized will be from the Columbia Reading and Writing workshop philosophy developed at Columbia Teachers College.<sup>17</sup> Through the workshop a significant

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<sup>17</sup> Columbia Reading and Writing Workshop- <http://tc.readingandwritingproject.com/about>

(Accessed August 2011)

emphasis is placed on developing critical reading and analytical writing skills. Students set individual reading and writing goals with their teachers and keep track of their progress towards these goals. The reading workshop functions with several key components on a daily basis: read aloud, mini-lesson, independent reading time, and assessment. Through the first component teachers conduct whole-class read alouds at least three times per week. The second component of reading workshop, the mini-lesson, allows for direct instruction and student engagement designed to teach rigorous objectives aligned with state and national standards. Furthermore, independent reading is a differentiated portion of the class in which students read leveled novels on their proximal zone of development. Finally, assessment is done through reading conferences to gauge students' progress towards their reading goals as well as unit tests that gauge mastery of learning objectives. As part of the teaching cycle, teachers analyze assessment data to make informed judgments of what objectives to re-teach, small groups for remediation, and instructional practice adjustment.

**Social Studies.** The Social Studies Department will bring students to the intellectual crossroads of English-language arts, geography, history, and current events. To assist in the process of learning both geography and history, the Social Student Department will utilize both the History Alive! curriculum developed by the Teachers' Curriculum Institute (TCI)<sup>18</sup> The interdisciplinary curriculum will focus on producing significant academic gains in reading and writing through the lens of subject-specific content. Every grade level course will be designed to provide rigorous literacy and inquiry-based lessons that expand the cultural and intellectual knowledge of each student. In regards to subject-specific content, each strand will focus on political, economic, cultural, and civic implications through research and analysis. Geography is fundamental for

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<sup>18</sup> TCI- [Http://www.teachtci.com/programs/index.html](http://www.teachtci.com/programs/index.html) (Accessed August 2011)

developing an understanding of history and thus is a focus of the Social studies curriculum. Throughout the student's four years at KIPP Tulsa, students will build a mastery of how the physical, cultural, and environmental geography affected the evolution of human societies. The study of history will prepare students with knowledge of major events and historical figures and teach them to analyze and explain the lasting impact of the past on the present. This knowledge will then be used to empower students to become active citizens and develop a strong sense of agency. History will provide the skills necessary for students to evaluate and develop their own unique perspectives on current events, political structures, and philosophies.

The instructional practices employed will include collaborative group work, differentiated literacy instruction, as well as engaging and interactive lessons through the use of technology and interactive notebooks. The Social Studies department will also align itself with the English-Language Arts (ELA) department by incorporating many key components of the Columbia Reading and Writing workshop philosophy such as read alouds, mini-lessons, and independent reading. Students thus strengthen critical literacy skills while simultaneously deepening their understanding of geography and history.

**Physical Education.** All students at KIPP Tulsa will regularly receive a structured physical education class in accordance with the Oklahoma State Department of Health Standards for School Health. Both content skills and life skills will be emphasized in the Physical Education program. Students will become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. With “team” being the omnipresent theme at KIPP Tulsa, the instructional practice used will center around “team” and the social rules that govern team interaction. The Physical Education program will also focus on sports-related activities and physical fitness. Students will develop competency in a variety of sports, hone motor skills and

coordination, and learn strategies for different sports. KIPP Tulsa believes that competency and excellence in athletics can lead to confidence and mental well-being in life and that team sports instill dedication and a sense of working for the collective good. KIPP Tulsa's competitive sports teams may include, but not limited to include, girls' and boys' basketball, football, soccer, volleyball, and cross country. Students will compete against other local public and private schools.

**Describe how the charter school will be managed.**

The charter school will be managed by the Executive Director. The Executive Director of KIPP Tulsa is accountable directly to the Board of Directors and indirectly to the KIPP Foundation for the performance of the school. The Executive Director's primary goal is to ensure the high quality, strategic growth and operational sustainability of the school. Other key responsibilities include developing and execute on the school's mission and vision; building the short and long-term organizational capacity required for operational excellence and sustainability; and engage key constituents. However, in alignment with the fourth KIPP pillar, the Power to Lead, the executive director will work closely with the Principal to develop the annual instructional and school priorities and goals for the school. The Principal, in turn, will work closely with her school leadership team (Vice Principal, Instructional Coach, Director of Data & Curriculum and grade/department chairs) to develop teacher-level goals that align with the school's annual goals and to determine the most appropriate metrics for measuring quarterly progress toward the school and classroom-level goals. Additionally, the executive director will assist the Principal to develop, implement and evaluate the school's teacher-leadership and professional development program. As part of this initiative, each school staff member will set

one to three professional and/or personal development goals. The executive director shall evaluate the performance of the principal on an annual basis.

In addition, the KIPP Tulsa Board of Directors (“the Board”) will be the governing body of KIPP Tulsa. Governance, policy-making authority and fiduciary responsibility for KIPP Tulsa will rest with the Board of Directors. The primary objectives of the Board are to promote the success of KIPP Tulsa and its students through local responsibility and autonomy; to ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation; and to ensure the financial responsibility and fiscal solvency of the organization by approving the annual budget, exercising its fiduciary responsibilities and assisting with private fundraising.

**Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives**

Objective 1 Student Academic Achievement and College Preparedness: Increase student academic achievement and preparedness for college and life. The key methods of determining progress will include: (a) Benchmark assessments; (b) Oklahoma Core Curriculum Test – a state-criterion test administered at the end of the school year to measure how well a student performed in a given year, compared to standards defined by the state.; (c) Northwest Association Evaluation’s Measure of Academic Progress Assessment (MAP)– a national norm-referenced test administered three times per year to measure how much growth students demonstrate in a given year, compared to a national norm population.; (d) 85% or more students attending high performing, college preparatory high schools; (e) 95% or more average daily attendance rate; and (f) 85% or more students matriculating to college.

Objective 2 Teaching and Learning: Ensure academic instruction focuses on lesson cycle, increased student/teacher talk ratio and use of data to inform instruction. The key methods of determining progress will include (a) Quality of curriculum and lesson planning as determined by the weekly review of teachers' lesson plans and the use of video-taped lesson delivery; (b) Effectiveness of lesson delivery as determined by monthly teacher observations by the Instructional Coach and Director of Data & Curriculum and annual teacher evaluations by the Principal and/or Vice Principal; and (c) Depth of utilization of assessments and data.

Objective 3 Talent: Develop and operate a robust school-wide professional learning plan, which includes regular time for collaboration, whole staff development, instructional coaching and peer observations. The key methods of determining progress will include: (a) 4.0 or better on the teacher satisfaction section of Healthy Schools Survey<sup>19</sup>. The Healthy Schools Survey is administered by the KIPP Foundation which features measures of satisfaction by surveying KIPP students, families, teachers, non-teaching staff and school principals. All survey items are measured on a 5-point scale. Surveys are intended to capture measures of inputs that impact student achievement and help to create an evidence base that informs school improvement efforts.; (b) Percentage of staff meeting or exceeding their performance goals; (c) Percentage of staff retention per year; and (d) Percentage of staff qualifying and completing the KIPP Foundations national leadership training programs such as Teacher Leader, Leadership Team, Principal Prep, Miles Family Fellowship and Fisher Fellowship. Each leadership training path is designed to enhance and expand knowledge and skills while maximizing leadership potential.<sup>20</sup>

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<sup>19</sup> See additional results on the KIPP Annual Report Card- <http://www.kipp.org/reportcard>

<sup>20</sup> KIPP Leadership Programs- [Http://www.kipp.org/teachers/teaching-at-kipp/leadership-programs](http://www.kipp.org/teachers/teaching-at-kipp/leadership-programs) (Accessed August 2011)

Objective 4 School Culture: Define and implement a values-driven culture that empowers students to be self-directed, work together and lead. Key methods of determining progress will include: (a) 4.0 or better on the student satisfaction section on the Healthy Schools Survey (c) Percentage of students earning incentive activities/rewards; and (d) 80% or higher of all surveys administered to extended learning enrichment program partners will report that KIPP Tulsa students demonstrated team work, respect and responsibility.

Objective 5 Parent Engagement: Engage the KIPP Tulsa Parent Community as true partners in ensuring students achieve their goals and potential. Key methods of determining progress will include: (a) The increase of the percentage of parent participants in the Parent Association, volunteer activities and school events as compared to the previous year; (b) 4.0 or better on the parent satisfaction section of the Healthy Schools Survey; and (c) The development and implementation of a more robust parent communications plan.

**Describe the administrative relationship between the charter school and the authorized public chartering agency:**

The Tulsa Public School District (Independent School District No.1 of Tulsa County, Oklahoma) will solely serve as the authorized public chartering agency for KIPP Tulsa. The national foundation of the Knowledge Is Power Program (KIPP) is the non-profit Charter Management Organization, therefore KIPP Tulsa is autonomous from the Tulsa Public School District. Administratively, it will be the Tulsa Public School District's responsibility to: (a) Authorize KIPP Tulsa to operate as a charter school subject to the terms of the Oklahoma Charter Schools Act and all applicable rules and regulations; (b) Establish service contracts with KIPP Tulsa (the charter school) in relation to facilities, building and grounds maintenance, student transportation and food services; and (c) Monitor KIPP Tulsa's student application and

enrollment processes, its special education policy and procedures, its student attendance and characteristics data, its student-level data as reported by the Oklahoma Core Curriculum Test and Measures of Academic Progress (MAP) assessments, and KIPP Tulsa's delivery of the academic program as defined in its charter application and as outlined in other sections of this proposal.

As a Local Educational Agency (LEA) KIPP Tulsa Academy College Preparatory, Inc. is accountable to the State of Oklahoma and the Tulsa Public School District for the implementation of the charter and the management of the charter school. The KIPP Tulsa Board of Directors ("the Board") shall serve as the governing body of the school. While working closely with KIPP Tulsa's Executive Director and Principal, the Board will have governance, policy-making authority and fiduciary responsibility for the school. The Board is to ensure that KIPP Tulsa adheres to the goals outlined in its charter as well as state and federal guidelines and other KIPP Tulsa policies. The KIPP Tulsa Executive Director alongside the Principal have full autonomy to implement the KIPP national educational philosophy as set forth by the Five Pillars<sup>21</sup> and have full control of school operational functions including, but not limited to, hiring/staffing, compensation, school management, budget, finances/fiscal management, purchasing curriculum (type, design and implementation), student behavior management (type, design and implementation) and professional development practices. As an LEA, KIPP Tulsa shall comply with all federal statutory and constitutional requirements including reporting. In addition, KIPP Tulsa is responsible for providing all textbooks, workbooks, instructional equipment, technology aids, counseling services, extracurricular activities, other written curriculum material.

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<sup>21</sup> See pages 4-6 of the Charter Schools Program, CFDA 84.282B, Narrative Report

**Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;**

Community partnerships are an essential resource for fulfilling the KIPP Tulsa mission. As a public school with the district, KIPP Tulsa built strong partnerships with parent, civic, religious, business and academic organizations. These relationships have allowed KIPP Tulsa to establish roots in the community it serves, educate parents and prospective students about KIPP Tulsa's objectives and methods, and bring in outside resources to support the school's work. As KIPP Tulsa moves to charter, deepening and expanding those relationships will only become more important. Refer to Appendix I for letter of support from State Representative Jabar Shumate.

Parents and other community members will be involved in the planning, program design and implementation of the charter through participation in Community Outreach Committee, Development Committee and the Board of Directors. The committees and Board of Directors will be a cross section of the school community and the community at large. For example, the Community Outreach Committee will serve as the voice of the school community. To support the planning, program design and implementation of the charter school, the Outreach Committee will provide guidance and feedback in respect to the needs, concerns and expectations of the students and families the charter school will serve. While the Development Committee will be charged with developing and implementing strategies that will bring in outside resources to support the planning, program design and implementation of the charter school. The Development Committee will ensure that the charter school has a diversified funding base to meet its expanding financial needs and insulate itself against abrupt changes to a specific funding stream. The committee will prioritize fundraising and focus aggressively on local, national and

federal funding opportunities. Finally, the Board of Directors will serve as representatives of the charter school and act as the liaison between KIPP Tulsa and the broader community. The Board will have a wide range of expertise in areas such as real estate, law, accounting/finance, education, human resources, technology and philanthropy. These subject matter experts will help with the planning, program design and implementation of the charter school by serving as advisors at each stage of the charter school conversion; by negotiating the charter agreement with the authorized chartering agency; and by working closely with the Executive Director in identifying and negotiating purchases and/or service contracts with vendors.

**Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph.**

After the Federal grant has expired, pending the signed Charter Agreement, the authorized public chartering agency has agreed for continued operation of the school through the lease of the facility at a rate significantly below market value inclusive of building and external ground maintenance. Additionally, KIPP Tulsa intends to continue its working relationship with the school district in the provision of KIPP Tulsa's Special Education Services as mandated by the Individuals with Disabilities Education Act (IDEA) and other health services such as nursing and individual and group counseling. Refer to *Appendix J to view the Addendum of the Charter School contract and Appendix K for the facility (and other services) contract*. KIPP Tulsa will continue to be solely responsible for school operations and will collect and be fiscally responsible for its state per pupil allocation funding and all federal entitlements. In addition, in planning of the charter school, the KIPP Tulsa Board of Directors conducted an exhaustive and

comprehensive strategic planning progress facilitated by Strategy Arts<sup>22</sup>, a nationally recognized education consulting firm with experience with the KIPP model. This strategic plan conducted a thorough market analysis which delineates a specific growth strategy for KIPP Tulsa, develops a multi-year financial model and identifies the particular risks and risk mitigation plans that may be necessary for KIPP Tulsa to effectively implement and expand the impact of its charter school. Given its strategic plan, the commitment of its Board, leadership, and staff and community stakeholders, KIPP Tulsa is fully prepared to manage the effective operation of the charter school beyond the life of the requested federal grant.

**If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.**

Not applicable.

**Describe how the grant funds, as appropriate, will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary**

See budget detail narrative for explanation of intended expenditures. These expenditures will complement the charter schools Title I allocation that will primarily be used for the school's instructional coach/reading specialist and additional teacher assistant positions.

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<sup>22</sup> <http://www.strategyarts.com/>

**Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.**

Students will be informed about the charter school through a broad base of outreach efforts which may advertising in bus stops and inside buses; grassroots marketing—handing out and posting fliers in community centers and libraries; presentations to the congregations in neighborhood churches; hosting an open house at the school; home visits with prospective families; radio spots (live and advertising); mailings to students in geographic area; and Informal recruitment through network of parents.

KIPP Tulsa is a free, college preparatory public school focused on bridging the academic achievement gap between students in underserved communities and those in more affluent neighborhoods. The admission policies and practices of the school will not discriminate on the basis of race, gender, national origin, income level, ethnicity, religion, disability, aptitude, academic or athletic ability, or proficiency in the English language. Although KIPP Tulsa will focus on geographic area (underserved north Tulsa population) students will be given an equal opportunity to attend the charter school – there are no formal entrance requirements or selection criteria to enroll in KIPP Tulsa. Any student who expresses his/her intent to enroll must meet with the Principal and/or designated school representative(s) and agree in principle with the school's guiding philosophy and then, as previously mentioned sign a Commitment to Excellence Form. In the event that more students express intent to enroll than seats available, KIPP Tulsa will host a public lottery using a blind, random selection process. After filling all seats, a waiting list will be established in the event that space becomes available. If seats remain,

applications will be accepted on an on-going basis and seats will be filled on a first-come, first-served basis.

**Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA);**

According to Oklahoma statute **70 O.S. § 3-136 (A.7.)** as a charter school, KIPP Tulsa will comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.<sup>23</sup> KIPP Tulsa will provide special education instruction and related services in the accordance with the Individuals with Disabilities Education Act (IDEA). KIPP Tulsa will comply with all regulatory special education requirements of Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Per federal law, all students with disabilities are fully integrated into the programs of KIPP Tulsa, with the necessary materials, mandated services and equipment to support their learning. The school ensures that any student with a disability will be identified. In compliance with Child Find requirements by law, KIPP Tulsa will establish a referral and assessment process that brings together the parent/guardian, student and school personnel to address any problems that interfere with the student's success at the school. This process will entail search and serve, a Child Study Team, referral, assessment and Individual Education Plan (IEP) review. For those students for whom reasonable accommodations would be insufficient for the student to benefit from KIPP Tulsa's program, KIPP Tulsa will work with the student, parent, Child Study Team and Tulsa

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<sup>23</sup> <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CB%2C613%2C>

Public School District to identify an appropriate placement for the child. Refer to *Appendix L regarding Special Education Services to be provided.*

## **Selection Criteria for Planning, Program Design, and Initial Implementation Grants**

### **Quality of the proposed curriculum and instructional practices**

KIPP Tulsa will open as a charter school in July 2012 and will serve up to 360 high-need students in grade levels fifth through eighth in the underserved community of North Tulsa. KIPP Tulsa will correlate its curriculum objectives to the state content standards adopted by the Oklahoma State Board of Education. KIPP Tulsa will combine Oklahoma's content standards with the pedagogical methodologies that have proven successful in established KIPP schools. Clear and specific standards-based academic objectives will be implemented at each grade level as students move through the curriculum at an intentional pace. To ensure all students are able to meet challenging State student academic achievement standards the Social Studies-History curriculum combines content, technology and interactive classroom to reach students at varied learning levels through diverse teaching styles. In addition, the core curriculums for Math and English/Language along with Science curriculum literacy component are all aligned with Common Core Standards.

The Common Core Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers. Through a joint effort with teachers, school administrators and experts the standards were formed to define the knowledge and skills students should have within their K-12 education so they will graduate from high school, prepared to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are aligned with college and work expectations; include rigorous content and application of knowledge through high-order skills; are built upon strengths and lessons of current state standards; are

benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace; and are evidence-based.<sup>24</sup>

### **Quality of Instructional Practices**

High-quality instruction is paramount to KIPP Tulsa's success. At KIPP Tulsa, high-quality instruction is standards-based with an emphasis on academic and character skills and is clearly attached to the school's mission of *empowering all students with the optimum academic skills, character traits and self confidence necessary to excel in high school, college and in life.*

KIPP Tulsa's Principal, Teacher Instructional Coach and Director of Data and Curriculum will work with teachers to develop instructional methods that maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize, evaluate, and expand upon their knowledge. There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP Tulsa does not subscribe to only one approach. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. There are five basic beliefs to KIPP Tulsa's approach to high quality instruction: (1) **Quality Instruction is Standards-Based.** KIPP Tulsa correlates its curriculum objectives to the state content standards adopted by the Oklahoma Board of Education. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school will accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will

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<sup>24</sup> <http://www.corestandards.org/about-the-standards> (Accessed August 2011)

encounter in high school Honors and Advanced Placement programs. (2) **Quality Instruction is Planned.** At the beginning of the year and during staff development opportunities, teachers present their scope and sequences as well as a weekly breakdown of content covered. Sharing their long-term plans ensures that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers plan lessons using a common lesson structure that generally includes: the lesson's aim, a "do now", a motivation for the lesson, key vocabulary, direct instruction, guided practice, independent practice and homework. Teachers modify their lessons, assessments, classwork, and homework for students with special learning needs as appropriate. Regular classroom observations are used to explore successful planning and implementation. (3) **Quality Instruction is Varied Instruction.** Students process material in a variety of ways, so teachers continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. Students benefit from varied techniques that may include: direct instruction, inquiry based learning, small group work, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team teaching, individualized instruction, cooperative learning, peer tutoring, computer based-activities, and other innovative techniques as prescribe. In addition, students with special needs work with the school's special education teacher in small group and one-on-one settings. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students. (4) **Quality Instruction is Relevant to Students.** KIPP Tulsa combines Oklahoma rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. (5) **Quality Instruction is Interdisciplinary.** Interdisciplinary instruction is a method used to teach a unit

across different curricular disciplines. It helps students to understand the interconnections between the knowledge and skills from diverse disciplines. It also provides an effective and efficient strategy for teams of teachers to address and reinforce more content standards than teachers can generally undertake if they were working independently.

### **Quality of Proposed Curriculum**

The school wide Math curriculum utilized will be Glencoe McGraw-Hill's *Math Connects* in addition to their supplementary materials and technology components. Through *Math Connects* students learn number sense, patterns and relationships and algebraic reasoning as well as learn how to use data, tables, graphs and charts. The curriculum also supports problem solving and reinforces basic math skills to the point of mastery. The curriculum will be accompanied by 3 components: (a) The latest technology such as TI Aspire calculators and TI Rangers which will allow students to manipulate data in real world situations. (b) Web-based learning tools such as Buzz Math<sup>25</sup> and Study Island<sup>26</sup>. Buzz Math's content is aligned to the National Council of Teachers of Mathematics standards & curriculum focal points which are critical mathematical topics for each grade level, pre-K–8. These areas of instructional emphasis can serve as organizing structures for curriculum design and instruction at and across grade levels<sup>27</sup> Also Study Island provides a rigorous academic content for web-based instruction, practice, assessment and reporting built from state standards. (c) Math Triumphs workbooks are purposed to aide in differentiated instruction and remediation. The program targets students who are two or more years behind in mathematics. It supports students in mastering the foundational skills

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<sup>25</sup> Buzz Math- [Http://www.BuzzMath.com](http://www.BuzzMath.com)

<sup>26</sup> Study Island- [Http://www.StudyIsland.com](http://www.StudyIsland.com)

<sup>27</sup> [Http://www.nctm.org/standards/content.aspx](http://www.nctm.org/standards/content.aspx)

and concepts from prior grades that are prerequisites to the current grade level. Math Triumphs workbook also focuses on the prerequisites for the National Council of Teachers of Mathematics focal points and provides step-by step instruction to ensure success.<sup>28</sup>

The McGraw-Hill *Math Connects* curriculum is proven quality curriculum through the following: (1) After a review of relevant research on mathematics learning from prekindergarten through grade 8 the Mathematics Learning Study Committee of the National Research Council's (NRC) Center for Education identified the five critical "interwoven and interdependent" strands for mathematical proficiency. According to research conducted Dr. Rosemary Papa and Dr. Ric Brown, both Educational Consultants, the McGraw-Hill *Math Connects* series takes a balanced approach in interlocking the five critical strands of mathematical proficiency. The strands include: **conceptual understanding** which is comprehension of mathematical concepts, operations, and relations; **procedural fluency** which is the skill in carrying out procedures flexibility, accurately, efficiently, and appropriately; **strategic competence** which is the ability to formulate, represent and solve mathematical problems; **adaptive reasoning** which is the capacity for logical thought, reflection, explanation, and justification; and **productive disposition** outlined as the habitual inclination to see mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efforts<sup>29</sup> (2) Research conducted Dr. Rosemary Papa and Dr. Ric Brown, both Educational Consultants, also concluded that the

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<sup>28</sup> Math Triumphs,

<https://www.mheonline.com/program/view/2/16/325/002MT/331/0078882044/>

<sup>29</sup> Per the Research for *Math Connects* Grade Pre-K – 8, Dr. Rosemary Papa & Dr. Ric Brown,

[http://www.mheresearch.com/product\\_info.php?segID=3&subID=76&proID=230&catID=2](http://www.mheresearch.com/product_info.php?segID=3&subID=76&proID=230&catID=2),

page 8.

*Math Connects* series develops students' conceptual understanding of core mathematical ideas primarily through hands-on experience involving visual supports, models and related discourse. The program itself is rooted in the principle that conceptual understanding is of paramount importance. For example, studies of successful instructional techniques in high-poverty classrooms found that striking a balance between teaching for conceptual understanding and teaching for procedural fluency contributed to the development of both fluency and problem-solving skills in high- and low-achieving students (Knapp, 1995; Zucker, 1995, as cited by Fuson, 2003)<sup>30</sup> (3) McGraw-Hill *Math Connects* curriculum also aligns with the Common Core Standards. With that, further research concluded that *“the middle school standards within Common Core are robust and provide a coherent and rich preparation for high school mathematics.”*<sup>31</sup> Additionally, the general instructional practices utilized within the Math Department include, but are not limited to: inquiry based learning, scaffolding instruction, math centers, differential grouping and instructional games.

The **Science curriculum** will be Interactive Science, a next generation, standards-based science program that makes learning personal, engaging and relevant for today's student. The curriculum combines hands-on inquiry, critical thinking skills and interdisciplinary components while providing innovative write-in student text that enables students to become active participants in their learning. The curriculum is based on the “backwards design” model

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<sup>30</sup> The Research for *Math Connects* Grade Pre-K – 8, Dr. Rosemary Papa & Dr. Ric Brown, [http://www.mheresearch.com/product\\_info.php?segID=3&subID=76&proID=230&catID=2](http://www.mheresearch.com/product_info.php?segID=3&subID=76&proID=230&catID=2), pages 15 – 17.

<sup>31</sup> *Key Points of Math Standards*- <http://www.corestandards.org/about-the-standards> (Accessed August 2011)

introduced by Understanding by Design. The backwards design model first identifies the goal of the lesson, followed by assessment design and then moves to the creation of the activity. Interactive Science curriculum begins each chapter with a goal called the “BIG IDEA” and includes essential questions for students to answer as they learn. There is also a heavy emphasis on real world, hands-on inquiry to guide students to develop a true understanding of content as they practice the skill of transferring knowledge. The inquiry is scaffolded meaning lower grades begin with basic, more direct instruction and move towards more complex, independent inquiry in the upper grades. Fifth grade curriculum will begin with an introduction to Life, Earth and Physical Science while the sixth grade curriculum will include a more in-depth study of Earth Science. The seventh grade curriculum will focus on Life Science and the eighth grade curriculum will conclude with Physical Science. In addition, to increase student proficiency in writing lab reports, the Science curriculum will also include scaffolded lab report rubrics that will allow for consistent procedures and expectations as students work toward mastery in all science courses. The *Interactive Science* curriculum is a quality curriculum that combines quality instructional practices. For example, (1) The *Interactive Science* curriculum literacy component is aligned with the Common Core Standards.<sup>32</sup> The curriculum is comprised of language arts components that allow students to combine science content with language arts skills which supports interdisciplinary instructional practice. (2) *Interactive Science* conducted a preliminary research study with PRES Associates, an independent educational research firm. Students showed a statistically significant improvement from pre- to post-testing after using the Interactive Science program. Students improved their performance as measured by multiple-

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<sup>32</sup> Common Core: State Standards Initiative- <http://www.corestandards.org/about-the-standards>

(Accessed August 2011)

choice, fill in the blank, and constructed response items.<sup>33</sup> (3) Understanding by Design is an instructional practice that utilizes the “backwards design model”. Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD) Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities that lead students to a deeper understanding of science concepts.

<sup>34</sup> *Interactive Science* also structures each lesson by the 5E learning cycle: Engage, Explore, Explain, Elaborate and Evaluate. (5) The *Interactive Science* instructional practice moves away from traditional lectures and notes rather engages students through inquiry offering hands-on labs and activities scaffolded for all learners. Science education standards established by American Association for the Advancement of Science and the National Research Council urges less emphasis on memorizing scientific facts and more on students investigating the everyday world and developing deep understanding from their inquiries. A study entitled “Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform” was published in the *Journal of Research in Science Teaching*<sup>35</sup>. The findings indicate that students who historically are low achievers in science can succeed in standards-based, inquiry science when curriculum is carefully developed and aligned with professional development. (6) One additional instructional practice utilized will be based on the inquiry based learning model where

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<sup>34</sup> Authentic Education- <http://www.authenticeducation.org/ubd/ubd.lasso>

<sup>35</sup> ©2004 Wiley Periodicals, Inc. *Journal of Research in Science Teaching*, Volume 41, Issue 10, pages 1063-1080, December 2004.

lower grade levels (5<sup>th</sup> – 6<sup>th</sup>) practice guided inquiry (students investigate a teacher-presented question using student designed/selected procedures) and upper grade levels (7<sup>th</sup> – 8<sup>th</sup>) practice open inquiry (students investigate questions that student formulated through student designed/selected procedures). Although guided inquiry engages students, open inquiry requires the most scientific reasoning and greatest cognitive demand for students.

The **English-Language Arts** Department will provide a rigorous and rewarding curriculum that is literature based, culturally diverse, and intellectually stimulating. The literature based novels will focus on 3 genres: series, non-fiction and historical fiction. For example, the historical fiction unit may include: Lois Lowry's Number the Stars (5<sup>th</sup> grade), Christopher Paul Curtis' The Watsons Go to Birmingham—1963 (6<sup>th</sup> grade), Anna Myers' Tulsa Burning (7<sup>th</sup> grade), and Harper Lee's To Kill a Mockingbird (8<sup>th</sup> grade). The series based books help students build volume and takes notice of character development and growth; the nonfiction books undertake more complex reading for information and main ideas; and historical fiction engages students in complex themes and significant historical events while building complexity across grades. The literature based curriculum is aligned with State standards and is also recommended by the Kirkus Reviews<sup>36</sup>. The Kirkus Reviews publishes more than 500 pre-publication book reviews each month, including fiction and nonfiction. Kirkus content is written by specialists selected for their knowledge and expertise in their particular fields; the books are measured by their academic value and high student interest.

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<sup>36</sup> Kirkus Reviews- <http://www.kirkusreviews.com/about/faq/> (Accessed August 2011)

The instructional practice utilized is based on the Columbia Reading and Writing workshop<sup>37</sup> philosophy developed at Columbia Teachers College. Through the workshop a significant emphasis is placed on developing critical reading and analytical writing skills. Students set individual reading and writing goals with their teachers and keep track of their progress towards these goals. The reading workshop functions with several key components on a daily basis: read aloud, mini-lesson, independent reading time, and assessment. Through the first component, teachers do whole-class read alouds at least three times per week. The read aloud builds students' reading fluency, comprehension, critical thinking, and vocabulary. The read aloud engages the students in a text by writing, thinking, and speaking about a text while allowing the teacher to explicitly model thinking and reading of a complex text. The second component of reading workshop, the mini-lesson, allows for direct instruction and student engagement designed to teach rigorous objectives aligned with state and national standards. Students work collaboratively to guide each other's understanding of texts, novels, media and other sources in the mini-lesson. Furthermore, independent reading is a differentiated portion of the class in which students read leveled novels on their proximal zone of development. Students think and write critically about their reading by keeping post-its in their novels and then translate post-its to larger thinking and writing about their texts in readers' notebooks. Finally, assessment is done through reading conferences to gauge students' progress towards their reading goals as well as unit tests that gauge mastery of learning objectives. As part of the teaching cycle, teachers analyze assessment data to make informed judgments of what objectives to re-teach, small groups for remediation, and instructional practice adjustment. The reading workshop is then

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<sup>37</sup> Columbia Reading and Writing Workshop- <http://tc.readingandwritingproject.com/about>

(Accessed August 2011)

complimented with a writing workshop that aligns to the reading units of study. For example, a novel unit will be complimented by memoir and personal narrative writing, nonfiction by research writing, historical fiction with a historical research analytical essay, etc. The writing workshop incorporates daily writing in class with writing mini-lessons that teach grammar, vocabulary, and writers' craft (i.e. diction, mood, tone, audience). Combined, the reading and writing workshop allow for rigorous instruction with significant time for student engagement and practice.

Although individual teachers define and hone each specific curricular strand, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. The reading and writing workshop is vertically aligned according to Oklahoma and the Common Core Standards<sup>38</sup> throughout each grade. The units of study also align so students' rigor with different skills build on one another from grade to grade. The new writing workshop will ensure that students are ready to enter competitive high schools in which they will be able to write historically grounded analysis of a literary work and write an expository essay with a strong thesis statement and supporting evidence.

