

PART I - ELIGIBILITY CERTIFICATION

12OK2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 0 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 5384

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	48	43	91
K	0	0	0		7	17	32	49
1	0	0	0		8	20	17	37
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	48	47	95		12	0	0	0
Total in Applying School:								272

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
82 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
9 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2010	277
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 8

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 83%

Total number of students who qualify: 226

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 28

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>25</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

KIPP Reach College Preparatory has been nominated by the State of Oklahoma for the National Blue Ribbon Schools Program in the “Exemplary High Performing Schools” category. KIPP stands for the Knowledge Is Power Program, a national network of free, open-enrollment, college-preparatory public schools. KIPP schools across the country are known for having a track record of preparing students in underserved communities for success in college and in life. KIPP builds a partnership among parents, students, and teachers that puts learning first. By providing outstanding educators, more time in school learning, and a strong culture of achievement, KIPP is helping all students climb the mountain to and through college. KIPP Reach College Preparatory was founded in 2002 in predominantly African-American northeast Oklahoma City. KIPP Reach, a part of the national KIPP network, is a public charter school serving students in grades five through eight.

The mission of KIPP Reach is: To provide a school that will enable underserved students to develop the knowledge, skills, and character traits necessary for success in high schools, colleges, and the competitive world beyond as they become productive members of society. Our student population is 91.5% minority and 83% low-income. Despite these demographics, KIPP Reach has demonstrated a great deal of success in turning around the academic achievement of the students it serves and has produced students who have gone on to attend and excel in college-preparatory high schools, boarding schools, and now into some of the best colleges and universities in the country. Since its inception, KIPP Reach College Preparatory has outperformed the neighborhood schools on state standardized tests. Over the past five years, KIPP Reach has become one of the highest performing middle schools in the Oklahoma City metropolitan area. Additionally, during this same time, KIPP Reach has exceeded the state average on standardized exams, to become one of the highest performing schools in the state.

The two main ingredients that set KIPP Reach apart from other schools (traditional public schools or charter schools) is (1) Extended School Day – More Time and (2) Teacher Professional Development. Extended School Day – More Time - KIPP Reach students and teachers spend more time in school. The mandatory 8 1/2 hour extended school day which runs from 7:30 a.m. to 3:30 p.m. allows our students to spend more time on task. Our after school tutorial program runs each day from 3:30 p.m. to 4:30 p.m. Our students spend approximately 30% more time in a classroom setting than the state requires. More often than not, traditional schools choose to meet only the state’s minimum requirement of 1,080 hours of instruction per year. KIPP Reach students receive 1,479 instructional hours per year. These instructional hours do not include the additional time on task that our students spend in Saturday school (10 – 12 days per year) during the second semester of each year, nor the time spent at home during breaks and in the summer completing supplemental coursework and assignments. Our teachers experience a longer school day, week, and year. Teachers are required to work from 7:15 a.m. to 5:30 p.m. during the weekdays and are available by cell phone until 9:00 p.m. every night to assist students with homework. KIPP’s extended day program means more than simply extending the daily school schedule. Students take part in traditional courses, but also receive a double block of reading and mathematics. From 3:30 p.m. to 4:30 p.m., students participate in an hour of additional small group tutoring, reading and math practice, or focus groups. In addition, students are given a minimum of two hours of homework each night.

Teacher Professional Development - KIPP Reach’s teachers spend a significant amount of time on professional development. Research reveals that the teacher is the single most important factor in children making academic progress. KIPP Reach provides our teachers with the tools that they need to be effective, including programs such as the Columbia Reading and Writing Program and Research for Better Teaching. It is essential to our success that the teachers we are putting in our classrooms are prepared for the task at hand. During the summer, our teachers build and enhance their curriculum for the upcoming school year. We are achieving our overall purpose of placing students from impoverished families on a college-preparatory track. KIPP Reach has clearly defined and measurable high expectations

for academic achievement and conduct that make no excuses based on students' backgrounds. Students, parents, teachers and staff work together to create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. By providing a safe and structured learning environment, more time in school and passionate, committed, prepared teachers, KIPP has helped students make significant academic gains.