The **Social Studies-History curriculum** will include History Alive! developed by the Teachers' Curriculum Institute (TCI)<sup>39</sup>. The Teachers Curriculum Institute was developed by former teachers whose goal is to create lessons that will allow all students to discover,

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<sup>38</sup>Common Core: State Standards Initiative- <http://www.corestandards.org/about-the-standards>  
(Accessed August 2011)

<sup>39</sup> TCI- [Http://www.teachtci.com/programs/index.html](http://www.teachtci.com/programs/index.html) (Accessed August 2011)

experience and connect with content. TCI lesson developers approach every lesson by first asking this question and then creating the activity, resources and procedures to bring the lesson to life.

Since Geography is fundamental for developing an understanding of history it will be the focal point of the Social studies curriculum. Throughout the student's four years at KIPP Tulsa, students will build a mastery of how the physical, cultural, and environmental geography affected the evolution of human societies. The study of history will prepare students with knowledge of major events and historical figures and teach them to analyze and explain the lasting impact of the past on the present. History will provide the skills necessary for students to evaluate and develop their own unique perspectives on current events, political structures, and philosophies. The quality of the curriculum is highlighted by the Teachers Curriculum Institute's widespread recognition for creating classroom experiences that allow students of all abilities and learning styles to succeed. The curriculum also increases student engagement, provides on-demand, online lesson plans and student handouts, provides teacher online support and has been proven to be effective in raising student achievement and test scores.<sup>40</sup> Every grade level course will be designed to provide rigorous literacy and inquiry-based lessons that expand the cultural and intellectual knowledge of each student.

The instructional practices employed will include collaborative group work, differentiated literacy instruction, as well as engaging and interactive lessons through the use of technology and interactive notebooks. Interactive notebooks are becoming a centerpiece within social studies curricula as they provide an ideal method for studies to organize extensive content knowledge within formats that foster true creativity and investment in the ownership of their

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<sup>40</sup>TCI- [http://www.teachtci.com/our\\_results.html](http://www.teachtci.com/our_results.html) (Accessed August 2011)

work. By incorporating technology in the classroom on a daily basis through History Alive's virtual module, teachers will be able to reach and connect with students through media outlets with which students are interested and familiar. The Social Studies department will also align itself with the English-Language Arts (ELA) department which lends itself to the practice of interdisciplinary instruction. By integrating key components of the Columbia Reading and Writing workshop philosophy such as read alouds, mini-lessons, and independent reading, social studies teachers will lead students to apply their English Language/Arts skills specifically to nonfiction. These skills are especially pertinent for primary and secondary source analysis, a true focal point of social studies. Students thus strengthen critical literacy skills while simultaneously deepening their understanding of geography and history. The cross disciplinary alignment with English Language/Arts will also reinforce analytical writing while the consistency in teaching methodology and structure yield greater skill acquisition and retention among the students. By the end of 8<sup>th</sup> grade students are expected to write document-based question (DBQ) essays aligned with the Advanced Placement social studies courses offered at all competitive high schools. In order to achieve this, the social studies and English-language arts departments will further collaborate to develop a writing rubric that builds in rigor from fifth to eighth grade. The eighth grade writing rubric is modeled off of the College Board AP exam writing rubric to ensure that students are on track to meet the high demands of college-level writing.

**The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school**

The degree of flexibility afforded to the charter school is outlined in **Oklahoma Statute 70 O.S. § 3-131(A)** which states *the purpose of the Oklahoma Charter Schools Act is to: improve student learning; increase learning opportunities for students; encourage the use of*

different and innovative teaching methods; provide additional academic choices for parents and students; require the measurement of student learning and create different innovative forms for measuring student learning; establish new forms of accountability for schools; and to create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site. In regards to charter school compliance, Oklahoma charter schools are afforded flexible operation and management of its public school in accordance to **Oklahoma Statute 70 O.S. § 3-136 (5) and (8)** which states *“except as provided for in the Oklahoma Charter Schools Act and its charter, a charter school shall be exempt from all statutes and rules relating to schools, boards of education, and school districts. A charter school shall provide for a governing body for the school which shall be responsible for the policies and operational decisions of the charter school.”* This allows Oklahoma Charter Schools to have complete autonomy over its budget, expenditures, daily operations and personnel.

According to **Oklahoma Statute 70 O.S. § 3-134(A)**, prior to submitting an application to establish a charter school, the applicant must complete training provided by the State Department of Education which outlines the process and requirements for establishing a charter. The applicant must then submit an application to the proposed sponsor. Per Oklahoma statute **70 O.S. § 3-135(A)** the Sponsor (authorized chartering agency) of the charter school shall then enter into a written contract with the governing body of the charter school. The contract shall incorporate the provisions of the charter of the charter school. *Refer to Appendix M for the Sponsor Application and Contract Guidelines.*

### **The extent of community support for the application**

Community partnerships are an essential resource for fulfilling the KIPP Tulsa mission. As a public school with the district, KIPP Tulsa built strong partnerships with parent, civic, religious, business and academic organizations. These relationships allowed KIPP Tulsa to establish roots in the community it serves and created a strong, ever growing support base. As KIPP Tulsa moves to operate as a charter school, current relationships will deepen and new relationships will develop. For example, KIPP Tulsa has established support within the educational community including college preparatory high schools where students have volunteered at KIPP as tutors or mentors; as well as with local and out of state colleges & universities such as the University of Oklahoma, Tulsa Technology Center and Howard University in Washington, DC where the staff hosted campus tours and/or student focused workshops. In its efforts to assist each KIPP Tulsa 8<sup>th</sup> grader to determine the most appropriate high school placement fit, KIPP Tulsa has hosted an annual high school fair where students meet with counselors from area high performing high schools. *Refer to Appendix N for letter of support from President David Boren, University of Oklahoma.* In addition, organizations such as the local chapter of the LINKS<sup>41</sup> (the largest volunteer service organization of women) has provided health & etiquette classes for 6<sup>th</sup> grade girls. Along with community leaders such as Rev. Ray Owens of Metropolitan Baptist Church, one of the largest churches within KIPP Tulsa's geographic area has committed 1000 volunteer hours to be completed by members of the congregation. *Refer to Appendix O for letter of support Rev. Ray Owens.* Also the Tulsa Area United Way (TAUW)<sup>42</sup> has approved KIPP Tulsa as a United Way agency beginning January 2012. As such, KIPP Tulsa will receive \$110,000 annually from TAUW's annual campaign. Additionally, KIPP Tulsa has already participated in

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<sup>41</sup>The Links, Incorporated- [www.linksinc.org](http://www.linksinc.org) (Accessed August 2011)

<sup>42</sup> [www.tauw.org](http://www.tauw.org)

several TAUW speakers bureau events at area businesses. Finally, philanthropic and business community leaders have extended support to the school through financial donations, volunteers, in-kind services and serving as Saturday Experiential Learning guest speakers or presenters. Over the last year, increases in KIPP Tulsa's philanthropic and business support have assisted the organization to double the proceeds of its annual spring fundraiser and other fundraising activities. *Refer to Appendix P for the letter of support from George B. Kaiser, philanthropist and business owner.*

Parents and other members of the community will be informed about the charter through a broad base of outreach efforts which may support and/or endorsements from key community leaders (i.e. parents, educational entities, philanthropic community, etc.); the development and distribution of marketing collateral (i.e. school brochures, flyers, business cards, posters, billboards); a series of open houses at the school building; advertisements in the widely read community newspaper, bill boards or school website; radio spots (live and advertising); and informal networks and presentations at local congregations and civic organizations

KIPP Tulsa is a free, college preparatory public school focused on bridging the academic achievement gap between students in underserved communities and those in more affluent neighborhoods. The admission policies and practices of the school will not discriminate on the basis of race, gender, national origin, income level, ethnicity, religion, disability, aptitude, academic or athletic ability, or proficiency in the English language. Students will be given an equal opportunity to attend the charter school – there are no formal entrance requirements or selection criteria to enroll in KIPP Tulsa. Any student who expresses his/her intent to enroll must meet with the Principal and/or designated school representative(s) and agree in principle with the school's guiding philosophy and then, as discussed elsewhere in this grant application,

sign a Commitment to Excellence Form. In the event that more students express intent to enroll than seats available, KIPP Tulsa will host a public lottery using a blind, random selection process. After filling all seats, a waiting list will be established in the event that space becomes available. If seats remain, applications will be accepted on an on-going basis and seats will be filled on a first-come, first-served basis.

### **The quality of the strategy for assessing achievement of the charter school's objectives**

Progress towards each component of KIPP Tulsa's mission statement will be measured annually to determine whether KIPP Tulsa's expanding program delivers on its promises. The following data will be analyzed through the KIPP Tulsa mission. The statement,

**“to empower all students with the optimum academic skills, character traits and self confidence...”** will be analyzed through participation in school-wide student behavior management and rewards system; test score improvement (Oklahoma Core Curriculum Test and Measures of Academic Progress assessment, as well as, classroom assessments); student attendance; and homework completion. The statement, **“..necessary to excel in top-quality high schools, colleges, and the competitive world beyond”** will be analyzed through high schools attended by students; high school performance (grades, teacher feedback, tests); SAT/ACT scores; college applications and admissions; and alumni involvement. **In addition, to further gauge organizational robustness, the following will be measured such as** enrollment rates; length of waiting list; student retention rate (in school, not grade); staff retention rate; and parent satisfaction.

Finally, KIPP Tulsa will study the following psycho-social conditions data on which will be ascertained from regularly administered KIPP Healthy Schools and Regions survey instruments- as progress indicators such as student self-regulation; academic efficacy; student

identification with school; student trust in teachers; teacher satisfaction with employer; parent responsibility; and parent trust in the school. KIPP Tulsa views timeline-driven milestones as a tool for creating a culture of urgency around its work. On an annual basis, KIPP Tulsa's executive director will work with the principal and his/her leadership team to determine the school's annual priorities, goals, milestones and metrics used to measure progress toward and achievement of the stated goals. The principal and his/her leadership team will assist each teacher to develop classroom goals that align to the school-wide priorities and goals. For example, a priority is to *increase student academic achievement and preparedness for college and life*. As such, the 8<sup>th</sup> grade English Language Arts teacher may set a goal of increasing the percentage of 8<sup>th</sup> grade students that score Proficient or Advanced on the Oklahoma Core Curriculum Test by 10% over the previous year's 71% result. The Board of Directors shall approve the annual organizational priorities and will receive quarterly updates on the school's progress toward its annual goals.

**Existence of a charter or performance contract between the charter school and its authorized public chartering agency**

KIPP Tulsa is currently finalizing the details of its charter agreement with the Tulsa Public Schools District. The school district, with the support and assistance of the Gates Foundation, and similar to other schools districts such as Denver, CO and Houston, TX, is developing a compact arrangement with KIPP Tulsa that will incorporate specific performance targets for KIPP and other charter schools being sponsored by the school district. The performance targets will set specific Oklahoma Core Curriculum Test benchmarks for KIPP Tulsa, student attendance requirements, Free and Reduced Lunch percentage targets, Annual Performance Index (API) scores and Value-Added assessment results. Tulsa Public Schools has

developed a Value-Added School Report for each school within the district. This analysis provides a summary of students' academic growth in content areas and the effect that the school has on that academic growth. The Value-Added report measures the impact of the school on the academic growth of each student in comparison to the growth of similar students in the district.

### **The extent to which the proposed project encourages parental and community involvement**

Garnering the support and participation of parents and the community is paramount to the mission of KIPP Tulsa. Parents and the community at large will be encouraged to contribute their time and talent as well as their resources towards the development and ongoing operations of the school. Areas may include (1) Serving on committees such as the Community Outreach Committee (*to provide guidance and feedback regarding the needs of the school and community*), the Board of Directors (*the governing body that represents the school*), the Development Committee (*to help resource development*) or the KIPP Tulsa Parent Association (*to lead parent involvement in the school*) (2) Serve on advisory or special task committees involved in school operations. These councils may assist with recruitment, extracurricular programs, special events and community service projects. (3) Participate in the annual Tulsa Area United Way Day of Caring projects at the school that will bring together 20-50 volunteers in a single day. (4) In effort to build community among parents and staff, parents can attend Parent-Teacher conferences, school open houses, family workshops, family dinner nights and other parent informationals.

### **Quality of the personnel**

KIPP Tulsa has recruited a competent, diverse and experienced team of professionals to deliver the rigorous college preparatory curriculum and character-building experiences that are the hallmarks of the Knowledge Is Power Program nationally. Currently, 41.7% of KIPP Tulsa's instructional and administrative staff has a Master's degree. The average years of teaching

experience for KIPP Tulsa's instructional staff is approximately 6.5 years, including the three first-year Teach for America<sup>43</sup> corps members hired to join the staff for the 2011-2012 academic year. The actual experience of each instructional staff member ranges from 0 to 35 years. Additionally, 75% of KIPP Tulsa's staff is African American, 16% Caucasian/non-Hispanic, 6% American Indian and 3% Hispanic/Latino.

KIPP Tulsa has incorporated the KIPP Foundation's Leadership Framework and Competency Model into its hiring and professional development systems. *Refer to Appendix Q regarding the KIPP Foundation's Competency Model.* This framework is the high-level category architecture that assists in organizing our competencies and showing how those competencies relate to one another. Effective KIPP leaders (*it should be noted that all teachers are considered leaders*) Drive Results, Build Relationships, and Manage People. They do so in order to prove the possible for our students. As such, KIPP Tulsa assesses each potential team member in these four key areas. Once hired, as part of its annual professional development plan, KIPP Tulsa's leadership team assists each teacher to determine a goal area related to one of the four competency areas, drive results, build relationships, manage people and prove the possible (students focus on results). KIPP Tulsa recognizes the necessity of a robust human assets strategy in order to recruit evaluate and develop its staff. *Refer to Appendix R for the corresponding chart for additional information.* Without experienced staff that reflects the demographics of the students we serve and who are relentless in their pursuit of personal and professional excellence, KIPP Tulsa would not have become the highest performing, non-selective middle school in the Tulsa Public School District according to each school's Annual Performance Index (API) score.

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<sup>43</sup> [www.teachforamerica.org](http://www.teachforamerica.org)

### **Quality of the management plan**

In anticipation of a complex and high functioning relationship between KIPP Tulsa's Board of Directors, executive director and school leadership team headed by the Principal, KIPP Tulsa has developed a decision rights structure. As outlined in the decisions rights structure chart, KIPP Tulsa's management plans a high level of interaction and input from its Principal; his/her school leadership team, the executive director and the Board of Directors. Although the corresponding chart does not specifically detail the various state and federal reporting requirements concerning child nutrition, special education, attendance, accreditation, Title 1 and other similar reporting dates, KIPP Tulsa is developing a master-calendar that will reflect each reporting obligation. *Refer to Appendix S for the corresponding chart with detailed explanation of said structure.* As a public school for Tulsa Public School District for the last six academic years, KIPP Tulsa's management team has consistently managed its budget effectively and accomplished its academic and organizational goals. In fact, at the end of the 2010-2011 academic year, according to the Oklahoma Core Curriculum Test results, KIPP students improved in every area tested. *Refer to Appendix V for 2010-11 Oklahoma School Accountability Data Report*

### **The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards**

KIPP Tulsa has many systems to support educationally disadvantaged students. In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, educationally disadvantaged students will spend more time in a positive learning environment. In addition,

teachers are available to help students with homework by phone in the evenings and on weekends up until 9:00pm each evening. Students who are behind grade level or in jeopardy of retention are individually counseled and receive additional help in their specific areas of concern. The content of the KIPP Tulsa curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Benchmark assessments, state and national test scores, and other methods help the school identify students most in need of extra support. KIPP Tulsa will utilize small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level. KIPP Tulsa will also develop intentional math and reading tutorial programs that utilize community volunteers to provide weekly one-on-one tutoring and skill-building activities.

**Competitive Pref. Priority 1: Improving Achievement and High School Graduation Rates**

**Accelerating learning and helping to improve high school graduation rates and college enrollment rates for (d) high-need students, (e) high poverty schools, (f) in an inclusive manner that ensures that the specific needs of high-need students participating in the project are address.**

Tulsa Public School District currently serves 42,000 students and based on statistics from the graduating classes of 2005-2007, 75% of students in a cohort (class) can be expected to graduate from high school, 43% can be expected to enroll in college, and 16% can be expected to earn a college diploma. These numbers by themselves suggest the need for an academically ambitious, college-focused education that KIPP provides.

KIPP Tulsa serves students that are *high-need* (students who live in poverty, are below grade level and are not on track to becoming college or career ready) *and in a high poverty*

*school*. The students who attend KIPP Tulsa are almost entirely African-American (between 92-98% each year). According to the American Community Survey, 93% of KIPP Tulsa's students live in poverty. For the 2010-2011 academic year, 86% of KIPP students qualified for the Free and Reduced Lunch program (76% Free and 10% Reduced). To better understand at what grade level KIPP Tulsa's students begin and where they end, it is important to compare the results of KIPP Tulsa's student scores on the Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced test that compares a student's performance with performance standards that are established by the State Board of Education. Performance is reported according to the following performance levels: unsatisfactory, limited knowledge, satisfactory/proficient, and advanced<sup>44</sup>. A score of satisfactory/proficient or advanced means the student has "passed"<sup>45</sup>. For purposes of comparing spring 2010 OCCT scores, KIPP Tulsa and the Tulsa Public School District designated the following as "neighborhood" schools for the 5<sup>th</sup> grade data: Alcott, Anderson, Cherokee, Greeley, Hawthorne, Houston, Penn and Whitman. These schools are all in the north section of Area I of TPS (i.e., north Tulsa). For 6<sup>th</sup>-8<sup>th</sup> grades, the "neighborhood" schools are:

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<sup>44</sup> "Oklahoma Core Curriculum Tests"; <http://occt.caltesting.org/about.html>; Accessed 5/17/2010

<sup>45</sup> While we acknowledge that the use of threshold measures – i.e., proficiency cut offs – is not adequate for revealing progress made by students, and is, therefore a limited metric for demonstrating student achievement, it is the metric that is being broadly used – by the district, the state, and the federal government – to measure student achievement. It is a key factor in determining adequate yearly progress (AYP) and is, inevitably, a key consideration in decisions to close schools. Additionally, it would be inappropriate to compare scaled or raw scores over time because different objectives for different state standards are measured from year to year; thus, these scores would not accurately reflect progress because they are not truly comparable.

Cleveland, Gilcrease, Hamilton, Madison and Wilson. For clarification, the “class of” designation denotes when students are set to graduate from the 12<sup>th</sup> grade and matriculate to college. Students arrive at KIPP with a significant deficit in math compared to peers in neighborhood schools and across the district (*Refer to Appendix T for referenced data charts, Figures III.2, A through H*). On their 4<sup>th</sup> grade OCCTs, the incoming classes of 2014, 2015, 2016, and 2017 had between 7% and 11% fewer students pass than their peers in neighborhood schools and between 17% and 22% fewer students pass than their peers across the district (Figures III.2.A, C, E, G). By the end of eighth grade the class of 2014 saw an overall increase of 25% compared to the neighborhood’s passing rate (from a 10% deficit to a 15% advantage) and a 14% increase compared to the district (from a 17% deficit to a 3% deficit) (Figure III.2.A). Likewise, as detailed in Figures III.2.C and E, the class of 2015 and 2016, saw an increase of 36%-42% over the neighborhood’s passing rate and an increase of 32%-42% compared to the district. After only one year at KIPP, the class of 2017 saw an increase of 15% over the neighborhood’s passing rate (from a 7% deficit to an 8% advantage) and an increase of 7% compared to the district (from a 19% deficit to a 12% deficit) (Figure III.2.G).

Students arrive at KIPP on par or slightly better than their neighborhood peers in reading but moderately or significantly worse than their district peers. At the end of 8<sup>th</sup> grade, the class of 2014 saw an increase of 14% compared to neighborhood peers (from a 4% advantage to one of 18%) and a 2% increase compared to the district (from a 3% deficit to a 1% deficit) (Figure III.2.B). Likewise, as detailed in Figures III.2. D, G and H, the class of 2015 and 2016, saw an increase of 10%-14% over the neighborhood’s passing rate.

The KIPP Tulsa leadership and faculty are determined to drive academic achievement upward. In the meantime, current data show that KIPP Tulsa is having a significant impact on

accelerating learning toward higher student achievement rates in an *inclusive manner* that is meeting the needs of its high-need students. In fact, the 2011 preliminary data shows that 88% of KIPP Tulsa 8<sup>th</sup> graders scored proficient or advanced on the math assessment and 71% scored proficient or advanced on the reading comprehension assessment. However, closing the high school achievement gap is only a step toward KIPP Tulsa's ultimate goal of assisting its students to matriculate **to** and **through** college. KIPP Tulsa's KIPP Through College Coordinator begins preparing KIPP students for college on the first day of 5<sup>th</sup> grade (*the first day of each school year is spent on a college campus in northeastern Oklahoma*). KIPP Tulsa's students benefit from a scaffolded approach to college readiness throughout their four years at KIPP. Prior to 8<sup>th</sup> grade promotion, students will develop the values, character and 21<sup>st</sup> Century skills (*communication, building supportive networks, learning to ask for help, critical thinking and problem solving*) they need to persist through college. Additionally, students will also participate in several critical field lessons and college preparation workshops aimed at assisting them to determine the best high school fit for accomplishing their college and career goals (*high school career days and individual high school tours*), to develop job interview and workplace skills (mock interviews, career shadowing days, and soft skills workshops), to be exposed to a wide array of career possibilities (CEO Fridays, corporate field trips, college department learning days at the University of Tulsa's business school and cyber forensics department) and to begin identifying the specific attributes of a college important to them (*Oklahoma college tours of 6-8 colleges and universities and the capstone one-week, college tour in 8<sup>th</sup> grade where students travel out of state to visit multiple colleges*). Then, as KIPP alumni enter high school (the oldest alumni will be high school juniors this year), KIPP Tulsa's KIPP Through College Coordinator continues to

track each students' progress toward high school graduation, assist students who are struggling to stay on track to graduate, and help students determine the best college fit.

**Invitational Priority: The creation of a new charter school in the vicinity of one or more public schools closed as a consequence of a local educational agency (LEA) implementing a restructuring plan**

Despite a series of aggressive initiatives, many students remain underserved, as indicated by the Tulsa Public School District's low high school graduation and college matriculation rates, and geographic disparities in the distribution of "high performing" schools around the city. In fact, a study conducted by the McKenzie Group, a national consulting firm, indicated that only 7% of students who graduate from TPS high school are college ready and the percentage decreases to 1 to 2 percent for minorities.<sup>46</sup> Therefore to fulfill the Board of Education's mission of "Excellence and High Expectations with a Commitment to All" the TPS District re-examined the efficiency and effectiveness of how it was investing its resources. TPS moved to reprioritize its school expenses and started Project Schoolhouse<sup>47</sup> which was the process for examining the equity, efficiency and effectiveness of the schools in the district. With oversight from the board and the superintendent Project Schoolhouse focused on the best way to re-allocate existing financial and physical resources to provide a better learning experience for students. Each school within TPS was evaluated using measured criteria such as demographic trends, academic performance and community services offered. Within the geographic area that KIPP Tulsa serves, four of the eleven elementary schools from which KIPP Tulsa recruits was closed and the remaining six were reconfigured (*from K-5 to Pre-K-6*). Also, of the five middle schools within

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<sup>46</sup> <http://www.newson6.com/story/10869354/tps-college-readiness-put-to-reality-check>

<sup>47</sup> [http://www8.tulsaschools.org/4\\_About\\_District/project\\_schoolhouse.asp](http://www8.tulsaschools.org/4_About_District/project_schoolhouse.asp)

the same geographic community of KIPP Tulsa (*students home schools*) two were closed, three were re-zoned and one was re-configured (*from 6-8 to Pre-K-6*).

KIPP Tulsa College Preparatory originally opened in July 2005 as a public school within the Tulsa Public School District. The neighborhoods surrounding KIPP Tulsa has a disproportionate concentration of students living in poverty. The average 5<sup>th</sup> grader enrolls at KIPP Tulsa performing two to three grade levels behind in math and reading. However, over the past six years through extended time model along with committed students, staff, parents and volunteers KIPP Tulsa has been the highest performing, non-selective middle school in the geographic area we serve for the past six years; achieved an average student attendance rate of 97%; and in 2010-11 and achieved a score of 1034 out of 1500 on the Academic Performance Index (API).

KIPP Tulsa operates under the extended day model as like the KIPP network and has taken full advantage of the KIPP national training opportunities. However, as a public school within TPS District, KIPP Tulsa is subject to all statutes and rules related to the Board of Education and the school district. However, on July 1, 2012 KIPP Tulsa will convert to a charter school and the Tulsa Public Schools will serve solely as the authorized chartering agency. Refer to Appendix U confirming submission of charter application. As a charter school, KIPP Tulsa will be independent from the Tulsa Public School District and will be governed by the KIPP Tulsa Board of Directors. KIPP Tulsa will have the full autonomy to implement the KIPP educational philosophy as set forth by the KIPP national's Five Pillars; KIPP Tulsa will be independent in its operations and practices as a Local Educational Agency.

## Other Attachment File(s)

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## **Appendices**

### **Application Requirements**

- Appendix A Commitment to Excellence Contract
- Appendix B Student Behavior Management & Reward System
- Appendix C Class Schedule
- Appendix D Organizational Chart
- Appendix E Board Primary Responsibilities
- Appendix F KIPP Efficacy: Mathematic Study
- Appendix G Articles highlighting the KIPP philosophy (3)
- Appendix H Science Lab Rubrics
- Appendix I Letter of support from State Representative Jabar Shumate
- Appendix J Addendum of the Charter School Contract
- Appendix K Facility and (other services) Contract
- Appendix L Special Education Services

### **Selection Criteria**

- Appendix M Sponsor Application and Contract Guidelines
- Appendix N Letter of support from President David Boren, University of Oklahoma
- Appendix O Letter of support from Rev Ray Owen, Community Leader
- Appendix P Letter of support from George Kaiser, Philanthropist and Business Owner
- Appendix Q KIPP Foundation's Leadership Framework and Competency Model
- Appendix R Quality of Personnel Corresponding Chart
- Appendix S Decisions Right Structure Chart
- Appendix T Figures III.2 (A through H) Data Charts
- Appendix U TPS Deputy Superintendent, Millard House confirmation letter
- Appendix V 2010-11 Oklahoma School Accountability Data Report



**APPENDIX A:**  
**COMMITMENT TO EXCELLENCE CONTRACT**

## Commitment to Excellence Contract

### Parents' / Guardians' Commitment

We fully commit to KIPP Tulsa College Preparatory in the following ways:

- We will make sure our child arrive at KIPP Tulsa every day **by 7:15 A.M.** (Mon. Fri.) or boards a bus at the scheduled time.
- We will **make arrangements so our child can remain** at KIPP Tulsa until **5:00 P.M.** (Monday-Thursday) and **3:00 P.M. on Friday.**
- We will make arrangements for our child to come to KIPP Tulsa on appropriate **Saturdays to fully participate in Saturday school at 7:15 A.M. and remain until 1:00 P.M.**
- We will ensure that our child attends KIPP Tulsa summer school. (TBA)
- We will **make sure** our child follows KIPP Tulsa dress code.
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. **This means that:**
  - We will check our child's homework and sign his/her agenda every night, let him/her call the teacher if there is a problem with the homework and read with him/her every night.
  - We will always make ourselves available to our children and the school for any concerns they might have. If my child is going to miss school, we will notify the Teacher, Principal or Office Manager as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on KIPP Tulsa field lessons and incentive trips.
- We will **volunteer 12 hours or more every academic year** in ways that will contribute to the success of our child (i.e. chaperone school functions, help during Saturday school, etc.).
- I understand that **I am expected to model appropriate behavior that *reinforces* the KIPP culture and experience.** I will contribute to creating an environment of ***mutual respect and commitment*** between me as the Parent/Guardian and the KIPP Tulsa faculty and staff.
- We understand that our child follow KIPP Tulsa rules so as to protect the safety, interest and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

**Failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to my child returning to his/her home school.**

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

Work Hard. Be Nice.

Commitment to Excellence Contract for Class of 2019 \_\_\_\_\_

Student's Commitment

I fully commit to KIPP Tulsa College Preparatory in the following ways:

- I will arrive at KIPP Tulsa every day **by 7:15 A.M.** (Mon. Fri.)
- I will pick up my **morning work** and complete it before 7:45 A.M.
- I will **remain at KIPP Tulsa until 5:00 P.M.** (Monday-Thursday) and **3:00 P.M. on Friday.**
- I will come to KIPP Tulsa on appropriate **Saturdays at 7:15 A.M. and remain until 1:00 P.M.**
- I will attend KIPP Tulsa during **summer school.**
- I will always work, think and **behave to the best of my ability.**
- I will **do whatever it takes** for my fellow students and me **to learn.**
- I will **complete all my homework** every night. **I will call my teachers if I have a problem** with the homework.
- **I will call my teachers if I have a problem coming to school.**
- **I will raise my hand and ask questions** in class if I do not understand something.
- I will **always make myself available** to parents and teachers **regarding any concerns** they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- **I understand that I will not be able to participate** in certain extracurricular activities and privileges **if I fail to consistently demonstrate appropriate behavior.**
- **I will always behave** so as to protect the safety, interests, and rights of all individuals in the classroom.
- I will *always listen* to *all* my KIPP Tulsa teammates and give everyone my respect.
- **I will follow KIPP Tulsa dress code** at all times.
- **I am responsible for my own behavior** and I will **follow the teachers' directions.**

*Failure to adhere to these commitments can cause me to lose various KIPP privileges and can lead to returning to my home school.*

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

Work Hard. Be Nice.

## **Appendix B: Student Behavioral Management System and Rewards**

*“Academics without character is useless; character without academics is hollow. However working the two together has the power to transform lives.” – Dave Levin, KIPP Co-Founder*

Character, academics and intellectual skills are needed to maximize a student’s potential. To provide high quality instruction for every student in the school, fostering a productive learning environment through developing character qualities is essential. Therefore KIPP Tulsa will utilize a system to track and measure student behavior. The system pinpoints students’ strengths and skill gaps and highlights how behavior impacts academic achievement. The general system includes the following:

- Points will be earned through the following categories: Participation, Citizenship, Organization, and Homework.
- Extra points earned through: Demonstration of Leadership
- Maximum points available per week: 80

The weekly incentive includes the opportunity to wear jeans on Friday along with your favorite college shirt.

Monthly incentives are earned by students who maintain the following monthly average of points:

5<sup>th</sup>/6<sup>th</sup>: 70 point average

7<sup>th</sup>/8<sup>th</sup> grade: 72 point average

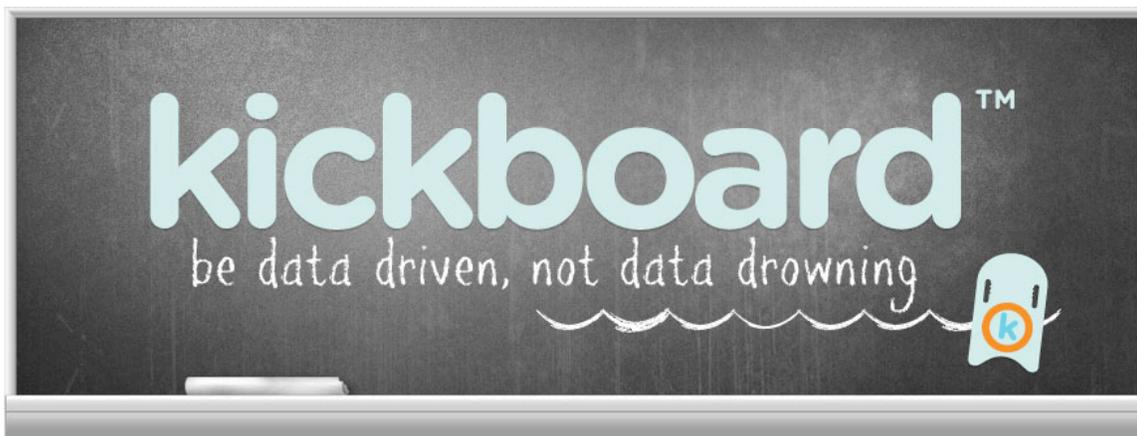
Note: 7<sup>th</sup> and 8<sup>th</sup> grade students are expected to demonstrate additional skills such as self-reliance and responsibility in preparation for the transition to high school.

Incentives may include a free afternoon for roller skating, bowling, laser tag or popcorn and a movie. Students who continue to grow in their character and practice positive choices have an opportunity to earn an “end of year” experiential field lesson. Experiential field lessons provide

students with a different cultural experience and expounds on classroom lessons - each field lesson has a specific focus. For example,

- 5<sup>th</sup> grade travel to Washington, DC to focus on Social Studies;
- 6<sup>th</sup> grade travel to San Antonio, TX to focus on leadership and team building;
- 7<sup>th</sup> grade travel to Chicago, IL with a focus on Arts & Science; and
- 8<sup>th</sup> grade travel to Atlanta, GA to focus on the Civil Rights era and to take tours of historical black colleges & universities such as Clark Atlanta and Spelman University.

Students who demonstrate negative behavior will work directly with the Principal and the Student Discipline Committee (comprised of 3 of their peers) who will listen, ask questions and make recommendations regarding support. For extreme cases, students will follow a behavior plan which may include a parent conference or suspension.



## School culture and academic mastery, together at last.

### Kickboard saves you time:

- record daily student behavior in the moment
- instant access to behavior records, grades, missing assignments, and consequence rosters from any computer (and mobile phones, too!)
- separate mastery tracker spreadsheets not required

		5.08 Surface Area and Volume	5.05 Solving Algebraic Equations	5.07 Measuring Time and Distance
<b>Name</b>	<b>Mastery</b>	<b>85%</b> overall	<b>47%</b> overall	<b>78%</b> overall
Shannon Anderson	3/9 59%	50%	40%	84%
Ashley Arrington	3/9 69%	75%	40%	72%
Toni Baker	7/9 84%	100%	100%	81%
DeKeathan Bennett	5/10 68%	98%	30%	75%
Melissa Camp	3/9 63%	100%	10%	89%
Ashley Chester	4/9 64%	50%	10%	93%

### Kickboard is customizable:

- maintain consistency in discipline with school-specific behaviors and automatic consequences
- scholar dollars? merits and demerits? paycheck totals? name it whatever you want in Kickboard
- easily import learning objectives from your scope and sequence (or pre-load the state standards or common core, if you prefer)

GROUP: **Period 1** SORT BY: **Paycheck** **Alphabetical**

**Shannon Anderson** **\$ 6**

**Afterschool Detention**

Detention Note (*Jane Principal*) called mom, will stay after school

littering/not cleaning (*John Smith*)

teamwork (*Beth Williams*)

Note (*Beth Williams*) definitely trying to turn around a bad day - encourage her!!

Note | +

### Kickboard measures learning:

- skills-based gradebook tracks student mastery over time
- dashboards prioritize skills to reteach and students in need of tutoring
- print beautiful standards-based report cards

COURSE: **5th Math** SHOW: **Skills** **Subskills**

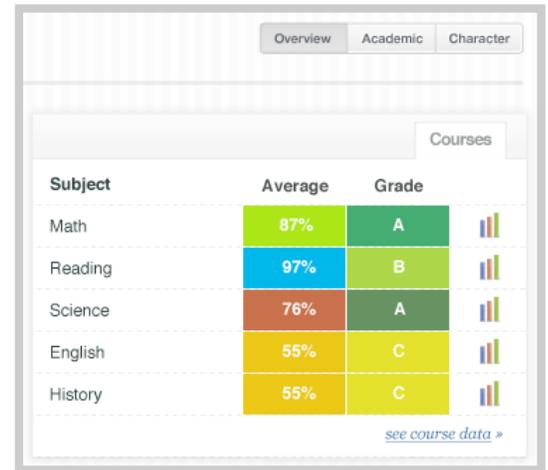
**Skills to Celebrate**

5.08 Surface Area and Volume	<b>86%</b>	
5.06 Ratios and Proportions	<b>85%</b>	
5.07 Measuring Time and Distance	<b>79%</b>	
5.09 Decimals	<b>68%</b>	
5.01 Adding & Subtracting Fractions	<b>66%</b>	

But wait, there's more...

## Kickboard plays nice with others:

- import student rosters, contact info, and attendance directly from Powerschool (no manual double-entry required)
- import assessment item reports from Edusoft and Remark scanning systems
- export official grades to Excel or Powerschool with one click

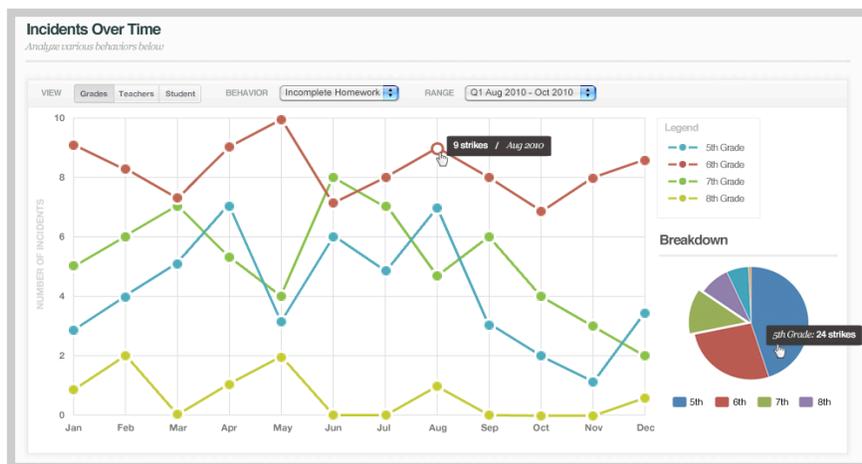


Subject	Average	Grade
Math	87%	A
Reading	97%	B
Science	76%	A
English	55%	C
History	55%	C

see course data >

## Kickboard is designed for your school:

- web-based and accessible 24/7
- data is safe, secure, and backed up nightly
- affordably priced, with monthly subscriptions starting at just \$15/teacher
- no annual contract, no upfront installation fees
- unlimited web, email, and phone support with real former teachers on the other end of the line
- built by educators, for educators



Guided demos of Kickboard are now happening weekly. Email [kickboard@dropthechalk.com](mailto:kickboard@dropthechalk.com) to sign up!

Hear what current Kickboard users have to say at [www.kickboardforteachers.com](http://www.kickboardforteachers.com)

Appendix C: Class Schedule

Freshman Class			
	Xavier	Hampton	Dillard
7:15-7:40	Breakfast	Breakfast	Breakfast
7:45-8:00	Homeroom	Homeroom	Homeroom
8:00-9:30 (90 min)	MATH	ELA	ELECTIVE
9:35-10:35 (60 min)	TUTORIALS	TUTORIALS	TUTORIALS
10:40-10:55 (15 min)	ELA	SS/SC	MATH
11:00-11:25	LUNCH	LUNCH	LUNCH
11:30-12:35 (65 min)	ELA	SS/SC	MATH
12:40-2:10 (90)	SS/SC	ELECTIVE	ELA
2:15-3:55 (100 min)	ELECTIVE	MATH	SS/SC
4:00-5:00 (60 min)	ENRICHMENT/TUTORIALS	ENRICHMENT	ENRICHMENT

Junior Class			
	Vanderbilt	Columbia	Emory
7:15-7:40	Breakfast	Breakfast	Breakfast
7:45-8:00	Homeroom	Homeroom	Homeroom
8:00-9:30	ELA	MATH	ELECTIVE
9:35-10:35	TUTORIALS	TUTORIALS	TUTORIALS
10:40-11:25	SS/SC	ELA	MATH
11:30-11:55	LUNCH	LUNCH	LUNCH
12:00-12:35	SS/SC	ELA	MATH
12:40-2:10	ELECTIVE	SS/SC	ELA
2:15-3:55	MATH	ELECTIVE	SS/SC
4:00-5:00	ENRICHMENT	ENRICHMENT	ENRICHMENT

Sophomore Class			
	TSU	UNC	Cornell
7:15-7:40	Breakfast	Breakfast	Breakfast
7:45-8:00	Homeroom	Homeroom	Homeroom
8:00-9:35	MATH	ELA	ELECTIVE
9:40-11:10	ELA	SS/SC	MATH
11:15-11:55	SS/SC	ELECTIVE	ELA
12:00-12:25	LUNCH	LUNCH	LUNCH
12:30-1:20	SS/SC	ELECTIVE	ELA
1:25-2:25	TUTORIALS	TUTORIALS	TUTORIALS
2:30-4:10	ELECTIVE	MATH	SS/SC
4:15-5:00	ENRICHMENT	ENRICHMENT	ENRICHMENT

Senior Class			
	NWESTERN	CLARK	MIT
7:15-7:40	Breakfast	Breakfast	Breakfast
7:45-8:00	Homeroom	Homeroom	Homeroom
8:00-9:35	MATH	ELA	ELECTIVE
9:40-11:10	ELA	SS/SC	MATH
11:15-12:25	SS/SC	ELECTIVE	ELA
12:30-12:55	LUNCH	LUNCH	LUNCH
1:00-1:20	SS/SC	ELECTIVE	ELA
1:25-2:25	TUTORIALS	TUTORIALS	TUTORIALS
2:30-4:10	ELECTIVE	MATH	SS/SC
4:15-5:00	ENRICHMENT	ENRICHMENT	ENRICHMENT

**Tutorials** Math or Reading

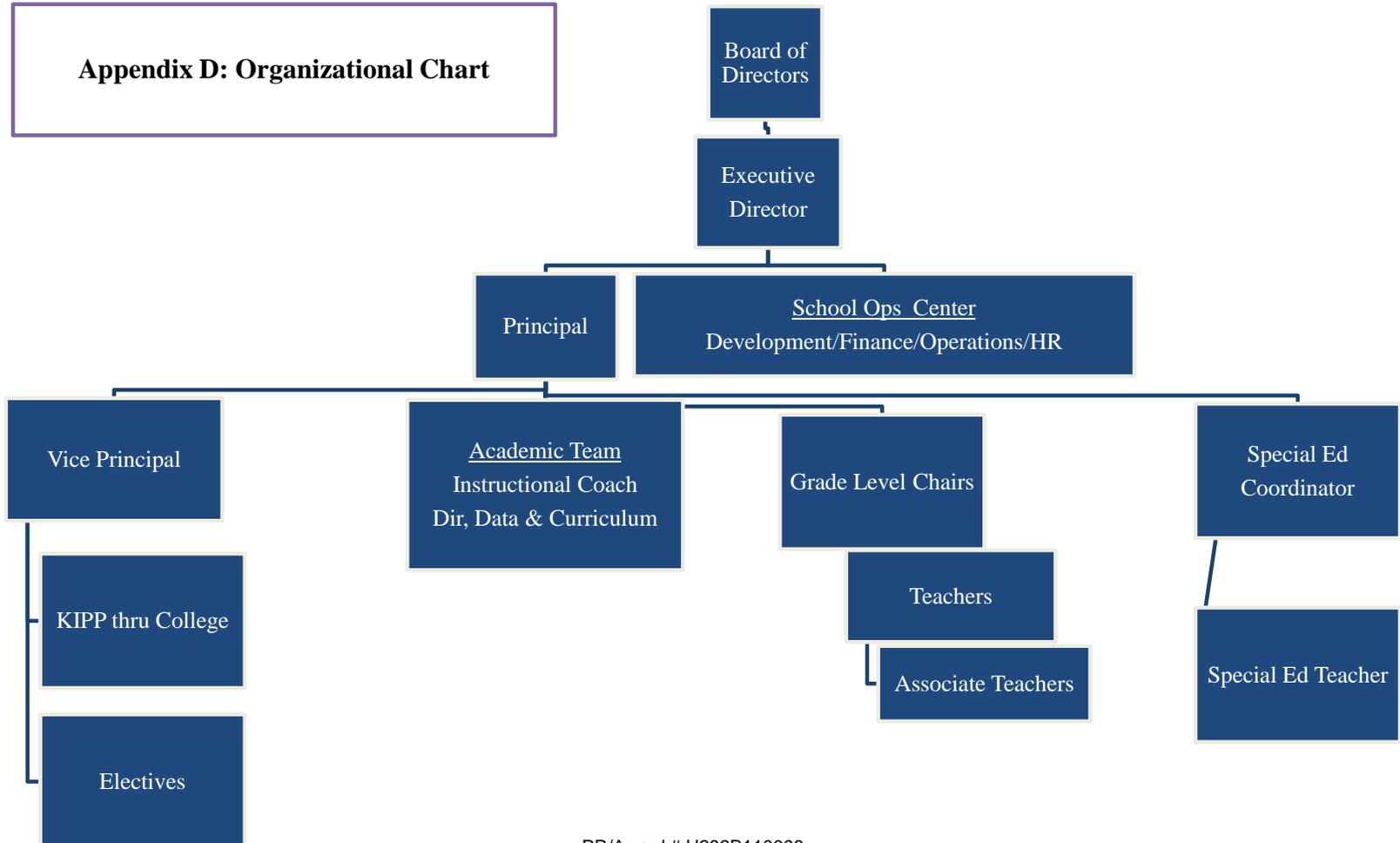
**Electives** Physical Education, Art, Band or Technology (Only 2 electives per year per student)

**Enrichment/Tutorials** Additional math/reading blocks as needed for students and student auxillary clubs

**Note:** Classes are named by colleges



**Appendix D: Organizational Chart**



## **Appendix E: Board Primary Responsibilities**

### *Critical Components of an Effective Board*

- Firmly believes that all students, regardless of social and economic backgrounds, can learn, and be an active advocate and ambassador for the values, mission, and vision of the organization
- Sufficient diversity to support healthy deliberations on all matters
- Focused on big picture and long-term sustainability of the school, not the day-to-day business of running the school
- Has clear officer succession plan and continually cultivates and nominates new board members with needed skills
- Clearly understands the distinctions between management and governance
- Has a firm understanding of KIPP's school-based financial position and reviews the organization's financial health on a regular basis (i.e. including approval of annual budget)

### *Primary Responsibilities*

- Define and refine the organization's mission, vision and strategic direction
- Ensure that the school adheres to the goals outlined in the charter as well as state and federal guidelines and other school related policies
- Hold the Principal and Executive Director accountable for the academic and fiscal performance of the school
- Ensure effective organizational capacity and planning
- Ensure adequate resources and the effective management of those resources

- Monitor and evaluate the organizations programs and services
- Provide support for additional fund-raising, marketing and other services, as applicable
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Enhance the roganization’s public standing
- Recruit, orient and effectively engage new board members and ensure board leadership succession
- Assess board performance
- Evaluates Executive Director on annual basis

The KIPP Tulsa Board of Directors will include several committees designed to enhance the operation of the board and provide additional oversight. Committees of the board include:

- **Finance.** The Finance Committee will oversee accounting and financial reporting processes, retain and oversee the organization’s annual fiscal audit, review and recommend approval of the annual operating budget to the full board, regularly review and monitor financial results, ensure the maintenance of an appropriate capital structure; and oversee the management of financial assets.
- **Governance.** The Governance Committee will ensure the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- **Development.** The Development Committee will ensure that the full board is focused on fundraising, provides valuable input into the fundraising plan and engages the entire

board in the fundraising effort without detracting from the board's governance responsibilities.

The KIPP Tulsa Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects. The Board may exercise the right to regularly inspect and evaluate the operations and performance of the organization to ensure that the organization's educational programs are closely monitored and maintaining KIPP standards.

## Appendix F: Mathematic Policy Research

To understand the KIPP impact, KIPP commissioned Mathematica Policy Research to conduct a robust, national, third-party evaluation to examine how KIPP students fare over the long term. Mathematica researchers were able to compare (1) Characteristics for KIPP and non-KIPP students; and (2) State assessment outcomes for KIPP students and a set of matched, non-KIPP students from the nearby districts who were similar in terms of demographics, achievement levels, and prior-achievement growth trajectories. On June 22, 2010, Mathematic released its initial findings in the most rigorous report to date on KIPP middle schools. Based on their analysis:

1. KIPP schools most often enroll students whose average fourth-grade achievement is lower than the average achievement of students in local district schools.
2. The academic gains at many KIPP schools are large enough to substantially reduce race-based and income-based achievement gaps. In three years, one half of all KIPP schools in the study closed one half or more of the black-white achievement gap in math, and one third of the black-white achievement gap in reading.

There is no evidence that KIPP schools have systematically higher levels of attrition when compared to district schools<sup>1</sup>

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<sup>1</sup>Mathematica Study on KIPP Middle Schools- [Http://www.kipp.org/about-kipp/results/mathematica-study](http://www.kipp.org/about-kipp/results/mathematica-study) (Accessed August 2011)

## Students at KIPP perform better, study finds

Nanette Asimov, Chronicle Staff Writer

Thursday, September 18, 2008



Since their founding in 1994, KIPP public charter schools have won high praise from educators and politicians - some say bordering on worship - for their apparent success in helping poor children of color excel in school.

Philanthropists have bet millions of dollars on the growing national network of 66 schools, headquartered in San Francisco. The chorus of enthusiasts can be heard from the White House to corporate boardrooms and family kitchens.

But beneath it all lie some nagging questions: Is the success real? And if so, could non-KIPP schools mimic that success?

Now, an independent study of the Bay Area's five middle schools operated by KIPP (the Knowledge Is Power Program) concludes that its intense focus on the academic and social success of each individual child does have measurable benefits beyond what traditional schools have achieved - usually.

"Four out of five KIPP schools outperform their host district," says the report by researchers at SRI International of Menlo Park, which studied the two KIPPs in San Francisco, the two in San Jose, and the one in Oakland.

Students in most grades also made above-average progress compared with the national average, the researchers found. The five schools were not identified by name under an agreement with the school districts.

But all were middle schools, as most KIPP schools are across the country. Two KIPP high schools recently opened in San Jose and San Lorenzo, but were not included in the study. Nationwide enrollment is about 16,000.

KIPP students attend school for nine hours a day, compared with the typical seven. Each is expected to think about college. Saturday school and summer school are mandatory. Intense attention is paid to each student's skill level, and those scoring

below grade level are tutored each day in a school culture where high achievement is admired, not scoffed at.

Students with questions are also expected to call their teachers' cell phone until 8 p.m.

At one of the schools studied, San Francisco's KIPP Bay Academy, a visitor recently asked eighth-grader Jessica Hart why the corridors were so quiet though students were changing classrooms. It was 4 p.m.

"Because there's students in class learning, and it's respectful," the 13-year-old replied.

Jessica's English scores were in the 16th percentile when she arrived as a fifth-grader - meaning that 84 percent of the nation's fifth-graders did better in English than she did. "At the end of the year, I was in the 75th percentile," she said.

How did that happen?

"Because I'm smart," Jessica said.

### **Discipline matters**

Discipline is also taken seriously. Students typically have to write letters of apology for even minor infractions - being late, say, or forgetting to wear the complete uniform. At some schools, miscreants have to sit on a bench wearing a sign that says "Bench."

Principals and teachers undergo training in KIPP's operating procedures, although actual instructional methods are left up to them. Principals control hiring and budgets. And teachers receive 15 to 20 percent higher pay for working the additional hours.

The SRI study offers few specifics about individual schools as part of an agreement with the districts. And the researchers were able to compare only three of the five schools against non-KIPP schools.

But at those three, they found that KIPP's fifth-graders scored significantly higher on California Standards Tests than non-KIPP fifth-graders, with the difference ranging from 6 to 33 percentage points.

The researchers were also asked by their sponsor, the Hewlett Foundation, to check out recurring questions: Are the kids at KIPP truly from low-income families? Do they really have low scores when they enroll in KIPP, or are they ringers?

"Bay Area KIPP schools do not appear to attract higher-scoring students," the report found. Fifth-graders entering the five schools scored worse than 40 to 91 percent of fifth-graders nationwide.

### **Student attrition high**

Poverty rates ranged from 63 to 81 percent, and the five schools' student enrollment were overwhelmingly black and Latino.

Troubling, however, is that students leave KIPP schools in droves - 60 percent of fifth-graders left four of the schools 2004, before finishing eighth grade. In fact, the high attrition rate made it impossible for the researchers to study achievement in upper grades, the study said.

Yet researchers found a test-score benefit even in students who left early, said Katrina Woodworth, the lead researcher.

Asked why so many students were leaving, Woodworth said, "We heard from the schools that there are people who got more than they bargained for" in the lengthy school days. "If this many people are leaving KIPP, we'd love to know more about why."

### **High teacher turnover**

Nor do teachers last long, quitting at a rate of 18 to 49 percent per year. Roughly 1 in 3 leave the classroom to become administrators.

Mike Rettberg, a third-year teacher at KIPP Bay Academy, smiled with pride Tuesday as he showed off a sign announcing that his class had the highest science scores of the city's middle schools.

"I get twice as much time to teach science" as teachers in traditional schools, said Rettberg, who arrives before 7 a.m. and works a 12-hour day.

"I would describe this as a burnout job," said Rettberg, who earns \$60,000. "It's not coincidental that none of the teachers have kids."

But these kinds of results - deemed real by the new study - are what California educators have been looking for in their quest to close the state's substantial achievement gap.

So, are KIPP-like schools the answer?

"It really is exciting," state Deputy Superintendent of Public Instruction Rick Miller said of the new report. "These are important findings, showing that KIPP doesn't select the best and the brightest."

### **Funding and issue**

But, he said, money stands in the way.

The report confirms that KIPP's approach costs more than the state pays them, which is less than \$6,000 per pupil. Therefore, KIPP schools must raise between \$400,000 to \$700,000 per year to cover costs. Major donors are Gap-founder Don Fisher (\$55 million) and the Gates Foundation (\$18 million).

"You cannot run a KIPP program with the current per pupil funding the state of California provides," Miller said. "If people want these results, we all have to be willing to make the investment to get them."

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*<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/09/18/BA6H12VQKQ.DTL>*

*This article appeared on page **B - 1** of the San Francisco Chronicle*

**The New York Times Magazine**  
**"What It Takes To Make a Student"**  
**By Paul Tough**  
**November 26, 2006**  
<http://www.nytimes.com>

On the morning of Oct. 5, President Bush and his education secretary, Margaret Spellings, paid a visit, along with camera crews from CNN and Fox News, to Friendship-Woodridge Elementary and Middle Campus, a charter public school in Washington. The president dropped in on two classrooms, where he asked the students, almost all of whom were African-American and poor, if they were planning to go to college. Every hand went up. "See, that's a good sign," the president told the students when they assembled later in the gym. "Going to college is an important goal for the future of the United States of America." He singled out one student, a black eighth grader named Asia Goode, who came to Woodridge four years earlier reading "well below grade level." But things had changed for Asia, according to the president. "Her teachers stayed after school to tutor her, and she caught up," he said. "Asia is now an honors student. She loves reading, and she sings in the school choir."

Bush's Woodridge trip came in the middle of a tough midterm election campaign, and there was certainly some short-term political calculation in being photographed among smiling black faces. But this was more than a photo opportunity. The president had come to Woodridge to talk about the most ambitious piece of domestic legislation his administration had enacted after almost six years in office: No Child Left Behind. The controversial education law, which established a series of standards for schools and states to meet and a variety of penalties for falling short, is up for reauthorization next year in front of a potentially hostile Congress, and for the law to win approval again, the White House will have to convince Americans that it is working — and also convince them of exactly what, in this case, "working" really means.

When the law took effect, at the beginning of 2002, official Washington was preoccupied with foreign affairs, and many people in government, and many outside it too, including the educators most affected by the legislation, seemed slow to take notice of its most revolutionary provision: a pledge to eliminate, in just 12 years, the achievement gap between black and white students, and the one between poor and middle-class students. By 2014, the president vowed, African-American, Hispanic and poor children, all of whom were at the time scoring well below their white counterparts and those in the middle class on standardized tests, would not only catch up with the rest of the nation; they would also reach 100 percent proficiency in both math and reading. It was a startling commitment, and it made the promise in the law's title a literal one: the federal government would not allow a single American child to be educated to less than that high standard.

It was this element of the law that the president had come to Woodridge to talk about. "There's an achievement gap in America that's not good for the future of this country," he told the crowd. "Some kids can read at grade level, and some can't. And that's unsatisfactory."

But there was good news, the president concluded: "I'm proud to report the achievement gap between white kids and minority students is closing, for the good of the United States."

This contention — that the achievement gap is on its way to the dustbin of history — is one that Bush and Spellings have expressed frequently in the past year. And the gap better be closing: the law is coming up on its fifth anniversary. In just seven more years, if the promise of No Child Left Behind is going to be kept, the performances of white and black students have to be indistinguishable.

But despite the glowing reports from the White House and the Education Department, the most recent iteration of the National Assessment of Educational Progress, the test of fourth- and eighth-grade students commonly referred to as the nation's report card, is not reassuring. In 2002, when No Child Left Behind went into effect, 13 percent of the nation's black eighth-grade students were "proficient" in reading, the assessment's standard measure of grade-level competence. By 2005 (the latest data), that number had dropped to 12 percent. (Reading proficiency among white eighth-grade students dropped to 39 percent, from 41 percent.) The gap between economic classes isn't disappearing, either: in 2002, 17 percent of poor eighth-grade students (measured by eligibility for free or reduced-price school lunches) were proficient in reading; in 2005, that number fell to 15 percent. The most promising indications in the national test could be found in the fourth-grade math results, in which the percentage of poor students at the proficient level jumped to 19 percent in 2005, from 8 percent in 2000; for black students, the number jumped to 13 percent, from 5 percent. This was a significant increase, but it was still far short of the proficiency figure for white students, which rose to 47 percent in 2005, and it was a long way from 100 percent.

In the first few years of this decade, two parallel debates about the achievement gap have emerged. The first is about causes; the second is about cures. The first has been taking place in academia, among economists and anthropologists and sociologists who are trying to figure out exactly where the gap comes from, why it exists and why it persists. The second is happening among and around a loose coalition of schools, all of them quite new, all established with the goal of wiping out the achievement gap altogether.

The two debates seem barely to overlap — the principals don't pay much attention to the research papers being published in scholarly journals, and the academics have yet to study closely what is going on in these schools. Examined together, though, they provide a complete and nuanced picture, sometimes disheartening, sometimes hopeful, of what the president and his education officials are up against as they strive to keep the promise they have made. The academics have demonstrated just how deeply pervasive and ingrained are the intellectual and academic disadvantages that poor and minority students must overcome to compete with their white and middle-class peers. The divisions between black and white and rich and poor begin almost at birth, and they are reinforced every day of a child's life. And yet the schools provide evidence that the president is, in his most basic understanding of the problem, entirely right: the achievement gap can be overcome, in a convincing way, for large numbers of poor and minority students, not in generations but in years. What he and others seem not to have apprehended quite yet is the magnitude of the effort that will be required for that change to take place.

But the evidence is becoming difficult to ignore: when educators do succeed at educating poor minority students up to national standards of proficiency, they invariably use methods that are radically different and more intensive than those employed in most American public schools. So as the No Child Left Behind law comes up for reauthorization next year, Americans are facing an increasingly stark choice: is the nation really committed to guaranteeing that all of the country's students will

succeed to the same high level? And if so, how hard are we willing to work, and what resources are we willing to commit, to achieve that goal?

In the years after World War II, and especially after the civil rights reforms of the 1960s, black Americans' standardized-test scores improved steadily and significantly, compared with those of whites. But at some point in the late 1980s, after decades of progress, the narrowing of the gap stalled, and between 1988 and 1994 black reading scores actually fell by a sizable amount on the national assessment. What had appeared to be an inexorable advance toward equality had run out of steam, and African-American schoolchildren seemed to be stuck well behind their white peers.

The issue was complicated by the fact that there are really two overlapping test-score gaps: the one between black children and white children, and the one between poor children and better-off children. Given that those categories tend to overlap — black children are three times as likely to grow up in poverty as white children — many people wondered whether focusing on race was in fact a useful approach. Why not just concentrate on correcting the academic disadvantages of poor people? Solve those, and the black-white gap will solve itself.

There had, in fact, been evidence for a long time that poor children fell behind rich and middle-class children early, and stayed behind. But researchers had been unable to isolate the reasons for the divergence. Did rich parents have better genes? Did they value education more? Was it that rich parents bought more books and educational toys for their children? Was it because they were more likely to stay married than poor parents? Or was it that rich children ate more nutritious food? Moved less often? Watched less TV? Got more sleep? Without being able to identify the important factors and eliminate the irrelevant ones, there was no way even to begin to find a strategy to shrink the gap.

Researchers began peering deep into American homes, studying up close the interactions between parents and children. The first scholars to emerge with a specific culprit in hand were Betty Hart and Todd R. Risley, child psychologists at the University of Kansas, who in 1995 published the results of an intensive research project on language acquisition. Ten years earlier, they recruited 42 families with newborn children in Kansas City, and for the following three years they visited each family once a month, recording absolutely everything that occurred between the child and the parent or parents. The researchers then transcribed each encounter and analyzed each child's language development and each parent's communication style. They found, first, that vocabulary growth differed sharply by class and that the gap between the classes opened early. By age 3, children whose parents were professionals had vocabularies of about 1,100 words, and children whose parents were on welfare had vocabularies of about 525 words. The children's I.Q.'s correlated closely to their vocabularies. The average I.Q. among the professional children was 117, and the welfare children had an average I.Q. of 79.

When Hart and Risley then addressed the question of just what caused those variations, the answer they arrived at was startling. By comparing the vocabulary scores with their observations of each child's home life, they were able to conclude that the size of each child's vocabulary correlated most closely to one simple factor: the number of words the parents spoke to the child. That varied greatly across the homes they visited, and again, it varied by class. In the professional homes, parents directed an average of 487 "utterances" — anything from a one-word command to a full soliloquy — to their children each hour. In welfare homes, the children heard 178 utterances per hour.

What's more, the kinds of words and statements that children heard varied by class. The most basic difference was in the number of "discouragements" a child heard — prohibitions and words of disapproval — compared with the number of encouragements, or words of praise and approval. By age 3, the average child of a professional heard about 500,000 encouragements and 80,000 discouragements. For the welfare children, the situation was reversed: they heard, on average, about 75,000 encouragements and 200,000 discouragements. Hart and Risley found that as the number of words a child heard increased, the complexity of that language increased as well. As conversation moved beyond simple instructions, it blossomed into discussions of the past and future, of feelings, of abstractions, of the way one thing causes another — all of which stimulated intellectual development.

Hart and Risley showed that language exposure in early childhood correlated strongly with I.Q. and academic success later on in a child's life. Hearing fewer words, and a lot of prohibitions and discouragements, had a negative effect on I.Q.; hearing lots of words, and more affirmations and complex sentences, had a positive effect on I.Q. The professional parents were giving their children an advantage with every word they spoke, and the advantage just kept building up.