1. Assessment Results:

A. KIPP Reach College Preparatory administers the Oklahoma Core Curriculum Test (OCCT) annually. The OCCT is scored using the Oklahoma Performance Index (OPI), which is a scaled score used to put students into one of four performance levels - Advanced, Proficient, Limited Knowledge, or Unsatisfactory. A score of 700 is the minimum score for placement in the Satisfactory/Proficient performance level. The Satisfactory/Proficient level is considered “meeting the standard” under the No Child Left Behind Law for all subject areas and grade levels. However, at KIPP Reach we strive for a higher standard. Our goal for all students upon leaving KIPP is to score proficient or advanced on their state tests. The following definitions explain the standards in more detail. Advanced: Students demonstrate superior performance on challenging subject matter in addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level. Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level.

B. Based upon the last five years of data on student performance, the following trends have been detected:

- KIPP’s entering fifth and sixth grade students consistently arrive with low test scores (3rd-4th grade level).
- KIPP students consistently score above the state average on standardized tests, thereby creating an achievement gap between themselves and the state.
- By the end of eighth grade, KIPP students consistently score at or above grade level, deeming them effectively prepared for academically rigorous college preparatory high schools (99% proficient or advanced on OCCT math and reading).

With regard to those factors that contributed to significant gains or losses, in 2009 the State of Oklahoma raised the cut score for each OPI performance level after the test was administered. As a result, all schools in the state suffered a decline in their test scores. The Oklahoma State Department of Education allowed individual schools to keep their scores; however, the state reported those averages that reflected the change of cut score. Because of this reason, the change did not affect KIPP’s 2009 scores. The change in cut score was reflected in our 2010 scores. Even though this change resulted in declines in test scores at schools across the state in 2010, KIPP Reach included, we still performed well above the state average that year and consistently continue to do so each year, as reflected in the following data:

- 2010 Math scores above state average (+4 percentage points in 5th grade math, +23 percentage points in 6th grade math, +35 percentage points in 7th grade math, +34 percentage points in 8th grade math)
- 2010 Reading scores above state average (+10 percentage points in 5th grade reading, +19 percentage points in 6th grade reading, +30 percentage points in 7th grade reading, +30 percentage points in 8th grade reading)

2. Using Assessment Results:

KIPP Reach College Preparatory uses the following data and strategies to improve instruction and student learning:

- Use of previous year’s OCCT results to develop areas of concentration in the curriculum.
- Our curriculum is not fixed; it is developed and revised each year based on the needs of the students as determined by the data collected with assessment tools such as the OCCT.
- Using individual score reports, teachers and administrators can target individual student needs in each standard.

- Backward Design: Unit assessments are developed before each unit begins. Pre-assessments are given before instruction begins.
- Use data from mini-benchmark assessments given 12 times throughout the year. These benchmarks measure mastery of Oklahoma Priority Academic Skills (PASS) standards (PASS skills serve as a set of specific school standards covering all areas of a student’s academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for Oklahoma’s students.).
- Benchmark tests are given in August, December, and March. Data analysis for individual instruction as well as whole class instruction. These benchmarks are comprehensive and are aligned with the OCCT administered at the end of each school year.
- Focus group instruction is developed from all data sources including OCCT results, mini-benchmark and benchmark assessments, pre-assessments, as well as formative and summative assessments given in each classroom.

In order to inform parents, students and the community of students’ academic achievement, KIPP Reach College Preparatory uses research from Rick Stiggins, author of “Classroom Assessment for Student Learning: Doing it Right-Using it Well”. His pedagogy advises that teachers share data with their students and that they know where they fall on the continuum of learning. Formative assessments are administered often so that students understand that learning is not a final destination, but a continual process. By using formative assessments, teachers receive almost daily feedback on how well a student understands a particular concept in each class. Teachers track mastery in each unit by examining weaknesses and strengths from data collected. Mini-assessments are administered every six lessons. Students do not fall behind due to small quizzes given often.