In the years since Hart and Risley published their findings, social scientists have examined other elements of the parent-child relationship, and while their methods have varied, their conclusions all point to big class differences in children's intellectual growth. Jeanne Brooks-Gunn, a professor at Teachers College, has overseen hundreds of interviews of parents and collected thousands of hours of videotape of parents and children, and she and her research team have graded each one on a variety of scales. Their conclusion: Children from more well-off homes tend to experience parental attitudes that are more sensitive, more encouraging, less intrusive and less detached — all of which, they found, serves to increase I.Q. and school-readiness. They analyzed the data to see if there was something else going on in middle-class homes that could account for the advantage but found that while wealth does matter, child-rearing style matters more.

Martha Farah, a researcher at the University of Pennsylvania, has built on Brooks-Gunn's work, using the tools of neuroscience to calculate exactly which skills poorer children lack and which parental behaviors affect the development of those skills. She has found, for instance, that the "parental nurturance" that middle-class parents, on average, are more likely to provide stimulates the brain's medial temporal lobe, which in turn aids the development of memory skills.

Another researcher, an anthropologist named Annette Lareau, has investigated the same question from a cultural perspective. Over the course of several years, Lareau and her research assistants observed a variety of families from different class backgrounds, basically moving in to each home for three weeks of intensive scrutiny. Lareau found that the middle-class families she studied all followed a similar strategy, which she labeled concerted cultivation. The parents in these families engaged their children in conversations as equals, treating them like apprentice adults and encouraging them to ask questions, challenge assumptions and negotiate rules. They planned and scheduled countless activities to enhance their children's development — piano lessons, soccer games, trips to the museum.

The working-class and poor families Lareau studied did things differently. In fact, they raised their children the way most parents, even middle-class parents, did a generation or two ago. They allowed their children much more freedom to fill in their afternoons and weekends as they chose — playing outside with cousins, inventing games, riding bikes with friends — but much less freedom to talk back, question

authority or haggle over rules and consequences. Children were instructed to defer to adults and treat them with respect. This strategy Lareau named accomplishment of natural growth.

In her book "Unequal Childhoods," published in 2003, Lareau described the costs and benefits of each approach and concluded that the natural-growth method had many advantages. Concerted cultivation, she wrote, "places intense labor demands on busy parents. ... Middle-class children argue with their parents, complain about their parents' incompetence and disparage parents' decisions." Working-class and poor children, by contrast, "learn how to be members of informal peer groups. They learn how to manage their own time. They learn how to strategize." But outside the family unit, Lareau wrote, the advantages of "natural growth" disappear. In public life, the qualities that middle-class children develop are consistently valued over the ones that poor and working-class children develop. Middle-class children become used to adults taking their concerns seriously, and so they grow up with a sense of entitlement, which gives them a confidence, in the classroom and elsewhere, that less-wealthy children lack. The cultural differences translate into a distinct advantage for middle-class children in school, on standardized achievement tests and, later in life, in the workplace.

Taken together, the conclusions of these researchers can be a little unsettling. Their work seems to reduce a child's upbringing, which to a parent can feel something like magic, to a simple algorithm: give a child X, and you get Y. Their work also suggests that the disadvantages that poverty imposes on children aren't primarily about material goods. True, every poor child would benefit from having more books in his home and more nutritious food to eat (and money certainly makes it easier to carry out a program of concerted cultivation). But the real advantages that middle-class children gain come from more elusive processes: the language that their parents use, the attitudes toward life that they convey. However you measure child-rearing, middle-class parents tend to do it differently than poor parents — and the path they follow in turn tends to give their children an array of advantages. As Lareau points out, kids from poor families might be nicer, they might be happier, they might be more polite — but in countless ways, the manner in which they are raised puts them at a disadvantage in the measures that count in contemporary American society. What would it take to overcome these disadvantages? Does poverty itself need to be eradicated, or can its effects on children somehow be counteracted? Can the culture of child-rearing be changed in poor neighborhoods, and if so, is that a project that government or community organizations have the ability, or the right, to take on? Is it enough simply to educate poor children in the same way that middle-class children are educated? And can any school, on its own, really provide an education to poor minority students that would allow them to achieve the same results as middle-class students?

There is, in fact, evidence emerging that some schools are succeeding at the difficult task of educating poor minority students to high levels of achievement. But there is still great disagreement about just how many schools are pulling this off and what those successful schools mean for the rest of the American education system. One well-publicized evaluation of those questions has come from the Education Trust, a policy group in Washington that has issued a series of reports making the case that there are plenty of what they call "high flying" schools, which they define as high-poverty or high-minority schools whose students score in the top third of all schools in their state. The group's landmark report, published in December 2001, identified 1,320 "high flying" schools nationwide that were both high-poverty and high minority. This was a big number, and it had a powerful effect on the debate over the achievement gap. The pessimists — those who believed that the disadvantages of

poverty were all but impossible to overcome in public schools — were dealt a serious blow. If the report's figures held up, it meant that high achievement for poor minority kids was not some one-in-a-million occurrence; it was happening all the time, all around us.

But in the years since the report's release, its conclusions have been challenged by scholars and analysts who have argued that the Education Trust made it too easy to be included on their list. To be counted as a high-flier, a school needed to receive a high score in only one subject in one grade in one year. If your school had a good fourth-grade reading score, it was on the list, even if all its other scores were mediocre. To many researchers, that was an unconvincing standard of academic success. Douglas Harris, a professor of education and economics at Florida State University, pored over Education Trust's data, trying to ascertain how many of the high-flying schools were able to register consistently good numbers. When he tightened the definition of success to include only schools that had high scores in two subjects in two different grades over two different years, Harris could find only 23 high-poverty, high-minority schools in the Education Trust's database, a long way down from 1,320.

That number isn't exhaustive; Harris says he has no doubt that there are some great schools that slipped through his data sieve. But his results still point to a very different story than the one the original report told. Education Trust officials intended their data to refute the idea that family background is the leading cause of student performance. But on closer examination, their data largely confirm that idea, demonstrating clearly that the best predictors of a school's achievement scores are the race and wealth of its student body. A public school that enrolls mostly well-off white kids has a 1 in 4 chance of earning consistently high test scores, Harris found; a school with mostly poor minority kids has a 1 in 300 chance.

Despite those long odds, the last decade — and especially the last few years — have seen the creation of dozens, even hundreds, of schools across the country dedicated to precisely that mission: delivering consistently high results with a population that generally achieves consistently low results. The schools that have taken on this mission most aggressively tend to be charter schools — the publicly financed, privately run institutions that make up one of the most controversial educational experiments of our time. Because charters exist outside the control of public-school boards and are generally not required to adhere to union contracts with their teachers, they have attracted significant opposition, and their opponents are able to point to plenty of evidence that the charter project has failed. Early charter advocates claimed the schools would raise test scores across the board, and that hasn't happened; nationally, scores for charter-school students are the same as or lower than scores for public-school students. But by another measure, charter schools have succeeded: by allowing educators to experiment in ways that they generally can't inside public-school systems, they have led to the creation of a small but growing corps of schools with new and ambitious methods for educating students facing real academic challenges.

In the early years of the charter-school movement, every school was an island, trying out its own mad or brilliant educational theory. But as charter-school proponents have studied the successes and learned from the mistakes of their predecessors, patterns, even a consensus, have begun to emerge. The schools that are achieving the most impressive results with poor and minority students tend to follow three practices. First, they require many more hours of class time than a typical public school. The school day starts early, at 8 a.m. or before, and often continues until after 4 p.m. These schools offer additional tutoring after school as

well as classes on Saturday mornings, and summer vacation usually lasts only about a month. The schools try to leaven those long hours with music classes, foreign languages, trips and sports, but they spend a whole lot of time going over the basics: reading and math.

Second, they treat classroom instruction and lesson planning as much as a science as an art. Explicit goals are set for each year, month and day of each class, and principals have considerable authority to redirect and even remove teachers who aren't meeting those goals. The schools' leaders believe in frequent testing, which, they say, lets them measure what is working and what isn't, and they use test results to make adjustments to the curriculum as they go. Teachers are trained and retrained, frequently observed and assessed by their principals and superintendents. There is an emphasis on results but also on "team building" and cooperation and creativity, and the schools seem, to an outsider at least, like genuinely rewarding places to work, despite the long hours. They tend to attract young, enthusiastic teachers, including many alumni of Teach for America, the program that recruits graduates from top universities to work for two years in inner-city public schools. Third, they make a conscious effort to guide the behavior, and even the values, of their students by teaching what they call character. Using slogans, motivational posters, incentives, encouragements and punishments, the schools direct students in everything from the principles of teamwork and the importance of an optimistic outlook to the nuts and bolts of how to sit in class, where to direct their eyes when a teacher is talking and even how to nod appropriately.

The schools are, in the end, a counterintuitive combination of touchy-feely idealism and intense discipline. Their guiding philosophy is in many ways a reflection of the findings of scholars like Lareau and Hart and Risley — like those academics, these school leaders see childhood as a series of inputs and outputs. When students enroll in one of these schools (usually in fifth or sixth grade), they are often two or more grade levels behind. Usually they have missed out on many of the millions of everyday intellectual and emotional stimuli that their better-off peers have been exposed to since birth. They are, educationally speaking, in deep trouble. The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.

It is still too early in the history of this nascent movement to say which schools are going to turn out to be the most successful with this new approach to the education of poor children. But so far, the most influential schools are the ones run by KIPP, or the Knowledge Is Power Program. KIPP's founders, David Levin and Michael Feinberg, met in 1992, when they were young college graduates enrolled in Teach for America, working in inner-city public schools in Houston. They struggled at first as teachers but were determined to figure out how to motivate and educate their students. Each night they would compare notes on what worked in the classroom — songs, games, chants, rewards — and, before long, both of them became expert classroom instructors.

In the fall of 1994, Levin and Feinberg started a middle school in Houston, teaching just 50 students, and they named it KIPP. A year later, Levin moved to New York and started the second KIPP school, in the South Bronx. As the KIPP schools grew, Levin and Feinberg adhered to a few basic principles: their mission was to educate low-income and minority students. They would emphasize measurable results. And they would promise to do whatever it took to help their students succeed. They offered an extended day and an extended year that provided KIPP students with about 60

percent more time in school than most public-school students. They set clear and strict rules of conduct: their two principles of behavior were "Work Hard" and "Be Nice," and all the other rules flowed out of those. At the beginning of each year, parents and students signed a pledge — unenforceable but generally taken seriously — committing to certain standards of hard work and behavior. Teachers gave students their cellphone numbers so students could call them at night for homework help.

The methods raised students' test scores, and the schools began to attract the attention of the media and of philanthropists. A "60 Minutes" report on the schools in 1999 led to a \$15 million grant from Doris and Donald Fisher, the founders of the Gap, and Feinberg and Levin began gradually to expand KIPP into a national network. Two years ago, they received \$8 million from the Gates Foundation to create up to eight KIPP high schools. There are now 52 KIPP schools across the country, almost all middle schools, and together they are educating 12,000 children. The network is run on a franchise model; each school's principal has considerable autonomy, while quality control is exercised from the home office in San Francisco. Feinberg is the superintendent of KIPP's eight schools in Houston, and Levin is the superintendent of the four New York City schools.

KIPP is part of a loose coalition with two other networks of charter schools based in and around New York City. One is Achievement First, which grew out of the success of Amistad Academy, a charter school in New Haven that was founded in 1999. Achievement First now runs six schools in New Haven and Brooklyn. The other network is Uncommon Schools, which was started by a founder of North Star Academy in Newark along with principals from three acclaimed charter schools in Massachusetts; it now includes seven schools in Rochester, Newark and Brooklyn. The connections among the three networks are mostly informal, based on the friendships that bind Levin to Norman Atkins, the former journalist who founded North Star, and to Dacia Toll, the Rhodes scholar and Yale Law graduate who started Amistad with Doug McCurry, a former teacher. Toll and Atkins visited Levin at the Bronx KIPP Academy when they were setting up their original schools and studied the methods he was using; they later sent their principals to the leadership academy that Levin and Feinberg opened in 2000, and they have continued to model many of their practices on KIPP's. Now the schools are beginning to formalize their ties. As they each expand their charters to include high schools, Levin, Toll and Atkins are working on a plan to bring students from all three networks together under one roof. Students at both KIPP and Achievement First schools follow a system for classroom behavior invented by Levin and Feinberg called Slant, which instructs them to sit up, listen, ask questions, nod and track the speaker with their eyes. When I visited KIPP Academy last month, I was standing with Levin at the front of a music class of about 60 students, listening to him talk, when he suddenly interrupted himself and pointed at me. "Do you notice what he's doing right now?" he asked the class.

They all called out at once, "Nodding!"

Levin's contention is that Americans of a certain background learn these methods for taking in information early on and employ them instinctively. KIPP students, he says, need to be taught the methods explicitly. And so it is a little unnerving to stand at the front of a KIPP class; every eye is on you. When a student speaks, every head swivels to watch her. To anyone raised in the principles of progressive education, the uniformity and discipline in KIPP classrooms can be off-putting. But the kids I spoke to said they use the Slant method not because they fear they will be punished otherwise but because it works: it helps them to learn. (They may also like the feeling of having their classmates' undivided attention when they ask or answer a

question.) When Levin asked the music class to demonstrate the opposite of Slanting — “Give us the normal school look,” he said — the students, in unison, all started goofing off, staring into space and slouching. Middle-class Americans know intuitively that “good behavior” is mostly a game with established rules; the KIPP students seemed to be experiencing the pleasure of being let in on a joke.

Still, Levin says that the innovations a visitor to a KIPP school might notice first — the Slanting and the walls festooned with slogans and mottos (“Team Always Beats Individual,” “All of Us Will Learn”) and the orderly rows of students walking in the hallways — are not the only things contributing to the schools’ success. Equally important, he says, are less visible practices: clear and coherent goals for each class; teachers who work 15 to 16 hours a day; careful lesson planning; and a decade’s worth of techniques, tricks, games and chants designed to help vast amounts of information penetrate poorly educated brains very quickly.

Toll and Levin are influenced by the writings of a psychology professor from the University of Pennsylvania named Martin Seligman, the author of a series of books about positive psychology. Seligman, one of the first modern psychologists to study happiness, promotes a technique he calls learned optimism, and Toll and Levin consider it an essential part of the attitude they are trying to instill in their students. Last year, a graduate student of Seligman’s named Angela Duckworth published with Seligman a research paper that demonstrated a guiding principle of these charter schools: in many situations, attitude is just as important as ability. Duckworth studied 164 eighth-grade students in Philadelphia, tracking each child’s I.Q. as well as his or her score on a test that measured self-discipline and then correlating those two numbers with the student’s G.P.A. Surprisingly, she found that the self-discipline scores were a more accurate predictor of G.P.A. than the I.Q. scores by a factor of two. Duckworth’s paper connects with a new wave of research being done around the country showing that “noncognitive” abilities like self-control, adaptability, patience and openness — the kinds of qualities that middle-class parents pass on to their children every day, in all kinds of subtle and indirect ways — have a huge and measurable impact on a child’s future success.

Levin considers Duckworth’s work an indication of the practical side of the “character” education he and Toll and Atkins are engaged in: they want their students to be well behaved and hard-working and respectful because it’s a good way to live but also because the evidence is clear that people who act that way get higher marks in school and better jobs after school. To Toll, a solid character is a basic building block of her students’ education. “I think we have to teach work ethic in the same way we have to teach adding fractions with unlike denominators,” she told me. “But once children have got the work ethic and the commitment to others and to education down, it’s actually pretty easy to teach them. ”

The schools that Toll, Atkins, Levin and Feinberg run are not racially integrated. Most of the 70 or so schools that make up their three networks have only one or two white children enrolled, or none at all. Although as charter schools, their admission is open through a lottery to any student in the cities they serve, their clear purpose is to educate poor black and Hispanic children. The guiding principle for the four school leaders, all of whom are white, is an unexpected twist on the “separate but equal” standard: they assert that for these students, an “equal” education is not good enough. Students who enter middle school significantly behind grade level don’t need the same good education that most American middle-class students receive; they need a better education, because they need to catch up. Toll, especially, is preoccupied with the achievement gap: her schools’ stated mission is to close the gap entirely. “The promise in America is that if you work hard, if you make good

decisions, that you'll be able to be successful," Toll explained to me. "And given the current state of public education in a lot of our communities, that promise is just not true. There's not a level playing field." In Toll's own career, in fact, the goal of achieving equality came first, and the tool of education came later. When she was at Yale Law School, her plan was to become a civil rights lawyer, but she concluded that she could have more of an impact on the nation's inequities by founding a charter school.

The methods these educators use seem to work: students at their schools consistently score well on statewide standardized tests. At North Star this year, 93 percent of eighth-grade students were proficient in language arts, compared with 83 percent of students in New Jersey as a whole; in math, 77 percent were proficient, compared with 71 percent of students in the state as a whole. At Amistad, proficiency scores for the sixth grade over the last few years range between the mid-30s and mid-40s, only a bit better than the averages for New Haven; by the eighth grade, they are in the 60s, 70s and 80s — in every case exceeding Connecticut's average (itself one of the highest in the country). At KIPP's Bronx academy, the sixth, seventh and eighth grades had proficiency rates at least 12 percentage points above the state average on this year's statewide tests. And when the scores are compared with the scores of the specific high-poverty cities or neighborhoods where the schools are located — in Newark, New Haven or the Bronx — it isn't even close: 86 percent of eighth-grade students at KIPP Academy scored at grade level in math this year, compared with 16 percent of students in the South Bronx.

The leaders of this informal network are now wrestling with an unintended consequence of their schools' positive results and high profiles: their incoming students are sometimes too good. At some schools, students arrive scoring better than typical children in their neighborhoods, presumably because the school's reputation is attracting more-engaged parents with better-prepared kids to its admission lottery. Even though almost every student at the KIPP Academy in the Bronx, for example, is from a low-income family, and all but a few are either black or Hispanic, and most enter below grade level, they are still a step above other kids in the neighborhood; on their math tests in the fourth grade (the year before they arrived at KIPP), KIPP students in the Bronx scored well above the average for the district, and on their fourth-grade reading tests they often scored above the average for the entire city.

At most schools, well-prepared incoming students would be seen as good news. But at these charter schools, they can be a mixed blessing. Although the schools have demonstrated an impressive and consistent ability to turn below-average poor minority students into above-average students, another part of their mission is to show that even the most academically challenged students can succeed using their methods. But if not enough of those students are attending their schools, it's hard to make that point. North Star's leaders say this problem doesn't apply to them: the school's fifth-grade students come in with scores that are no higher than the Newark average. At KIPP, Levin and other officials I talked to say that their schools do what they can to recruit applicants who are representative of the neighborhoods they serve, but they also say that once a class is chosen (and at all the charter schools, it is chosen by random lottery), their job is to educate those children to the best of their ability. Dacia Toll is more focused on the issue; she says that she and her principals make a special effort to recruit students from particularly blighted neighborhoods and housing projects in New Haven and Brooklyn and told me that it would "absolutely be a cause for concern" if Amistad seemed to be attracting students who were better-prepared than average.

The most persistent critic of KIPP's record has been Richard Rothstein, a former education columnist for The New York Times who is now a lecturer at Teachers College. He has asserted that KIPP's model cannot be replicated on a wide scale and argues that the elevated incoming scores at the Bronx school make it mostly irrelevant to the national debate over the achievement gap. Although Rothstein acknowledges that KIPP's students are chosen by lottery, he contends in his book "Class and Schools" that they are "not typical lower-class students." The very fact that their parents would bother to enroll them in the lottery sets them apart from other inner-city children, he says, adding that there is "no evidence" that KIPP's strategy "would be as successful for students whose parents are not motivated to choose such a school."

In some ways, the debate seems a trivial one — KIPP is clearly doing a great job of educating its students; do the incoming scores at a single school really matter? But in fact, KIPP, along with Uncommon Schools and Achievement First, is now at the center of a heated political debate over just how much schools can accomplish, and that has brought with it a new level of public scrutiny. Beginning in the late 1990s, KIPP, Amistad and North Star were embraced by advocates from the right who believed in the whole menu of conservative positions on education: school choice, vouchers, merit pay for teachers. In 2001, the Heritage Foundation profiled the KIPP schools in a book called "No Excuses: Lessons From 21 High-Performing, High-Poverty Schools," which set out to disprove "the perennial claims of the education establishment that poor children are uneducable." Two years later, Abigail and Stephan Thernstrom, the well-known conservative writers about race, borrowed the Heritage Foundation's title (which was itself borrowed from a slogan popular at KIPP and other schools) for their own book on education, "No Excuses: Closing the Racial Gap in Learning"; the book used the success of Amistad, North Star and, especially, KIPP to highlight the failings of the public-school system in serving poor children. If KIPP can successfully educate these kids, the Thernstroms asked, why can't every school?

The Thernstroms argue that if we can just fix the schools where poor children are educated, it will become much easier to solve all the other problems of poverty. The opposing argument, which Rothstein and others have made, is that the problems of poor minority kids are simply too great to be overcome by any school, no matter how effective. He points to the work of Hart and Risley and Lareau and argues that the achievement gap can be significantly diminished only by correcting, or at least addressing, the deep inequities that divide the races and the classes.

Levin and Toll sometimes seem surprised by the political company they are now keeping — and by the opponents they have attracted. "I'm a total liberal!" Toll said, a little defensively, when I asked her recently about this political divide. Many charter advocates claim that the views of Democratic politicians on charter schools are clouded by the fact that they depend for both money and votes on the nation's teachers' unions, which are skeptical of charter schools and in some states have taken steps to block them from expanding. In Connecticut, the state teachers' union this year lobbied against a legislative change to allow for the expansion of Amistad Academy (it later passed), and the union's lawyers filed a Freedom of Information Act request that required Amistad to turn over all of its employment and pay records. The union's chief lobbyist told reporters in April that the state's charter law was intended only "to create incubators of innovation. It was never to create a charter-school system." Amistad was acceptable as a small experiment, in other words, but there was no reason to let it grow.

Even if schools like KIPP are allowed to expand to meet the demand in the educational marketplace — all of them have long waiting lists — it is hard to imagine that, alone, they will be able to make much of a dent in the problem of the achievement gap; there are, after all, millions of poor and minority public-school students who aren't getting the education they need either at home or in the classroom. What these charter schools demonstrate, though, is the effort that would be required to provide those students with that education.

Toll put it this way: "We want to change the conversation from 'You can't educate these kids' to 'You can only educate these kids if. ...' " And to a great extent, she and the other principals have done so. The message inherent in the success of their schools is that if poor students are going to catch up, they will require not the same education that middle-class children receive but one that is considerably better; they need more time in class than middle-class students, better-trained teachers and a curriculum that prepares them psychologically and emotionally, as well as intellectually, for the challenges ahead of them.

Right now, of course, they are not getting more than middle-class students; they are getting less. For instance, nationwide, the best and most experienced teachers are allowed to choose where they teach. And since most state contracts offer teachers no bonus or incentive for teaching in a school with a high population of needy children, the best teachers tend to go where they are needed the least. A study that the Education Trust issued in June used data from Illinois to demonstrate the point. Illinois measures the quality of its teachers and divides their scores into four quartiles, and those numbers show glaring racial inequities. In majority-white schools, bad teachers are rare: just 11 percent of the teachers are in the lowest quartile. But in schools with practically no white students, 88 percent of the teachers are in the worst quartile. The same disturbing pattern holds true in terms of poverty. At schools where more than 90 percent of the students are poor — where excellent teachers are needed the most — just 1 percent of teachers are in the highest quartile.

Government spending on education does not tend to compensate for these inequities; in fact, it often makes them worse. Goodwin Liu, a law professor at the University of California at Berkeley, has compiled persuasive evidence for what he calls the country's "education apartheid." In states with more poor children, spending per pupil is lower. In Mississippi, for instance, it is \$5,391 a year; in Connecticut, it is \$9,588. Most education financing comes from state and local governments, but the federal supplement for poor children, Title 1, is "regressive," Liu points out, because it is tied to the amount each state spends. So the federal government gives Arkansas \$964 to help educate each poor child in the state, and it gives Massachusetts \$2,048 for each poor child there.

Without making a much more serious commitment to the education of poor and minority students, it is hard to see how the federal government will be able to deliver on the promise contained in No Child Left Behind. The law made states responsible for turning their poorest children into accomplished scholars in a little more than a decade — a national undertaking on the order of a moon landing — but provided them with little assistance or even direction as to how they might accomplish that goal. And recently, many advocates have begun to argue that the Education Department has quietly given up on No Child Left Behind.

The most malignant element of the original law was that it required all states to achieve proficiency but then allowed each state to define proficiency for itself. It took state governments a couple of years to realize just what that meant, but now they

have caught on — and many of them are engaged in an ignoble competition to see which state can demand the least of its students. At the head of this pack right now is Mississippi, which has declared 89 percent of its fourth-grade students to be proficient readers, the highest percentage in the nation, while in fact, the National Assessment of Educational Progress shows that only 18 percent of Mississippi fourth graders know how to read at an appropriate level — the second-lowest score of any state. In the past year, Arizona, Maryland, Ohio, North Dakota and Idaho all followed Mississippi's lead and slashed their standards in order to allow themselves to label uneducated students educated. The federal government has permitted these maneuvers, and after several years of tough talk about enforcing the law's standards, the Education Department has in the past year begun cutting one deal after another with states that want to redefine "success" for their schools. (When I spoke to Spellings this month, she said she would "appeal to the better angels of governors and state policy makers" to keep their standards in line with national benchmarks.)

The absence of any robust federal effort to improve high-poverty schools undercuts and distorts the debate over the responsibility for their problems. It is true, as the Thernstroms write in their book, that "dysfunctional families and poverty are no excuse for widespread, chronic educational failure." But while those factors are not an excuse, they're certainly an explanation; as researchers like Lareau and Brooks-Gunn have made clear, poverty and dysfunction are enormous disadvantages for any child to overcome. When Levin and Feinberg began using the slogan "No Excuses" in the mid-1990s, they intended it to motivate their students and teachers, to remind them that within the context of a KIPP school, there would always be a way to achieve success. But when the conservative education movement adopted "No Excuses" as a slogan, the phrase was used much more broadly: if that rural Arkansas public school isn't achieving the success of a KIPP school, those responsible for its underachievement must simply be making excuses. The slogan came to suggest that what is going wrong in the schools is simply some sort of failure of will — that teachers don't want to work hard, or don't believe in their students, or are succumbing to what the president calls "the soft bigotry of low expectations" — while the reality is that even the best, most motivated educator, given just six hours a day and 10 months a year and nothing more than the typical resources provided to a public-school teacher, would find it near impossible to educate an average classroom of poor minority students up to the level of their middle-class peers.

The evidence is now overwhelming that if you take an average low-income child and put him into an average American public school, he will almost certainly come out poorly educated. What the small but growing number of successful schools demonstrate is that the public-school system accomplishes that result because we have built it that way. We could also decide to create a different system, one that educates most (if not all) poor minority students to high levels of achievement. It is not yet entirely clear what that system might look like — it might include not only KIPP-like structures and practices but also high-quality early-childhood education, as well as incentives to bring the best teachers to the worst schools — but what is clear is that it is within reach.

Although the failure of No Child Left Behind now seems more likely than not, it is not too late for it to succeed. We know now, in a way that we did not when the law was passed, what it would take to make it work. And if the law does, in the end, fail — if in 2014 only 20 or 30 or 40 percent of the country's poor and minority students are proficient, then we will need to accept that its failure was not an accident and was not inevitable, but was the outcome we chose.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## KTCP Senior Lab Report Rubric

	<b>Name:</b>	<b>Date:</b>
Six (State Problem)	<p><b>Problem:</b> <input type="checkbox"/> Clearly identifies the experimental question.</p> <p><b>Abstract:</b> <input type="checkbox"/> Accurately describes experimental <input type="checkbox"/> Clearly describes hypothesis. <input type="checkbox"/> Summarizes important procedures.</p>	
Great (Gather Information)	<b>Introduction:</b> <input type="checkbox"/> Provides information that is relevant to the experimental question.	<input type="checkbox"/> Gathers sources
Farmers (Form Hypothesis)	<b>Hypothesis:</b> <input type="checkbox"/> Makes testable prediction of results.	<input type="checkbox"/> Clearly i (If...[inc
Plant (Perform Experiment)	<p><b>Materials:</b> <input type="checkbox"/> Provides complete list of all materials used.</p> <p><b>Procedures:</b> <input type="checkbox"/> Accurately describes experimental procedures. <input type="checkbox"/> Procedure can be re</p> <p><b>Observation:</b> <input type="checkbox"/> Provides qualitative descriptions of observations during lab. <input type="checkbox"/> Describe from act</p> <p><b>Data:</b> <input type="checkbox"/> Collects complete and accurate data (shows and explains calculations if necessary) <input type="checkbox"/> Organizes data in logi</p>	
All (Analyze Data)	<b>Data Analy</b> <input type="checkbox"/> Chooses correct graph to represent <input type="checkbox"/> Graph accurately represents <input type="checkbox"/> Correctly labels axes, title, and data.	
Day (Draw Conclusions)	<p><b>Conclusion:</b></p> <p>RESULTS: <input type="checkbox"/> Clearly accepts or rejects hypothesis.</p> <p>IMPORTANCE: <input type="checkbox"/> Explains how results address experimental</p> <p>ERRORS: <input type="checkbox"/> Identifies at least 2 errors that may have affected results.</p>	<input type="checkbox"/> Uses dat evaluatic  <input type="checkbox"/> Connect world e:  <input type="checkbox"/> Explains had on e

	NEXT STEPS:	
	<input type="checkbox"/> Describes how experiment could be	<input type="checkbox"/> Describe experime

	Points
	1
<input type="checkbox"/> Describes trends in data. <input type="checkbox"/> Draws and supports conclusion.	5
information from at least two (text, internet, periodical, etc.).	2
identifies variables [l. var.]...then...[dep. var.]...).	2
	1
res are described in great detail and complicated.	2
as possible sources of error resulting from conditions.	2
cal format <input type="checkbox"/> Includes correct units	3
<input type="checkbox"/> Graph is neat and easy to read. <input type="checkbox"/> Accurately summarizes trends or main	5
a or observations to support on of hypothesis.	2
s results to larger questions or real-examples.	2
s what affect those errors may have xperimental results.	2

es next steps for research or  
entation.

2
31

Total Points:



JABAR SHUMATE  
State Representative  
District 73

State Capitol Building  
2300 N. Lincoln Boulevard  
Room 510  
Oklahoma City, OK 73105-4885  
(405) 557-7406

**HOUSE of REPRESENTATIVES**  
\*\*\*\*\*  
*State of Oklahoma*

COMMITTEES:  
Vice Chair, Common Education  
Committee  
Appropriations Subcommittee on  
Education  
Insurance Committee

August 19, 2011

To Whom It May Concern:

It is an honor to recommend Tulsa's Knowledge Is Power Program Academy (KIPP Academy) in their quest to be selected for your program supporting new charter schools. Upon reviewing their application, I believe that you will understand KIPP's unique success in Tulsa, Oklahoma; and how the school has been a model in Tulsa. As a volunteer at the school, I have seen students transformed, but as a legislator the school has changed my thoughts about how we deliver public education and offer better choices to families.

As a legislator, I have tried to live by the philosophy that "to whom much is given, much is expected". What I appreciate about KIPP is that along with an excellent education, students are required to embrace core "life" concepts like obeying rules, taking responsibility for actions, and being prepared. It is not anything for me to see KIPPsters doing community service, like picking up trash or helping to beautify public areas in my legislative district. For that reason, KIPP never lacks for having groups like local Fraternities and Sororities or social and religious organizations wanting to volunteer at KIPP.

In fact, my Pastor has asked our church to assist the school with fundraising, because he is impressed not just with the school's academic success, but their quest to make responsible leaders out of these young minds.