Students are regrouped based on strengths and/or weaknesses for differentiated instruction/practice in classrooms, as well as before and after school and Saturday school tutorials. Teachers spiral back instruction daily depending on the results of student assessments. Mastery objectives and criteria for success are clearly stated for each class period. Students understand what they are expected to know and be able to do before instruction ever begins. Parents receive grade reports every two weeks and report cards are sent home quarterly. Grade level and curriculum meetings are held with small groups of parents at the beginning of the school year to set expectations. All parents receive a syllabus for each class along with a checklist of parental responsibilities. Orientation meetings are used to set expectations for students and parents. Parents, students, teachers, and administrators sign a Commitment to Excellence form, which is a contract outlining the rights and responsibilities of all involved in student learning at KIPP Reach. Data conferences take place weekly with at least twenty-five families in grades five through eight. Parents receive the previous year’s OCCT scores and discuss with KIPP teaching staff where their child exhibits strengths and weakness on each standard. Current grade reports include a breakdown of homework concerns, quiz and unit assessments, behavioral checklist for character achievement and work ethic, attendance, and current reading level, as well as twelve question mini-benchmark data for each standard. Additionally, KIPP Reach provides parents with student averages for each standard.

3. Sharing Lessons Learned:

The School Leader, Chief Academic Officer, and Reading Department Chair are primarily responsible for sharing best practices with other schools and community groups. Some of the activities that have taken place include:

- Shared best practices with the Oklahoma City Public School District to encourage a community of practice
- Shared best practices with the Oklahoma City Public Schools Foundation to encourage a community of practice
- Shared best practices of Reading Workshop curriculum with members of the Professional Oklahoma Educators association

- Hosted a workshop for Oklahoma City Teach for America members and shared reading curriculum
- Hosted site visits for educators throughout the greater Oklahoma City area sharing best practices of reading workshop
- Hosted several site visits for and collaborate with our sister school, KIPP Tulsa, and shared reading curriculum
- Hosted site visits for five schools in the Putnam City School District, located in northwest Oklahoma City
- Sharing of lesson plans via KIPP Share, an online platform that enables teachers to share their curriculum, connect with teachers across the KIPP network, and explore popular classroom resources.
- Serve on the Education Task Force for the Greater OKC Chamber of Commerce
- Speaker at several Oklahoma Institutions of Higher Education Teacher Education Courses
- Served on the Oklahoma State Governor-Elects Transition Team
- Served on the Governor's Task Force on Creating Administrative Efficiencies
- Member and speaker for the Oklahoma City-based Rotary 29 Club
- Site Host for Leadership Oklahoma City, a non-profit organization dedicated to increasing the pool of volunteers who will enact positive change in the community
- Site Host for business community each month
- Served as a public speaker on behalf of the KIPP Foundation (Charter school events throughout the country; National Governor's Committee; Testimony to the United States House of Representatives' Subcommittee on Labor, Health and Human Services, and Education; Testimony to the United States Congressional Black Caucus; Testified before the Interim Joint Committee on Education; Advocacy events throughout the country - Kentucky legislators concerning formulating charter schools, National radio interviews (PBS, NPR, and Focus on the Family, other cities and local stations), and United States Department of Education television show - Education News)

4. Engaging Families and Communities:

KIPP Reach College Preparatory opens its doors to the community twice per month for site visits. The School Leader participates heavily in community events and stays connected to organizations within the neighborhood to spread the word about KIPP and the academic success of our students. The School Leader nurtures relationships with local churches, serves on the board of the city's library system, and participates in public forums and panel discussions on education reform. KIPP Reach also reaches out to the local school district, which has been struggling for a number of years with the problem of several low-performing schools located in the very community that KIPP serves. KIPP has an interest in helping to affect change district-wide because the vast majority of these low-performing schools are feeders to KIPP. In addition, KIPP Reach's administration has assembled and nurture many partnerships with local community organizations that are providing services to KIPP's students. KIPP Reach works with Brighter Days Youth and Family Services, LLC, and Promises, Inc. These organizations serve Medicaid-eligible KIPP students and provide services that meet the social, emotional, and behavior needs of our students. Specifically, these organizations provide individual therapy focusing on anxiety, depression, grief, school behavioral issues, anger management, and behavior management; family therapy including family conflict, relationship conflict, group therapy, and parenting skills enhancement; as well as rehabilitative therapy. The Inasmuch Foundation of Oklahoma City sponsors National Basketball Association tickets to Oklahoma City Thunder games as rewards for academic and behavioral success. Tae Kwon Do is being taught to students as a means to teach discipline. Ballroom dancing provides our students access to recreational dance, but also culture. The Junior League provides a variety of educational and social skills workshops for our students on a monthly basis. First Tee serves our students with its golf program. KIPP Reach also has weekly opportunities for students to participate in arts enrichment programs. It is our goal to produce well rounded students, not just students who have achieved academic success. By exposing our students to a variety of community services and resources, and by providing opportunities for culturally relevant experiences, not only are we enhancing the social skills of our students, but there is a direct correlation between access to these non-academic enrichment experiences and positive academic success.

1. Curriculum:

KIPP Reach's core curriculum includes Reading & Writing Workshop 1- 4, Mathematics (5th grade – Algebra I), Science (Life, Physical, and Earth), and Social Studies (World Civilizations, Geography, US History). Physical Education is also offered, as well as enrichment opportunities in the arts and engineering sciences.

Technology is not a class that is explicitly taught at KIPP, but it is woven into the core curriculum. No foreign language is offered at KIPP Reach. However, because KIPP Reach has developed many strong relationships with high-performing and college-preparatory high schools in the Oklahoma City metropolitan area, private schools in Oklahoma City, and private boarding schools across the country, KIPP Reach has been able to take low-performing students entering KIPP in fifth grade and turn them into high-performing eighth graders, who are well prepared for rigorous work in high school, which includes learning a foreign language.

The core curriculum develops and changes each year as needs/deficits arise based on the evaluation of student data. Core curriculum is designed from Oklahoma PASS skills, which comprise the mastery objectives for both process and knowledge mandated by the Oklahoma State Department of Education. KIPP Reach has a strong focus on Reading and considers this to be the cornerstone of our core curriculum. Research conducted by Dr. Richard Allington, Professor of Education at the University of Tennessee, has shown us that students who are poor readers exhibit poor overall academic performance and negative behavioral/social outcomes throughout their school years. For those students in which the problem is not identified and corrected, poor reading is often an indicator of who will and will not become a high school dropout. KIPP Reach has used the Columbia Reading and Writing Project for the last six years as our Reading curriculum and to provide training to our Reading teachers.

The Teachers College Reading and Writing Project is a research and staff development organization housed at Teachers College, Columbia University. The Project has a lasting and deep affiliation with over six hundred schools, and develops ideas that are foundational to literacy instruction across the globe. For over thirty years, educators have come together at Teachers College for their summer institutes on the teaching of reading and writing. The Project offers two five-day institutes on the Teaching of Reading and two five-day institutes on the Teaching of Writing. KIPP Reach sends a group of teachers to the reading portion of the summer institute at Columbia University each summer. In Mathematics, every eighth grader who attends KIPP takes Algebra I for mathematics for End of Instruction high school credit. This is an incredible feat, when you consider that most entering fifth graders enter KIPP performing one to three grade levels below in reading and math.