Obviously, if you decide to select KIPP for this award, the school will be closer to its goals of having the resources to close educational gaps in my district. However, I hope that you are impressed with what the school has accomplished thus far with existing resources.

I know that KIPP with additional funds will continue to inspire students and adults, not just because the school is producing smart kids, but for the fact that the school is developing wise leaders. So, as a local leader and state official, I ask that you take a strong look at investing in KIPP-Tulsa as they continue their work of developing excellent and responsible young people.

Sincerely,

A handwritten signature in cursive script that reads "Jabar Shumate".  
Jabar Shumate

**Appendix J: ADDENDUM to CHARTER SCHOOL CONTRACT**

This Charter School Contract Addendum ("Addendum") is added to and shall be deemed part of the Charter School Contract by and between **Independent School District No. 1 of Tulsa County, Oklahoma** ("Sponsor"), and **KIPP Tulsa Academy College Preparatory, Inc.** ("Charter School"), effective July 1, 2012. This Addendum governs the subject matters addressed herein and shall have the full force and effect of the Charter School Contract with respect to these matters.

In connection with the execution of the Charter School Agreement, Sponsor and the Charter School shall enter into the following separate agreements:

- A lease agreement for the Ellis Walker Woods building at 1661 East Virgin Street at the rate of \$1000 per month, inclusive of building and external ground maintenance to be provided by Sponsor. Charter School shall be responsible for direct payment of electric, gas and water utilities, as well as trash removal services.
- Agreements for the provision to Charter School by Sponsor of food services, student transportation, and custodial services.

**Charter School:**

**KIPP TULSA ACADEMY COLLEGE  
PREPARATORY, INC.**

By: \_\_\_\_\_

**Sponsor:**

**INDEPENDENT SCHOOL DISTRICT  
NO. 1 OF TULSA COUNTY,  
OKLAHOMA**

By: \_\_\_\_\_  
President, Board of Education

ATTEST: \_\_\_\_\_  
Clerk of the Board of Education

## Appendix K: LEASE AGREEMENT

This LEASE AGREEMENT (“Agreement”) is made this 1st day of August, 2011, by and between INDEPENDENT SCHOOL DISTRICT NO. 1 OF TULSA COUNTY, OKLAHOMA, a/k/a TULSA PUBLIC SCHOOLS (“District”), and KIPP TULSA ACADEMY COLLEGE PREPARATORY, INC. (“Tenant”).

### RECITALS:

A. District is the owner of the Ellis Walker Woods building and grounds located at 1661 East Virgin Street, Tulsa, Oklahoma (“Woods”). Tenant desires to lease Woods, including the school building and grounds for operation of a charter school. The Woods building, together with the land [NOTE – LEGAL DESCRIPTION PENDING] described on Exhibit “A” attached hereto and incorporated by reference herein for all purposes, are hereinafter called the “Property”.

B. Upon the terms and conditions herein stated, District desires to lease the Property to Tenant and Tenant desires to lease the Property from District.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements herein contained, and intending to be legally bound, the parties hereto agree as follows:

1. **Lease.** Upon the terms and conditions hereinafter stated, District hereby leases the Property to Tenant and Tenant hereby leases the Property from the District.

2. **Term and Renewal.** The term of this Agreement is for a period of one year beginning from the date hereof and ending on June 30, 2012, unless this Agreement is terminated at an earlier date as herein stated. Upon the termination of this Agreement, by lapse of time or otherwise, Tenant agrees to surrender possession of the Property to District in good condition and repair, subject to ordinary wear and tear and subject to damage caused by fire or other casualties. This Agreement may be renewed for one year periods by mutual ratification of renewal by the governing boards of District and Tenant on or before June 30th of each year during the term of Charter School Contract between the parties.

3. **Rental.** Tenant shall pay to the District the sum of One Thousand Dollars (\$1,000) per month on or before the first day of each month for its lease of the Property.

4. **Use.** The Property will be used by Tenant as and for a charter school under Tenant’s Charter School Contract with District, and for no other purpose. Tenant agrees that its operations in the Property will be in full and strict compliance with the requirements of applicable state, municipal and federal laws, rules and regulations. In the event that District determines that Tenant is not complying with the provisions of this Agreement concerning the nature and character of the operation, District shall give Tenant written notice. If Tenant fails to correct deficiencies in the operation within thirty (30) days after receipt of District’s notice, District shall have the right to terminate this Agreement; provided, however, if the deficiency is of a nature which cannot be reasonably expected to be cured within thirty (30) days, Tenant shall commence appropriate curative

action within such thirty (30) day period and carry such curative action forward diligently until completing such curing, and in the event of such curing, in accordance with the provisions of this sentence, District shall not have the right to terminate this Agreement. If Tenant is required to have a license from any state or local regulatory agency for its operation in the Property, Tenant shall maintain such license in good standing and, in the event of the cancellation, suspension, revocation or surrender of the license, Tenant shall take prompt action to reinstate such license and shall indemnify and hold District harmless from any liability, cost, damage or expense arising from the cancellation, suspension, revocation or surrender of such license. In any instance under this Agreement in which Tenant agrees to indemnify District, District shall give Tenant prompt notice of any claim asserted against District and shall cooperate with Tenant in the defense against such claim. Tenant and District shall coordinate control over any litigation involving such claim and the settlement of any such litigation. District makes and has made no representations or warranties regarding the zoning classification of the property upon which the Property are constructed. Tenant, at Tenant's expense, will obtain any rezoning or board of adjustment approval required for Tenant's use of the Property.

5. **Utilities, Maintenance and Grounds Keeping**. Tenant will pay all charges for gas, water, sewer, electricity, trash, telephone, Internet and other services furnished to the Property or to the Tenant during the term of this Agreement. Tenant shall be responsible for all costs associated with immediately moving said services into Tenant's name so that Tenant is solely and directly financially responsible for said services. Tenant, at Tenant's sole cost and expense, shall maintain the Property in good condition and repair, reasonable wear and tear excepted. The District shall not be responsible for or required to make repairs or perform non-structural maintenance, repair or replacement of any type whatsoever, including, without limitation, electrical, mechanical, HVAC and plumbing systems, or to perform any grounds keeping on the Property. District agrees, without limiting the generality of the foregoing, to maintain, repair and replace, if reasonably necessary, structural components of the Property, including the roof and foundation.

6. **Custodial Services**. Tenant will provide all custodial services for the Property at its expense.

7. **Liens**. Tenant shall not permit any lien or claim for lien of any mechanic, laborer or supplier, or any other lien, to be filed against the Property arising out of the work performed or alleged to have been performed by, or at the direction of, or on behalf of Tenant or otherwise arising from the acts or omissions of Tenant, to be performed. If any lien or claim for lien is filed, Tenant shall immediately give notice to District and Tenant shall either have the lien or claim for lien released of record or shall deliver to District a bond or other security in a form, content, amount and issued by a company satisfactory to District, indemnifying District against the total amount claimed and all costs and liabilities, including attorneys' fees, which may result from the lien or claim of lien and the foreclosure or attempted foreclosure of the lien. If Tenant fails to have the lien or claim for lien so released or to deliver the bond, within the aforesaid period, District, without investigating the validity of the lien, may, after fifteen (15) days' prior notice to Tenant (if Tenant does not cause such lien to be released or bonded out within such 15-day period), pay or discharge the same, and Tenant shall reimburse District upon demand for the amount so paid by District, including District's associated reasonable expenses, interest and reasonable attorneys' fees.

8. **Liability Insurance and Indemnity.** Tenant shall furnish District with a certificate of public liability and property damage insurance adding the District as an additional named insured and providing at least One Million Dollars (\$1,000,000) of combined single limit coverage, with a retention or deductible not to exceed \$10,000.00. Tenant's insurance will be primary over any liability insurance of District. The certificate shall provide for at least ten (10) days' notice to District before cancellation of the policy or reduction of the coverage for any reason, including nonpayment of the premium. Tenant agrees to maintain the above insurance coverage in force and effect during the entire term of this Agreement. In addition to the liability insurance, and not in lieu thereof, Tenant indemnifies and agrees to hold District and its officers and employees harmless (including defense costs) from all claims, demands, actions, fines and proceedings arising from or growing out of Tenant's use of the Property, except this indemnity shall not apply to claims, demands, actions, fines and proceedings asserted against or arising solely out of services which District is obligated to provide (by regulation or contractually) on behalf of Tenant's program(s). All property of Tenant at the Property shall be there at Tenant's sole risk and District will not be liable for any loss, theft, damage, destruction of, vandalism to or disappearance of Tenant's property at the Property from any cause or event.

9. **Casualty Insurance.** Tenant shall keep the Property insured against loss or damage by fire and the hazards covered by broad form and extended coverage insurance in an amount equal to not less than the full replacement value (excluding foundation and footings) of said buildings and improvements. The policy or policies shall name the District as insured and shall be payable to the parties hereto as their respective interests may appear. All such policies shall be issued by companies authorized to do business in the State of Oklahoma. The original policies or certificates thereof shall be delivered to the District. The parties hereby grant to each other on behalf of any insurer providing fire and extended coverage to either of them covering the Property, improvements thereon and contents thereof, a waiver of any right of subrogation which any such insurer may acquire against the other by virtue of payment of any loss under such insurance. This waiver of subrogation is effective so long as each party is empowered to grant such waiver under the terms of its insurance policy or policies without the payment of additional premiums.

If the Tenant fails to maintain or renew any insurance policy required by this Agreement, then the District, at its option, but without obligation so to do, may procure or renew such insurance, the premium for which shall be repaid by Tenant on demand.

10. **Damage by Fire or Other Casualty.** If all or any portion of the Property are damaged by fire or other casualty, Tenant shall file all necessary proofs of claim and negotiate the loss with the insurance companies. The proceeds of said insurance applicable to the building and improvements shall be paid to the District and shall be disbursed by the District to the Tenant as necessary in restoring the buildings and improvements to their condition at the time immediately preceding loss or damage or, at Tenant's option, to conform to Tenant's new and revised design as may be approved in writing by the District. If insurance proceeds are not sufficient to restore the Property to the requirements of Tenant as approved by District, then Tenant shall contribute such amount in addition to the proceeds of such insurance as may be required. This Agreement shall not

terminate nor shall Tenant's obligations under the Agreement abate during such period of repair and restoration.

If the Property are destroyed or substantially damaged by an insured casualty, either Tenant or District can terminate this Lease. The Property shall be deemed to be "substantially damaged" if, by the exercise of reasonable diligence on the part of the contractor or contractors involved, such damage could not be reasonably expected to be repaired within six (6) months after the occurrence of such damage. In such event, Tenant will have no claim to any portion of the insurance proceeds insuring the Property and other improvements.

11. **Notices.** Any notices required or contemplated under this Agreement shall be addressed to the parties as follows:

If to the District: Tulsa Public Schools  
P. O. Box 470208  
3027 South New Haven  
Tulsa, Oklahoma 74114  
Facsimile: (918) 746-6597

With a copy to: Rosenstein, Fist & Ringold  
525 South Main, Suite 700  
Tulsa, Oklahoma 74103  
Facsimile: (918) 583-5617

If to the Tenant: KIPP  
Attn: President  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_

With a copy to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_

All notices shall be sent certified mail, return receipt requested. Notices mailed in accordance with the foregoing shall be deemed to have been delivered five (5) days after deposit in the U.S. Mail at Tulsa, Oklahoma.

12. **Tenant's Default.** The following shall constitute events of default on the part of Tenant:

(a) Tenant's discontinuance of its charter school program or the termination of the Charter School Contract between Tenant and District; or

(b) Tenant's failure to perform any obligation to District arising under this Agreement within thirty (30) days after notice from District, specifying with particularity the obligation in which District claims that Tenant is in default.

Upon the occurrence of an uncorrected event of default, after notice and opportunity to cure as aforesaid, District shall have the right to terminate this Agreement and Tenant's rights hereunder, including the right to occupy the Property. Tenant may terminate this Agreement for any reason upon ninety (90) days' written notice to District.

13. **Assignment and Subletting.** Tenant shall not sublease the Property or assign or otherwise transfer or permit the transfer of this Agreement or the interest of Tenant in this Agreement, in whole or in part, by operation of law, court decree or otherwise, without the prior written consent of District. Tenant shall not permit the use or occupancy of the Property or any portion thereof by anyone other than Tenant and persons (including employees, children, parents and guardians) participating in Tenant's programs or participating in the operation of the Property by Tenant and Tenant contractors.

14. **Holding Over.** Any holding over by Tenant beyond the expiration of the term of this Lease shall constitute a tenancy at will.

15. **Non-Discrimination.** Tenant agrees that it will not discriminate on the basis of race, color, religion, age, national origin, gender or handicapped condition in the conduct of Tenant's programs conducted on the Property.

16. **Risk of Loss.** District shall have no responsibility for any loss of, damage to, destruction or disappearance of any of Tenant's property in the Property, except for loss, damage or destruction caused by the negligence on the part of District's agents, employees or contractors. Tenant assumes the entire risk of the foregoing. Tenant understands that District does not and will not maintain any casualty or other insurance on Tenant's property. Tenant waives any right of subrogation on behalf of its insurance carrier against District for any loss of, damage to, destruction or disappearance of Tenant's property in the Property.

17. **Venue /Governing Law.** The laws of the State of Oklahoma shall govern this Agreement. Any dispute between the parties arising out of this Agreement shall be brought in the District Court of Tulsa County, Oklahoma or the United States District Court for the Northern District of Oklahoma, if federal court jurisdiction exists.

18. **Approvals and Consents.** In all instances in this Agreement in which any matter is subject to the agreement of both parties or to the approval or consent of either party, both parties agree that such approval or consent will not be unreasonably withheld, conditioned or delayed.

19. **Miscellaneous.** This instrument represents the entire understanding between the parties hereto concerning the subject matter hereof and may be modified only by the mutual written agreement of the parties. This Agreement shall be binding upon the parties and their respective successors and assigns. Time is the essence of the obligations of the parties herein. Tenant shall not advertise or represent that Tenant is sponsored by or affiliated with District.

**IN WITNESS WHEREOF**, the parties hereto have executed this Lease Agreement as of the date first above written.

**INDEPENDENT SCHOOL DISTRICT NO. 1  
OF TULSA COUNTY, OKLAHOMA, a/k/a  
Tulsa Public Schools**

By: \_\_\_\_\_  
**Brian Hunt, President**

Approved as to Form: \_\_\_\_\_

“DISTRICT”

**KIPP TULSA ACADEMY  
COLLEGE PREPARATORY, INC.**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

“TENANT”

**EXHIBIT “A”**

[LEGAL DESCRIPTION TO BE INSERTED]

## **Appendix K: Special Education Services**

### **Relationship with the Tulsa Public School District**

KIPP Tulsa pledges to ensure that a free and appropriate education is provided to all students with exceptional needs. KIPP Tulsa may choose to partner with the Tulsa Public School District to provide special education services on a fee-for-service basis consistent with the stated requirements. Alternatively, KIPP Tulsa may choose to be responsible for all special education services. If KIPP Tulsa partners with the Tulsa Public School District in respect to special education services, the District will receive KIPP Tulsa's allocated share of special education funds. KIPP Tulsa and the District would then work in good faith to enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided.

In order to comply with Child Find requirements as specified by law, KIPP Tulsa will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Child Find Team, referral, assessment and IEP review.

### **Search and Serve**

Upon the commencement of the school year, the school checks the Child Find records to identify any special needs students. In addition, the school's Special Education Coordinator identifies any students in need of a pre-referral intervention plan, and works with the Principal and faculty to establish a Child Study Team for that student. If the Child Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, the Child Study Team may recommend that KIPP Tulsa refer that student for a formal special education assessment. Any such student suspected of a disability cannot be assessed unless parent permission is obtained.

KIPP Tulsa may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents are informed through the Special Education Coordinator that special education and related services are provided at no cost to them.

### **Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. KIPP Tulsa's referral for assessment process includes examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals are responded to in writing by the Special Education Coordinator within 15 days. Parents are informed via the Special Education Coordinator that special education and related services are provided at no cost to them. If KIPP Tulsa concludes that an assessment is appropriate, the parent receives an Assessment Plan. Assessments are done only upon receipt of written parent permission.

### **Assessment**

The Special Education Coordinator is responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures are conducted in the student's primary language, unless an interpreter is needed. The types of assessments that may be used for determining eligibility for specialized instruction and services include:

- Individual testing
- Observations
- Interviews

- Review of school records, reports, and work samples
- Parent input

### **Development and Implementation of Individual Education Plan (IEP)**

Every student who is assessed by the school has an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, KIPP Tulsa provides those services according to the student's IEP, which specifies the instruction and services the student shall receive. Students at the school who have IEP's are served in the Least Restrictive Environment (LRE).

Each student who has an IEP has an IEP team that oversees the implementation and progress of the IEP. The IEP team at KIPP Tulsa will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed
- The Special Education Coordinator
- The Principal
- A general education teacher who is familiar with the curriculum appropriate to that student
- Special education professionals qualified to interpret assessment results
- A district representative, if appropriate

Others familiar with the student may be invited as needed. KIPP Tulsa views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. A copy of the IEP is given to the parent.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When an Individual Transition Plan is (ITP) required at the appropriate age.
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior.
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability.

### **Individual Education Plan (IEP) Review**

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting his/her needs. Parents are informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.

### **Staffing**

KIPP Tulsa expects to work with the district and/or contract with independent providers to provide special education compliance review, assessment and all services including Designated Instruction and Service as specified by law. KIPP Tulsa will employ a Special Education Coordinator. This person will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The

Special Education Coordinator and any other appropriate school personnel attend staff development, in-services, and/or trainings as provided. The Special Education Coordinator:

- Ensures that all aspects of the IEP are followed.
- Arranges for the teacher of the student to attend the team meetings.
- Communicates with parents about progress made toward attaining the goals stated on the student's IEP, and informs them of due process procedures and rights.
- Consults with the Principal to ensure that the objectives and goals of students with IEP's are being met.
- Completes the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintains a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines.
- Provides a report of student progress on the same schedule as students in general education.

## **Reporting**

KIPP Tulsa collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.
- The basis of exit from KIPP Tulsa of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

### **Due Process and Procedural Safeguards**

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### **Special Education Strategies for Instruction and Services**

KIPP Tulsa complies with the federal mandate of the "Least Restrictive Environment", meaning that the school makes every attempt to educate special education students along with their nondisabled peers. The Special Education Coordinator works with regular education teachers to ensure that there are appropriate interventions for students with IEPs and 504 plans in every core and elective class.

## **Appendix M: Sponsor Application and Sponsor Contract Guidelines**

### **70 O.S. § 3-134(A) Sponsor Application**

- A. For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.
- B. Except as otherwise provided for in Section 3-137 of this title, an applicant seeking to establish a charter school shall submit a written application to the proposed sponsor as prescribed in subsection E of this section. The application shall include:
1. A mission statement for the charter school;
  2. A description of the organizational structure and the governing body of the charter school;
  3. A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;
  4. A description of the hiring policy of the charter school;
  5. The name of the applicant or applicants and requested sponsor;
  6. A description of the facility and location of the charter school;
  7. A description of the grades being served;

8. An outline of criteria designed to measure the effectiveness of the charter school;
9. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district; and
10. Documentation that the applicants completed charter school training as set forth in subsection A of this section.

**70 O.S. § 3-135(A) Sponsor Contract Guidelines:** The sponsor of a charter school shall enter into a written contract with the governing body of the charter school. The contract shall incorporate the provisions of the charter of the charter school and contain, but shall not be limited to, the following provisions:

1. A description of the program to be offered by the school which complies with the purposes outlined in Section 11 of this act;
2. Admission policies and procedures;
3. Management and administration of the charter school;
4. Requirements and procedures for program and financial audits;
5. A description of how the charter school will comply with the charter requirements set forth in the Oklahoma Charter Schools Act;
6. Assumption of liability by the charter school; and
7. The term of the contract.

**APPENDIX N:**  
**LETTER OF SUPPORT FROM PRESIDENT DAVID BOREN,**  
**UNIVERSITY OF OKLAHOMA**



*The University of Oklahoma*

OFFICE OF THE PRESIDENT

To Whom It May Concern:

It is my pleasure to write this letter in support of the work of KIPP: Tulsa College Preparatory School and to endorse the proposed expansion of a KIPP schools network within the Tulsa area.

During the last few years, I have been impressed by this program and its impact on the community through its dedication to student achievement and performance. The extended schedule and level of parent/teacher participation are important components when addressing the needs of students from underserved educational backgrounds and I look forward to continued development of the KIPP model within Tulsa.

Students need constant encouragement to pursue higher education and KIPP's emphasis on personal as well as academic development is very important.

Sincerely,

A handwritten signature in cursive script, appearing to read "David L. Boren".

David L. Boren  
President

**APPENDIX O:  
LETTER OF SUPPORT FROM REV. RAY OWEN,  
COMMUNITY LEADER**



# METROPOLITAN BAPTIST CHURCH

*Ray A. Owens, Ph.D., Pastor*

August 18, 2011

U.S. Department of Education  
400 Maryland Ave. SW  
Room 4W257  
Washington, DC 20202-5970

Whom it may concern:

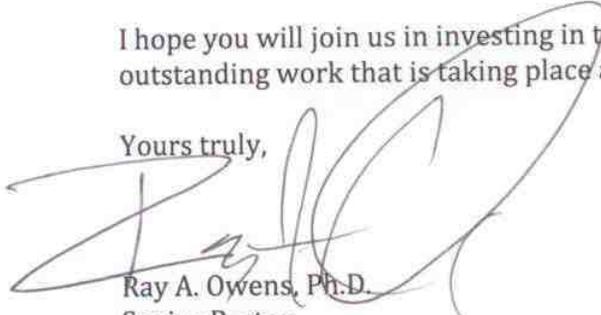
I am writing to express my enthusiastic support for the KIPP Tulsa Academy. For the past five years I have served as the Pastor of the Metropolitan Baptist Church, in Tulsa, Oklahoma. It has been our pleasure to have KIPP Tulsa as our "adopted school" in the Partners for Education program.

Upon relocating to Tulsa to accept the job as senior Pastor of the Metropolitan Baptist Church, I began searching for a promising K-12 public school with which to become a community partner. I, along with leaders of my congregation, visited several Tulsa schools to identify a potential partner. Ultimately, we chose KIPP Tulsa as our partner and pledged \$30,000 and 1000 volunteer hours to their efforts. We chose KIPP because we felt that their focus on extended learning time, hard work and high expectations for all students offered a program worth investing in.

Over the years we have watched our financial and human resource investment pay off. KIPP kids are excelling in academics, community service and acceptance into competitive public and private High Schools. Members of our congregation continue to volunteer their time to support this highly productive program of public education.

I hope you will join us in investing in the future of our children by supporting the outstanding work that is taking place at the KIPP Tulsa Academy.

Yours truly,



Ray A. Owens, Ph.D.  
Senior Pastor

4025 North Hartford Avenue • Tulsa, OK 74106-1530 • Office: (918) 425-5402 • Fax (918) 425-0988

[www.metropolitanbc.org](http://www.metropolitanbc.org)

**APPENDIX P:**  
**LETTER OF SUPPORT FROM GEORGE B. KAISER,**  
**PHILANTHROPIST AND BUSINESS OWNER**

## 2. Letters of Support

George B. Kaiser

Post Office Box 21468  
Tulsa, Oklahoma 74121-1468  
(918) 491-4501

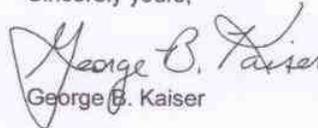
To whom it may concern:

I am pleased to add my endorsement to the KIPP schools concept and, in particular, to the Tulsa program and its potential further expansion. I have noted the special measure of electricity that permeates a KIPP classroom and the transformation the experience provides for kids who may come from lives of discouragement and disadvantage. Through KIPP, these young people see the potential to attend and graduate from college and become productive citizens of Tulsa and Oklahoma.

High quality public schooling is central to the American promise of equal opportunity. Sometimes, our public schools fall short of their potential and need the stimulus from open competition with new approaches. KIPP works within the public system and yet has the freedom to experiment with new ideas like greater contact hours, reinforcement of both self esteem and discipline and goal setting beyond what was thought possible by the student before the experience.

Tulsa is making great strides in improving the school experience and results for our children. Through the Teacher Effectiveness project, Teach for America and other efforts, we are expecting dramatic educational progress. Expansion of KIPP to a cluster of schools is an essential component of that plan. I will be pleased to assist in making that dream a reality.

Sincerely yours,

  
George B. Kaiser

There was a problem attaching a file(s).

The file was missing in the application package  
submitted through Grants.Gov

## Appendix R: Quality of Personnel Corresponding Chart

<i>Recruitment &amp; Selection (R&amp;S), Performance Management (PM) and Learning &amp; Development (L&amp;D) Tasks</i>			
<b>Task/Priority/Process</b>	<b>R &amp; S</b>	<b>PM</b>	<b>L &amp; D</b>
Advertising for staff	X		
Talent cultivation - external	X		
Candidate screening	X		
Facilitation of selection process	X		
Benefits management	X		
Compensation (payroll & non-monetary)	X	X	
Candidate and employee relations	X	X	
Compliance (certification, hiring, certification maintenance)	X		X
Strategic partnerships with external entities	X		X
Employee orientation, development, training	X		X
Staff and organizational assessment		X	
Performance evaluation creation, implementation, analysis		X	
Staff and stakeholder survey creation, administration, analysis, distribution		X	X
Goal-setting (for employees and organization)		X	X
Active development of “all of us will learn” culture			X
Connection with external resources for professional development			X
Creating and informing professional development opportunities			X

Talent cultivation - internal	X	X	X
Strategic planning	X	X	X
Planning for staff upward mobility	X	X	X
Leadership cultivation	X	X	X
Creation of competency-based tools, aligned to org values and mission	X	X	X
Benchmarking against like organizations	X	X	X

## Appendix S: Decisions Right Structure Chart

“I” = Input

“P” = Principal

“M” = Make

“ED” = Executive Director

“R” = Ratify.

“BoD”= Board of Directors

Academic Items	Timing	P	ED	BoD	Notes
Academic (Curricular) Standards	Annual review	I	M/ R		ED manages process, delegating ideation and planning to P
Course Naming	July-August	M	R		
Course Offerings	July-August	M	R		
Curriculum	Annual review	M	R		
Daily Course Scheduling	July-August	M	R		
Grading Scale	Annual Review	M	R		
Interim Assessments	Fall, Winter, Spring	M	R		
Planning Documentation/ Responsibilities (lesson plans, scope & sequence)	Annual review and weekly teacher documentation	M	R		
Remediation	On-going	M	R		
Saturday School (program, staffing)	August & Dec.	M	R		
Social Work/ Guidance	On-going	M	R		

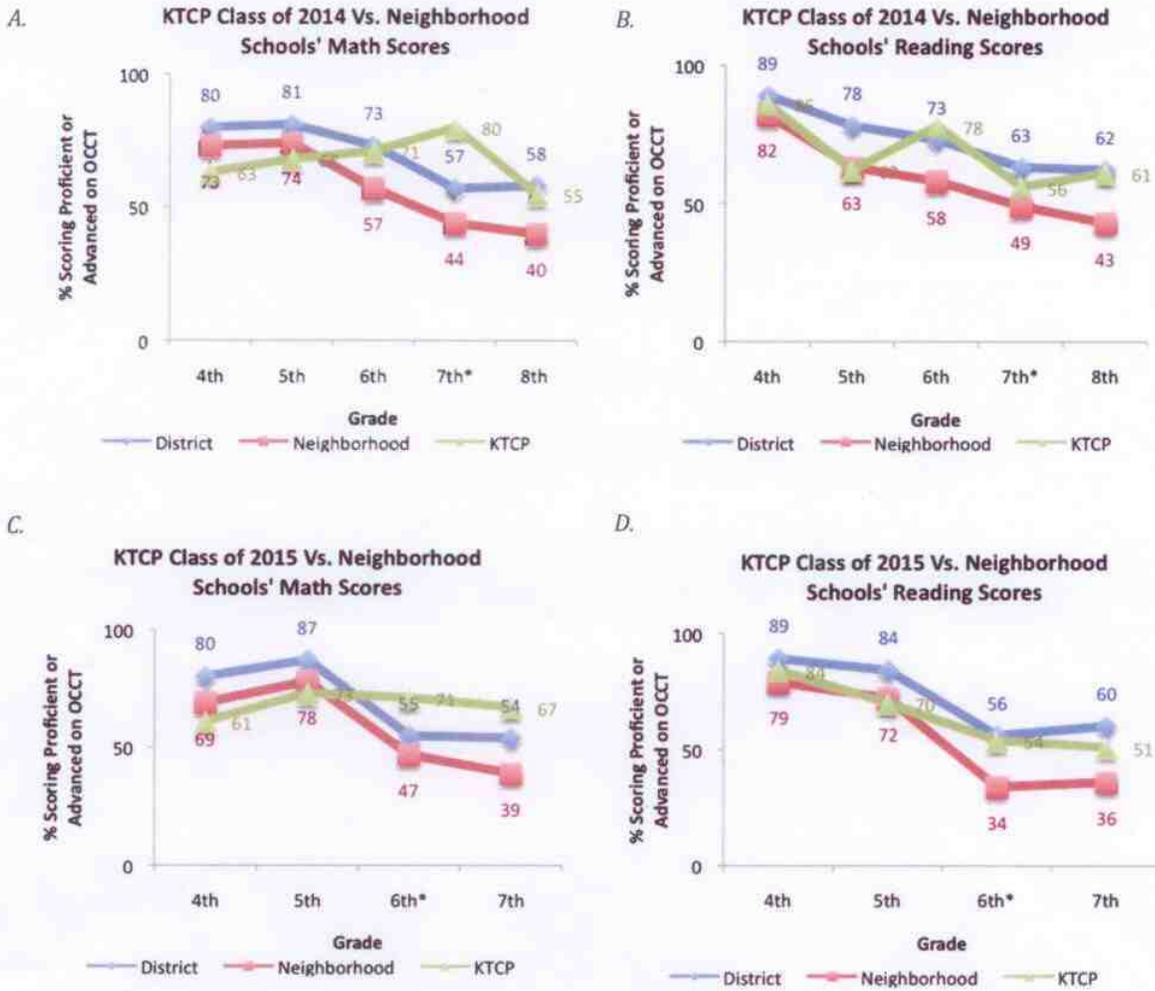
Department					
Special Education Department	On-going	M	R		
Tutoring	On-going	M	R		
Annual Fundraising Plan	July	I	M	I/R	
<b>Non-Academic Items</b>	<b>Timing</b>	<b>P</b>	<b>ED</b>	<b>BoD</b>	<b>Notes</b>
Behavior Policies (student discipline)	Annual review	M	R		
Benchmarking & Goal Setting – Schools	July-Sept	M	R	R	Education Committee heads BoD ratification
Board Development/ Selection	On-going		I	M	
Creation of Communications & Branding Plan	July-Sept	I	M	R	
Extracurricular Activities	July-August & on-going as needed	M	R		
Facility Selection	Jan.-April	I	M	R	
Fieldtrips/Field Lessons	Monthly	M	(R)		ED has ratify right for end-of-year trips only
Hiring of School Support Center Staff	On-going	I	M/ R	(R)	BoD has ratify right for ED and ED's direct reports only
Hiring of School Staff	Jan.-May	M	I/R	(R)	BoD has ratify right

					for Ps only
HR Policies	Annual Review	I	M	R	HR Committee heads BoD ratification
Independent Audit by state certified auditor	August-October	I	I	M	
KIPP Parents Association	On-going	M	R		
Professional Development	On-going	M	R		
Public Relations	On-going	I	M	R	
Scheduling	July-August	M	R		
School Budget Management	Monthly reports to BoD	M	R	R	
School Budget Process	March-May	I	M	R	
School Calendar	March-May	M	R	R	
School Leader Succession Planning	On-going	I	M	R	HR Committee heads BoD ratification
Selection of Local Leadership (chairs, deans)	July-August	M	R		
Student Placement (enrollment)	April-May	I	M		
Student Interviews (Commitment to Excellence forms signed)	May-August	M			
Uniforms	Annual Review	M	I		
Vendor Management Processes	Annual Review	I	M		

	(existing vendors), monthly approval (new vendors)				
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**APPENDIX T:**  
**FIGURES III.2 (A THROUGH H) DATA CHARTS**

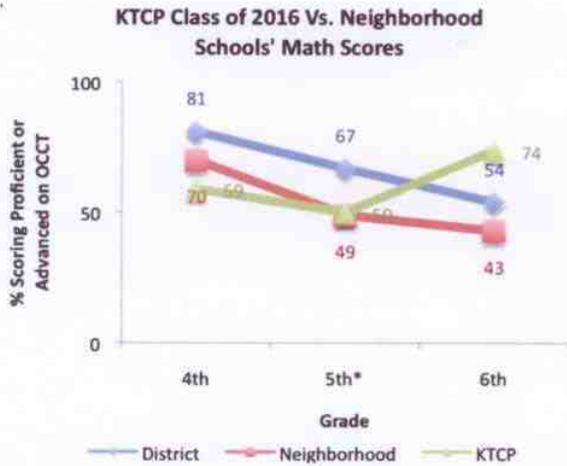
Figure III.2: OCCT Scores for KTCP Compared to TPS and Neighborhood Schools Over Time<sup>23</sup>



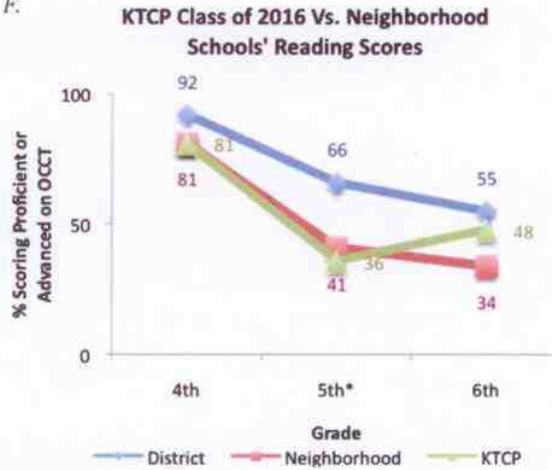
<sup>23</sup> During the 2008-09 school year, the "cut" scores to determine satisfactory proficiency were increased.