Another point about KIPP's core curriculum is that as a college-preparatory middle school, KIPP's curriculum is designed in such a way that what we are teaching our students supports college and career readiness. The last point about KIPP that sets us apart from other schools is that we do not use textbooks to guide our curriculum. All of KIPP's teachers write their own curriculum. It is organic, aligned with state standards, and based upon student needs as captured by data from continuous assessments of students' skills. Each department at KIPP develops unit plans for the school year. All lessons are included on a year-long instructional calendar. Each mastery objective is identified and matched with appropriate criteria for success. Teachers at KIPP teach in a reflective manner. They are constantly evaluating data from pre-assessments and formative assessments and develop new lessons as needed for student academic achievement.

2. Reading/English:

The Columbia Reading and Writing Project is essential to KIPP's curriculum. Columbia is comprised of a series of reading levels ranging from A-Z (A being the lowest and Z the highest). Many of our fifth grade students begin the school year reading at the second or third grade level.

The first step to increasing reading achievement is providing students with quality books that will encourage them to read. Research shows that building a high-quality classroom library is the most effective way to expose students to a wide variety of books, thereby impacting literacy development. Students read at lunch time, Reach time (which is a one-hour block of time at the end of each day for students to obtain small group assistance on reading and math homework), independently in English/Language Arts, and for homework assignments. Columbia Reading Comprehension Tests determine a student's individual and independent reading level. A student is expected to read approximately 25-30 novels per year in an effort to move through the reading levels, gaining enough practice on books that are suited to their level at the time. Reading tests are given monthly to K-3rd grade level readers, every 6 weeks to 4th-6th grade readers, and quarterly to 7th-8th grade level readers.

During class time, all of our students are taught mini-lessons which include reading strategies, skills, and language arts content knowledge. Students practice those strategies in a book that is on his or her reading level, providing a level of individualized instruction for each student. Students understand their books and obtain a greater desire to read. Students experience genres interesting to them.

Evaluation of the project includes students' test scores on the Oklahoma Core Curriculum Test and national norm referenced tests such as the Stanford 10, Secondary School Admissions Test (SSAT), and the Independent School Entrance Exam (ISEE). Scores determine student aptitude and depth of knowledge. Further evaluation methods are comprehensive assessments of reading strategies, unit tests, mini-assessments, and focus group work. The expectation is that all students will graduate from KIPP reading at or above grade level.

3. Mathematics:

As in other courses, KIPP Reach teachers follow Oklahoma's PASS standards in math. Also as in our other courses, math weaves in common core curriculum standards. Last summer, the teaching team at KIPP Reach began to crosswalk Oklahoma PASS standards with common core curriculum standards, and incorporated both standards into the curriculum of all KIPP Reach subjects.

At KIPP we are unique in that we do not use textbooks. All of our curriculum is organically created. Textbooks are rarely aligned with the questions that are given to students during mini-lessons. We use a variety of tools and resources to build curriculum, including mnemonics developed by nationally renowned educator, Harriett Ball's Fearless Learning, rote memorization, and the use of chants and songs.

To help students who are below grade level in math, we identify areas of strength and weakness through the use of different data gathering strategies such as observation, class work, exit tickets, formal assessments, and benchmark tests (Buckle Down/MAP Testing/12 question quizzes). We then use this information to focus on the areas in which students are weakest, as well as those areas in which growth will make the most difference. We use class time, Reach time, and Saturday school/focus groups to work on those concepts and improve student learning.

Students are given opportunities to practice in groups and alone until they demonstrate mastery of an objective. Students who are above grade level are identified in much the same way as the students who are performing below grade level. They are often given extension assignments that push their thinking deeper on the subject that is being covered. Students who are above grade level are often asked to work with younger students in the building in one-on-one mentoring relationships to help the younger students

improve their math skills. In addition, KIPP Reach students spend two hours per day in math class. All KIPP teachers are available each night until 9:00 p.m. for students to call in need of homework help. Math, more than any other subject, receives the most calls across all grade levels.

4. Additional Curriculum Area:

The following list represents a variety of strategies employed by our Social Studies Department to improve student academic outcomes and to ensure that students master skills in that area.

- Give Benchmark Tests and review data to determine areas of strength and weakness.
- Discuss how geography is directly correlated to our life and discuss current events.
- Critical thinking projects such as the Create A Culture Project, where 7th graders develop their own culture based on the knowledge they have learned of both Human and physical geography.
- 7th & 8th participate in written projects to prepare them for high school and beyond.
- In depth class discussion that allow students to verify their thinking by supporting their opinion with facts and data.
- 8th grade does comprehensive study of our current government system and what it takes to be an active citizen. They also study how our government came to be the way it is, and discuss its connection to them as a citizen in 2012.
- Progressively introduce study skills as well as critical thinking assignments that will add rigor to their learning and prepare them for assignments and tasks in the future.
- Structured classroom with routines that allow students to spend more time on task.
- Look at many different historical viewpoints and biases and discuss why they are present and how to think critically about sources of information.

All social studies lesson plans have been written to meet Oklahoma state standards. In line with KIPP's mission for our kids to get into a challenging high school and then make it into college, the social studies curriculum is written in a way that segues our students from middle school social studies content into high school history content.

5. Instructional Methods:

Teachers plan lessons based on PASS objectives, but also based on their aspirations for their students to attend a college-preparatory high school and a university. Lessons are high quality and designed to prepare students to integrate into these institutions. The school year begins with collecting student information on learning styles, cultural differences, likes and dislikes through surveys and games, students start each class by engaging in a thought-provoking "DO NOW" assignment, either independently or with their peers. Each discipline provides the student with the instructional objective for the day. Students discuss the aim and the criteria for success daily so that he/she clearly knows what is expected in order to hit the target objective for the day. A pre-assessment and/or an activator usually follow so that each instructor is aware of student readiness and can frame the day's learning. Students are then given a mini-lesson, projected on a Smartboard. Each student is provided a copy of the lesson on which to take notes and keep for reference.

Teachers then model the skill or strategy for the students through a read aloud or by working problems. Students split into partners or groups to practice new skills. Strategies for reading class include: using a reading journal; turn and talk with partners; literature circles; discussion in fish-bowl circles; all while the instructor meticulously takes notes for assessment purposes. Students are assigned homework based on the day's objective. Students also blog, complete graphic organizers and/or create visuals.

Math classes use many of Harriet Ball's chants and raps to teach concepts. Reading classes use Marzano's method for teaching vocabulary. Teachers collect formative assessments/exit tickets. Data collected is used to plan the next day's learning objective. If a majority of students have met the criteria for success on that formative assessment, teachers go ahead as planned for the next day's objective. If a majority of students

have not met the criteria for success then a teacher may plan to spiral back the next day. Teachers pull small focus groups at the end of the day in order to spiral back with a few students. Focus groups are also formed using benchmark data, summative and formative assessments.

Students tutor one another and practice reader's theater in groups, videotaping each performance to assess progress. Math classes use web sites such as Interactive mathematics, NCTM Math Interactives, Math Playground, and Cool Math. All disciplines use Brainpop and Study Island for enrichment and practice.

6. Professional Development:

KIPP Reach's teachers spend a significant amount of time on general professional development, as well as content specific training. Research reveals that the teacher is the single most important factor in children making academic progress. KIPP Reach provides our teachers with the tools that they need to be effective, including programs such as the Columbia Reading and Writing Program and Research for Better Teaching, just to name two. It is essential to our success that the teachers we are putting in our classrooms are prepared for the task at hand.

During summer, our teachers build and enhance their curriculum for the upcoming school year. They also attend one week of training at the national KIPP School Summit annually. Our teachers spend countless volunteer hours working at the school during the summer to prepare for the upcoming school year. The result of the KIPP model is that students leave with the self-confidence, discipline, grades, and test scores to compete for spots in the nation's top boarding and local private schools. In addition, KIPP Reach is one of the highest performing schools in the state. We are achieving our overall purpose of placing students from impoverished families on a college-preparatory track. The following is a list of the many professional development workshops, activities, and materials that KIPP Reach provides to its teachers annually.

- Reading - Columbia Reading and Writing Workshop – professional development takes place at Columbia University for seven teachers and two administrators annually.
- Individualized professional development to cater to individual instructor's needs per the Chief Academic Officer - feedback is provided by the Chief Academic Officer to each teacher once per week. Relevant professional development materials are assigned according to assessment of by the Chief Academic Officer.
- Staff has attended workshops conducted by Rick Stiggins based upon the book "Student Involved Assessment for Learning"
- "Research for Better Teaching", by Jon Saphier serves as the basis for our "Skillful Teacher Training" with consultant, Ruth Sernak. KIPP Reach has completed three years of training; will be conducting eight training sessions with KIPP Reach staff throughout the year during calendar year 2011-2012. The main goal of this training is to assist teachers in their efforts to build greater competence in their teaching skills.
- KIPP School Summit – general and content specific professional development training for entire KIPP Reach staff annually.

7. School Leadership:

The KIPP Leadership Competency Model is both empirically derived and heavily research-based. To create this model we relied partly upon the practical experience of high performing KIPP leaders at all levels and those at the KIPP Foundation who work with those leaders. Through discussions and focus groups, our leaders offered perspective on what competencies are most important to their effectiveness. Focus groups validated this model by providing role-specific examples of every key behavior in the model. We also relied significantly upon research in the organizational, business, and education domains that indicated which competencies and behaviors are most tied to effective leadership, management and student achievement. This research helped us to both prioritize competencies and structure the key behaviors that demonstrate proficiency in those competencies.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	78	72	73	88	71
Advanced	10	33	35	15	16
Number of students tested	77	85	99	80	49
Percent of total students tested	89	89	91	89	89
Number of students alternatively assessed	10	11	10	9	6
Percent of students alternatively assessed	11	11	9	11	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	77	67	78	87	71
Advanced	9	25	37	14	17
Number of students tested	78	67	82	71	48
2. African American Students					
Proficient/Advanced	71	71	71	87	71
Advanced	6	33	31	15	17
Number of students tested	69	72	81	76	52
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	5		9		1
4. Special Education Students					
Proficient/Advanced	90	45	50		82
Advanced	50	36	40		27
Number of students tested	10	13	11	9	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	62	88	74	93	80
Advanced	30	10	3	8	0
Number of students tested	86	85	99	80	50
Percent of total students tested	90	89	91	90	91
Number of students alternatively assessed	10	11	10	9	5
Percent of students alternatively assessed	10	11	9	10	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	62	74	78	94	79
Advanced	31	8	2	9	
Number of students tested	78	67	82	71	48
2. African American Students					
Proficient/Advanced	57	75	72	92	81
Advanced	29	10	3	8	
Number of students tested	69	72	81	76	52
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	6		9		
4. Special Education Students					
Proficient/Advanced	70	52	40	66	91
Advanced	30	27	40	33	
Number of students tested	10	13	11	10	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	93	87	91	93	73
Advanced	35	66	60	40	27
Number of students tested	69	70	68	47	41
Percent of total students tested	93	96	99	96	95
Number of students alternatively assessed	4	3	1	2	2
Percent of students alternatively assessed	7	4	1	4	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	93	84	95	92	86
Advanced	30	64	60	38	29
Number of students tested	54	59	52	37	35
2. African American Students					
Proficient/Advanced	90	84	90	94	84
Advanced	33	62	60	38	26
Number of students tested	58	55	57	45	43
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	2				
4. Special Education Students					
Proficient/Advanced	90				
Advanced	10				
Number of students tested	10				6
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	99	83	88	92	80
Advanced	18	7	4	15	4
Number of students tested	68	71	68	48	41
Percent of total students tested	93	96	99	98	95
Number of students alternatively assessed	5	3	1	1	2
Percent of students alternatively assessed	7	4	1	2	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	98	82	87	95	86
Advanced	19	7	4	8	6
Number of students tested	54	60	52	37	35
2. African American Students					
Proficient/Advanced	98	80	88	91	81
Advanced	19	7	5	13	5
Number of students tested	58	56	57	46	43
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	2	5			
4. Special Education Students					
Proficient/Advanced	90				
Advanced	40				
Number of students tested	10				6
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	88	93	92
Advanced	63	91	64	59	36
Number of students tested	40	32	25	32	39
Percent of total students tested	100	100	96	100	98
Number of students alternatively assessed			1		1
Percent of students alternatively assessed			4		2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	100	89	93	91
Advanced	56	91	67	58	30
Number of students tested	32	23	18	26	33
2. African American Students					
Proficient/Advanced	100	100	87	93	92
Advanced	62	93	61	59	36
Number of students tested	29	27	23	32	39
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	3				
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				3
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	2				
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	97	100	100	100
Advanced	53	50	44	59	26
Number of students tested	40	32	25	32	39
Percent of total students tested	100	100	96	100	98
Number of students alternatively assessed			1		1
Percent of students alternatively assessed			4		2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	96	50	100	100
Advanced	52	48	50	58	21
Number of students tested	32	23	18	26	33
2. African American Students					
Proficient/Advanced	100	96	100	100	100
Advanced	66	52	44	59	26
Number of students tested	29	27	23	32	39
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	3				
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				3
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	2				
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	88	100	98
Advanced	50	82	75	59	36
Number of students tested	32	11	24	32	46
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					1
Percent of students alternatively assessed					2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100		94	100	98
Advanced	77		88	56	38
Number of students tested	22	8	16	27	40
2. African American Students					
Proficient/Advanced	100	100	88	100	98
Advanced	79	82	75	61	37
Number of students tested	28	11	24	31	46
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				1
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	2	1	3	4
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: OCCT

Edition/Publication Year: 2007 - 2011 Publisher: Pearson Education Measurement

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	92	97	100
Advanced	78	64	25	16	20
Number of students tested	32	11	24	32	45
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					2
Percent of students alternatively assessed					4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	100	94	96	100
Advanced	45	75	19	7	22
Number of students tested	22	8	16	27	40
2. African American Students					
Proficient/Advanced	100	100	92	97	100
Advanced	54	64	25	16	17
Number of students tested	28	11	24	31	46
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	1				1
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3				4
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	90	83	82	92	83
Advanced	33	56	50	35	28
Number of students tested	218	198	216	191	175
Percent of total students tested	95	96	96	96	95
Number of students alternatively assessed	14	14	12	11	10
Percent of students alternatively assessed	9	7	4	7	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88	79	85	91	85
Advanced	31	52	52	33	27
Number of students tested	186	157	168	161	156
2. African American Students					
Proficient/Advanced	85	82	81	91	85
Advanced	34	55	49	36	28
Number of students tested	184	165	185	184	180
3. Hispanic or Latino Students					
Proficient/Advanced	90	0	72		
Advanced	45	0	54		
Number of students tested	11	10	11	1	2
4. Special Education Students					
Proficient/Advanced	91	23	30	52	87
Advanced	33	18	24	26	16
Number of students tested	24	25	18	15	24
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	4	2	4	0	0
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	85	88	83	94	89
Advanced	37	18	10	19	11
Number of students tested	226	199	216	192	175
Percent of total students tested	95	96	96	97	95
Number of students alternatively assessed	15	14	12	10	10
Percent of students alternatively assessed	8	7	4	6	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	83	81	79	95	90
Advanced	32	16	9	16	11
Number of students tested	186	158	168	161	156
2. African American Students					
Proficient/Advanced	83	81	83	93	89
Advanced	35	19	11	19	11
Number of students tested	184	166	185	185	180
3. Hispanic or Latino Students					
Proficient/Advanced	91	50	63		
Advanced	41	10	9		
Number of students tested	12	10	11	1	2
4. Special Education Students					
Proficient/Advanced	83	29	24	47	91
Advanced	33	15	24	23	0
Number of students tested	24	23	18	14	24
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	2	1	0	0
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OK2