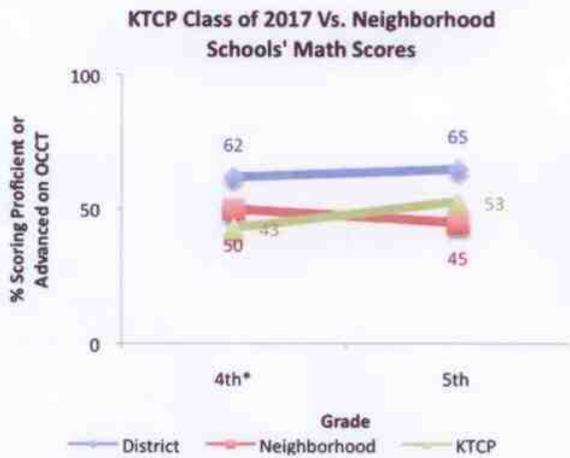
E.



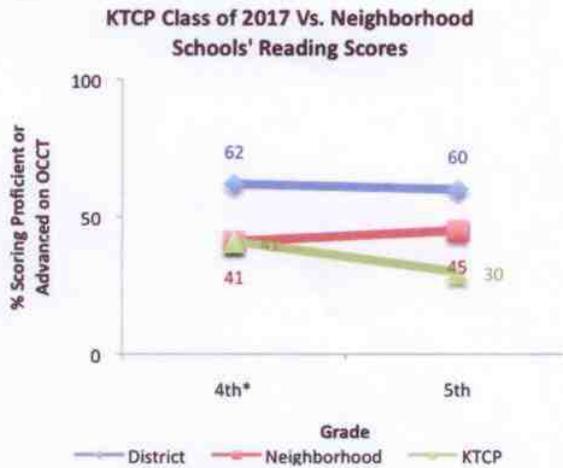
F.



G.



H.





**Address to:** US Department of Education  
400 Maryland Avenue, SW., Room 4W257  
Washington, DC 20202-5970

**RE:** KIPP Tulsa Academy College Preparatory charter application submission

In reference to the Charter Schools Program Grants to Non-State Educational Agencies for Planning, Program Design and Initial Implementation  
CFDA: 84.282B, I hereby attest that KIPP Tulsa Academy College Preparatory has submitted an application for charter to the Tulsa Public School District, the authorized public chartering agency.

Sincerely,

A handwritten signature in cursive script, appearing to read "Millard House II".

Millard House II  
Deputy Superintendent  
Tulsa Public Schools

**APPENDIX V:**

**2010-2011 OKLAHOMA SCHOOL ACCOUNTABILITY DATA REPORT**

# 2011 Oklahoma School Accountability Data Report

KIPP TULSA ACAD. COLLEGE PREP.

This report is a final before appeals accountability report for Oklahoma Public Schools. The report contains data related to the Academic Performance Index (API) and Adequate Yearly Progress (AYP).

## Academic Performance Index and Adequate Yearly Progress

KIPP TULSA ACAD. COLLEGE PREP. has a Total API of 1034 for Regular Education Students.

Statewide Performance Targets for 2010-2011:

Math API -1074

Reading API - 1060

Percent of students tested - 95%

Attendance Rate API - 618 (92%)

Graduation Rate API - 842 (67.8%) or improve rate by 10% of difference between 100% and the previous years rate.

For AYP determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant).

Based on the data contained in this report your school has met all required performance targets to make Adequate Yearly Progress. Data elements that do not meet or exceed their specific performance targets are represented in bold text.

The API Scale ranges from 0 - 1500

Student Group	Mathematics		Reading		% Students Tested		Total API
	API	**APIwCI	API	**APIwCI	Math	Reading	
Regular Education	1155	1225 CI	824 SH	885 CI	100.0	100.0	1034
ELL	****	****	****	****	****	****	****
IEP	826 SH	1159 CI	643 SH	1017 CI	****	****	805
All	1155	1185 CI	805 SH	867 CI	100.0	100.0	1010
Male	1117	****	742 SH	****	100.0	100.0	980
Female	1121	****	860 SH	****	100.0	100.0	1036
Black	1108	1212 CI	783 SH	888 CI	100.0	100.0	995
Amer. Indian	****	****	****	****	****	****	****
Hispanic	****	****	****	****	****	****	****
Asian	****	****	****	****	****	****	****
White	****	****	****	****	****	****	****
Other	****	****	****	****	****	****	****
Econ. Disadv.	1092	1171 CI	784 SH	862 CI	100.0	100.0	988
Migrant	****	****	****	****	****	****	****

### Additional Performance Indicator and School Improvement Status

	Rate	api		Rate	api
Attendance	97.6	1441	Graduation	****	****
Did your school/district make Adequate Yearly Progress?					YES
Is your school/district designated a School Improvement School or District*?					NO

Schools/districts that have failed to make AYP for two consecutive years (based on the same performance benchmark) will be designated School Improvement Schools/Districts.

CI - Confidence intervals have been included in the calculations of the Math and Reading api scores shown in the APIwCI column to maximize validity of results. The values include the upper range of the confidence interval and may exceed 1500.

SH - Safe Harbor condition has been met for this indicator and is represented in gray text.

\*\*\*\* Missing data or data involving small numbers are represented by asterisks.

Student groups must have at least 30 students per subject to receive a math or reading API score.

Percent of Students Tested is calculated only for student enrollment of at least 40 students per subgroup at time of test administration.

The APIwCI score for math and reading is used to determine if the school met or exceeded the math and reading benchmark but to measure growth for Safe Harbor the API score is used for AYP determinations.

721001543

## Final Report Before Appeals

361

The contents of this report were produced by the Oklahoma State Department of Education.  
Web site: < <http://sde.state.ok.us> >

8/8/2011

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Budget Narrative

### PERSONNEL: (SUBTOTAL COSTS = YEAR 1- \$35,050 AND YEAR 2 = \$67,060)

Personnel shall cover a portion of 11 KIPP Tulsa team members' salaries between November 2011 through June 2012, as well as more significant portions of these salaries during the months of July and August.

1. **John Wolfkill, Executive Director:** From November 2011 – March 2012, John will spend approximately 10% of his time leading the efforts to transition KIPP Tulsa from a contract school to a charter school. This will involve developing an employee handbook, determining KIPP Tulsa's compensation schedule, finalizing negotiations with the school district for the provision of services such as food services, transportation and potentially special education. From April 2012-June 2012, John will spend approximately 25% of his time working with the school management team to set the 2012-2013 school priorities and goals, developing the 2012-2013 school budget in alignment with these goals, negotiating other vendor contracts, assisting with the PowerSchool and other technology/communications systems implementation, enrolling KIPP Tulsa in the Oklahoma State And Education Employees Group Insurance Board, enrolling KIPP Tulsa in the Oklahoma Teachers Retirement System, selecting a long-term disability, life insurance, Section 125 and supplemental 403(b) provider, developing the financial policies and procedures in compliance with the Oklahoma Cost Accounting System, finalizing the required property, liability and other required insurance coverages, and assisting the KIPP Tulsa Board of Directors to approve the 2012-2013 budget and school priorities/goals, revise its bylaws, recruit additional board members, align its policies and procedures to comply with the Open Meeting Act and other requirements of the

Oklahoma Charter School Act. He will spend 75% of his time in July and August 2012 finalizing all charter implementation details, working with the school management team to finalize the school priorities and goals (including individual teach and support staff goals) and *ensuring* the successful launch of the 2012-2013 academic year.

2. **Kendra Bramlett\*, Principal:** She will spend 5% of her time from Nov. 2011-January 2012 and 10% of her time from February 2012-June 2012, planning and preparing for the conversion to charter, including, but not limited to assisting with the employee handbook, creation of the student/parent handbook, leading the school management team to identify the 2012-2013 school priorities and goals, working with the executive director to develop the 2012-2013 budget, recruiting and hiring any required new staff, assisting with student recruitment and lottery process, interviewing accepted students and their guardians, and planning and implementing the 2012 mandatory summer school program for incoming students. As she will have 2 weeks off in July, 50% of her time in July and 100% of her time in August will be spent leading her team to finish student interviews, preparing the school calendar, preparing the class roster and daily schedule, planning and implementing the professional development week for the teachers, finalizing any outstanding hiring processes, participating in the Columbia Reading and Writing Project training, assisting the Special Education Coordinator, finalizing all staff and teacher performance and professional development goals and other duties necessary for opening the charter school.
3. **Vondale Singleton\*, Vice Principal:** He will spend 5% of his time from Nov. 2011-January 2012 and 15% of his time from February 2012-June 2012, planning and preparing for the conversion to charter, including, but not limited to assisting with the

employee handbook, creation of the student/parent handbook, assisting the Principal and executive director to identify the 2012-2013 school priorities and goals and develop the 2012-2013 budget, assisting in staff recruiting and hiring, working with the school district and other vendors to migrate all information technology, communications and student data systems, including PowerSchools implementation. As he will have 2 weeks off in July, 50% of his time in July and 100% of his time in August will be spent finalizing all information technology, student data and communications conversions, training staff on the new systems (including PowerSchools, attendance, cell phones, etc.), finishing student interviews, and leading part of the all-staff professional development activities that will occur just prior to the opening of the charter school.

4. **Ava Howard\*, Director of Data and Curriculum:** She will spend 15% of her time from in May and June 2012, migrating assessment and other student data collection systems from the school district to the charter, developing the professional development calendar for the new school year, finalizing 2012-2013 contracts with professional development providers (Columbia Reading and Writing Project and Research for Better Teaching), assisting with the school goal setting process and designing the new teacher orientation and on-boarding process. As she will have 2 weeks off in July, 50% of her time in July and 100% of her time in August will be spent planning and implementing the professional development week for the teachers, participating in the Columbia Reading and Writing Project, preparing the processes and reports required by the state, conducting an internal accreditation audit and training/on-boarding first-year KIPP teachers.
5. **Tracee Asberry\*, Instructional Coach and Reading Specialist:** As she will have 2 weeks off in July, 50% of her time in July and 100% of her time in August will be spent

assisting Ava Howard to implement the professional development week for the teachers, leading/coordinating the Columbia Reading and Writing Project, assisting with the internal accreditation audit and training/on-boarding first-year KIPP teachers, and plan and execute the mini-summer school program for all wait-listed students who did not participate in the mandatory summer school program but have now been accepted to attend the charter school.

6. **Andrea Walker\***, **Special Education Coordinator**: She will spend 5% of her time from March 2012-June 2012 learning the state reporting system (WAVE) for special education, shadowing the special education coordinator at the school district, developing the charter schools special education manual and gifted and talented plan, assessing professional development needs of charter school staff in the area of special education and designing a professional development plan to meet these needs, and working with the executive director and principal to select contractors for special education services (speech language pathology, audiology, PT, OT and other services that are necessary to reasonably accommodate all students). During the month of August 2012, 100% of her time will be directed toward working with contractors to assess student needs, securing all necessary student records and data from the school district, reporting initial special education counts to the state and implementing the charters school's processes for identifying, evaluating and serving special needs students.
7. **The'rese Aduni\***, **Business Operations Coordinator**: She will spend 25% of her time from March 2012-June 2012 developing the charter schools new operations manual, implementing the Municipal Accounting Systems software in accordance with the Oklahoma Cost Accounting System guidelines, participating in the 2012-2013 budgeting

process, designing required documents and forms such as student enrollment, medical information release, child nutrition, employee information, benefits, fingerprinting, etc., ordering supplies and equipment necessary for the start of school, coordinating the logistics for staff participating in the Columbia Reading and Writing Project training. During the months of July and August 2012, 100% of her time will be spent implementing the charter schools purchasing and payroll systems, training staff on new processes, ordering supplies and equipment necessary for the start of school and participating in the all-staff professional development activities.

8. **Ketwainette Drew\***, **Registrar**: She will spend 15% March 2012-June 2012 participating in the PowerSchools software implementation and migration of data from the school district to the charter, helping coordinate and lead student recruitment efforts, planning the enrollment lottery event, assisting with prospective student interviews and home visits and working with the principal to set the course schedule and academic calendar for the 2012-2013 school year. She will spend 100% of her time in August 2012 finalizing all student data migration, finalizing the course schedules and student rosters, entering new student data, and collecting all Free and Reduced Lunch Program applications.
9. **Aquetta Pegeus\***, **Office Manager/Principal's Secretary**: She will spend 15% March 2012-June 2012 participating in the PowerSchools software implementation and migration of data from the school district to the charter, assisting with the student recruitment efforts, serving as the primary parent liaison during the recruitment process, helping plan and execute the enrollment lottery event, assisting the business operations coordinator with ordering supplies and equipment, and assisting with prospective student

interviews and home. She will spend 100% of her time in August 2012 working with the registrar to finalize the course schedules and student rosters, prepare all student, parent and staff handbooks for dissemination, schedule all remaining student interview, order student uniforms, assist staff to determine all final supply and equipment needs prior to the start of school and assist with the mini summer school program for those wait-list students that did not participate in the mandatory 2-week summer school experience but have not been admitted to the charter school.

10. **Abigail Hess, Marketing and Communications Assistant:** She will spend 10% of her time from Nov. 2011-January 2012 designing student recruitment materials; 25% of her time from February 2012-April 2012 coordinating student recruitment and marketing efforts for the new charter school, including coordinating media to cover the enrollment lottery event, and developing the communications and marketing plan for the upcoming school year; and 40% of her time from April 2012-June 2012 communicating with community stakeholders regarding the new charter school, planning and executing a major event called “Are You Smarter Than A Kippster” that will involve over 200 community stakeholders and finalizing the communications plan. 100% of her time in July and August 2012 will be allocated to the grant as she will be finalizing the communication plan, planning and executing the Back To School BBQ event for all students and families, assisting in the logistical planning and coordinating of the college tours/field experiences that will take place on the first day of school.

\* indicates that these staff members are intended to be hired as new KIPP Tulsa staff upon their resignation from Tulsa Public Schools District, effective June 30, 2012.

**FRINGE BENEFITS: (SUBTOTAL COSTS = YEAR 1 -\$6,590 AND YEAR 2 - \$12,650)**

Fringe benefits include FICA (7.65%), retirement at 5% for all central office staff and 9.5% for all certified staff (Oklahoma Teachers Retirement System) and 7.5% for health benefits for central office staff (all teachers will be receiving benefits through the Flexible Benefit Allowance and Oklahoma State And Education Employees Group Insurance Board). The charter school will only be responsible, beginning July 1, 2012, for certified staff retirement.

**TRAVEL: (SUBTOTAL COSTS = YEAR 1 -\$2,000 AND YEAR 2 - \$4,000)**

Travel expenses will include airfare (\$2,000), transportation and hotel costs (\$4,000) related to seven KIPP Tulsa team members participating in the Columbia Reading and Writing Project training in New York, NY during the month of July 2012.

**EQUIPMENT: (SUBTOTAL COSTS = YEAR 1 - \$99,594 AND YEAR 2 - \$26,690)**

The following chart summarizes the anticipated equipment costs during the months of November 2011-June 2012 and July 2012-June 2013. The term “from TPS” refers to the fact that this is an item that KIPP Tulsa will purchase from Tulsa Public Schools District. KIPP Tulsa has negotiated to purchase, just prior to June 30, 2012, all of the current assets being utilized by KIPP Tulsa as a contract school. The assets will be purchased for the depreciated market value. All other items shall be purchased new from appropriate vendors.

<b>Equipment</b>	<b>Year 1</b>	<b>Year 2</b>
Power Schools Implementation	\$21,000.00	\$0.00
Starboards	\$0.00	\$800.00
Projectors for Starboards	\$0.00	\$475.00

Smartboards (TPS)	\$5,774.00	\$0.00
Identa-kid Materials	\$0.00	\$515.00
Computer Labs (65 computers & 30 desks)	\$60,300.00	\$0.00
Staff Computers	\$0.00	\$20,700.00
Classroom Furniture	\$1,800.00	\$1,000.00
Office furniture	\$1,000.00	\$0.00
Cell Phones	\$0.00	\$200.00
Cameras (from TPS)	\$350.00	\$0.00
Copiers (from TPS)	\$4,250.00	\$0.00
Eye Tester (from TPS)	\$650.00	\$0.00
Music & Art Equipment/Supplies	\$0.00	\$2,000.00
Sports Equipment	\$0.00	\$1,000.00
Laminator (TPS)	\$600.00	\$0.00
Printers (TPS)	\$3,200.00	\$0.00
Microscopes (TPS 2)	\$145.00	\$0.00
Projectors (TPS)	\$150.00	\$0.00
Refrigerators (TPS)	\$375.00	\$0.00
<b>SUBTOTAL</b>	<b>\$99,594.00</b>	<b>\$26,690.00</b>

**SUPPLIES: (SUBTOTAL COSTS = YEAR 1 - \$11,775 AND YEAR 2 - \$24,800)**

The following chart summarizes the anticipated equipment costs during the months of November 2011-June 2012 and July 2012-June 2013. Textbooks will include new history and/or geography books and the replacement of damaged textbooks in all subjects.

<b>Supplies</b>	<b>Year 1</b>	<b>Year 2</b>
Textbooks	\$7,500.00	\$0.00
Student Workbooks	\$0.00	\$19,800.00
Library Books & Resources	\$4,000.00	\$5,000.00
Enrollment Forms	\$275.00	\$0.00
<b>SUBTOTAL</b>	<b>\$11,775.00</b>	<b>\$24,800.00</b>

**CONTRACTUAL: (SUBTOTAL COSTS = YEAR 1 -\$5,500 AND YEAR 2 - \$23,500)**

Although KIPP Tulsa will enter into annual contracts with the four listed contractors, KIPP Tulsa has allocated only those monthly expenses directly related to the planning and initial implementation of the charter school. Steven Huff, Educational Administrative Services, shall provide the following consulting services:

- Federal Programs Management for all Federal Programs to include assistance with the planning, application, program development, budgets, budget justifications, program claims, program reviews, program implementation, and evaluation.
- Special Education Services to include assistance with planning, budgeting, program review, evaluation of maintenance of effort.

- Child Nutrition Services to include management of the paperwork necessary for planning and preparation of the application, claim submissions, and evaluation of the Child Nutrition Program.
- Consultation for all matters related to program accreditation and its requirements according to the laws and regulations of the State of Oklahoma to include the Application for Accreditation; First Quarter Statistical Report and Class Size Audit, if required; Annual Statistical Report; Flexible Benefit Allowance, assistance in preparation for the annual Accreditation visit, and assistance in drafting any and all applicable, required or otherwise, policies, handbooks and procedural documents.
- Consultation regarding potential federal, state and local government revenue sources and Title programs for which KIPP is eligible to receive.

Steven Huff shall provide these services at a rate of \$1,500 per month from May 2012-December 2012 for a combined amount of \$12,000.

Jack H. Jenkins, CPA shall oversee the implementation of the charter school's accounts payable, payroll system and federal Programs claim to ensure that the charter school implements an effective accounting and internal control system, including systems designed to assure compliance with policies, procedures and applicable laws, regulations and contracts and agreements. Jack H. Jenkins, CPA firm shall be paid \$2,500 per month. This monthly amount is allocated to the proposed grant for only the months of June and July 2012 as systems are implemented in preparation of the launch of the charter school in August.

Tulsa Public Schools District (TPS) shall provide custodial services for a rate of \$6,000 per month to KIPP Tulsa. During July and August 2012, TPS's custodial crew shall, in addition to

the routine cleaning required for the minimal summer staff in the building, prepare KIPP Tulsa's facility for the start of school, including:

- Strip and wax all vinyl flooring throughout the building, including common areas, classrooms, closets, cafeteria and offices; with a minimum of four (4) good coats of high polymer wax.
- Remove classroom furniture before buffing and replace after wax has dried.
- Thoroughly wash and spot clean all lockers. Shampoo all carpeted areas.

**OTHER: (SUBTOTAL COST = YEAR 1 - \$16,491 AND YEAR 2 - \$20,300)**

Other expense items shall include the following:

- **Research for Better Teaching** (\$12,000) training for all instructional staff and administrators during the 2012-2013 academic year. RBT is a school improvement organization comprised of 21 senior educators with extensive experience in teaching and leadership. Founded in 1979, RBT offers nationally recognized programs to develop leadership skills for strong school culture, build in-house professional development capacity to ensure skillful teaching and train data coaches and data teams. In addition, RBT has the longest and most successful track record of any professional development provider in the US for developing teacher evaluation systems that accomplish the overall improvement of instruction and the strengthening of school culture. Teachers will learn the criteria for success including lesson planning, using data and assessments and practical strategies for strengthening teaching skills. This training will benefit all teachers through the grade levels.

- **Columbia Reading and Writing Project** (\$9,750) training for a total of 9 KIPP Tulsa staff (KIPP Tulsa's Principal, Instructional Coach/Reading Specialist, Director of Data and Curriculum, two special education teachers, its 4 English Language Arts teachers, 2 science teachers and 2 social studies/geography teachers). The Columbia Project places significant emphasis on developing critical reading and analytical writing skills across the curriculum. Students set individual reading and writing goals with their teachers and keep track of their progress towards these goals. The reading workshop functions with several key components on a daily basis: read aloud, mini-lesson, independent reading time, and assessment. As part of the teaching cycle, teachers analyze assessment data to make informed judgments of what objectives to re-teach, small groups for remediation, and instructional practice adjustment.
- **Facility Lease through Tulsa Public Schools District** (\$2,000) – Per KIPP Tulsa's Lease Agreement with TPS, KIPP shall pay TPS \$1,000 per month for its 40,010 sq. foot school facility. KIPP has allocated July and August's facility costs to the requested grant as it is necessary to be in the building prior to the launch of the charter to set up classrooms and prepare for the first day of school in late August 2012.
- **Staff Recruitment** (\$441) will assist with the recruitment and hiring of all necessary new staff members.
- **Student Recruitment, Marketing and Outreach** (\$1,500) will assist KIPP Tulsa to recruit prospective students through advertisements, billboards, flyers, community presentations and other outreach methods. This line item also includes the hosting of the anticipated and required student enrollment lottery event. KIPP Tulsa anticipates hosting an enrollment lottery in April 2012.

- **Measures of Academic Progress (MAP)** (\$4,800 Year 1 and \$4,800 Year 2) - MAP is a formative testing system that administers adaptive assessments that provides detailed, actionable data regarding each student’s individual learning path. Developed by Northwest Evaluation Association, the leading organization in student assessments, the MAP is a norm-referenced test that measures how much growth a student demonstrates in a given school year, compared to a national norm population. During Year 1 (June 2012), KIPP will purchase the reading and math assessment. In Year 2 (July 2012), KIPP will purchase the science MAP assessment licenses for its students.
- **Assessment Materials** (\$1,500) – KIPP Tulsa shall purchase various assessment materials in July 2012 in preparation of the opening of the charter school.

The following chart captures the “Other” expenses as described above:

<b>Other</b>	<b>Year 1</b>	<b>Year 2</b>
RBT Training	\$0.00	\$12,000.00
Columbia Reading and Writing Project	\$9,750.00	\$0.00
Facility Lease (July & August)	\$0.00	\$2,000.00
Staff Recruitment	\$441.00	\$0.00
Marketing and Outreach & Lottery	\$1,500.00	\$0.00
Assessment (MAP)	\$4,800.00	\$4,800.00
Assessment Materials	\$0.00	\$1,500.00
<b>SUBTOTAL</b>	<b>\$16,491.00</b>	<b>\$20,300.00</b>

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	KIPP Tulsa Academy College Preparatory
<b>Applicant's DUNS Name:</b>	6072185390000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

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# 1

## Competency Model Overview

### What is this resource, and how should I use it?

This resource and accompanying CD contain the following:

- **School Leadership Competency Model:** a leadership development tool that describes the essential qualities, skills, and knowledge needed to be successful as a KIPP School Leader. As a Fellow, use it to self-assess and guide your learning goals throughout the Fellowship year. As a leader, use it to guide your ongoing professional development. While reading the model, assess your leadership using the Self-Assessment template.
- **Fellowship Competency Indicators:** these describe how competencies should manifest themselves in the knowledge, skills, and behaviors of Fellows during the Fellowship year. These indicators are a set of standards that will guide your self-assessment and professional development during the Fellowship year as part of the Fellow Evaluation and Development process. School Leaders hosting Fellows in Residencies and Evaluation and Development teams will also use these indicators to help develop and evaluate Fellows.
- **Sample Self-Assessment Template:** a blank template that you can use to keep track of what you perceive as your strengths and areas for development in each competency. This template also includes space for you to set professional development goals. You can tailor and use this document electronically through the enclosed CD.
- **Sample Teacher, Student, and Parent Interview Questions and Board Member Feedback Template:** feedback tools that will allow School Leaders to get detailed feedback from your students, teachers, parents, and Board members on your leadership strengths and areas for development. The interview questions and Board member feedback template were all designed to give you feedback on the KIPP School Leadership Competencies. You can tailor and use these documents electronically through the enclosed CD.

# 1

## Competency Model Overview

### Am I required to use this resource?

Fellows are required to use these materials to self-assess and guide their professional development as part of the Fellow Evaluation and Development process. School Leaders are not required to use these materials. But we strongly suggest that you use these materials or something like them to focus on your own professional development and get needed feedback from your teachers, students, parents, and Board members. If you do choose to use the interviews, we strongly urge you to tailor them as much as necessary to meet your own feedback needs.

### How do these materials relate to the British Inspection process?

School Leaders whose schools are slated for inspection are required to complete the Competency Model's Self-Assessment Template and submit it to their Inspectors prior to the Inspection. The information on the Self-Assessment Template provides the School Leaders and their Inspectors with more fodder and focus for discussions about school improvement, but the self-assessments are not included in the final Inspection report.

### Are these tools being used by School Leaders?

Yes, School Leaders do use the Competency model! They use it for self-assessment, professional goal-setting for themselves, and as a model for building teacher selection criteria. A few leaders have, and many plan to, ask their boards to use the model and its associated interview questions as a School Leader Evaluation tool. When KIPP Bayview Academy School Leader Molly Wood and her board used these tools in the summer of 2004, they were excited about the results. Molly's Board members interviewed students, parents, and teachers at the school in order to give her extensive and very useful feedback about her leadership aligned with the competencies. An added bonus was that following this School Leader Evaluation process, Molly's Board members had an improved understanding of the school and were better able to support her as Board members. Thanks to Molly and KIPP Bayview's Board, teachers, parents, and students for sharing this process with us and passing on what works to the whole Team & Family!

# 1

## Competency Model Overview

### How should I use the interview questions for feedback on my leadership?

- a. Review the interview questions to determine if you are interested in gaining this type of feedback.
- b. If interested, discuss this process with your Board and determine when you would like to gather the feedback. Late in the school year will allow you slightly more time in the summer to reflect and focus on your own development.
- c. Set expectations with Board members about the time commitment involved in this process. Unless you significantly shave the interview questions attached, student interviews will likely take 30-45 minutes, parent interviews will likely take 45-60 minutes, and teacher interviews will likely take 90 minutes for each individual interviewed. Someone on your Board will then need to spend a few hours compiling the feedback and then sharing it with you.
- d. Tailor the interview questions as desired to get the feedback that you want on your leadership and to make the time commitment as manageable as necessary for your Board, students, teachers, and parents. This may involve shaving some questions off each of the interviews provided.
- e. Ask a sampling of parents and students, along with all of your teachers and board members to participate. In Molly's case, she chose three parents and three students, ensuring that she had diversity in the experiences of parents with the school and in both the academic and character skills represented by students (i.e. she chose one student who was retained).
- f. Have Board members pair up to interview parents, students, and teachers. Ensure that each pair of Board members has the chance to interview at least one teacher, student, and parent.
- g. The teacher interview is the most extensive. Give teachers the interview questions in advance, and ask them to take notes prior to the interview. This will make the interview run more efficiently and give Board members some notes if they do not have time to talk through each question in detail.
- h. Ask your Board chair and another trusted Board member committed to your professional development to work together to compile the data and present it to you face-to-face and in writing.
- i. Use what you learn from this process to become a better leader and to run a more effective school.

# 2.1

## Student-focused

*Essential KIPP  
School Leader  
Qualities*

**What follows are the most important proficiencies and attributes of a student-focused School Leader.**

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives.
- Creates a culture with staff, students, and parents through which every child can and will succeed, and asks them to share responsibility for student success.
- Treats promises made to children as sacred.
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college.
- Leads staff and the Board to make decisions according to what will be best for the students (i.e. ensures that specific needs of students drive curriculum and budget).
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings.

# 2.2

## Relentless achiever

*Essential KIPP  
School Leader  
Qualities*

What follows are the most important proficiencies and attributes of a School Leader who is a relentless achiever.

- Gets results. Ensures that students make significant academic gains and/or that student achievement surpasses that of schools in the district.
- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance.
- Sets goals for school. Models and inspires others to go “above and beyond” what is expected and do “whatever it takes” to ensure that all school goals are achieved or surpassed.
- Tenaciously perseveres and shows true grit in order to get results. Accomplishes this by holding to the school vision, mission, and values in the face of challenges raised by students, parents, teachers, the Board, and the community.
- Is self-initiating.
- Takes measured risks and makes necessary sacrifices for the good of the school.
- Is a constant learner, driven at all times to improve the school, and learns from his/her own mistakes and those of others. Models information-seeking in order to improve school results.

# 2.3 People-oriented

*Essential KIPP  
School Leader  
Qualities*

**What follows are the most important proficiencies and attributes of a people-oriented School Leader.**

- Has integrity. Is honest, and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community.
- Shows respect, loyalty, and fairness for and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders.
- Gains the respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with members of each group.
- Shows empathy for his/her students, families, staff, and the community in day-to-day interactions by accurately reading, considering, and responding to their needs.
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so.
- Demonstrates the value of Team & Family in working with staff, parents, students, other KIPP School Leaders, Fellows, and Foundation staff.
- Strives to inspire, motivate, retain, and generally work effectively with adults.

# 2.4 Self-aware

*Essential KIPP  
School Leader  
Qualities*

**What follows are the most important proficiencies and attributes of a self-aware School Leader.**

- Is aware of and reflects deeply on his/her strengths, weaknesses, emotions, and needs. Proactively seeks help in areas of weakness and works to improve upon weaknesses.
- Works to know how he/she is perceived by teachers, students, parents, and community members.
- Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff.
- Accepts well-founded blame. Recognizes and takes responsibility for failures.
- Appropriately balances humility, self-criticism, confidence, and achievement.
- Is able to remain optimistic in the face of brutal facts and challenges involved in leadership and find humor in personal and professional weaknesses.
- Presents him/herself and behaves professionally in appearance, body language, and manners.
- Maintains emotional and physical health and manages stress.

# 2.5 Adaptable

*Essential KIPP  
School Leader  
Qualities*

**What follows are the most important proficiencies and attributes of an adaptable School Leader.**

- ❑ Works productively through ambiguity inherent in all aspects of leadership, such as individual teacher or student fit and retention decisions, using the mission and values as a guide.
- ❑ Anticipates, takes leadership of, and creates positive outcomes from changes caused by internal forces such as changing student developmental and academic needs, staff and student turnover, school growth, and the shift from start-up to a more sustainable organization, while never losing sight of the mission and values.
- ❑ Quickly and flexibly rolls with and tries to create positive outcomes from changes caused by external forces such as changes in district politics, funding formulas, or facilities availability, while never losing sight of the mission and values.
- ❑ Constantly adapts school practices based on lessons learned.
- ❑ Is resilient in the face of change, quickly recovering from adversity.
- ❑ Guides others through periods of ambiguity, instability, adversity, and change.

## 2.6

*Essential KIPP  
School Leader  
Qualities*

# Critical thinker and Decision-maker

What follows are the most important proficiencies and attributes of a School Leader who is a critical thinker and decision-maker.

- ❑ Foresees and identifies challenges, develops creative solutions to problems, and builds plans to overcome obstacles in order to achieve positive results.
- ❑ Models strategic, logical, efficient, and creative problem-solving and decision-making for students and staff. Relies on strong analysis of information and data whenever possible.
- ❑ Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff and difficult conversations with parents, staff, Board members, and the district.
- ❑ Analyzes all aspects of a situation and considers trade-offs to make decisions that affect the school. Examples include budget trade-offs that affect the academic program and facilities trade-offs that affect the school environment.
- ❑ Thinks through both the minute details of school leadership and the big picture.
- ❑ Thoughtfully builds action plans for the future based on lessons learned and a variety of data such as student test results; British Inspections; parent, teacher, student, and Board surveys; and informal discussions with all school stakeholders.

# 3.1

## Communication

Essential KIPP  
School Leader  
Skills and  
Knowledge

*The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.*

What follows are the most important proficiencies of a School Leader with effective communication skills and knowledge.

### Initial Start-up (during year 1)

- Understands and is understood by others from diverse backgrounds.
- Communicates adequately, transparently, and effectively to manage staff, day-to-day operations, and the district relationship.**
- Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, and letters home to achieve goals.
- Preaches the mission and values effectively to inspire and motivate students, parents, staff, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences.**
- Ensures that writing is clear, accurate, understandable, and influential.
- Listens and responds to non-verbals in a way that indicates perceptive listening.
- Effectively manages sensitive and confidential information shared by students, parents, community members, and other leaders.

### Ongoing Start-up (years 2-3)

- Communicates adequately, transparently, and effectively to manage a larger staff and student body.
- Can articulate what makes the school successful and how it needs to improve to a broad range of audiences.
- Communicates to influence change amongst students, staff, and in the community.
- Communicates to keep all constituencies informed and excited, and to further build loyalty to the school and its mission.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- Ensures that with a full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students.
- In the face of staff and student turn-over and growth, uses communication to ensure that culture is constantly reinforced and strengthened.
- Focuses on communication skills when developing staff.
- All initial and ongoing start-up proficiencies apply.

PR/Award # U282B110098

# 3.2

## Personal organization

Essential KIPP  
School Leader  
Skills and  
Knowledge

*The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.*

What follows are the most important proficiencies of a School Leader with effective personal organization skills and knowledge.

### Initial Start-up (year 1)

- Prioritizes critical tasks, and aligns own priorities with those of the entire school.**
- Multi-tasks effectively.**
- Works efficiently.
- Establishes basic systems to manage the flow of information and documentation to him/her/the school.
- Is readily able to access materials and information needed to lead, such as student files, contracts, and budgets.
- Tracks deadlines, contacts, and resources.
- Is on time and prepared for meetings, other appointments, and deadlines.
- Is responsive to calls, e-mails, and other forms of communication.

### Ongoing Start-up (years 2-3)

- Delegates tasks in an organized manner and effectively oversees tasks that have been delegated to others.
- Project manages effectively: takes new ideas for improving/growing the school, implements them, measures effectiveness, and improves upon these ideas again according to a timeline and plan.
- Models effective personal organization for staff, students, and parents or finds someone on staff who can help with personal organization and model it for others.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- Holds all staff accountable for personal organization, such as timeliness, responsiveness, prioritizing, etc.
- Ensures that staff is supported in developing personal organization skills.
- All initial and ongoing start-up proficiencies apply.

# 3.3

Essential KIPP  
School Leader  
Skills and  
Knowledge

## Inspirational leadership

What follows are the most important proficiencies of a School Leader with effective inspirational leadership skills and knowledge.

### Initial Start-up (year 1)

- Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values.
- Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning.
- Influences teachers, parents, students, Board and community members by affecting their actions, decisions, opinions, or thinking to further the mission of the school.
- Analyzes all aspects of a situation and considers trade-offs to make decisions that affect the school.
- Gains the loyalty of students, staff, and parents.
- Challenges conventional wisdom and practices to stand by school values and personal principles, even when unpopular. Willingly stands alone by tough decisions.
- Recruits an adequate number of students to fuel school growth and operational sustainability.
- Gives others credit and rewards for school accomplishments.

### Ongoing Start-up (years 2-3)

- Continues preaching, teaching, instilling, and building upon the mission and values of the school, inspiring students even as they become adolescents. Ensures that students and staff can inspire one another and the community.
- Retains effective staff by keeping founding staff inspired and making new staff feel like important contributors to the mission. Similarly retains a high proportion of students and supporters.
- Inspires funders, media, corporate sponsors, families, existing Board members, and/or new, more influential Board members, and community organizations to continue or begin supporting the school.
- Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges.
- If appropriate, inspires parents, Board members, KIPP Foundation, and community to help support the development of a local KIPP high school. Otherwise, begins to motivate existing college-preparatory high schools to want KIPP students.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- More strategically and wisely chooses risks and conflicts to take on, balancing short-term desires and long-term school goals.
- All initial and ongoing start-up proficiencies apply.

# 3.4

## Organizational leadership

Essential KIPP  
School Leader  
Skills and  
Knowledge

*The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.*

What follows are the most important proficiencies of a School Leader with effective organizational leadership skills and knowledge.

### Initial Start-up (year 1)

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members.
- Oversees the setting of school-wide goals that are aligned with the school mission, values, strategy, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, strategy, and goals.
- Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, by recognizing teachable moments and memorializing them for the staff and students.
- Effectively reinforces a culture of achievement through formal and informal rewards and consequences.
- Works with staff to develop special occasions, rituals, ceremonies, and activities on which the school's life is centered.
- Develops and adjusts school management systems and operating norms to meet the daily needs of students, staff, and the culture.
- Thinks strategically about and accurately reads the pulse of the whole school.
- Thinks carefully about the trade-offs when "doing whatever it takes" with a single student conflicts with making decisions that are in the best interest of the entire student body.
- Anticipates, plans for, and leads school change, improvement, and growth.

# 3.4 Organizational leadership

*Essential KIPP  
School Leader  
Skills and  
Knowledge*

## Ongoing Start-up (years 2-3)

- Resets goals annually to incorporate lessons learned.
- Works with staff to adjust management structure, systems, and goals for students as they enter adolescence and for staff as they gain instructional and leadership skills and experience.
- Analyzes whether or not the school is set up to endure by reviewing the effectiveness, scalability, and sustainability of financial, organizational, academic, and leadership systems and their alignment with the mission.
- Develops programmatic and staffing plans and organizational structures for helping students gain admission into college-preparatory high schools, and for an effective alumni association that supports KIPP students in high school, and for other medium-term needs.
- All initial start-up proficiencies apply.

## Sustainable (years 4+)

- Lays a long-term plan for school sustainability (5-10 year plan).
- Ensures that the organization is stable enough for leadership succession to occur whenever necessary.
- Continuously builds systems to help with the proactive management of problems and decisions.
- All initial and ongoing start-up proficiencies apply.

# 3.5

## People leadership

Essential KIPP  
School Leader  
Skills and  
Knowledge

*The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.*

What follows are the most important proficiencies of a School Leader with effective people leadership skills and knowledge.

### Initial Start-up (year 1)

- Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and among staff, parents, and students.**
- Strikes an effective balance between building supportive relationships with and maintaining an evaluative perspective towards staff.
- Works with staff effectively, using a combination of staff meetings, one-on-one meetings, and e-mails.
- Knows when to push for more with staff and how much is enough. Knows how to recognize and reward staff.
- Strategically manages conflict and difficult discussions with staff, parents, and Board and community members.**
- Terminates staff members who do not fit the school's culture or meet job requirements.**
- Attracts and selects the best possible new staff as necessary, seeking staff who fit well with the culture, job requirements, and complement the existing team.**

### Ongoing Start-up (years 2-3)

- Adept at managing expectations of new staff and preparing them for the true workplace environment and values of the school.
- Promotes teachers who have student-focused values and skills and get results.
- Implements and oversees school management structures such as grade level chairs.
- Begins actively developing leadership capacity in staff and delegating some leadership responsibilities. Has explicit conversations with successor candidates and provides them with leadership development opportunities.
- Hires for new programs such as high school placement, alumni support, and development.
- Retains a high percentage of effective staff.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- Adjusts staff policies and benefits as needed to ensure greater sustainability and staff retention.
- Is well-prepared for an emergency or planned leadership succession.
- All initial and ongoing start-up proficiencies apply.

# 3.6

Essential KIPP  
School Leader  
Skills and  
Knowledge

## Instructional leadership

What follows are the most important proficiencies of a School Leader with effective instructional leadership skills and knowledge.

### Initial Start-up (during year 1)

- Constantly assesses the quality of teaching and learning in school and oversees teachers in doing so.**
- Leads staff in standards and curriculum planning, development, implementation, and ongoing evaluation and improvement to meet diverse student needs. Helps identify additional programs needed by the students such as extracurricular and non-core offerings.
- Maintains a presence in teachers' classrooms, emphasizing the importance of quality teaching.
- Provides teachers with feedback, coaching, and opportunities for professional development to improve their instructional skills.
- Oversees student assessment and the use of assessment data to drive instruction. Uses validated assessment tools to measure the academic growth of students. Oversees student grading and progress reporting.
- Knows where and when to teach in order to benefit students and model for staff.
- Constantly works to improve the academic program by analyzing student results data and discussing areas of student weakness with staff.**

### Ongoing Start-up (years 2-3)

- Develops instructional teams that encourage collaboration and improvement of the instructional program.
- Shares effective instructional practices among teachers.
- Helps to advance teachers from good to great.
- Ensures that school instruction and curriculum as implemented are well-aligned with requirements for high school and college.
- Is aware of the school's compliance with federal and state mandates such as NCLB.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- Oversees the successful implementation of a professional development program to meet the needs of teachers at all levels of instruction.
- All initial and ongoing start-up proficiencies apply.

# 3.7

## Operational management

Essential KIPP  
School Leader  
Skills and  
Knowledge

*The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.*

What follows are the most important proficiencies of a School Leader with effective operational management skills and knowledge.

### Initial Start-up (during year 1)

- Understands and can oversee immediate and long-term fiscal management of the school, including budgeting, cash flow systems, debt management, annual auditing, accounting systems, and internal controls.**
- Makes difficult budget decisions on what to fund and what not to fund. Is able to clearly and convincingly explain decisions based on the school's mission, values, strategy, and goals.**
- Ensures that the school receives an unqualified audit.**
- Ensures that the school operates in compliance with legal, district, state, and federal requirements without compromising the education of the students, and that financial and compliance reporting is submitted as necessary.
- Secures facility arrangements such as improvements, expansion, and move to a new facility as necessary, and ensures that the school facility is safe and clean.
- Oversees the timely, economic procurement of supplies, equipment, and services.
- Oversees the development of an emergency plan for the school.
- Develops and then adjusts school policies and procedures according to operational needs.

### Ongoing Start-up (years 2-3) and Sustainable (years 4+)

- Works to ensure that the school is on solid financial footing by revising short- and long-term budget and cash flow projections to reflect operating reality, updating accounting systems and internal controls to match the needs of a growing organization.
- Works to ensure that school operations are prepared to support a long-term, sustainable organization at full capacity.
- Oversees the improvement of the school procurement process.
- Develops a long-term facility plan for the school and implements against it as necessary.
- All initial start-up proficiencies apply.

# 3.8

## Community development

Essential KIPP  
School Leader  
Skills and  
Knowledge

What follows are the most important proficiencies of a School Leader with effective community development skills and knowledge.

### Initial Start-up (during year 1)

- Networks with potential Board members, funders, politicians, and community supporters. Follows up to deepen and build relationships, not only when something is needed.
- Inspires and recruits Board members, funders, and community supporters to help the school.**
- Develops, socializes, and manages a Board that has local participation, supports the school's mission, and provides appropriate fiduciary guidance, while operating according to established legal and Board practices. Works with the Board to develop fundraising and other committees that support the school's needs.
- Identifies new funding sources as necessary, develops a fundraising plan, and fundraises to meet expected budget shortfalls in the following year.**
- Works with media as appropriate to spread the word about his/her own school and the larger KIPP movement.
- Initiates and builds a mutually respectful relationship with the district.
- Understands the history and unique needs of the community.**

### Ongoing Start-up (years 2-3)

- Begins building long-term relationships with community supporters and Board members who are student-focused.
- Effectively uses school results to garner support for the school.
- Helps other KIPP Schools improve by sharing effective practices and, when ready, offers to host Fisher Fellows in Residencies.
- All initial start-up proficiencies apply.

### Sustainable (years 4+)

- Plans proactively for the school's impact on the larger community, including helping other local schools improve.
- Joins community or state organizations that have similar goals and missions.
- All initial and ongoing start-up proficiencies apply.

# 4.1

*Fellowship  
Competency  
Indicators*

## Student-focused

Examples of how a Fellow who is student-focused may behave.

### At Selection:

- Has two or more years of experience teaching students in a K-12 classroom.
- Has experience teaching underserved students.
- Is driven and motivated by the well-being and success of educationally underserved students that KIPP serves.
- Provides examples of meaningful, lasting relationships with students who benefited measurably from those relationships.
- Provides evidence that what is best for the students drives decision-making and prioritization in his/her classroom.
- Provides evidence of making and consistently keeping commitments to students.

### By the end of the Institute:

- Experience with students is referenced during class and Leadership Team discussions as a means to enhance learning for all.
- Students are referenced as being a primary motivator during final presentations.
- During student panels (i.e. KSS, dinners), students are treated with respect.

### By the end of the Residencies:

- Forms bonds with students at Residency Schools.
- Takes action and goes above and beyond when appropriate to help students in Residency Schools.
- Discusses experiences with students respectfully and appropriately with School Leaders, teachers, and peer Fellows.
- Ensures that specific needs of students drive him/her in fulfilling residency responsibilities.
- School Design Plan draft represents focus on students.

# 4.2

*Fellowship  
Competency  
Indicators*

## Relentless achiever

Examples of how a Fellow who is a relentless achiever may behave.

### At Selection:

- Demonstrated goal-setter who sets high standards and expectations for student success, via academic and behavioral goal-setting.
- Works hard, goes above and beyond, and achieves goals for students and teammates.
- Demonstrates a drive to achieve results. Provides examples of helping traditionally underserved students achieve significant, measurable academic results.
- Evidence of having relied on both grit and tenacity to overcome and endure one or more difficult challenges.
- Self-initiating. Demonstrates the desire to consistently and thoroughly seek resources for self-improvement.
- Has a love of learning and seeks new and effective approaches to his/her work.

### By the end of the Institute:

- Prepares for, attends, and participates effectively in all classes and Leadership Team meetings. Takes full advantage of the learning opportunity.
- Completes all assignments in a high quality manner.
- Makes progress required against individual development goals, as determined in week one.
- Constant learner who learns quickly from his/her own mistakes and those of others.
- Asks questions and pushes to get resources and feedback to be successful.

### By the end of the Residencies:

- Demonstrates high expectations when interacting with students, teachers, and School Leaders.
- Constantly tries to improve the school.
- Learns from his/her own mistakes and those of staff, School Leaders, and peer Fellows.
- Asks questions and gets the resources needed to achieve learning goals.
- School Design Plan emphasizes high expectations for students and adults associated with the school.
- Energetically drives the school design and decision-making during Residency and start-up visits, taking ownership and responsibility for his/her KIPP School.

# 4.3

## People-oriented

*Fellowship  
Competency  
Indicators*

**Examples of how a Fellow who is people-oriented may behave.**

**At Selection:**

- Demonstrates and shows evidence of respect for students, parents, and colleagues.
- Demonstrates and shows evidence that he/she can gain the respect of, relate, and communicate well with students, parents, and colleagues.
- Provides evidence of showing empathy for students and their families.
- Has worked successfully in a team environment and demonstrates strong skills as a teammate.
- Knows how to read a situation and responds accordingly.

**By the end of the Institute:**

- Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made.
- Demonstrates respect for Fellows, LITs, and KIPP staff during and outside of class.
- Gains respect of Fellows, LITs, and KIPP staff.
- Builds supportive relationships with Fellows and LITs.
- Acts as a teammate to help other Fellows and LITs achieve their learning goals.

**By the end of the Residencies:**

- Gains respect of and shows respect for students, staff, and leaders in Residency Schools.
- Shows empathy for host students, their families, staff, and the community.
- Builds supportive relationships with students, staff members, parents, and School Leaders at host schools.
- Works effectively on tasks with peer Fellows, School Leaders, and staff members.

# 4.4

## Self-aware

*Fellowship  
Competency  
Indicators*

### Examples of how a Fellow who is self-aware may behave.

#### At Selection:

- Aware of and reflects deeply on his/her own strengths, weaknesses, emotions, and needs. Is able to speak honestly and directly about shortcomings. Proactively works to improve upon own weaknesses and/or seeks help in areas of weakness and need.
- Appropriately balances humility, self-criticism, and confidence.
- Open to feedback from parents, community, and KIPP selectors.
- Recognizes failures, accepts well-founded blame, and takes responsibility for failures.
- Presents him/herself and behaves professionally in his/her appearance, body language, manners and follow-up.

#### By the end of the Institute:

- Is aware of and reflects deeply on strengths, weaknesses, emotions, and needs. Proactively seeks help in areas of weaknesses and works to improve upon weaknesses.
- Solicits feedback from KIPP School Leaders, Foundation staff, and presenters.
- Presents him/herself and behaves professionally in appearance, body language, and manners.
- Appropriately reads group reaction to behavior and participates in a manner that is honest, yet makes all members of KIPP feel safe.

#### By the end of the Residencies:

- Presents him/herself professionally in both appearance and behavior at Residency Schools, with students, staff, School Leaders, and peer Fellows.
- Appropriately reads reactions and behavior of School Leaders, staff, and students at host schools.
- Solicits feedback from School Leaders throughout Residencies.
- Accepts blame and takes responsibilities for any failures during Residencies.
- Proactively works to improve upon personal areas of development by making use of all resources available in and around host schools and the KIPP Foundation.
- Knows when to convey humility versus confidence when working with host School Leaders, staff, and students.

# 4.5 Adaptable

*Fellowship  
Competency  
Indicators*

## Examples of how a Fellow who is adaptable may behave.

### At Selection:

- Demonstrates the ability to work productively and remain focused on a goal while facing uncertainty.
- Shows evidence of flexibility in the face of change.
- Evidence of resilience in the face of significant life challenges.
- History of approaching unforeseen life changes with a “silver lining” attitude and drive to gain positive outcomes.
- History of adapting and learning quickly from his/her experiences during change.

### By the end of the Institute:

- Remains focused on and executes towards daily assignments, final presentations, and school design plan despite uncertainty around items (i.e. charter/contract).
- Quickly rolls with changes caused by external forces such as changes in the schedule, travel challenges, and general meeting adjustments.
- Adapts to changes in pace and location during the Institute.
- Adapts to changes within the KIPP Foundation.

### By the end of the Residencies:

- Adapts to changing Residency settings including School Leaders, staff, Fellows, ambiguities in the role, and ethnic and school-based cultural differences.
- Works productively through ambiguity at the schools, using the mission as a guide.
- Quickly rolls with, takes leadership of, and builds positive outcomes from changes caused by both internal and external forces such as deal changes, Residency schedule changes, and authorization and district issues.
- Maintains toughness, flexibility, and a positive spirit in the face of daily challenges at the school sites.

# 4.6

Fellowship  
Competency  
Indicators

## Critical thinker and Decision-maker

Examples of how a Fellow who is a critical thinker and decision-maker may behave.

### At Selection:

- Logically analyzes information and data. Demonstrates organized thinking.
- Evidence of having solved problems and overcome challenges in his/her life.
- Demonstrates an ability to think on his/her feet, anticipate a problem, and proactively solve it.
- Seeks to clarify when communication, goals, or trade-offs are unclear.
- Shows evidence of using a “big picture” understanding of a situation to reflect on “the details” and of understanding how “the details” impact “the big picture.”

### By the end of the Institute:

- Can foresee and identify challenges and develops creative solutions to them head-on throughout the summer.
- Can apply lessons learned to his/her final presentation.
- Thinks on his/her feet and responds effectively in class, speaker series, KIPP School Summit, and during final presentations.
- Begins to understand trade-offs that may affect the school (i.e. budget trade-offs that affect the academic program, trade-offs in decision-making about the facility).

### By the end of the Residencies:

- Creates positive results and finds solutions to obstacles and problems.
- Continuously models problem-solving for students and staff.
- Follows a rigorous decision-making process when given responsibilities and trade-off options at the host schools or when decisions are required for his/her own school.
- Is able to apply Residency lessons to his/her School Design Plan.
- Is able to learn from and integrate both the detailed lessons associated with each Residency and the “big picture” lessons.

# 4.7

*Fellowship  
Competency  
Indicators*

## Communication

Examples of how a Fellow with effective communication skills and knowledge may behave.

### At Selection:

- Listens and responds in a way that indicates perceptive listening.
- Application is written with accuracy and addresses the questions asked.
- Communicates articulately during interviews and informal interactions.
- Inspires when describing his/her experience and desire to lead a KIPP School.

### By the end of the Institute:

- Understands and is understood by other Fellows, LITs, KIPP staff, and instructors.
- Listens and responds in a way that indicates active listening during class and Leadership Team discussions.
- Clearly and accurately articulates his/her vision for a KIPP School in the final presentation.
- Communicates effectively during final presentation.
- Chooses form, timing, and level of communication with all audiences appropriately (i.e. speaker series, summit sessions, class).
- Effectively manages sensitive and confidential information shared by Fellows and LITs.

### By the end of the Residencies:

- Communicates adequately and appropriately to the host School Leaders and staff.
- Effectively manages sensitive and confidential information shared by students, parents, staff members, other Fellows, and School Leaders.
- Shares feedback and concerns in a productive and respectful manner directly with the School Leaders.
- Takes concerns directly to the School Leaders and does not include staff, students, or Board members in inappropriate conversations.
- Inspires the host School Leaders and the Fellow's community when having preliminary discussions about the planned school.
- The School Design Plan clearly lays out his/her vision for the school.

# 4.8

Fellowship  
Competency  
Indicators

## Personal organization

Examples of how a Fellow who is self-aware may behave.

### At Selection:

- Punctual at home and during selection activities.
- Sets priorities and effectively executes against them.
- Has multi-tasked personally and professionally.
- Is prepared for all interviews, including having some understanding of KIPP and preparing questions for interviewers.
- Attends to details.

### By the end of the Institute:

- Can take in large amounts of information, categorize it, determine its usefulness, and maintain it in a manner that it is retrievable.
- Can manage an overwhelming amount of information and number of tasks in an effective and reasonably efficient manner.
- On time for class, meetings, and other appointments.
- Completes reports and assignments on time.
- Tracks deadlines, contacts, and resources.
- Multi-tasks.
- Responsive to calls and e-mails from others.

### By the end of the Residencies:

- Project manages the School Design Plan. Can organize information and timelines so that the plan is completed on time and in a high quality way.
- Appropriately prioritizes and manages his/her own time in completing tasks assigned by the school, strategies used to fulfill learning goals, and work on the School Design Plan during Residencies.
- Is timely and prepared each day for school.
- Improves personal organization skills via experience in Residencies.

**0.0**

# Essential KIPP School Leader

# 4.9

*Fellowship  
Competency  
Indicators*

## Inspirational leadership

Examples of how a Fellow who is an inspirational leader may behave.

### At Selection:

- Shows honesty and integrity: does what he/she says will do and “practices what he/she preaches.”
- Lives by values such as a focus on results, teamwork, respect, excellence, perseverance, and constant learning.
- Demonstrates that he/has worked to help educationally disadvantaged students prepare for college.
- Has a history of/is willing to take risks, challenge traditions, stand by school values, personal principles and convictions, and make sacrifices for the good of the students, even when unpopular.
- Has a school vision aligned with KIPP's Five Pillars and values.

### By the end of the Institute:

- Fellows, LITs, and KIPP staff are inspired by the mission, the values, and the vision for the school as described during the Institute and final presentations.
- Lives by, models, and inspires other Fellows to live by KIPP-like models such as focus on results, teamwork, respect, excellence, resolve, and constant learning.
- Willingly stands by his/her own values, personal principles, and tough decisions during class discussions.

### By the end of the Residencies:

- Inspires community members, School Leaders, and others he/she meets when describing his/her school vision.
- Empowers others to be successful and involved in the mission, despite not being on-site during this time.
- Gives others credit in the School Design Plan.

# 4.10

*Fellowship  
Competency  
Indicators*

## Organizational leadership

Examples of how a Fellow who is an organizational leader may behave.

### At Selection:

- Shows evidence in his/her classroom of building a strong culture of academic achievement and character development focused on values such as results, integrity, teamwork, respect, excellence, perseverance, and constant learning.
- Can identify what makes school organizations strong and weak.
- Proactively makes changes in own classroom or school rituals and systems to improve student learning.

### By the end of the Institute:

- Presents an aligned mission, values, and approach to the school during his/her final presentation.
- Designs a values-driven school culture and organization that is a spring board for the School Design Plan.
- Sets preliminary goals for the school.

### By the end of the Residencies:

- Develops a vision for a KIPP School built upon KIPP's Five Pillars and mission that inspires others.
- Is able to analyze values, rituals, norms, and other aspects of the culture at host schools, model them, and incorporate as appropriate into his/her own School Design Plan.
- Understands and can articulate the pulse of the entire school to the host School Leaders at the end of the Residency.
- School Design Plan has a strong Organizational Culture section, and all sections are aligned with the mission of the school.

# 4.11

*Fellowship  
Competency  
Indicators*

## People leadership

Examples of how a Fellow who is people-oriented may behave.

**At Selection:**

- Shows evidence of building supportive relationships with students, colleagues, and parents from diverse backgrounds.
- Has experience with influencing and leading others to reach a goal.

**By the end of the Institute:**

- Initiates supportive relationships with Fellows, LITs, and KIPP staff from diverse backgrounds.
- Accurately reads dynamics that affect daily personal and group interactions in order to influence positive outcomes for all learners.
- Influences KIPP staff and community supporters to help the school as appropriate.

**By the end of the Residencies:**

- Establishes a supportive relationship with host School Leaders.
- Builds supportive relationships with students and staff, as appropriate.
- Observes, assesses, and provides feedback and coaching to staff with respect to host organizational goals.
- Builds a sense of team with peer Fellows.

# 4.12

*Fellowship  
Competency  
Indicators*

## Instructional leadership

Examples of how a Fellow who is an instructional leader may behave.

### At Selection:

- Strong teacher who exhibits academic rigor and high expectations in the classroom, solid classroom management skills. Demonstrates a drive to achieve results and can provide examples of helping traditionally underserved students achieve significant, measurable academic results.
- Can identify his/her own teaching strengths and weaknesses and suggest possible solutions to strengthen weaknesses.
- Shows evidence of strong planning and strong instructional methodology.
- Helps other teachers improve their teaching by informally mentoring them.

### By the end of the Institute:

- Develops a preliminary vision for an instructional program that he/she can communicate in final presentations.
- Defines strong teaching and assesses teaching for strengths and weaknesses.
- Builds an initial staffing plan based on academic program needs.
- Understands and can articulate what a standards-based curriculum is.

### By the end of the Residencies:

- Constantly assesses the quality of teaching and learning in school. Engages host School Leaders in conversations about it.
- Provides teachers with feedback and coaching to improve their instructional skills, where and when appropriate.
- Further develops and refines the core curriculum to meet diverse student needs and represents it in the School Design Plan.
- Identifies additional programs needed by students such as extracurricular and non-core offerings and represents them in the School Design Plan.

# 4.13

*Fellowship  
Competency  
Indicators*

## Operational management

Examples of how a Fellow who is an operational manager may behave.

**By the end of the Institute:**

- Creates a school budget.
- Predicts and creates school cash flow.
- Aware of compliance issues.

**By the end of the Residencies:**

- Develops a school calendar and schedules, budget and cash flow, drafts a handbook with school policies and procedures. They are all aligned with the school mission and values and represented in School Design Plan.
- Gains a school facility and has a facility contingency/build-out plan in place.

# 4.14

*Fellowship  
Competency  
Indicators*

## Community development

Examples of how a Fellow who is a community developer may behave.

**By the end of the Institute:**

- Networks with session presenters and dinner speakers.
- Understands the role of his/her board.
- Understands the role of fundraising as it relates to school operations.
- Works strategically with media via KIPP Foundation (when appropriate).
- Works with his/her trailblazer to understand local community and district relations.

**By the end of the Residencies:**

- Begins to develop a local network and community support.
- Has a clear community development plan that is articulated via the School Design Plan and with community members during home visits.
- Understands the history and unique needs of the community where he/she is founding a school. Can articulate that during the School Design Plan defense.

# 5

## Sample Self-Assessment Template

### 1. How do you rate yourself on Student-focused?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in student-focused leadership?

What aspects of student-focused leadership would you like to improve?

### 2. How do you rate yourself on Relentless achiever?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a relentlessly achieving leader?

How could you improve as a relentlessly achieving leader?

### 3. How do you rate yourself on People-oriented?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a people-oriented leader?

How could you improve as a people-oriented leader?

### 4. How do you rate yourself on Self-aware?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a self-aware leader?

How could you improve as a self-aware leader?

### 5. How do you rate yourself on Adaptable?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as an adaptable leader?

How could you improve as an adaptable leader?

# 5

## Sample Self-Assessment Template

### 6. How do you rate yourself on Critical thinker and decision-maker?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a critical thinker and decision-maker?

How could you improve as a critical thinker and decision-maker?

### 7. How do you rate yourself in Communication?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in communication?

How could you improve in communication?

### 8. How do you rate yourself in Personal organization?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in personal organization?

How could you improve in personal organization?

### 9. How do you rate yourself in Inspirational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in inspirational leadership?

How could you improve in inspirational leadership?

### 10. How do you rate yourself in Organizational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in organizational leadership?

How could you improve in organizational leadership?

# 5

## Sample Self-Assessment Template

### 11. How do you rate yourself in People leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in people leadership?

How could you improve in people leadership?

### 12. How do you rate yourself in Instructional leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in instructional leadership?

How could you improve in instructional leadership?

### 13. How do you rate yourself in Operational management?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in operational management?

How could you improve in operational management?

### 14. How do you rate yourself in Community development?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in community development?

In what ways could you improve in community development?

### 15. How do you rate yourself overall as a leader?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are the leadership strengths you possess that you value most highly?

What three to five aspects of school leadership do you most need to develop?

# 5

## Sample Self-Assessment Template

What 3-5 areas of development would you most like to work on in the next six months or year?  
What goals do you have in each area for development?  
What will you do to achieve those goals, and what resources will you require?  
How will you know if you have achieved those goals?

Area for development	Goal(s)	Strategies for achieving goals	Resources required for achieving goals	Measurement and timing of goal achievement

SAMPLE

# 6

## Sample Teacher Interview Questions

Teacher name: \_\_\_\_\_ Classes taught: \_\_\_\_\_

No. years teaching in K-12: \_\_\_\_\_ No. years teaching at KIPP: \_\_\_\_\_

1. What are three words you would use to describe this school to someone who has never visited?  
How do you feel about working here? Why?  
How do you think most staff feel about working here? Why?  
How do you think students feel about attending? Why?
2. What are KIPP's values, and how do they guide you in your work in and out of the classroom?
3. On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate the students on how well they live by the values. Can you explain why you think that?  
On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate the teachers on how well they live by the values. Can you explain why you think that?  
On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate *<insert leader's name>* on modeling and living by the values. Can you explain why you think that?
4. Can you give some examples of how *<insert leader's name>* makes decisions using the values?  
Can you give examples of ways that he/she reinforces the values on a daily basis?  
Can you give any examples of teachable moments that *<insert leader's name>* recognized and turned into truly memorable moments for students?
5. What are *<insert leader's name>*'s expectations of you?  
How does he/she hold you to these expectations?  
How do you know if you are doing well?  
What would happen if you did not meet his/her expectations?
6. In what ways does *<insert leader's name>* support you as a teacher?  
In what ways does he/she evaluate your performance?  
How do you feel about the balance he/she has struck between giving you support and evaluating you?
7. How often is *<insert leader's name>* in your classroom?  
How do you get feedback from those visits?  
In what ways are you encouraged to grow professionally?  
Is there any professional development system in place? Is it adequate?  
What would you change about the way you are evaluated and developed?
8. What are your academic and character expectations for students?  
How do you try to hold students to your expectations?  
What are your expectations for yourself? For colleagues? For *<insert leader's name>* ?

# 6

## Sample Teacher Interview Questions

9. Are you familiar with any school-wide goals?  
What are some of the school goals that are most important to you?
10. What are/were your academic goals for your students this year?  
How are they doing/did they do against these goals?  
How do you assess how they are progressing toward meeting the goals on a daily, weekly, and monthly basis?
11. What are some ways that you push yourself and the students to make sure that your academic and character goals for the students and the school goals are reached?
12. What do you do individually and as a staff to make sure that you are constantly assessing your ability to meet the needs of all KIPPsters and trying to improve the quality of teaching and learning at the school?  
Do you feel that you individually or as a staff could do better in this regard? How?
13. Please briefly describe your relationships with your students and their families.
14. Think about the most difficult student you have ever worked with at KIPP. What made this situation challenging for you?  
What did you do to try to help the student succeed?  
Did you ever give up or want to give up on this child? Why?  
Do kids at this school ever fall through the cracks? Why?
15. What are three words you think of to describe *<insert leader's name>*? Why do you use these three words?  
What do you think motivates *<insert leader's name>*?
16. What do you see as *<insert leader's name>* three most important strengths?  
What do you see as *<insert leader's name>* three biggest weaknesses?  
In what ways has he/she tried to address those weaknesses (e.g. by working on them, hiring others with complementary skills)?
17. On a scale of 1-5, with 1 being very poor and 5 being excellent, how do you rate *<insert leader's name>* on the following characteristics and skills? Please give a brief example to explain any response of 1-3.
  - Focus on results
  - Focus on learning and improvement
  - Perseverance
  - Toughness
  - Flexibility
  - Initiative
  - Willingness to take measured risks
  - Willingness to make sacrifices
  - Overall optimism in facing challenges
  - Instructional model for staff

# 6

## Sample Teacher Interview Questions

18. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how effectively does *<insert leader's name>* problem-solve and make decisions? Why?  
Is the well-being of the students generally the driver of decision-making or not? Why do you say that?  
How does *<insert leader's name>* handle tough decisions that must happen on the fly?  
Please provide examples.
19. What is the toughest or most controversial decision that *<insert leader's name>* has made?  
How did parents, teachers, students feel about it?  
How effectively did he/she handle making that decision and how other people felt about it? Why?
20. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how effectively does *<insert leader's name>* read the pulse of the entire school? Why?
21. On a scale of 1-5, with 1 being very poorly and 5 being very well, how well does *<insert leader's name>* communicate on a day-to-day basis? Why?
22. On a scale of 1-5, with 1 being very poorly and 5 being very well, how well does *<insert leader's name>* motivate and inspire you, other staff, students, parents, and the community when communicating about the school's mission, goals and values? Why?  
If you could change one thing about how *<insert leader's name>* communicates with others about the school and its mission, what would it be?
23. Does *<insert leader's name>* generally honor or fail to honor commitments? Please give an example.
24. What is your overall sense of how *<insert leader's name>* gets along with and works with other people?  
Does he/she seem equally comfortable with people from different ethnic groups, social classes, and genders?  
Do others respect *<insert leader's name>*? Please explain each of your responses.
25. On a scale of 1-5, with 1 being poor and 5 being excellent, how would you rate the staff on teamwork?  
What are some of the steps that *<insert leader's name>* has taken to create a sense of teamwork among staff members?  
What are the issues that cause the greatest conflict among staff?  
How does the staff handle conflict?  
How does *<insert leader's name>* handle it?  
What would you change about how conflict is managed at the school?
26. How hard does *<insert leader's name>* push you as a staff?  
Is it too much or too little? Why and how do you know?

# 6

## Sample Teacher Interview Questions

27. On a scale of 1-5, with 1 being very poorly and 5 being very effectively, how effectively has *<insert leader's name>* managed the hiring of staff at this school? Why?  
On a scale of 1-5, with 1 being very poorly and 5 being very effectively, how effectively has *<insert leader's name>* managed the firing of staff at this school? Why?
28. Think back to your conversations with *<insert leader's name>* prior to joining KIPP. What caused you to join the school? What keeps you here?  
What, if any, are the specific things that *<insert leader's name>* does that help keep you here? (Probe about rewards and recognition.) How does he/she make you feel valued?
29. How well does *<insert leader's name>* stay focused on the highest priority issues for the school?  
Why do you say that?
30. Is *<insert leader's name>* generally early, on time, or late to meetings?  
How quickly does he/she generally get back to you when you call or e-mail or request his/her help with something?  
How does his/her timeliness and responsiveness affect the school?
31. How does *<insert leader's name>* get the information he/she needs from you about students?  
What kinds of systems are in place at the school to help you do your job efficiently?  
Do these systems work effectively or need to be changed for this year and as the school grows?
32. How frequently does *<insert leader's name>* ask you for feedback on his/her leadership or on something pertaining to a school decision?  
On what kinds of things does he/she ask for feedback? Would you prefer to be asked for feedback more or less frequently and why?
33. Have you seen *<insert leader's name>* make mistakes? Please give a few examples.  
Does he/she usually admit to them?  
How does he/she typically handle situations where others are blaming him/her for a mistake or a failure or pointing out his/her weaknesses? Please give an example.  
Does he/she typically learn quickly or slowly from mistakes? Please give an example.
34. How does *<insert leader's name>* present him/herself on a daily basis?  
Is he/she more often professionally dressed, poised, ready for the unexpected, comfortable at school OR in disarray, disorganized, stressed, etc.?
35. How does *<insert leader's name>* handle change?  
For example, is he/she proactive about pushing change, focused on guiding staff and students through it, resistant to it, stressed by it, or thriving in the midst of it?

# 6

## Sample Teacher Interview Questions

36. To what extent have you felt that you have been able to get the supplies and materials you need to be an effective teacher?  
Are there examples of times when you could not get what you needed to be effective?

37. What are three to five factors that make this school great today?  
What are the three to five most important changes to make in order to improve this school?

### Optional additional questions to consider if school is in year 2 or beyond:

38. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how smoothly does communication flow amongst teachers, between teachers and *<insert leader's name>*, and from teachers and administrators to students? Why?  
As the school continues to grow, what should be changed to improve communication and accommodate for growth?

39. What, if any, leadership tasks has *<insert leader's name>* delegated to you?  
How effectively has he/she delegated that task?

40. (For teacher with >1 year teaching at KIPP) What has changed about how you feel about working at KIPP this year versus last year?  
What has improved at the school?  
What aspects of the school, if any, have worsened since last year?

41. (For teacher new to KIPP after year 1): What does it feel like to come in as a new KIPP teacher trying to work with colleagues and a leader who founded the school or have been here for a while?

42. For what reasons do staff at this school get rewarded?  
How do they get rewarded?  
Is this system effective?

43. What aspects of the way school operates now concern you most as you think about the school's growth?

# 6

## Sample Teacher Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

### Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (15)
- Creates a culture with staff, students, and parents that every child can and will succeed, and asks them to share responsibility for student success. (8, 11, 14)
- Treats promises made to children as sacred. (11, 14)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (8, 10, 11)
- Leads staff and Board to make decisions according to what will be best for the students, e.g. ensures that specific needs of students drive curriculum and budget. (18)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (13)

### Relentless achiever:

- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (10, 17)
- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (5, 8, 10, 11, 14)
- Sets goals for school. Models and inspires others to go “above and beyond” what is expected and do “whatever it takes” to ensure that all school goals are achieved or surpassed. (9, 10, 11, 14)
- Tenaciously perseveres and shows true grit in order to get results. Accomplishes this by holding to school vision, mission, values, and strategy in the face of obstacles raised by students, parents, teachers, Board, and the community. (17, 19)
- Is self-initiating. (17)
- Takes measured risks and makes necessary sacrifices for the good of the school. (17)
- Is a constant learner, driven at all times to improve the school, learn from own mistakes, and those of others. Models information-seeking such as asking teachers about instructional practices used and asking for feedback on own performance, in order to improve school results. (12, 17, 33)

# 6

## Sample Teacher Interview Questions

### People-oriented:

- Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (24, 28)
- Shows respect, loyalty, and fairness for, and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (24, 28)
- Gains respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with each group.(15, 16, 24, 25, 28)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (1, 13, 15, 25, 28)
- Demonstrates the value of Team & Family in working with staff, parents, students, and KIPP Team & Family. (25)
- Strives to inspire, motivate, retain, and generally work effectively with adults. (1, 15, 23, 28)

### Self-aware:

- Is aware of and reflects deeply on his/her strengths, weaknesses, emotions, and needs, and proactively works to improve upon weaknesses. (16, 33)
- Works to know how he/she is perceived by teachers, students, parents, and community members. (32)
- Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff. (32)
- Accepts well-founded blame. Recognizes and takes responsibility for failures. (33)
- Is able to remain optimistic in face of brutal facts and challenges involved in leadership and find humor in personal and professional weaknesses. (17)
- Presents him/herself and behaves professionally in appearance, body language, and manners. (34)
- Maintains emotional and physical health and manages stress. (34)

### Adaptable:

- Anticipates, takes leadership of, and creates positive outcomes from changes caused by internal forces such as changing student developmental and academic needs, staff and student turnover, school growth, and the shift from initial start-up to a more sustainable organization, while never losing sight of the mission and values. (17,35)
- Quickly and flexibly rolls with and tries to create positive outcomes from changes caused by external forces such as changes in district politics, funding formulas, or facilities availability, while never losing sight of the mission and values. (17)
- Constantly adapts school practices based on lessons learned. (17)
- Is resilient in the face of change, quickly recovering from adversity. (17)

# 6

## Sample Teacher Interview Questions

### Critical thinker and decision maker:

- Foresees and identifies challenges, develops creative solutions to problems, and builds plans to overcome obstacles in order to achieve positive results. (18)
- Models strategic, logical, efficient, and creative problem-solving and decision-making for students and staff. Relies on strong analysis of information and data whenever possible. (18)
- Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff, and difficult conversations with parents, staff, Board members, and the district. (18)

### Communication:

- Understands and is understood by others from diverse backgrounds. (21)
- Communicates adequately, transparently, and effectively to manage staff, day-to-day operations, and the district relationship. (21)
- Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, and letters home to achieve goals. (21)
- Preaches the mission and values effectively to inspire and motivate students, parents, staff, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (21, 22)
- Ensures that writing is clear, accurate, understandable, and influential. (21)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (21)
- Effectively manages sensitive and confidential information shared by students, parents, community members, and other leaders. (21)
- Communicates adequately, transparently, and effectively to manage a larger staff and student body. (28)
- Ensures that with full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students. (28)

### Personal Organization:

- Prioritizes critical tasks, and aligns own priorities with those of the entire school. (29)
- Establishes basic systems to manage the flow of information and documentation to him/her/the school. (31)
- Is readily able to access materials and information needed to lead, such as student files, contracts, and budgets. (31)
- Is on time and prepared for meetings, other appointments, and deadlines. (30)
- Is responsive to calls, e-mails, and other forms of communication. (30)
- Delegates tasks in an organized manner and effectively oversees tasks that have been delegated to others.

# 6

## Sample Teacher Interview Questions

(39)

### Inspirational leadership:

- Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (1, 28)
- Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning. (2, 3, 4, 27)
- Gains the loyalty of students, staff, and parents. (1, 27)
- Challenges conventional wisdom and practices to stand by school values and personal principles, even when unpopular. Willingly stands alone by tough decisions. (19)
- Gives others credit and rewards for school accomplishments. (28)
- Retains effective staff over time by keeping founding staff inspired and making new staff feel like important contributors to the mission. Similarly retains a high proportion of students and supporters. (40, 41)

### Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (2, 3, 4)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, and goals. (5, 8, 9)
- Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, and by recognizing teachable moments and memorializing them for the staff and students. (2, 4, 8, 9)
- Effectively reinforces a culture of achievement through formal and informal rewards and consequences. (5)
- Develops and adjusts school management systems and operating norms to meet the daily needs of students, staff, and the culture. (31)
- Thinks strategically about and accurately reads the pulse of the whole school. (20)
- Works with staff to adjust management structure, systems, and goals for students as they enter adolescence and for staff as they gain instructional skills, leadership skills and experience. (43)
- Analyzes whether or not the school is set up to endure, by reviewing effectiveness, scalability, and sustainability of financial, organizational, academic, and leadership systems and their alignment with the mission. (43)

# 6

## Sample Teacher Interview Questions

### People Leadership:

- Strikes an effective balance between building supportive relationships with and maintaining an evaluative perspective towards staff. (6)
- Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and among staff, parents, and students. (25)
- Knows when to push for more with staff and how much is enough. Knows how to recognize and reward staff. (26)
- Strategically manages conflict and difficult discussions with staff, parents, and Board and community members. (25)
- Terminates staff members that do not fit school's culture or meet job requirements. (27)
- Attracts and selects the best possible new staff as necessary, seeking staff who fit well with the culture, job requirements, and complement the existing team. (27)
- Promotes teachers who have student-focused values and skills and get results. (42)

### Instructional Leadership:

- Constantly assesses quality of teaching and learning in school and oversees teachers in doing so. (7, 12, 17)
- Leads staff in standards and curriculum planning, development, implementation, and ongoing evaluation and improvement to meet diverse student needs. Helps identify additional programs needed by the students such as extracurricular and non-core offerings. (12)
- Maintains a presence in teachers' classrooms, emphasizing the importance of quality teaching. (7)
- Provides teachers with feedback, coaching, and opportunities for professional development to improve their instructional skills. (7)
- Oversees student assessment and the use of assessment data to drive instruction. Uses validated assessment tools to measure the academic growth of students. Oversees student grading and progress reporting. (10)
- Constantly works to improve the academic program by analyzing student results data and discussing areas of student weakness with staff. (17)
- Knows where and when to teach in order to benefit students and model for staff. (17)

### Operations Management:

- Oversees the timely, economic procurement of supplies, equipment, and services. (36)
- Develops and then adjusts school policies and procedures according to operational needs. (31)

# 7

## Sample Student Interview Questions

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

What are your grades in Math? *(circle one)*      Low      Average      High

What are your grades in Language Arts? *(circle one)*      Low      Average      High

What are your grades in Social Studies? *(circle one)*      Low      Average      High

What are your grades in Science? *(circle one)*      Low      Average      High

What has your paycheck average been lately? \_\_\_\_\_

1. What are three words you would use to describe your school to a friend who does not go here?  
Why did you pick those words?

2. Do you think you will go to college? *(circle one)*      Yes      No      Maybe  
Why?

Do you think that *<insert leader's name>* and your teachers believe you will go to college?  
Why do you think that?

3. Are there some values or ideas that you and your teachers and classmates all live by every day?  
Can you name three of them?  
What do they each mean to you? To what extent do the students, teachers, and *<insert leader's name>* live by the values?  
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do students live by these values?  
Can you give some examples that show why you think that?  
How would you rate how well the teachers live by these values on a scale of 1-5?  
Can you give some examples?  
What about *<insert leader's name>*?  
Can you give some examples of how he/she makes decisions using the values?

4. What do *<insert leader's name>* and your teachers expect of you at school?  
What do you expect of yourself and your classmates?  
What do you expect of your teachers?

5. In general, when you are having a rough time with your school work or at home, do your teachers let you figure it out, help you a little, do a lot to try to help you, or help you help yourself?  
Can you think of a specific time when a teacher tried to help you when you were having a really tough time with your school work or because something was not going well outside of school?  
What did that teacher do? How did that situation end for you?

6. What happens if you are at home and having difficulty with homework?  
What do you do to make sure you can complete your homework properly?

# 7

## Sample Student Interview Questions

7. What happens if you fail a test?  
Do you move on with the rest of the class or is there some way the teachers help make sure you understand the material? Do you retake the test?  
Please give an example of how you get help after failing a test. How do your teachers know what you are learning and what you are not learning?  
Have you ever tried to fake what you know at KIPP? Did faking it work?
8. Are there any special activities or occasions that happen at the school that are different from what happens at other schools where you have been?  
Why are those activities important at this school?
9. What does Team & Family mean to you? Can you give me an example of a time when Team & Family really helped you at school?  
Can you give me an example of a time when someone didn't act the right way with Team & Family?  
What happened?
10. What kinds of actions cause you and the other kids to get rewarded at school?  
What causes kids to get in trouble?  
Why do things work this way at KIPP?
11. Can you think of three words that best describe *<insert leader's name>*?  
Can you give me examples that explain why you chose those words?  
Does *<insert school leader's name>* know how you feel about him/her? How?
12. How would you describe your relationships with your teachers and *<insert leader's name>* to someone who does not go to your school? *(circle one)*
- |                                     |           |      |       |             |       |
|-------------------------------------|-----------|------|-------|-------------|-------|
| Teachers                            | Very poor | Poor | So-so | Pretty good | Great |
| <i>&lt;insert leader's name&gt;</i> | Very poor | Poor | So-so | Pretty good | Great |
- How do they treat you? How well do you think they understand you?  
How do you feel about *<insert leader's name>*?  
How do you feel about your teachers?
13. Does *<insert leader's name>* ever make commitments or promises to you? Can you give me a few examples?  
So far, has he/she followed through on those promises? How did that feel to you?
14. How good of a listener is *<insert leader's name>*? *(circle one)*
- |           |      |       |             |       |
|-----------|------|-------|-------------|-------|
| Very poor | Poor | So-so | Pretty good | Great |
|-----------|------|-------|-------------|-------|
- Can you give me any examples to explain that answer?

# 7

## Sample Student Interview Questions

15. Can you remember back to the first time you met *<insert leader's name>*?  
How did he/she make you feel about the school?  
Why did he/she make you feel that way?

16. What makes this school great today?  
How do you think it could become a better school?

### Optional additional questions to consider if school is in year 2 or beyond:

17. (If beyond grade 5) What is different about KIPP for you this year? Do you feel more or less excited about your school now than you did last year? What makes you feel that way? What do you do to excite other kids or visitors or your family about your school?

18. How do you find out about really good things that are happening at school or big problems at school?

19. (If in grade 7 or 8): Where do you want to go to high school?  
Do you think you will be successful? Why do you think that?

SAMPLE

# 7

## Sample Student Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

### Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (2)
- Creates a culture with staff, students, and parents through which every child can and will succeed, and asks them to share responsibility for student success. (2, 3, 4, 5, 6)
- Treats promises made to children as sacred. (13)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (2, 4)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (12)

### Relentless achiever:

- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (2, 4, 6)
- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (2, 3, 4, 16)

### People-oriented:

- Has integrity. Is honest, and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (11, 13)
- Shows respect, loyalty and fairness for, and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (11)
- Gains the respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with members of each group. (11, 13)
- Shows empathy for his/her students, families, staff, and the community in day-to-day interactions by accurately reading, considering, and responding to their needs. (12)
- Demonstrates the value of Team & Family in working with staff, parents, students, other KIPP School Leaders, Fellows, and Foundation staff. (3, 9)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (12, 13)

# 7

## Sample Student Interview Questions

### Self-aware:

- Works to know how he/she is perceived by teachers, students, parents, and community members. (11)

### Communication:

- Understands and is understood by others from diverse backgrounds. (3, 4, 9)
- Preaches the mission and values effectively to inspire and motivate students, parents, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (2, 3, 15)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (14)
- Can articulate what makes the school successful and how it needs to improve to a broad range of audiences. (16)
- Communicates to influence change amongst students, staff, and in the community. (17)
- Communicates adequately, transparently, and effectively to manage a larger staff and student body. (18)
- Ensures that with a full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students. (18)
- In the face of staff and student turn-over and growth, uses communication to ensure that culture is constantly reinforced and strengthened. (20)

### Inspirational leadership:

- Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (15)
- Gains the loyalty of students, staff, and parents. (1, 11)
- Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning. (3, 9)
- Continues preaching, teaching, instilling, and building upon the mission and values of the school, inspiring students even as they become adolescents. Ensures that students and staff can inspire one another and the community. (17, 18)
- Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges. (19)

# 7

## Sample Student Interview Questions

### Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (3, 9)
- Unwaveringly holds the focus of students, staff, parents, Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions. (2, 3)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, strategy, and goals. (4)
- Effectively reinforces a culture of achievement through formal and informal rewards and consequences. (10)
- Works with staff to develop special occasions, rituals, ceremonies, and activities on which the school's life is centered. (8)

### People Leadership:

- Works with staff to build a sense of Team & Family throughout school community, among students, between students and staff, among staff, and among staff, parents, and students. (9)

### Instructional Leadership:

- Constantly assesses the quality of teaching and learning in school and oversees teachers in doing so. (7)

# 8

## Sample Parent Interview Questions

Parent Name: \_\_\_\_\_ KIPP Child's name: \_\_\_\_\_ Grade: \_\_\_\_\_

1. What three words would you use to describe KIPP to another parent considering the school?  
Why did you pick those words?
2. Do you think *<insert child's name>* will go to college? Why do you think that?
3. What are the expectations for students at KIPP?  
What are the expectations of teachers? What are the expectations of you as a parent?  
Can you give an example of how you have seen those expectations in real life?
4. Has KIPP changed the level of responsibility you feel for helping *<insert child's name>* succeed? How?  
Has KIPP changed the way you think and talk about academics and behavior at home? How?
5. Do you think decisions at KIPP are made according to what is good for the students or for other reasons? Why do you think that?
6. Are there some values or ideas that *<insert child's name>* is asked to live by every day? What are they and what do they mean to you?  
Are you supposed to try to live by these as well? What do you think about that?  
To what extent do the teachers, and *<insert leader's name>* live by the values?  
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do you think the teachers live by these values? Can you give any examples that explain why you say that?  
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do you think *<insert leader's name>* lives by these values? Can you give any examples that explain why you say that?
7. What do *<insert child's name>* and the other students get rewarded for at school?  
What do they get punished for? What do you think about this system?
8. What are the three words you would use to describe *<insert leader's name>*?  
Can you give me examples that explain why you chose those three words?  
Do other parents agree with you? What would other parents say?  
Do you think that *<insert leader's name>* knows how you feel about him/her? How?
9. How would you describe your relationships with *<insert child's name>*'s teachers and *<insert leader's name>* to someone who does not go to your child's school? How do they treat you?  
How well do you think they understand your family?
10. Can you think of a specific time when a teacher tried to help *<insert child's name>* when he/she was having a really tough time with school? What did that teacher do?  
How was the result of that situation for your child?

# 8

## Sample Parent Interview Questions

11. How often has *<insert leader's name>* made commitments or promises to you or your child? *(circle one)*

Not very often                      Sometimes                      Often

Can you give a few examples?

Does he/she always/sometimes/ or almost never follow through on those promises?  
How does that feel to you?

12. What kinds of things does *<insert leader's name>* ask for parent feedback on? When he/she asks for feedback, does he/she seem to always/sometimes/ or almost never act on it? Can you give any specific examples?

13. What does Team & Family mean to you? Have you seen that in action at KIPP? How?

14. What caused you to send *<insert child's name>* to KIPP?  
What did *<insert leader's name>* say or do to help you make that decision?  
What has helped you to decide to keep *<insert child's name>* at KIPP?

15. Since coming to KIPP, have you ever had a one-on-one meeting with *<insert leader's name>* because of *<insert child's name>*'s behavior or school work or for any other reason? Why did you have the meeting? (If not, have you had a one-on-one with a teacher?)  
What do you remember about your conversation with *<insert leader's name>* or the teacher? How good of a listener is *<insert leader's/teacher's name>*? *(circle one)*

Very poor                      Poor                      So-so                      Pretty good                      Great

Can you give any specific examples?

16. How well does the school communicate with you as a parent? *(circle one)*

Very poor                      Poor                      So-so                      Good                      Great

Why do you say that?  
How do you find out about things that are going on at school?  
Do you get phone calls, notes home, to come in for meetings?  
What is the way you prefer to find out about things that are going on at school?

17. What kinds of information does the school share regularly?  
Academic? Discipline? Policies? Logistics? Other?  
How do you know if your child is learning at school?

18. Does *<insert leader's name>* extend him/herself to and build relationships with many different kinds of parents or just certain groups?

# 8

## Sample Parent Interview Questions

19. Has KIPP done a good job, a so-so job, or a poor job reaching out to this community? Why? Is there anything the school could do to reach out more effectively?

20. What makes this school strong today? How do you think it could become a better school?

### Optional additional questions to consider if school is in year 2 or beyond:

21. (If beyond grade 5) Do you feel more or less excited about your child attending KIPP now in comparison to last year/ prior years? What makes you feel that way?

22. (If in grade 7 or 8): Do you have any thoughts now about where you would like *<insert child's name>* to attend high school? Why do you feel that way?

23. Do you think that *<insert child's name>* will be ready for and be successful at a competitive, college-preparatory high school? Why?

SAMPLE

# 8

## Sample Parent Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

### Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (2)
- Creates a culture with staff, students, and parents that every child can and will succeed, and asks them to share responsibility for student success. (2, 3, 4, 10, 14)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (3, 10)
- Makes all decisions and leads staff and Board to make decisions according to what will be best for the students, (i.e. ensures that specific needs of students drive curriculum and budget). (5, 14)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (8, 9)

### Relentless achiever:

- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (3, 10)
- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (2, 3, 6, 20)

### People-oriented:

- Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (11)
- Shows respect, loyalty, and fairness for and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (8, 16, 17)
- Gains respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with each group. (1, 8)
- Demonstrates the value of Team & Family in working with staff, parents, students, and KIPP Team & Family. (6, 13)
- Shows empathy for his/her students, their families, staff, and the community in all day-to-day interactions by accurately reading, being considerate of, and responding to their needs. (9)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (8, 9, 18)

# 8

## Sample Parent Interview Questions

### Self-aware:

- Works to know how he/she is perceived by teachers, students, parents, and community members. (8)
- Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff. (12)

### Critical thinking and decision-making:

- Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff, and difficult conversations with parents, staff, Board members, and the district. (15)

### Communication:

- Understands and is understood by others from diverse backgrounds. (15, 16, 18)
- Preaches the mission and values effectively to inspire and motivate students, parents, Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (1, 2, 14, 15)
- Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, letters home, etc., to achieve goals. (15, 16, 17)
- Ensures that writing is clear, accurate, understandable, and influential. (16, 17)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (15)
- Can articulate what makes the school successful and how it needs to improve to a broad range of audiences. (20)
- Communicates to influence change amongst students, staff, and in the community to keep all constituencies informed and excited and to further build loyalty to the school and its mission. (21)

### Inspirational leadership:

- Inspires students, parents, staff, and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (1, 6, 14)
- Gains the loyalty of students, staff, and parents. (1, 8, 14)
- If appropriate, inspires parents, Board, KIPP Foundation, and community to help support development of a local KIPP high school. Otherwise, begins to motivate existing high school leaders to want KIPP students. (22)
- Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges. (23)

# 8

## Sample Parent Interview Questions

### Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (6, 13)
- Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, and by recognizing teachable moments and memorializing them for the staff and student. (2, 3, 6)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, and goals. (2, 3)
- Effectively reinforces culture of achievement through formal and informal rewards and consequences. (7)

### People Leadership:

- Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and between staff, parents, and students. (13)

### Community Development:

- Understands the history and unique needs of the community. (19)

# 9

## Sample Board Member Feedback Template

1. How do you rate the School Leader on Student-focused?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

2. How do you rate the School Leader on Relentless achiever?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

3. How do you rate the School Leader on People-oriented?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

4. How do you rate the School Leader on Self-aware?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

5. How do you rate the School Leader on Adaptable?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

# 9

## Sample Board Member Feedback Template

6. How do you rate the School Leader on Critical thinker and decision-maker?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

7. How do you rate the School Leader on Communication?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

8. How do you rate the School Leader on Organization?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

9. How do you rate the School Leader on Inspirational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

10. How do you rate the School Leader on Organizational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

# 9

## Sample Board Member Feedback Template

11. How do you rate the School Leader on People leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

12. How do you rate the School Leader on Instructional leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

13. How do you rate the School Leader on Operational management?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

14. How do you rate the School Leader on Community development?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

15. How do you rate the School Leader overall as a leader?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Greatest strengths:

Most important areas for development: