

Charter School Renewal

Implementation Year(s): 2018-19

KIPP ST LOUIS (115914)

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Directions: Please state 'yes' or 'no' for each assurance. Please explain if an assurance requirement is not met. Comments should be as concise as possible, please include an attachment if further explanation is needed.

Charter schools requesting to renew its charter must submit this application electronically by responding to the following sections. The renewal submission must be signed by the Local Education Agency (LEA) authorized representative and the sponsor to ensure information submitted is accurate and in compliance with all statutes.

Upload questions require a document to be uploaded. This is done by selecting Manage Uploads, select Upload a Document, browse for the file, under File Description include the number of the question you are addressing and a description of the file as indicated by the Upload questions. Under Manage Team, include LEA contact and sponsor contact information.

1. Upload one page letter from the sponsor requesting renewal that must be signed by the Program Director of the Charter Sponsor Office. This assures that the Charter Renewal Application is accurate and in compliance with all statutes. Upload file under Manage Uploads. File Description would be 1. Sponsor Renewal Letter

Uploaded as 1. Sponsor Renewal Letter

-
2. LEA assures that Core Data/MOSIS is updated with current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Yes

If no, please explain.

-
3. LEA assures that Core Data/MOSIS is updated with mailing/physical address and telephone number of the charter school's main office.

Yes

If no, please explain.

4. LEA assures that Core Data/MOSIS is updated with list of the current board members including name, title and years served.

Yes

If no, please explain.

5. List the education service provider name and address (if applicable).

Education service provider name and address is below

Not applicable

6. LEA assures that the charter school adheres to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

Yes

If no, please explain.

7. Upload the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Upload file under Manage Uploads. File Description would be 7. Mission and Vision

Uploaded as 7. Mission and Vision

8. List the date of board meeting which the vision and mission were adopted.

The current vision and mission were updated and adopted by the KIPP St. Louis Board of Directors at their public meeting on December 17, 2018.

9. Upload or comment any changes or modifications to the school (new management, new theme, change in population, instructional staff). Upload file under Manage Uploads. File Description would be 9. Changes or Modifications

Uploaded as 9. Changes or Modifications

10. Upload or comment a concise projection of the school's goals over the next term of the charter. Upload file under Manage Uploads. File Description would be 10. School Goals

Uploaded as 10. School Goals

11. Upload or comment on other areas that have/will be addressed to improve performance. Upload file under Manage Uploads. File Description would be 11. Improve Performance

Uploaded as 11. Improve Performance

12. LEA assures that the school's educational program goals and curriculum aligned with state standards.

Yes

If no, please explain.

13. Upload the organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees. Upload file under Manage Uploads. File Description would be 13. Organizational Chart

Uploaded as 13. Organizational Chart

14. Upload the Articles of Incorporation, bylaws and Missouri not-for-profit status. Upload file under Manage Uploads. File Description would be 14. Articles of Incorporation Bylaws and Not-For-Profit Status

Uploaded as 14. Articles of Incorporation, Bylaws, and Not-For-Profit Status

15. Upload the renewal notification letter sent to the school board of the district. Upload file under Manage Uploads. File Description would be 15. Renewal Notification Letter

Uploaded as 15. Renewal Notification Letter

16. LEA assures that professional development/training was provided for all teachers and leaders.

Yes

If no, please explain.

17. LEA assures that requisite insurance coverage for directors/officers, and buildings.

Yes

If no, please explain.

18. LEA assures that board's most recent fingerprints.

Yes

If no, please explain.

19. LEA assures that there is a signed Conflict of Interest disclosure forms.

Yes

If no, please explain.

20. Assurance of Family Care Safety Registry check.

Yes

If no, please explain.

21. Assurance of requisite surety bond for school financial officer(s).

Yes

If no, please explain.

22. List the date the board reviewed faculty and staff handbook.

The KIPP St. Louis Board of Directors reviewed updated handbooks at the June 18, 2018 meeting.

23. Assurance the board satisfies sunshine law compliance, including: posting agenda, time change notification.

Yes

If no, please explain.

24. Comment how board agendas and minutes are made available to the public.

The meeting agendas are posted on KIPP's website and at schools prior to each meeting, and minutes from each Board meeting are posted on the public website www.kippstl.org.

25. Comment how often the board meets (monthly, semi-monthly).

The KIPP St. Louis Board of Directors meets bi-monthly.

26. Comment how often does the board review policies.

The KIPP St. Louis Board of Directors reviews policies throughout the year, providing approval for all required updates.

27. Comment how many hours of board training are required for the board annually.

KIPP St. Louis organizes a 2-day (12 hour) board retreat in January of each year which includes strategic planning, self-evaluation, development and budget goals.

28. Assurance that the school uses curriculum guides.

Yes

If no, please explain.

29. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Yes

If no, please explain.

30. List any sponsor/partnership efforts that help support the charter school(s) in increasing student performance.

Washington University in St. Louis has served as the sponsor of KIPP St. Louis since the first charter was approved in 2009. As sponsor, WUSTL helps to ensure excellence in educational quality, fiscal and operational accountability, and legal compliance. However, the partnership between WUSTL and KIPP transcends contractual obligations.

WUSTL was instrumental, along with a group of dedicated business leaders, in bringing KIPP to St. Louis starting in 2007. WUSTL has proven to be a true advocate and has committed intellectual and financial resources to aid in the success of KIPP St. Louis.

WUSTL views this partnership as an important part of its institutional mission and its service to St. Louis. WUSTL and KIPP are both dedicated to giving students in St. Louis the skills and support they need to emerge prepared for enrollment in college. Collaboration with WUSTL includes:

- Tutoring and extracurricular activities during the entire academic year through a program called Each One Teach One involving 80 WUSTL undergraduates.
- Social work practicum students from the top-ranked George Warren Brown School of Social Work to support school social service offerings.
- Math and science instructional support from educators with the Institute for School Partnership including data analysis, curriculum planning, and embedded professional development.
- Development of a comprehensive literacy assessment called STEP, used to make informed instructional decisions, in partnership with the Urban Education Institute at the University of Chicago.
- Student interns to support the Director of Development for hands-on learning experiences in marketing and branding.
- Access for KIPPsters to the College Prep Program. The College Prep Program offers talented and under-resourced high school students an opportunity to experience a multi-year on-campus residential learning environment. Students get the opportunity to attend workshops, lectures, and other activities in order to prepare them academically and socially for college. College Prep Program participants with demonstrated financial need who are admitted to Washington University are eligible to receive a College Prep Program scholarship.
- Beginning with the 2019-20 academic year, the KIPP St. Louis High School will serve as a Washington University College Advising Corps (CAC) partner site providing a full-time college guidance staff member to support the college assistance efforts of the school. Washington University bears the full cost of the CAC advisor.
- Partnering with multiple departments across WUSTL to position KIPP schools as important tools for community redevelopment, particularly in the neighborhoods surrounding the university.

31. Assurance of compliance with any/all federal and state programs' requirements.

Yes

If no, please explain.

32. Upload the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements). Upload file under Manage Uploads. File Description would be 32. Current Performance Contract

Uploaded as 32. Current Performance Contract

33. Upload data on measurements and objectives met (or not) in existing performance contract. Upload file under Manage Uploads. File Description would be 33. Current Measurements and Objectives

Uploaded as 33. Current Measurements and Objectives

34. Upload the performance contract for the next term of charter. Upload file under Manage Uploads. File Description would be 34. Next Term Performance Contract

Uploaded as 34. Next Term Performance Contract

35. If the school is a recipient of a federal Charter School Program grant, the sponsor assures that student performance is the most important factor in the determination of renewal/revocation.

Yes

If no, please comment.

36. Comment on goals to address academic performance based on current and projected data.

The goal of KIPP St. Louis is to put scholars on an academic trajectory toward college readiness. KIPP St. Louis uses a variety of tools to understand student achievement and look closely at results to ensure the fulfillment of promises to scholars and families. As a result, the KIPP St. Louis regional academic team works to research, field test, collect data, and then codify best practices in all content areas. Training teachers in effective content delivery ensures that each scholar is receiving high-quality instruction, each day, from pre-K through 12th grade. These supports are designed to enable all students to fully engage in school and to access the wide scope of learning opportunities that unlock positive choices over their lifetime.

37. Upload projected budget for the next five years (list of items). Upload file under Manage Uploads. File Description would be 37. Projected Budget

Uploaded as 37. Projected Budget

38. Comment or upload any building/facility plan changes anticipated in the next five years.

KIPP St. Louis plans to open its sixth school, KIPP Wonder Academy, in the fall of 2019 as an elementary attendance center ultimately serving grades K-4.

39. Comment on plans of expansion of grade levels.

KIPP St. Louis will continue with its strategic plan of grade level expansion within the high school to comprise grades K-12 by 2021.

40. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Yes

If no, please explain.

41. Assurance that the school reports outstanding debt as required in Section 37.850.1.

Yes

If no, please explain.

42. Upload a school review process/ form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children. Upload file under Manage Uploads. File Description would be 42. School Review Process/Form

Uploaded as 42. School Review Process/Form

43. Assurance the charter school understands the procedures for closure & distribution of assets as specified in RSMo160.405.1

Yes

If no, please explain.

44. List the date the charter school was placed on probation or remediation (if applicable).

N/A

45. Upload the reasons why the charter is on probation or has remediation plan (if applicable). Upload file under Manage Uploads. File Description would be 45. Probation or Remediation Plan

N/A

46. Comment on what attributes to student performance below 70% APR.

N/A

47. Upload intervention strategies currently in place based on analysis of student data (include timeline). Upload file under Manage Uploads. File Description would be 47. Intervention Strategies

N/A

48. Upload or comment on what improvements/results have been obtained? Upload file under Manage Uploads. File Description would be 48. Improvement Results Obtained

N/A

49. Upload or comment on what additional steps/strategies are planned? Upload file under Manage Uploads. File Description would be 49. Additional Steps Strategies

N/A

50. The authorized representative assures DESE that the charter school, in accordance with Sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.

2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.

The LEA authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

Yes

If no, please explain.

January 9, 2019

To: Members of the Missouri State Board of Education

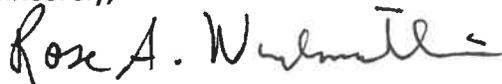
RE: Request for State Board Approval of KIPP St. Louis' Charter Renewal

Washington University in St. Louis respectfully requests authorization from the MO State Board of Education for renewal of the KIPP St. Louis charter. The renewal will be for a 5-year term beginning July 1, 2019 and ending June 30, 2024. KIPP St. Louis qualifies for an expedited renewal per Missouri statutes.

The University has carefully reviewed the charter school renewal application approved by the Board of Directors of KIPP St. Louis. In addition, based upon thorough examination of annual school performance evaluations, supporting documents and Missouri charter legislation, the University assures that, to the best of its knowledge, the Charter Renewal Application is accurate and in compliance with all applicable statutes.

The University fully endorses continued operation of KIPP St. Louis, including ongoing expansion of grades K-12 to comprise a total of 6 schools. We remain confident KIPP St. Louis has the capacity to provide quality education to the students they serve.

Sincerely,



Rose Windmiller
Associate Vice Chancellor
Government and Community Relations

KIPP:St. Louis

PUBLIC SCHOOLS

Charter School Application for Renewal

Winter 2019

Five-Year Renewal

**Presented to Washington University in
St. Louis for School Years 2020-2024**

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A. Educational Plan

A.1. Mission, Vision, and Strategic Priorities

KIPP St. Louis was established in the summer of 2009 with one goal: to change the educational landscape for thousands of students from educationally underserved neighborhoods. KIPP Inspire Academy, the flagship middle school, served 72 KIPPsters upon its opening in 2009. By 2019, six schools will be operating under the KIPP St. Louis banner. All six schools will reach scale by 2023-2024 with the capacity to serve over 3,000 scholars. This network will provide a pre-K–12 continuum for KIPPsters (the name KIPP uses to refer to students) and their families.

This growth is a testament to KIPP St. Louis' unwavering commitment to ensuring all children have access to a free, college-preparatory public education. KIPP schools demonstrate that demographics do not define destiny. KIPP St. Louis targets students in the highest need zip codes — zip codes with children living in high-density poverty who lack access to high-performing schools — and changes the academic trajectory for those students.

KIPP St. Louis has been, and will continue to be, a catalytic force in the effort to improve educational outcomes for the children and families of St. Louis. In the past ten years, the organization has pursued an aggressive growth plan — growing from just 72 middle school students in 2009 to over 3,000 students in pre-K through 12th grade by 2024. This growth has been driven by the need for exceptional educational opportunities for St. Louis students and families. By building on its strong foundation, KIPP St. Louis is committed to completing its first growth plan by 2024 and providing a world-class education for even more students and families in the future. Through its determination to and ultimate success in closing the opportunity gap at scale, KIPP St. Louis will serve as a proof point for what is possible for all students and families across the region.

KIPP St. Louis Mission

KIPP St. Louis will serve as a catalyst for education reform by establishing and supporting a world-class network of public schools that develop in all of our students the knowledge, skills, character, and pursuit of excellence necessary to succeed in high quality high schools and colleges and the world beyond.

KIPP St. Louis Vision

All families in St. Louis will have access to a world-class network of public schools that will prepare children with the academic skills and character traits necessary to thrive in college and in life.

A Network of Schools

KIPP Inspire Academy, the KIPP St. Louis flagship middle school, opened in 2009. Expansion began in August 2014 with the opening of the first elementary school, KIPP Victory Academy. In 2015, KIPP St. Louis opened its second elementary school, KIPP Wisdom Academy, and second middle school, KIPP Triumph Academy. KIPP Wonder Academy, a third elementary school, will open in August 2019. KIPP St. Louis High School (KHS) was founded in 2017 to meet student need and family demand. As the first KIPP high school to open in Missouri, its opening marks the completion of KIPP St. Louis' pre-K–12 continuum.

School Name	Location	Founding Year	Student Population 2019-2020
 KIPP Victory Academy <small>ELEMENTARY SCHOOL</small>	West End Neighborhood 955 Arcade St. Louis, MO 63112	2014 First KIPP elementary school in Missouri	550 students Grades K-4
 KIPP Wisdom Academy <small>ELEMENTARY SCHOOL</small>	Fox Park Neighborhood 2647 Ohio St. Louis, MO 63118	2015	550 students Grades K-4
 KIPP Wonder Academy <small>ELEMENTARY SCHOOL</small>	Fox Park Neighborhood 2647 Ohio St. Louis, MO 63118	Opening in 2019	Opening with Grades K-1
 KIPP Inspire Academy <small>MIDDLE SCHOOL</small>	Carr Lane Square Neighborhood 1212 N. 22 nd St. Louis, MO 63106	2009	400 students Grades 5-8
 KIPP Triumph Academy <small>MIDDLE SCHOOL</small>	College Hill Neighborhood 1409 Linton St. Louis, MO 63107	2015	400 students Grades 5-8
 KIPP St. Louis High School <small>COLLEGE PREPARATORY PUBLIC SCHOOL</small>	Downtown 706 N. Jefferson St. Louis, MO 63103	2017 First KIPP high school in Missouri	250 students Grade 9-10 Will grow to serve 600 students in Grades 9-12 by 2024

KIPP: A Proven National Model

The Knowledge is Power Program (KIPP) is a non-profit network of 224 college-preparatory, public charter schools educating early childhood, elementary, middle, and high school students across the United States. KIPP schools operate in 32 regions and serve nearly 100,000 students in grades pre-K through 12. Nationally:

- 89% of KIPP students are eligible for free- or reduced-price lunch.
- 95% of KIPP students are African American or Latino.
- 11% receive special education services.
- 17% are designated as English Language Learners.

KIPP St. Louis is a Missouri non-profit organization that oversees local KIPP schools and provides schools with shared services in areas such as alumni support, teacher training, leadership development, community outreach, operations, and data analysis. KIPP St. Louis is governed by a local board of directors and led by its own executive director.

KIPP St. Louis operates with support from the KIPP Foundation. The KIPP Foundation's mission is to create a respected, influential, and national network of public schools that are successful in helping students from educationally underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and the competitive world beyond. The non-profit KIPP Foundation trains and develops outstanding educators to lead KIPP schools; provides tools, resources, and training for excellent teaching and learning; promotes innovation; and facilitates the exchange of insights and ideas both within the KIPP network and with partners including other public schools, non-profit organizations, and institutions of higher learning.

KIPP schools, KIPP regions, and the KIPP Foundation are united by a common mission, a commitment to excellence, and a belief in helping children develop the academic and character strengths that they need to succeed in college, lead choice-filled lives, and build a better tomorrow for themselves, for their communities, for us all.

The Five Pillars

KIPP schools share a core set of operating principles known as the Five Pillars. At KIPP St. Louis, the Five Pillars shape the network's approach to education and define the path to success for each student.

KIPP'S FIVE PILLARS

1. High Expectations

KIPP St. Louis sets clearly defined and measurable expectations for academic excellence and conduct in order to create and reinforce a culture of achievement and support. Each scholar is different, and learning is personalized based on a student's needs, skills, and interests.

2. Focus on Character

Success in life depends on both academics and character. KIPP helps scholars foster character strengths that are essential for their own success and well-being and empowers them to effectively express their voices to improve the world around them.

3. Highly Effective Teachers and Leaders

Great schools require great teachers and leaders. We empower our educators to lead their school team, and we invest in training to help them grow as professionals.

4. Safe, Structured, and Nurturing Environments

Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide an environment with minimal distractions and more time for both academics and extracurriculars, so that our scholars love school and maximize their learning.

5. KIPP Through College

KIPP counselors support scholars as they prepare for and select the right high school, college and career for their needs and interests. After graduation, KIPP advisors help alumni navigate the academic, social, and financial challenges that they might encounter while in high school, in college, or pursuing a career.

KIPP's Six Essential Questions

All KIPP schools across the United States ask Six Essential Questions, which provide a yardstick by which to measure progress, maintain focus while growing, and – most important – keep the promises made to scholars and families. Because there is no single measure to exclusively determine school or organizational effectiveness, the Six Essential Questions utilize several different indicators to evaluate progress towards best serving scholars and families. Data generated through asking the Six Essential Questions helps KIPP St. Louis understand its true impact, what is working, and what needs to be improved.

Question 1: Who are our students?

A great education is the best path to a life full of opportunity. KIPP schools aim to educate students in educationally underserved communities, including English language learners and students with special needs.



For the 2016-2017 school year, 98% percent of scholars at KIPP St. Louis were African American or Hispanic, and 100% of scholars were eligible for free or reduced priced meals. Upon enrollment, the majority of scholars perform below grade level in math and reading, and over 13% of students receive special education services.

Question 2: Are our students staying with us?

When a school is healthy, students want to return year after year. KIPP St. Louis is committed to creating schools where all scholars can thrive, and closely tracks student attrition to ensure the schools are keeping scholars and meeting the mission.



At KIPP St. Louis, 81% of scholars re-enrolled for the 2016-2017 school year. KIPP St. Louis has set an aggressive goal to dramatically reduce student attrition.

Question 3: Are our students progressing and achieving academically?

The goal of KIPP St. Louis is to put scholars on an academic trajectory towards college readiness. KIPP St. Louis uses a variety of tools to understand student achievement and look closely at results to ensure the fulfillment of promises to scholars and families.



The results of KIPP St. Louis for 2016-2017 continue to show that KIPPsters are making dramatic gains and by eighth grade they have surpassed state averages in English Language Arts, Math and Science. Furthermore, 2016-2017 was the first year having KIPP elementary student results (third grade only), and these scholars demonstrated early progress.

Question 4: Are our alumni climbing the mountain to and through college?

To meet the mission of preparing students to lead choice-filled lives, KIPP St. Louis follows the progress of alumni, examining their rates of high school graduation, as well as college enrollment and college completion. KIPP Through College (KTC) is part of the larger KIPP approach that helps close the opportunity gap for students. The program provides students and families with the essential knowledge and preparation they will need for success in college. KTC offers comprehensive supports for KIPP students beginning in middle school and follows them through college completion. While scholars are in college, KTC continues to provide support to ensure college graduation, and KTC counselors offer career guidance.



With support from the KTC team, St. Louis' first KIPPsters began college in fall 2017. There are currently 70 KIPP St. Louis alumni attending colleges across the United States. 64 percent attend a four-year institution and 36 percent attend a two-year institution with the intent to transfer.

High School Graduation

78% Students from Educationally Underserved Communities
93% KIPP St. Louis Students

College Matriculation

51% Students from Educationally Underserved Communities
68% KIPP St. Louis Students

KIPP St. Louis' First Class of High School Graduates

85% of the Class of 2017 was accepted to college
Submitted 503 applications to 143 colleges
Received 253 college acceptances
Received \$2.7M in Financial Aid

Question 5: Are we building a sustainable people model?

Educators are at the heart of KIPP St. Louis. KIPP St. Louis is committed to investing in the people who join the organization and making sure they have the supports they need to do their best work every day. KIPP St. Louis invests in its people by providing outstanding benefits, professional development and instructional resources. Teachers receive frequent coaching and feedback from their manager and also have many opportunities to collaborate with other teachers on their team and across KIPP St. Louis schools. Many of the best KIPP leaders start out as KIPP teachers. The organization provides clear pathways so that all staff members have opportunities to grow professionally. KIPP St. Louis strives to be a top employer in the region and launched a Success and Sustainability Plan in 2017. KIPP St. Louis is focused on being a place

where staff members thrive over time; this goal stems from a belief that if each talented team member is maximally contributing to the mission, students will flourish too.



The KIPP St. Louis team continues to grow larger each year. In 2016-2017, 100 new staff members were hired, bringing the total team to over 250 educators, leaders, operations managers, and regional team employees. In 2017, KIPP St. Louis launched a Success & Sustainability Plan to become a top employer in the region by the year 2021.

Question 6: Are we building a sustainable financial model?

The goal for financial sustainability is to have reliable and renewable financial resources. KIPP St. Louis aims to manage within a budget, accurately forecast revenue needs, take on only debt the organization can afford, have strong internal controls, and prudently save as insurance to weather the unexpected. KIPP St. Louis is in a strong financial position.



Over the past ten years, the organization has:

- ✓ Maintained a positive debt service coverage ratio.
- ✓ Seen a consistent and significant increase in cash on hand, managing cash to a target of 90 days cash on hand. This amount is significantly greater than the three percent minimum fund balance required by the State of Missouri.
- ✓ Received clean financial audits from independent auditors in each of the past nine years with opinions that demonstrate financial statements have been fairly presented in all material aspects.

A.2 Curriculum and Instruction

Educational Philosophy

KIPP St. Louis believes that world-class instruction will help its scholars climb the mountain to and through college and beyond. KIPP St. Louis also knows that world-class instruction doesn't happen by accident. As a result, the KIPP St. Louis regional academic team works to research, field test, collect data, and then codify best practices in all content areas. This systematic approach is designed to progressively define excellence in all content areas and to train teachers on those effective practices. KIPP St. Louis focuses on both training teachers on these practices to ensure scholar learning today and partnering with teachers to continuously improve existing practices over time. By training teachers in effective content delivery, it ensures that each scholar is receiving high-quality instruction, each day, from pre-K through 12th grade.

KIPP's academic approach is designed to ensure its scholars are prepared to gain entry into, and to thrive in, the college or career of their choice. As a result, KIPP St. Louis designs its academic programming to ensure that scholars are able to perform well on the ACT assessments, which KIPP St. Louis High School students will take in both their junior and senior years. The curriculum model is aligned to the Missouri Learning Standards. Consequently, scholars are provided with instruction designed to ensure mastery of the knowledge and skills prescribed by the Missouri Department of Elementary and Secondary Education. In addition, KIPP St. Louis believes that its academic model should be designed to ensure that all scholars make as much progress as possible. As a result, all KIPP St. Louis scholars in Kindergarten through eighth grade take the Northwest Evaluation Association's Measures of Academic Progress. This assessment provides KIPP St. Louis with an understanding of a scholar's performance relative to their peers nationally, and KIPP uses this data to ensure that all scholars are receiving the targeted supports they need to make dramatic academic progress each year. Since incoming KIPP scholars typically perform far below grade level, KIPP recognizes the need to provide differentiated instruction and coursework to ensure that all scholars are making dramatic progress towards college readiness each year.

Fundamentals of Instruction

Each year, KIPP St. Louis creates documents that outline its instructional approach. These documents, called Fundamentals of Instruction (FOI), outline the approach in each content area/course. Over the summer, the instructional team evaluates and modifies its approach and updates the FOIs accordingly. Two example FOI documents can be found in appendix A.2.1.

Assessment Strategy

Each year, KIPP St. Louis also creates documents that outline our approach to assessment. These documents, called Assessment Strategy Documents (ASD) outline the approach to assessment for each grade level. Over the summer, the academic team makes priority shifts to the assessment approach and updates these documents accordingly. An example ASD can be found in appendix A.2.2. The region's assessment strategy is discussed in more detail in section A.3.

How Curriculum and Instruction Decisions are Made

To enable teachers to teach at a world-class level, KIPP St. Louis recognizes that it must provide its teachers with high-quality curriculum and instructional resources that have proven to result in high levels of student achievement on rigorous assessments. In addition, as KIPP St. Louis grows, the region wants to ensure that all scholars, regardless of the campus they attend, receive that quality instruction in a similar way. KIPP St. Louis anticipates that the vast majority of its elementary scholars will matriculate to its middle schools and high schools. Therefore, KIPP St. Louis strives for continuity throughout the pre-K–12 continuum. As a result, consistent frameworks for instruction are critical. At the same time, KIPP St. Louis values collecting real-time data from its teachers and leaders to inform the quality of its instructional approach. As a result, the region has an approach that establishes firm guidance, while also offering structured opportunities for feedback.

KIPP St. Louis uses the RAPID decision-making framework to make decisions related to curriculum and instruction because it both provides guidance to team members while also collecting feedback from key stakeholders across the region. A table summarizing that process is captured in appendix A.2.3.

How KIPP St. Louis Supports Teachers

To enable teachers to teach at a world-class level, KIPP St. Louis recognizes that it must high-quality curriculum resources and ongoing training. What resources are provided, and how training is offered, is outlined below:

Before the start of each year, the network instructional team...

- Gathers feedback from teachers to determine the highest leverage shifts to its curriculum and instructional approach in each course.
- Finalizes the scope and sequence documents and required assessments for each course. In rare cases, the administration of KIPP Foundation assessments may be

required, but they may not be finalized before the year starts (as is the case with the high school interim assessments).

- Updates the FOI documents that outline the region's approach in each content area/course.
- Updates the Regional Assessment Strategy document that outlines which assessments are administered in each content area/course and how the data from those assessments is analyzed.
- Provides training for teachers on how to execute the instructional practices codified in the FOI document during All Staff PD week.
- Supports School Leaders by working with operational staff members to ensure that data systems are in place.

To support each unit of instruction, the network instructional team...

- Supports teacher leaders to build exemplary instructional materials, such as unit plans, daily lesson plans, and student-facing materials that align to the region's FOI.
- Shares any regionally-vetted curriculum and instruction resources directly with schools.
- Hosts meetings with instructional coaches and Course Leaders at all campuses to ensure that all teachers understand the next unit and are prepared to execute those units successfully.
- Collaboratively executes a review of student work protocol with instructional coaches and Course Leaders at all campuses to ensure that teachers are developing their understanding of what exemplary work looks like and how to improve the quality of scholar work over time.
- Provides ongoing training for teachers that aligns to KIPP St. Louis' stated priorities for the year (such as a full-year PD Sequence on Guided Reading for elementary school teachers).
- Facilitates ongoing Content Days where teachers participate in content-specific professional development with their peers.
- Facilitates deliberate practice sessions for all instructional coaches to ensure that they gain proficiency in the region's models for leading observation feedback meetings and weekly data meetings.
- Facilitates a rigor audit on each campus that represents a deep dive of a particular content area or content block (for example, middle school math or Guided Reading).

To support coaches to drive results each week, the network instructional team...

- Ensures that a Director of Curriculum and Assessment (DCA) meets with every Assistant School Leader and Dean of Instruction, each week, to ensure high-quality internalization of regionally vetted instructional practices.
- Ensures that a DCA meets with every School Leader at least once per unit to ensure that they become experts in the region's FOI documents. As the primary coaches of instructional coaches, School Leaders need to be experts in our models of instruction.
- Ensures that a Principal Manager meets with every School Leader, every week, to ensure that the School Leader is effectively executing against a unit-level priority plan to drive results.

How Does this Impact Teachers?

- KIPP St. Louis enables teachers to focus on effectively teaching strong lessons and analyzing their scholars' data to determine how to best adjust their instruction rather than having to create multiple new resources.
- Their work is grounded in the belief that leveraging a standard curriculum and standard instructional practices is the most reliable way to ensure that all scholars learn at high levels. KIPP St. Louis also operates with the understanding that standardizing these practices will lead to the most sustainable schools possible.
- While this means teachers will be expected to execute a standardized approach, the KIPP St. Louis instructional team is committed to taking feedback from teachers on an ongoing basis to inform its program over time.

Instructional Approach by Grade Level

Elementary Schools

KIPP St. Louis elementary schools serve students in pre-K through fourth grade. The elementary curriculum emphasizes literacy and math to ensure that all scholars are prepared with the academic foundation necessary to be prepared to take on rigorous coursework in middle and high school.

A brief summary of the elementary programming at KIPP St. Louis schools during the 2018-2019 school year includes:

- **Family Meeting.** Elementary teachers begin the day with a class meeting to build strong classroom culture and to ensure that all scholars are in their class.
- **Science or Social Studies.** Scholars receive access to science or social studies instruction approximately four times per week for 45 minutes. KIPP uses the MySci curriculum from Washington University in St. Louis (WUSTL) for science.

- **Phonics.** Scholars participate in a Phonics block during which they receive whole group phonics instruction aligned to a standard scope and sequence for each grade level. The program currently used is Foundations. Over time, scholars that no longer need this phonics program may take alternate course work instead.
- **Guided Reading.** Throughout elementary school, scholars participate in an extended guided reading block where they receive differentiated, small group instruction. This block is used to ensure that all scholars receive the differentiated reading instruction necessary to fill their own unique academic gaps. Currently, KIPP St. Louis uses the Strategic Teaching and Evaluation of Progress (STEP) assessment from the University of Chicago to identify specific reading gaps and develops plans to address them during these blocks.
- **Literature and Writing.** Scholars also participate in a literature block during which scholars read rigorous texts that are at or above grade level, and they write about these texts with the support of a teacher. Unlike Guided Reading, which is heavily differentiated, literature is designed to ensure that all scholars have access to rigorous texts that they can joyfully engage in analyzing with their class.
- **Math Workshop.** Scholars participate in a core math block, currently called “Math Workshop,” where they receive direct instruction on the grade-level standards outlined in the Missouri Learning Standards (MLS).
- **Number Stories.** Scholars participate in another block of math instruction, currently called Number Stories, during which they receive an opportunity to work on their problem-solving skills by attempting to analyze and solve rigorous word problems. This block is based on the Cognitively Guided Instruction approach.
- **Spiraled Review.** Scholars also complete a spiraled review problem set to ensure that they are retaining long-term mastery of the mathematical concepts that they have learned.
- **Co-curricular Experiences.** Other than the blocks mentioned above, KIPP St. Louis elementary scholars have time in their weekly schedules reserved for lunch, recess, physical education, and specials classes. The content of specials classes can vary but have included classes like visual art, yoga, and music.

Middle Schools

KIPP St. Louis middle schools serve students in grades five through eight. The middle school curriculum extends beyond an intensive focus on literacy and math to include an emphasis on learning in other content areas, including social studies and science. This shift is intentional as scholars should now be challenged to move from learning to read and learning to do math to learning how to apply that knowledge and those skills to solve problems across a range of content areas. All core content classes align to the expectations outlined in the MLS.

A brief summary of the middle school programming at KIPP St. Louis schools during the 2018-2019 school year includes:

- **Advisory.** Middle school scholars begin and end their days in a classroom with their grade-level peers to build strong classroom culture and to develop the social and emotional skills necessary to thrive in middle school.
- **Science.** Scholars take a core class in science in all grades, fifth through eighth. As a result, scholars are exposed to approximately 350 minutes of science each week. KIPP St. Louis uses the MySci curriculum from WUSTL for science and focuses on providing scholars with inquiry-based experiences to learn about scientific concepts.
- **Social Studies.** Scholars take a core class in social studies in all grades, fifth through eighth. As a result, scholars are exposed to approximately 350 minutes of social studies each week. KIPP's social studies curriculum emphasizes the application of reading and writing skills to ensure that scholars are analyzing primary and secondary sources, and writing in an analytical way about historical events.
- **Literature.** Scholars take a core class in literature in all grades, fifth through eighth. As a result, scholars are exposed to approximately 350 minutes of literature each week. KIPP's literature curriculum emphasizes the reading of rigorous grade-level texts to ensure that scholars are receiving the support they need to access texts at a level of complexity that will prepare them for college. Scholars also engage with texts from a wide variety of authors so that scholars read texts that reflect their cultural backgrounds so that scholars are prepared for the variety of texts that they will encounter in college.
- **Writing.** Scholars take a core class in writing in all grades, fifth through eighth. As a result, scholars are exposed to approximately 350 minutes of writing each week. KIPP's writing curriculum emphasizes the development of grade-level specific writing skills. Most of these skills are clearly outlined in the MLS. In addition, KIPP relies on a Process Based Assessment Rubric to ensure that scholars are developing the analytical writing skills necessary to prepare scholars for college and beyond.
- **Mathematics.** Scholars take a core class in mathematics in all grades, fifth through eighth. As a result, scholars are exposed to approximately 350 minutes of mathematics each week. KIPP's math curriculum emphasizes the learning of the grade-level content prescribed by the MLS. Across each week of mathematics class, scholars are exposed to activities designed to build mathematical fluency, inquiry-based activities to help scholars extend their current knowledge to new concepts, the learning of grade-level specific skills and the application to more rigorous problem types. These include multi-step constructed response problems similar to those required by Missouri's performance tasks.

- **Co-curricular Experiences.** Other than the core blocks mentioned above, KIPP St. Louis middle school scholars have time in their weekly schedules reserved for lunch, physical education, and specials classes. The content of specials classes may vary but have included classes like visual art, coding, and music.
- **Differentiation.** Other than the blocks mentioned above, KIPP St. Louis recognizes that scholars have traditionally entered its middle schools far below grade level. As a result, scholars that enter KIPP middle schools far below grade level may receive modified schedules to ensure that they receive additional instruction in core content areas like literacy and math as well as more small-group instruction.

High School

KIPP St. Louis High School currently serves scholars in grades nine and 10 and plans to expand by one grade level each year until it serves grades nine through 12. The high school curriculum focuses on preparing scholars for post-secondary opportunities, particularly college. At KHS, scholars have access to the courses required by DESE and will take the required DESE End of Course (EOC) assessments. In addition, KHS is a part of KIPP's national AP for All initiative. As a result, the school is working to ensure that all scholars have access to take at least one AP exam before they graduate. The academic model of the high school is designed to ensure that all scholars are prepared to demonstrate success on the ACT. KHS scholars take the ACT as part of their work with KIPP Through College as one step in their preparation to gain entrance into a college of their choice.

In general, KHS courses meet four days a week — three times for 54 minutes and one time for 90 minutes — and are designed to align to the relevant End of Course standards as well any relevant Advanced Placement (AP) standards. Unlike elementary school and middle school, high school programming varies widely by year. As a result, the information below is intended to provide a brief overview of the core content areas and the course trajectory for those areas.

- **Literature.** KHS Literature classes are designed to prepare scholars for success on the AP Literature exam. As a result, scholars are exposed to a course sequence that strives to help scholars build their literary analysis skills by frequently engaging in the close reading of rigorous fiction texts. The typical course sequence is Pre-AP English 1 (ninth grade), Pre-AP English 2 (10th grade), and AP Literature (11th grade).
- **Language.** KHS Language classes are designed to prepare scholars for success on the AP Language exam. As a result, scholars are exposed to a course sequence that strives to help scholars build their ability to analytically read and interpret nonfiction texts. The typical course sequence is Composition 1 (ninth grade), Composition 2 (10th grade), AP Seminar (11th grade) and AP Language (12th grade).

- **Mathematics.** KHS Mathematics classes are designed to prepare scholars for success on the AP Statistics or AP Calculus exams. As a result, scholars are exposed to a course sequence that strives to help scholars build their ability to engage with more complex mathematical tasks that mirror the rigor of AP tasks. The typical course sequence is Algebra 1 (ninth grade), Geometry (10th grade), Algebra 2 and Pre-Calculus (11th grade) and AP Statistics or Calculus (12th grade).
- **Science.** KHS science classes are designed to prepare scholars for success on content-specific exams. Regardless of the specific science class, all scholars are frequently exposed to hands-on science and inquiry-based learning. The typical course sequence is Biology (ninth grade), AP Chemistry or Chemistry (10th grade), AP Environmental Science or Environmental Science (11th grade), and AP Biology or Physics (12th grade).
- **History.** KHS History classes are also designed to prepare scholars for success on content-specific exams. Regardless of the specific history class, all scholars are frequently exposed to the rigorous reading of primary documents as well as the composition of essays and other long-form writing assignments that mirror the tasks on AP exams. The typical course sequence is AP Human Geography or Pre-AP World History (ninth grade), AP World History or Global Studies (10th grade), US History or AP US History (11th grade), and Government and Economics half-credit courses or AP Comparative Government (12th grade).
- **Co-curricular Experiences.** Other than the core blocks mentioned above, KIPP St. Louis high school works to ensure that scholars have access to a wide range of elective classes, including band, chorus, art, Computer Science, and entrepreneurship. In addition, the school works to provide a wide range of other experiences to ensure that scholars have access to all of the activities that would be provided at a large comprehensive high school. For example, in its first two founding years, the school has already started boys and girls basketball teams, cheerleading, track, a literary magazine and a yearbook.
- **Differentiation.** KHS is also unique in that it works hard to ensure that all scholars receive the differentiated instruction that they need to be successful. As a result, scholar schedules may vary widely. For new ninth graders, schedules are built based on diagnostic tests taken after enrollment but before the start of the school year. These exams help the school to craft a unique schedule to support each scholar. For example, scholars who enroll and are far behind in reading may have an additional double block class of literacy each day using the Read 180 program. Scholars that are significantly behind in mathematics may be enrolled in Pre-Algebra or may receive a double block of Algebra rather than a single block so that they get more instructional time to meet the same grade level standards.

KIPP Through College

KIPPsters know that the support of the KIPP St. Louis Team and Family will follow them beyond their days at KIPP, so they can emerge confident and ready to take their next steps in the world. While college admission is an important goal for students from low-income families, college graduation is an even more impactful – and too often unattained – objective. Through the KIPP St. Louis KIPP Through College (KTC) program, KIPP St. Louis helps alumni chart their path to and through high school, college, and into their careers and beyond.

During the high school years, KTC offers opportunities to explore interests and college options as well as access to enrichment programs created in partnership with WUSTL. KIPPsters receive support with the college application process, including ACT preparation, completing the college application, navigating the financial aid process, and identifying a college at which they will be likely to persist using the College Match Framework.

KIPP utilizes the College Match Framework because it has learned that not all colleges are equal when it comes to graduation rates for scholars from low-income communities. Scholars who “match” well are more likely to graduate within four to six years. The detailed steps aligned to the four core elements of the College Match Framework guide students through their junior and senior years:

- **Get an early start.** It takes a lot of work, a lot of planning, and a lot of time to apply to college. KIPP advises scholars to get an early start and to apply ahead of admission deadlines. This gives them access to the largest pool of financial aid and, in some cases, increases odds for acceptance through Early Decision or Early Action options.
- **Explore your passion, purpose, plan, and fit priorities.** It is critical that KIPPsters take time to reflect on what they want out of a college education, including college experience, learning environment, location, area of study, and career opportunities. By building these characteristics into their search criteria, scholars are more invested in their options and are better set up to make strong decisions in the spring.
- **Prepare for the cost of college.** A college degree opens the door for more job opportunities and higher paying careers. School leaders, teachers, and college counselors work with scholars and families to understand their options, to help them increase eligibility for aid, and to avoid excess debt.
- **Know your numbers.** KIPPsters’ academic profiles, including their GPA, ACT, and SAT, affect which school they can attend. School Leaders, teachers, and college counseling teams make sure scholars not only know their numbers, but also know how to implement key strategies to improve their academic trajectories during high school.

While scholars are in college, KIPP alumni coaches and counselors remain dedicated to helping them earn a degree on the path to a life full of opportunity. Throughout college there are several crucial moments — fueled by social, academic, or financial challenges — that can put a student at risk of leaving school; conversely, there are some key behaviors that keep a student on the path to graduation. KTC’s support approach is informed by rigorous research, our scholars’ experiences, and the knowledge and expertise of our community.

While a college degree is the clearest path to a life of opportunity and choice, KIPP also supports scholars who pursue different paths to fulfilling careers. Through academic and extracurricular programs, KTC helps scholars expand their knowledge of career options and the steps needed to pursue the career of their choice. KIPP is currently piloting pathways programs to better support scholars who pursue a credentialing pathway.

Appendix A.2.1	Fundamentals of Instruction Examples
Appendix A.2.2	Assessment Strategy Document Example
Appendix A.2.3	RAPID Framework

A.3 Assessing Student Performance

KIPP St. Louis is committed to analyzing student achievement data to ensure that all scholars learn as much as possible. Teaching a lesson is insufficient. Unless scholars have learned the material for the lesson, it cannot be considered successful. Therefore, the KIPP St. Louis network uses assessments to set the bar for what all scholars should learn and how to measure their performance towards those goals. The academic team works collaboratively to analyze scholar performance and to build action plans to best support scholars in improving their mastery of grade-level skills.

Across all KIPP St. Louis schools, School Leaders hold Data Days after the administration of high-leverage formative assessments during which they analyze the data collected at the school, grade, and individual student level. Using that information, gaps in student performance are identified and action plans to address them are created. School Leaders also hold weekly data meetings around formative assessments given throughout the week, during which they use that data to uncover scholar misconceptions and to create comprehensive plans to close gaps in scholar understandings.

Since the assessment models of elementary, middle, and high schools are different, the assessment strategy for each type of school is also different. An overview of the assessment strategy for each type of KIPP St. Louis school follows.

Elementary

Literacy Assessments

At the elementary school level, KIPP St. Louis prioritizes ensuring that scholars are improving their ability to read and write. As a result, scholars take different assessments designed to measure their relative growth in literacy skills and absolute achievement. A brief explanation of these different types of assessments can be found below:

- **Relative Achievement:** To measure scholars' growth in literacy, all scholars take the STEP assessment developed by the University of Chicago between three and five times per year depending on their grade level. This assessment, given one-on-one, provides teachers with comprehensive data about a scholar's early literacy skills (for example, offering data on specific decoding skills, fluency, and comprehension). This data is used to assign scholars into differentiated reading groups, which are then adjusted throughout the year based on assessment results to ensure that all scholars make as much growth as possible. KIPP St. Louis sets a goal of having all scholars pass the STEP 12 assessment before the end of the third grade to ensure that scholars are fluent readers with strong comprehension before they matriculate to middle school.
- **Absolute Achievement:** Scholars are also assessed on the extent to which their ability to read and write meets the grade level standards defined by DESE. From pre-K through fourth grade, scholars have their writing scored using rubrics based on the grade level expectations. In addition, scholars in third and fourth grade take interim assessments twice per year before the state exam. These exams mirror the state exam in rigor and format to assess the extent to which scholars have mastered the grade-level standards.

Other Assessments

Approximately every six weeks, scholars take additional assessments outside of literacy. In math class, scholars take interim assessments that are similar in content and format to a state test. These exams cover all of the standards that scholars have learned until that point in the year, so they progressively assess more standards throughout the year. In addition, scholars take unit exams to assess their mastery of the content delivered in science or social studies.

Elementary scholars also take the Northwest Evaluation Association's Measures of Academic Progress Assessment each year in the spring. This assessment provides KIPP

St. Louis with an understanding of how scholars perform relative to a national sample of scholars in reading, language usage, and mathematics.

Middle School

Interim Assessments

At the middle school level, scholars take a series of five interim assessments in each core class, meaning they take a comprehensive assessment in each core class roughly every six weeks. These interim assessments align in format and rigor to the state test and are designed to assess scholar mastery of the skills taught until that point in the year. The specific interim assessments administered are:

- Reading
- Writing
- Math
- Science
- Social Studies

Writing Assessments

In addition to these interim assessments, scholars also complete two major writing assignments during each instructional unit. The first assessment is a process-based writing assessment. This assessment involves the production of a type of writing over several days (for example, a literary analysis essay). As a result, this assessment provides data on a scholar's ability to compose a piece of writing with support and feedback from their teacher. In addition, scholars complete an on-demand writing assignment designed to assess their ability to compose the same genre of writing independently within a set timeframe. These essays are then scored based on rubrics that aligns to the relevant grade-level expectations.

Additional Formative Assessments

At the middle school level, teachers also integrate daily formative assessment into their instruction. All KIPP St. Louis teachers provide scholars with an exit ticket at the end of each day's class that is designed to measure their mastery of the knowledge and skills reviewed that day. In addition, some teachers will also choose to administer additional assessments throughout their units, such as unit tests.

High School

Interim Assessments

At the high school level, scholars take a series of three ACT-aligned interim assessments. These assessments are designed to gauge how scholars would perform on the ACT if they took it that day. As a result, these exams measure scholar performance in literacy, mathematics and science over time. The school then uses data from each administration of those assessments to update the scope and sequences for related courses of study to

ensure that scholars have additional instruction on key priority standards where they may be struggling. Through this targeted instruction, KIPP St. Louis hopes to ensure that all scholars demonstrate significant growth between their freshman year fall ACT score and the final ACT score that they will send to colleges.

AP Assessments

Scholars enrolled in AP classes also take those AP assessments. As part of KIPP's AP for All Initiative, KHS is working to ensure that all scholars have the chance to take an AP exam before they graduate from high school.

End of Course (EOC) Assessments

Scholars will take the required Missouri EOC assessments each year. So far, that has meant that scholars have taken the Algebra 1 exam when enrolled in Algebra and the English 2 exam when enrolled in Pre-AP English 1.

Additional Formative Assessments

At the high school level, teachers also integrate other formative assessments into the coursework that they provide to scholars based on their content area. For example, all high school teachers assign unit tests and many high school teachers also assign daily exit slips.

Aspirational Goals for 2021

As part of its effort to achieve a world-class climate and culture in each of its schools, KIPP St. Louis has set the following goals to measure progress towards the school's culture vision. These goals are evaluated annually, and new targets are set based on prior year performance. In the case of its 2021 goals, KIPP St. Louis' leadership has set aspirational goals that align to KIPP's national network's priorities as well as their own local effort to improve and preserve school climate and culture.

In June of 2019...

- KIPP St. Louis schools outperform the state average on state tests in literacy and math in third, fourth, seventh and eighth grades. KIPP St. Louis schools also outperform the state average on state tests in science in eighth grade.
- The percentage of scholars that meet or exceed their tiered growth goal on NWEA is at or above the mean for each grade and course.
- Scholars grow by three points from the beginning of the year to end of year ACT.
- The average daily attendance will exceed 93%.
- All schools have an attrition rate of 18% or less.
- All schools decrease the suspension rate by 30%.

In June of 2021...

- KIPP St. Louis is in the top 10% of public schools in the state of Missouri.
- 75% or more of KIPP St. Louis high school scholars score a 21 or above on the ACT.
- 50% or more of KIPP St. Louis eighth graders are in the top quartile based on NWEA; 75% are above the 50th percentile.
- The average daily attendance exceeds 95%
- All schools have an attrition rate of 10% or less.
- All schools have a suspension rate of 1% of enrollment or less per week.

Appendix A.3.1 KIPP St. Louis Performance Contract

A.4 Special Student Populations

Supporting Diverse Student Needs

Fueled by KIPP’s commitment that all children will learn, the KIPP St. Louis Student Services Team supports the diverse needs of its scholars. At each of its schools, KIPP St. Louis provides a suite of support and differentiated instruction for special education students, English Language Learners, and others needing additional academic support to master content appropriate to their grade level. The Student Services Team includes 20 special education teachers, 10 paraprofessionals, four social workers, four speech language pathologists, two counselors, and one occupational therapist who empower their scholars to achieve their full potential. KIPP St. Louis currently serves 245 scholars utilizing special education services, 49 English Language Learners, and 32 students with customized 504 plans to accommodate their disabilities.

In 2017, KIPP St. Louis launched CARE teams at each school made up of administrators, social workers, and other staff members to develop academic and behavioral intervention plans for scholars who may be behind or in need of additional help. These teams meet weekly and work with the teachers and parents of the scholars to develop robust plans to help get them back on track. KIPP St. Louis’ CARE teams work within the Multi-Tiered Systems of Supports (MTSS) to track data and place students in levels of tiered supports.

To achieve its mission and create a school community inclusive of scholars with the full breadth of needs, KIPP St. Louis also provides free transportation to students who live more than one mile away from school, a meal program, social workers, nurses, and

community outreach staff at all schools. This suite of supports is designed to enable all KIPPsters to fully engage in school and to access the wide scope of learning opportunities that unlock positive choices over their lifetime. The Student Services Team mission, values, and principles are included in Appendix A.4.1.

Special Education

KIPP St. Louis ensures, per all applicable state and federal laws and regulations, that the needs of special education students are met and is compliant with the Individuals with Disabilities Act (IDEA). Any facility in which KIPP St. Louis is housed is code compliant with all local, state and federal codes, regulations and statutes with regard to ADA requirements.

All students with disabilities attending KIPP St. Louis are afforded a free, appropriate, and public education. Disability is never used as a criterion for non-eligibility for enrollment; rather, KIPP St. Louis welcomes the chance to educate any child, regardless of disability. KIPP St. Louis complies with all regulatory special education requirements of IDEA, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights. Per federal law, all students with disabilities are fully integrated into the programs of KIPP St. Louis schools, with the necessary materials, mandated services, personnel, and equipment to support their learning.

In the 2018-2019 school year, approximately 13 percent of current KIPP St. Louis scholars receive special education services, which include academic support, counseling, occupational therapy, speech language pathology, and physical therapy. To the maximum extent appropriate within each student's individualized education plan (IEP) and all applicable federal laws, including IDEA, KIPP St. Louis educates students with disabilities in the least restrictive environment with their non-disabled peers. KIPP St. Louis ensures that all necessary special education services are provided per the IEP and in harmony with the regular education program.

Identification

Identification, evaluation, and placement of all students with disabilities are conducted in accordance with all applicable federal law and Missouri statutes. KIPP St. Louis' identification and evaluation process brings together the parents/guardians, student, and school personnel to determine the needs of every child. After a student enrolls in KIPP St. Louis, staff members request documentation and student files from the previous school within five days. In the event that no records are available, KIPP St. Louis will adhere to established federal and state transfer procedures.

The following individuals may make a referral for an evaluation for any student suspected of needing or qualifying for special education services: school personnel,

parents, local community service agency, or any person having primary care and custody of a child. Evaluation requests should be submitted in writing and given to the special education teacher, case manager or School Leader. If a parent makes such a request, KIPP St. Louis collects relevant data and proceeds with the evaluation process in accordance with the timelines and requirements described in federal and state regulations. If the request is refused, the parent is provided with a Notice of Action Refused and a copy of procedural safeguards available to the parent to contest such a decision.

Evaluation and Assessment

The special education teacher/case manager 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 provided. The types of assessments that may be used for determining eligibility for certain instruction and services include:

- Individual testing
- Observations
- Interviews
- Review of school records, reports, and work samples

KIPP St. Louis will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their consent for the school to administer the assessment.
- The student must be evaluated in all areas related to his or her suspected disability.
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs.
- Assessments will be delivered without cultural, racial, or gender bias.
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team, including a teacher knowledgeable in the disability, is assembled to assess the student.
- The special education teacher/case manager will be responsible for processing and presenting the assessment data for the IEP meeting.

Development of the IEP

Every child who is assessed by the school receives an IEP that discusses assessment results and determines eligibility for special education services. If the student is eligible for services, KIPP St. Louis will provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. KIPP St. Louis

students who have IEPs will continue to attend the school, unless the IEP recommends otherwise and states why.

Each student who has an IEP has an IEP team that oversees the implementation and progress of the IEP. The IEP team at KIPP St. Louis consists of the following individuals:

- The parent or guardian of the student for whom the IEP was developed
- The special education case manager
- School administration
- At least one of the student's current teachers who observed and is familiar with the student's educational performance
- An individual that is able to interpret evaluation results
- A district representative, as appropriate

Others familiar with the student may be invited as needed. KIPP St. Louis views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school provides an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his or her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

Upon the parent or guardian's consent, the IEP is implemented by KIPP St. Louis staff. A copy of the IEP is given to the parent. The IEP will consist of:

- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Annual goals and short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress will be measured and monitored.
- Transition goals for work-related skills.

IEP Review

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting the student's needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school.

Parents are informed three times a year of the student's progress towards meeting annual goals and whether the student is expected to meet his or her annual goals. A completed IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress towards achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Reporting

KIPP St. Louis 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 St. Louis of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality as well as accurate and timely reporting are the responsibility of KIPP St. Louis school administration. A Special Education Coordinator at each school ensures that a central file with all special education evaluation material and IEPs is maintained and that this file is kept confidential, in accordance with IDEA guidelines. The Special Education Coordinator oversees access to these records and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs at KIPP St. Louis must give consent for the initial evaluation and placement of their child; be notified of any change in placement that may occur; and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents must be acknowledged by the school within five days, after which a meeting between the parent and school is scheduled to seek resolution of the disagreement. If parents/guardians disagree with the school's assessment of their child, they have the right to seek an additional assessment at their

own expense, given that the school's evaluation was deemed appropriate. KIPP St. Louis will advise parents as to the process for contacting a qualified examiner to perform the assessment.

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. Parents or guardians also have the right to file a complaint with the Department of Elementary and Secondary Education's Division of Special Education if they believe that the school has violated federal or state laws or regulations governing special education.

English Language Learners (ELL)

KIPP St. Louis serves immigrant and refugee families representing a variety of countries, including, but not limited to, Mexico, Cuba, Syria, Tanzania, Kenya, and the Philippines. Its schools are committed to creating an accessible environment in which all parents are able to communicate with the school about their needs large and small. They provide excellent language instruction so that multilingual scholars can excel academically in an English-speaking school environment.

KIPP St. Louis employs a full-time English Language Learner Teacher and Coordinator, who provides differentiated English language instruction and tailored academic support to ensure that all scholars are successful, regardless of their past experience with English. The ELL Teacher and Coordinator additionally coordinates state-mandated and campus-based testing and monitors how scholars are growing and progressing.

The ELL Teacher and Coordinator is committed to the Student Support Team's broader goal of inclusion, providing all families with access to an interpreter for special education meetings, parent-teacher conferences, or daily needs such as attendance. KIPP St. Louis welcomes families' diverse language and cultures through multilingual family events, translated school materials, and multilingual signage.

KIPP St. Louis believes that learning English as a second language is not a disadvantage. Rather, bilingualism and biculturalism bring enormous value to the KIPP St. Louis educational community. ELL staff teach scholars that bilingualism is their "super power" and their goal is to acquire English in addition to their native language, not to transition to English only.

The KIPP St. Louis ELL staff also works with the KIPP Through College Team to ensure that scholars of all citizenship and immigration statuses have access to the best life options available to them in the changing legal and political environment, including their best options for financial aid for college or a pathway to the career of their choice.

Appendix A.4.1 Student Support Team’s Mission, Vision and Principles

A.5 School Calendar and Daily Calendar

KIPP St. Louis schools have an extended school year and an extended school day to maximize learning time. The school year surpasses the number of instructional hours required by the Missouri Department of Elementary and Secondary Education with 1,044 instructional hours over 174 days. Scholars are also offered the opportunity to attend three weeks of summer school. Summer school is available to all scholars, but is not mandatory.

Elementary school scholars attend school from 8:00am to 4:15pm each day. Middle school scholars attend school from 7:15am to 3:30pm each day. High school scholars attend school from 7:00am to 3:15pm each day. Additional hours built into each school day allow for increased instructional time. For example, each day, students in Kindergarten through fourth grade receive 135 minutes of English Language Arts instruction. Increased instructional time is critical to achieving the strong academic results that KIPP St. Louis has experienced for the past ten years.

- Appendix A.5.1 KIPP St. Louis Annual Calendar**
- Appendix A.5.2 Sample KIPP St. Louis Elementary Daily Calendar**
- Appendix A.5.3 Sample KIPP St. Louis Middle School Daily Calendar**
- Appendix A.5.4 Sample KIPP St. Louis High School Daily Calendar**

A.6 School Climate and Culture

KIPP St. Louis is grounded in its commitment to high expectations for both scholars and teachers and the belief that every child can achieve. KIPP St. Louis staff reinforce this commitment by creating and protecting a positive culture of achievement and support at all schools and offices.

KIPP St. Louis creates the physical and emotional safety that scholars need to take risks and learn from their successes and their mistakes. KIPP schools provide a safe, structured, and nurturing environment with minimal distractions. The extended calendar provides more time for both academics and extracurricular activities so that

scholars love school and maximize their learning. KIPP St. Louis actively fosters the character strengths that are essential for scholar success and well-being and empowers scholars to effectively express their voice to improve the world around them. By engaging parents in their child’s academic and character development, KIPP St. Louis builds meaningful connections and a system of support that encompasses school and home for every student. These facets of KIPP’s culture-building work contribute to the kind, inclusive, and supportive community among scholars and staff.

KIPP St. Louis has adopted a **culture vision** to guide its community-building efforts: *We create inspirational school cultures, where scholars are excited and eager to learn each day. Our kids feel connected to a team and on a mission to achieve, knowing that they will make mistakes along the way but continue to grow and learn. Our schools are vibrant and motivational, and are places where we would happily send our own children.*

The design of culture-building activities is informed by three characteristics known as the Three P’s:

- *Positive* - KIPP St. Louis intentionally creates moments that build joy and excitement.
- *Personal* - Scholars and families feel valued and connected.
- *Procedural* - KIPP St. Louis teaches and supports scholars so that they build strong habits and has strong routines that maximize learning time.

Positive

KIPP St. Louis works to intentionally create school cultures that are positive. Prior to launching a new school, KIPP Fisher Fellows create a school design plan that establishes specific values for that school. For example, KIPP Inspire Academy’s values are Honor, Excellence, Absolute Determination, Respect and Teamwork. The School Leader then creates a plan for how to ensure that these values are explicitly taught, celebrated and nurtured on an ongoing basis at the school. This often means that these values become the driving force behind numerous different school systems. For example, at KIPP Inspire, scholars receive “HEART” awards as part of a weekly community meeting when they exemplify the school’s values.

In addition, each KIPP St. Louis school creates a detailed plan for how to “Celebrate Student Learning.” Each school updates these plans before each school year to ensure that scholars are motivated to attain academic excellence. In the past, these plans have included prioritizing posting the school’s Honor Roll, holding assemblies to celebrate scholar performance on interim assessments (both absolute achievement and growth), and posting information about scholars who were achieving other milestones (for

example, the scholars who had done the most work on the school's blended learning program).

Personal

KIPP St. Louis also works to intentionally create school cultures that are personal. KIPP St. Louis believes that school cultures are more inspirational and scholars learn more, when schools make an effort to build personal connections to each of its scholars and their families. Each summer, KIPP St. Louis affirms this commitment by conducting home visits to newly enrolled scholars. During these visits, KIPP St. Louis staff visits the homes of newly enrolled scholars to get to know the scholars and their families, to describe the expectations of the KIPP program, and to learn about the family's hopes for their child. These visits are often very powerful experiences and lead to families feeling a much deeper connection to the school.

Procedural

KIPP St. Louis also works to create school cultures that are procedure-driven. KIPP St. Louis believes that School Leaders must take a methodical approach to planning for what should happen during each moment of the school day. After all, when School Leaders clearly plan their vision for success, they are far more likely to be able to guide their teachers and scholars to make that vision a reality. As a result, each KIPP St. Louis school scripts detailed documents called "Critical Routines" to plan what each of the highest leverage moments of the day should look like (these moments typically include times like arrival, dismissal, lunch, hallway transitions and in-class procedures). These documents proactively detail a clear vision for each routine, script minute by minute what needs to happen to execute that routine, and provide staff members with clear directions on what to do to monitor that routine or to improve it in the moment if there is a gap. The net impact of these routines is the production of a well-organized school culture that maximizes learning time.

KIPP St. Louis also believes that the quality of a school's culture can be measured - just like academic results. As a result, KIPP St. Louis creates rubrics to evaluate the quality of school culture on all of its campuses and conducts Strong Start school reviews at the beginning of each year to ensure that every campus has created a platform for learning. In addition, KIPP St. Louis believes that strong school culture will have the impact of increasing student attendance and decreasing scholar attrition.

Character Education

To succeed in college and the world beyond, KIPPsters need both a strong academic foundation and well-developed character strengths. KIPP St. Louis leverages the KIPP character development curriculum used by the network nationally, which was developed by educators at KIPP NYC in collaboration with Dr. Angela Duckworth, Dr. Martin Seligman, and the late Dr. Chris Peterson, and in partnership with Riverdale

Country School. KIPP's character work focuses on the seven strengths that are critical for an engaged, happy, and successful life:



Zest: Enthusiastic and energetic participation in life



Grit: Perseverance and passion for long-term goals



Optimism: Confidence in a future full of positive possibilities



Self-Control: The capacity to regulate one's own responses so they align with short and long-term goals



Gratitude: Appreciation for the benefits we receive from others, and the desire to express thanks



Social Intelligence: Understanding the feelings of others and adapting actions accordingly



Curiosity: Eagerness to explore new things with openness

Parent Engagement

Parent engagement is a key component of a strong culture of achievement and support at KIPP St. Louis. Together, KIPP St. Louis and families cultivate each student's love of learning, develop their willingness to take healthy risks, and support their ability to learn from their experiences. Therefore, KIPP St. Louis creates multiple opportunities to build shared expectations, communicate frequently with families, and cultivate them as partners in their child's education. KIPP St. Louis employs Family Engagement Managers and Social Workers at every school to build strong relationships and to connect scholars and families to the additional supports and services that they may need.

At the beginning of each year, a KIPP Social Worker conducts an assessment of family needs in order to develop appropriate programming. KIPP St. Louis hosts events throughout the year that engage families and provide them with essential skills and practical instruction for supporting scholars now and throughout their education. KIPP St. Louis uses assessment data to develop tools that communicate scholar progress to

parents and provide practical recommendations for advancing their child's learning. By showing parents individualized data and working towards an action plan designed specifically for their child, KIPP St. Louis empowers families to more effectively support their child's academic success in both school and in their community.

To help ensure the success of KIPP St. Louis scholars by the establishment of sustainable home and school partnerships, the following course of action has been jointly developed by parents and teachers:

- Parents are regularly informed of the school's participation in the Title I program, and involved in the planning, review and improvement of the school's Parent Involvement Policy through:
 - Annual review of Title I requirements, provisions and parental rights to participate by reviewing, planning and improving the plan
 - Back to School - Title I Parental Involvement Presentation
 - Parental Involvement information available on school's website to accommodate parents who could not otherwise attend meetings
 - Annual review of parent compact
- Parent-teacher conferences are held at varying dates/times to help ensure accessibility to parents:
 - Held twice per year
 - Day and evening hours available
 - Conference appointments made available to accommodate parent schedules
- Parents receive timely information about the school's performance:
 - Presentation/explanation of the school's annual performance report (APR)
 - Information regarding teacher status if not Appropriately Certificated, then notification when Appropriately Certificated status is reached
- Parents receive timely information about literacy and provide feedback regarding progress:
 - School Newsletter
 - Teacher notes and phone calls
 - Family Nights
 - Homework packets
 - Parent-teacher conferences
- Parents receive a description/explanation of the curriculum in use, assessments, student progress and proficiency level expectations:
 - Student report cards
 - MAP outcome reports
 - Periodic progress notes
 - Parent-teacher conferences with explanations of benchmarks used, and outcomes
 - Teacher notes and phone calls

- The school provides parents with regular meeting opportunities to formulate suggestions, provide feedback, and participate in decisions regarding the education of their children, and receives follow-up to address concerns:
 - Parent-Teacher conferences
 - Parent Nights
 - Bi-Monthly Board of Directors Meetings
 - Annual Title I Meetings
 - Annual KIPP Foundation Healthy Schools & Regions Survey
- A school-parent compact (commitment to excellence) was developed with parental input, and published in the student handbook outlining the critical roles and collaboration between parents, school staff and students for academic achievement:
 - Reviewed at Open House
 - Reviewed at Annual Title I Meetings
 - Reviewed at Parent-Teacher Conferences
- School provides materials and events for parental participation in improving their child’s achievement:
 - School Newsletter
 - Parent-Teacher Conferences
 - Homework with Teacher Feedback
 - Family Math Night
 - Scholar Exhibit Night
 - Parent portal on KIPP website

In addition to these resources, KIPP St. Louis also provides an array of other learning opportunities for families. These opportunities include: financial literacy classes sponsored by area financial institutions; parent support groups where parents collaboratively discuss issues related to effectively raising teenagers; and interactive classes focused on healthy-living skills and experiences such as exercise, dance, and cooking classes. When scholars reach high school age, parental engagement includes workshops on College Match, FAFSA completion, and other college and career related workshops.

A.7 Human Capital Strategy and Planning

As with many things at KIPP, work regarding human capital begins with a commitment to organizational values. The KIPP St. Louis staff values fuel a joyful, supportive culture of achievement. When looking for new staff to join the team, KIPP St. Louis seeks individuals with a track record of success, a commitment to serving students from

educationally underserved communities, and a relentless belief that all students can achieve at the highest levels. The KIPP St. Louis team has a shared commitment to the following values.

- Character: integrity, accountability, and ethical behavior
 - We follow through on our commitments.
 - We only say about a person what we would directly say to them.
 - We make decisions based on the best interests of KIPP St. Louis and the families we serve.
- Positivity: optimism, solution orientation, innovation, fun, and celebration
 - We always strive to find a solution.
 - We have the power to change the situation for the better.
 - We will leave the world a better place through our actions and our work.
 - We enjoy our work and the people with whom we work and bring laughter into the workplace.
- Excellence: growth, aspirational goals, accomplishment, and scholar focus
 - We will work to ensure that KIPP St. Louis is recognized as best in class for academic achievement and character development.
 - We will help KIPP St. Louis identify and use best practices in all areas (culture, instruction, operations, human resources, etc.).
 - We will set aggressive goals and work towards achieving those goals.
 - We will work to pursue excellence in these areas because it will prepare our scholars for high school and college.
- Grit: hard work, absolute determination & resilience
 - We learn from failure and bounce back from adversity.
 - We take risks.
 - Where there is not a clear path, we will make one.
- Diversity:
 - We believe in the importance of ensuring that each team and each level of leadership represents the racial and economic backgrounds of those we serve.
 - Our team should represent multiple and occasionally divergent points of view.

To drive success for over 3,000 students at six schools with nearly 250 staff across the city of St. Louis, KIPP is in the process of building a world-class human capital program. Our human capital strategy includes the following:

- Attracting and recruiting top talent for all positions
- Developing a sustainable recruiting pipeline that sources for talented teachers, staff, and leaders, and details succession plans
- Investing in School Leaders and department leaders
- Providing professional development for all staff members aimed at supporting our team's commitment to continuous improvement

- Implementing a rigorous and consistent performance management approach
- Building and sustaining a strong central office to streamline operations while empowering our schools to do what they do best – educate our scholars

KIPP St. Louis believes that excellent schools are made possible only by excellent educators. As a result, KIPP St. Louis has two main pillars of its human capital strategy. First, KIPP St. Louis works to attract high quality staff members to join its team. KIPP St. Louis has a continued commitment to building a diverse team that reflects the demographics of neighborhoods served. KIPP St. Louis aims to not only educate scholars, but also make a positive impact on the communities served. A diverse body of teachers and school leaders is best positioned to achieve that larger goal.

Second, KIPP St. Louis focuses on continually developing those staff members to increase their effectiveness in their role and to prepare them for future opportunities. KIPP St. Louis focuses on development to create a culture of continuous improvement so that all staff members--regardless of their role or where they work--have the opportunity to increase their own effectiveness and increase our collective ability to achieve the goals we have for our scholars.

Talent Recruitment

At KIPP, each new school must begin with an exceptional leader. As research shows, School Leaders have a tremendous impact on the amount scholars are able to learn each year. Consequently, KIPP St. Louis partners with the national KIPP Foundation to ensure that it is recruiting and selecting the highest quality educators to become School Leaders. This partnership enables KIPP St. Louis to have successful KIPP leaders from around the country participate in the vetting of internal candidates who would like to one day become School Leaders.

Each year, KIPP St. Louis also holds leader immersion days for individuals who may want to pursue leadership at KIPP. These days are designed to ensure that KIPP St. Louis is only selecting the highest quality leaders. In the past, these days have been included a full day of rigorous tasks and interviews to ensure that individuals are ready for school leadership. As an example, last year's immersion days included multiple interviews with regional office staff and required potential leaders to role play sample instructional coaching conversations and to role play sample data meetings.

In addition, KIPP St. Louis has members of its regional team dedicated specifically to talent recruitment. After all, the teachers that a scholar has have the largest impact on their overall achievement. At KIPP St. Louis, School Leaders partner with the regional talent team to identify and cultivate teacher candidates, a responsibility that has traditionally been assigned to School Leaders. The KIPP Foundation has provided resources to help build internal systems for vetting teaching candidates in order to

recruit and develop top talent. Leveraging those tools, the KIPP St. Louis regional office uses streamlined vetting procedures to present the strongest applicants to School Leaders, allowing school leaders, in turn, to focus more of their time on instructional leadership. School Leaders are responsible for the final selection of teachers.

Requisite teacher characteristics include:

- A commitment to closing the opportunity gap
- A track record of helping children from underserved communities achieve academically
- An approach to work that successfully combines independence with an ability and willingness to collaborate
- An unrelenting drive for continuous growth through professional development and performance goals
- A willingness to innovate
- A talent for inspiring students to stay on task both daily and for the long haul
- An ability to meet diverse student needs – both academically and emotionally
- Two years' experience teaching students from underserved communities

Talent Development

The national KIPP Foundation started as a leadership development organization designed to prepare talented educators to successfully take on the demands of school leadership. Today, the KIPP Foundation continues to support KIPP St. Louis with a significant amount of programming designed to increase the effectiveness of KIPP St. Louis educators. For example:

- **Fisher Fellowship** - Individuals interested in founding a future KIPP school are able to participate in this national fellowship that includes graduate level coursework on how to found a school, external professional development sessions, and residencies at some of the highest performing schools in the country.
- **Miles Family Fellowship** - Experienced leaders who are not yet ready for the Fisher fellowship may gain entrance into the Miles Family Fellowship. This fellowship offers similar programming to the Fisher fellowship but is designed to support leaders who still may be two or three years away from being able to successfully found or lead a school.
- **Regional Leader Support** - The KIPP Foundation offers numerous development opportunities for individuals in central office roles as well. These development opportunities are organized by role and lead to the creation of communities of practice that offer relevant programming to their members throughout the year. For example, the Regional Academic Leader community typically holds in-person

sessions twice per year and schedules monthly calls where resources are shared and individuals in the same role are able to collaborate. In recent years, communities of practice have existed for Executive Directors, Chief Academic Officers, Principal Managers, Chief Operating Officers, talent professionals, KIPP Through College professionals, and School Leaders.

- **External professional development** - KIPP St. Louis also works to ensure that staff members have access to high-quality professional development sessions that are offered by outside providers. Over time, this has meant that KIPP St. Louis teachers have had access to numerous outside professional development workshops (for example, the Teach Like a Champion training sessions and literacy institutes at Teachers College at Columbia University). Recently, KIPP St. Louis has prioritized ensuring that all of its School Leaders are able to participate in programming with the Relay Graduate School of Education. In particular, KIPP has had all of its current School Leaders participate in the National Principals Academy Fellowship through Relay. This rigorous year long program provides School Leaders with two weeks of coursework on how to run effective schools prior to the school year and then requires participation in a series of approximately three two-day intersessions throughout the year. In addition, Relay requires that School Leaders submit performance based assignments that show how they are integrating the best practices they are studying into their work at their school. For example, principals in the NPAF cohort need to submit video of how they are coaching their teachers to improve outcomes for scholars.

KIPP St. Louis also recognizes that it needs to provide its staff members with ongoing coaching and development in order to achieve its ambitious goals for scholars. As a result, KIPP St. Louis has developed structures for performance management and professional development that maximize the amount of development staff members can receive. Several examples of how that development takes place are described below:

- **Goal setting and evaluation.** Each year, KIPP St. Louis sets goals for its staff to ensure that all staff members are clear on their individual responsibilities and how their performance will be evaluated. In addition, KIPP uses an O3 or one-on-one structure to ensure that all managers meet with their direct reports at least once every two weeks. Across each year, managers will discuss development plans, share ongoing feedback and coaching, and conduct formal evaluations.
- **Summer professional development.** Each year, KIPP St. Louis plans a significant calendar of required professional development activities for staff before the start of the school year. This PD calendar typically includes at least one week of PD for leaders, at least three weeks of PD for new staff members, and at least two weeks of PD for returning staff. During this time, all staff members receive

comprehensive development related to their role. For example, this year school leadership team members received professional development on how to effectively provide real time coaching in classroom. Teachers received comprehensive training on all of the region's relevant curriculum models (for example, training on the guided reading framework for elementary school teachers) as well as training on all of the critical routines of their campuses (for example, how to effectively execute hallway transitions). Each year, the summer training is evaluated based on participant experience and on its ability to ensure a strong start across all campuses and the plan for next year's PD is refined accordingly.

- **Teacher coaching.** Each teacher has a direct supervisor who meets with him or her one-on-one at least bi-weekly. These sessions involve direct instructional coaching based on classroom observations, the quality of instructional planning, or the quality of student work produced in their class. Teachers are frequently provided with specific action steps during these meetings to improve their practice (for example, how to more effectively engage scholars, or how to write higher-quality exemplary responses for their lesson plans or to re-teach a specific concept in a certain way to improve student mastery). Teachers who need additional support may also receive significant additional support, such as co-teaching with their supervisor, daily lesson practice huddles, or lesson planning clinics.
- **Ongoing staff PD.** KIPP St. Louis also has early release days on Fridays across all of its schools to ensure that staff members can engage in ongoing PD throughout each school year. Each School Leader builds a priority plan before each instructional unit that includes naming specific topics that they will address in PD to ensure that the school improves. These PD sessions typically focus on improving one particular aspect of student culture or teacher practice and incorporate time for staff members to practice how to make these specific improvements. For example, if the teacher are learning how to effectively execute private individual corrections with scholars, teachers would actually practice giving these to a colleague to ensure they were prepared to successfully give individual corrections to scholars during the next week.
- **Data Days.** KIPP St. Louis also calendars full days of professional development throughout each school year to ensure that each school team has time to effectively respond to student achievement data. Each of these Data Days, on each campus, provides additional time for School Leaders to use for professional development for their staff members. Professional development on these days often focused on ensuring that teachers can effectively analyze their achievement results from recent assessments and prepare effective re-teaching and spiraling plans to address any gaps in student performance.

A.8 Community Partnerships

KIPP St. Louis is committed to deeply engaging community partners to deliver on its mission. Strong community partnerships and collaboration with organizations from a variety of sectors are necessary to catalyze the region to ensure quality schooling for every St. Louis student and family. Now and in the future, KIPP St. Louis will work to foster partnerships that best serve scholars and families and continue to build additional partnerships as new or different needs arise.

Each year, KIPP St. Louis' regional team hosts a series of events that celebrate and serve as a testament to these unique community partnerships. The events include, but are not limited to:

- Friendsgiving Community Partner Breakfast
- Annual Community Partner Breakfast
- Spring All School Canvassing
- Parent Ambassador Appreciation Event
- Summer Movie in the Park

KIPP St. Louis will continually strive to engage partners that are driving positive outcomes for students. KIPP also regularly evaluates partnerships to ensure that they remain relevant and continue to support its scholars, families, and staff. At the writing of this charter, KIPP's partners include the following (this list is not meant to be exhaustive):

KIPP St. Louis Partners

- 26th Ward Group
- Beyond Housing
- Big Brothers Big Sisters of Eastern Missouri
- Big Muddy River
- Boys and Girls Clubs
- Buttons and Bows
- Casa de Salud St. Louis
- Center of Creative Arts (COCA)
- Demetrious Johnson Foundation
- Father's Support Center
- Flance Early Learning Center
- Fox Park Association
- Friendly Temple
- Guardian Angel Settlement
- Gene Slay's Boys Club
- Gravois Park Association
- Hispanic Chamber of Commerce
- Kingdom House La Salle Baptist Church
- Little Bit Foundation
- Metro Theater Miriam Foundation
- Missouri Charter Public School Association
- National Council of Jewish Women
- Near North Side Community Group
- Park Districts: Whols Center, Tandy Center and Peabody Center
- Psychoanalytic Institute
- Skinker-DeBaliviere Neighborhood Association
- St. Louis Dream Center
- St. Louis Public Schools
- Step By Step Pre-School
- Southside Early Childhood Center
- Urban League Head Start
- Urban Strategies
- Washington University in St. Louis
- West End Neighbors
- YMCA
- YWCA

Washington University in St. Louis (WUSTL) Partnership

WUSTL has served as the sponsor of KIPP St. Louis since the first charter was approved in 2009. As a sponsor, WUSTL helps to ensure excellence in educational quality, fiscal and operational accountability, and legal compliance. However, the partnership between WUSTL and KIPP transcends contractual obligations.

WUSTL was instrumental, along with a group of dedicated business leaders, in bringing KIPP to St. Louis starting in 2007. WUSTL has proven to be a true advocate and has committed intellectual and financial resources to aid in the success of KIPP St. Louis. WUSTL views this partnership as an important part of its institutional mission and its service to St. Louis. WUSTL and KIPP are both dedicated to giving students in St. Louis the skills and support they need to emerge prepared for enrollment in college.

Collaboration with WUSTL includes:

- Tutoring and extracurricular activities during the entire academic year through a program called Each One Teach One by 80 undergraduates
- Social work practicum students from the top-ranked George Warren Brown School of Social Work support school social service offerings
- Math and science instructional support from educators with the Institute for School Partnership including data analysis, curriculum planning, and embedded professional development
- Development of a comprehensive literacy assessment called STEP, used to make informal instructional decisions, in partnership with the Urban Education Institute at the University of Chicago
- Student interns to support the Director of Development for hands-on learning experiences in marketing and branding
- Access for KIPPsters to the College Prep Program - The College Prep Program offers talented and under-resourced high school students an opportunity to experience a multi-year on-campus residential learning environment. Students get the opportunity to attend workshops, lectures, and other activities in order to prepare them academically and socially for college. College Prep Program participants with demonstrated financial need admitted to WUSTL are eligible to receive a College Prep Program scholarship.
- Beginning in the 2019-2020 school year, KHS will serve as a WUSTL College Advising Corps (CAC) partner site providing a full-time college guidance staff member to support the college assistance efforts of the school. WUSTL bears the full cost of the CAC advisor.
- Partnering with multiple departments across WUSTL to position KIPP schools as important tools for community redevelopment, particularly in the neighborhoods surrounding the university.

A.9 Enrollment

KIPP St. Louis has an unwavering commitment to ensuring all children have access to a free, college-preparatory public education. KIPP schools demonstrate that demographics do not define destiny. KIPP St. Louis targets students in the highest need zip codes — zip codes with children living in high-density poverty who lack access to high-performing schools.

KIPP recognizes that many underserved families have unreliable transportation and work hours that create challenges in getting their students to school. Providing safe, reliable transportation to and from KIPP schools helps deliver on the organization's commitment to serving students in the highest need zip codes.

Given the broad number of neighborhoods served by KIPP St. Louis, transportation to and from school is an important component of the organization's model. KIPP St. Louis is committed to providing transportation services to students residing more than one mile from their school location at no cost to families.

Enrollment in all KIPP St. Louis schools is open to all age-appropriate students living within the geographical boundaries of the St. Louis City Public School District, including those students who do not reside in the district but who are eligible to attend the city district's schools under the terms of a judicial settlement. Each year, KIPP St. Louis releases applications for enrollment on October 1st. At that time, KIPP St. Louis 1) estimates the number of projected openings for the following school year, 2) distributes applications throughout the city and 3) begins to accept applications for the upcoming school year. If the number of students who apply to KIPP exceeds the projected number of openings, a lottery will be held to determine which students are admitted. An outline of KIPP St. Louis recruitment and enrollment practices is included as Appendix A.9.1.

A re-enrollment process conducted at each school helps to determine the number of new students to enroll for each upcoming school year. Families of current elementary and middle school KIPPsters submit an Intent to Return form, and high school students submit an Extracurricular Election Form, which indicate that they will return the next year. If their address has changed or they are scheduled for updated immunizations, families are required to submit address verification and immunization records.

New students who do not gain entrance through a lottery are placed on a waitlist. If the number of students applying does not exceed the number of openings, all students who have applied will be admitted. If an applicant declines their offer or space becomes available, an applicant on the waitlist will be admitted, beginning with the first student on the waitlist from the grade where the decrease in enrollment occurred. The waitlist is

determined by the lottery system – names are drawn at random to determine placement on the list. Enrollment of students from the waitlist after the school year begins may be determined by the Executive Director, in consultation with the Director of Finance, Chief Operating Officer, and Chief Academic Officer. Newly admitted students who wish to transfer to a different KIPP school at the same level (elementary or middle) as the one they were originally accepted to, submit a Request to Transfer form. The Director of Regional Operations or designee considers all requests and notifies families if they are approved.

Appendix A.9.1 KIPP St. Louis Student Recruitment and Enrollment Outline

B. Organizational Plan

B.1 Governance and Management Structures

The mission of the Board of Directors of KIPP St. Louis is to provide the leadership, commitment, support, advocacy, and oversight that will ensure the fulfillment of KIPP St. Louis' mission and goals.

Per KIPP's Bylaws, the Board of Directors must be comprised of no less than three members, with the official number to be updated per board approval. Currently, the board numbers eleven members who each serve three-year terms. The board elects new members and officers annually. Directors are elected by a majority vote of the members of the Board who are then in office. A full description of KIPP's Board governing structures can be found in appendix B.1.2.

The KIPP St. Louis Board of Directors has established an annual calendar that includes bi-monthly meetings. The calendar of meetings as well as the topics to be discussed is published at the annual meeting held in June. All KIPP Board meetings are public meetings and pursuant to Chapter 355 of the Missouri Revised Statutes, all Board actions must occur in the presence of a quorum.

The Board is required to meet annually, at a minimum, pursuant to Chapter 355 of the Missouri Revised Statutes. To maintain best practice, the Board of Directors of KIPP St. Louis typically meets every other month (bi-monthly). The meeting agendas are posted on our website and at schools prior to each meeting and minutes from each Board meeting are posted on the KIPP public website.

KIPP Framework for Excellent Governance

The KIPP Foundation has developed a shared Framework for Excellence to support regional offices in building and managing their own boards. Although no two boards are exactly alike, and each region requires unique capabilities, there are commonalities that KIPP St. Louis has embraced. From this Framework for Excellence, KIPP St. Louis has assigned its Board of Directors with the following responsibilities:

Keeper of the vision and strategy by ensuring that KIPP St. Louis has a reasonable and current strategic plan for achieving its long-term vision and that implementation decisions are driven by mission.

Risk management and oversight by proactively protecting the organization from financial, legal and organizational risk.

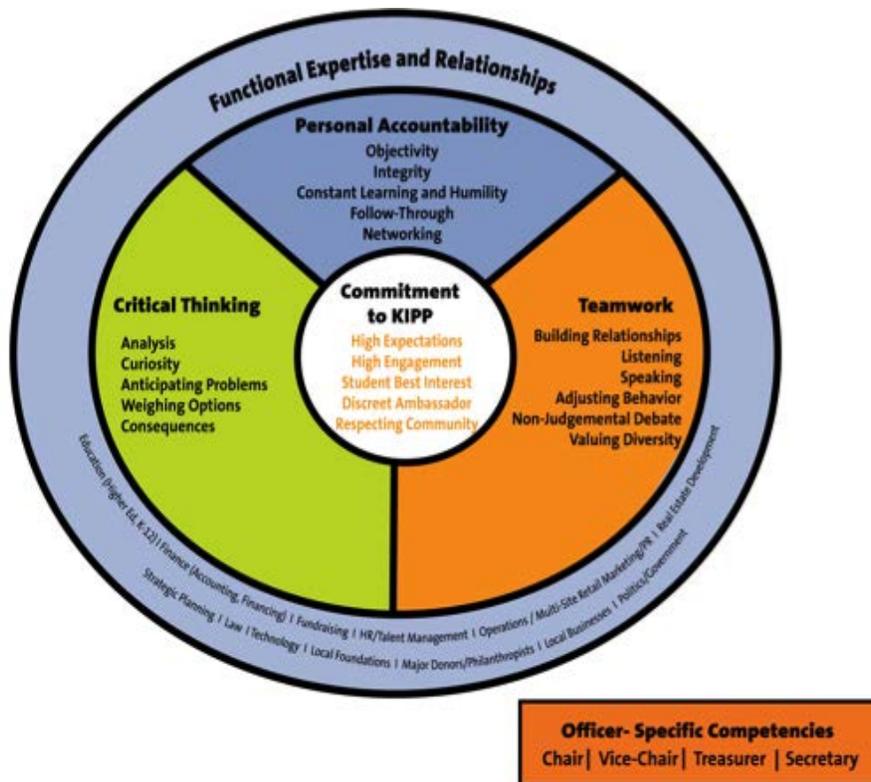
Leadership development and oversight by engaging in performance management and professional development for regional office leadership team and School Leaders.

Provide resources by ensuring that KIPP St. Louis has the financial and functional resources it needs through planning, partnership development, fundraising and support of capital campaigns.

Remove obstacles to the achievement of our goals through active advocacy and ambassadorship on behalf of KIPP St. Louis.

Continuous improvement achieved through effective self-management, accountability and proactive evolution to meet changing needs.

This model stipulates that board members should have a deep commitment to KIPP, personal accountability, critical thinking skills, ability to work effectively in a team, and functional expertise and relationships, as illustrated below:



Board Recruitment

While recruiting members of the Board of Directors, KIPP St. Louis will seek and select a diverse array of candidates who possess skills that will benefit the governance and operation of the organization, including:

- Higher Education
- K-12 Education
- Finance
- Fundraising
- Human Resources/Talent Management
- Law
- Marketing/PR/Communications
- Operations/Organization Management
- Real Estate Development/Management
- Strategic Planning
- Technology

Board Education and Training

Upon election to the Board of Directors, board members undergo a training provided by KIPP St. Louis regional staff. This training utilizes materials and resources developed by the national KIPP Foundation and supplementary materials to give local education context. In addition, the Board of Directors participates in an annual strategic planning retreat. An annual board self-assessment process gauging the skills and relationships that each member brings to the board helps to develop and guide the Board of Directors. Each board member serves on at least one committee and the committees are responsible for setting annual goals that are reviewed at the Board's annual meeting each June.

KIPP St. Louis Board Self-Assessment Criteria	
Skills	Relationships
<ul style="list-style-type: none"> • Higher Education • K-12 Education • Finance • Fundraising • Human Resources/Talent Management • Law • Marketing/PR/Communications • Operations/Organization Management • Real Estate Development/Management • Strategic Planning • Technology 	<ul style="list-style-type: none"> • Local Business/Corporations/Firms • Higher Education • K-12 Education • Finance • Local or National Foundations • Fundraising • KIPP Parent/School Community • Local Law Firms • Major Donors/Philanthropists • Marketing/PR/Communications • Operations • Politics/Government/Legislation • Real Estate Development/Management • Strategic Planning • Technology

Board Officers

The officers of the Board of Directors shall be a Chair of the Board, Vice Chair, Secretary, Treasurer, and other officers that the Board may decide to appoint at any given time. All officers shall be elected by the Directors at their annual meeting and shall hold office for a one-year term. An officer may resign by giving written notice to the Chair or the Secretary of the Board of Directors. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors.

Executive Director. The Board of Directors may employ an Executive Director who shall supervise, direct and control the activities and affairs of the corporation, and shall see that all orders and resolutions of the Board of Directors are carried out in full effect. The Executive Director shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Directors, to execute and deliver other documents and instruments, and to sign checks, drafts, notes and orders for the payment of money.

Chair of the Board. The Chair of the Board shall preside at all meetings of the Board of Directors. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe.

Vice Chair. The Vice Chair shall, in the absence or disability of the Chair of the Board, perform the duties and exercise the powers of the Chair. The Vice Chair may have such

powers and perform such duties as may be delegated thereunto by the Chair or prescribed by the Board of Directors.

Secretary. The Secretary shall keep a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws of the Board.

Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain adequate and correct books and records of account. The Treasurer shall send financial statements and reports. The books of account shall be open to inspection by any Director upon request. The Treasurer shall deposit all money and other valuables in the name of the Corporation.

Board Committees

Finance Committee. The Finance Committee will assist the Board in its oversight responsibilities relating to fiscal management. In furtherance thereof, the Committee will: review and recommend approval of an annual operating budget; regularly review financial results; ensure the maintenance of an appropriate capital structure; and oversee the management of organization-wide financial assets. In addition, in order to assist the organization in the proper and prudent management of its financial resources, the Committee will ensure that management employs personnel and systems capable of providing timely and accurate financial information to key decision-makers. This committee also reviews monthly expenditures, approves budget adjustments, and oversees an annual independent audit.

Governance Committee. The Governance Committee has the following charge: identify, solicit and recommend candidates for board membership; identify board and committee needs leading to recommendations for new member solicitation, assignment and skill development; identify, develop and oversee board member training and education; conduct periodic assessment of the board and its members and provide feedback to improve board management.

Development Committee. The Development Committee's mission is to provide the necessary leadership strategy and volunteerism to create a consistent, sustainable fundraising platform that will allow KIPP St. Louis to continue to strive for educational excellence and to increase its impact in St. Louis. This includes providing the necessary funds to sustain existing programs as well as developing new programs to further our children's academic and social advancement. KIPP St. Louis's Development Committee must take a leadership role in fundraising efforts including reviewing fundraising plans in conjunction with KIPP St. Louis's strategic plan, providing lead gifts, identifying new

prospects, cultivating donors, making major gift solicitations, and providing stewardship after the gift is received.

Real Estate Committee. The Real Estate Committee will be charged with overseeing and evaluating both KIPP St. Louis' current facilities and its interests in acquiring facilities for the future. Responsibilities may include advising the Executive Director on real estate issues, touring potential school facilities, and evaluating both long- and short-term real estate needs.

Human Assets Committee. The Human Assets Committee will assist with evaluating the school leader and overseeing employees. Responsibilities may include, but will not be limited to, overseeing employee grievance procedures and helping the Executive Director make important personnel decisions as KIPP St. Louis expands and chooses new School Leaders and personnel.

Special Committees. From time to time, the Board may create special committees comprised of board members with appropriate expertise to address timely issues of the organization.

Missouri Non-Profit Status

KIPP St. Louis is a registered 501(c)3 non-profit corporation, incorporated pursuant to chapter 355 of the Missouri Revised Statutes.

Appendix B.1.1	Current Board of Directors and Biographies
Appendix B.1.2	Bylaws
Appendix B.1.3	Missouri Non-Profit Status
Appendix B.1.4	Articles of Incorporation

B.2 Summary of Current Operations

Network and School Leadership

KIPP St. Louis operates under the leadership of the Board of Directors with a regional office headed by an Executive Director.

The regional cabinet consists of the following roles:

- Chief Academic Officer
- Chief Operations Officer
- Director of Development and External Affairs
- Director of Finance
- Director of Talent Acquisition
- Chief of Staff

The regional office provides services for KIPP St. Louis' six schools. Each of the six schools has its own administrative team at the school site. Generally speaking, the leadership teams at each school encompass the following roles:

- School Leader
- Two Assistant School Leaders
- Dean of Students
- Dean of Operations

Strategic Priorities

KIPP St. Louis' daily work is guided by three strategic priorities in the pursuit of its mission and vision.

- *Teach excellent lessons that maximize scholar thinking*
Great lessons create the foundation for inspirational student culture. As a result, KIPP St. Louis works to ensure that all teachers have the curricular resources and pedagogical skill to ensure that they can effectively execute lessons designed to support scholars to grapple with rigorous content and to learn at the highest levels. When teachers expertly deliver lessons based on best practice in their content area, these lessons are capable of driving student engagement and achievement.
- *Intentionally build joy and investment*
A joyful learning experience deepens student investment and increases student learning. When schools are a joyful place, scholars will want to be in class, will learn more in class, will be less likely to disengage, will want to return to class if sent out, and will be less likely to have outbursts for minor corrections.

- *Teach Social Emotional Learning (SEL) and Provide Support for ALL kids*
Systems to support scholars and develop better relationships among teachers and kids enable more of kids to be successful and attrition, referral, and suspension rates decrease.

Undergirding each of these priorities is a commitment to build collective mindsets among staff that support the network's mission and vision. Time is invested in defining and discussing shared beliefs so that they become entrenched, and, as a result, leader and teacher actions are grounded in a united framework, belief set, and vision that improves school culture. These shared mindsets enable the cultivation of strong relationships with scholars and scholars' feeling of connection to the KIPP St. Louis community. This, in turn, fuels positive interactions in schools, increases learning, and reduces attrition rates.

Operational Excellence

KIPP's national vision for school operations excellence is to build a network of strong public institutions that are built to last. High-quality school and regional operations ensure that schools are safe and efficient, regions are financially healthy, and resources are readily available and aligned to educational priorities to enable the highest level of teaching and learning.

To maximize its operational effectiveness, KIPP St. Louis maintains an Operations Team that consists of a Director of Regional Operations, who oversees operations across the network. Additionally, each school employs a Dean of Operations, Office Coordinator, School Nurse, nutrition service staff and custodial team. This team is responsible for ensuring that the operational vision for excellence is lived out each and every day as they deliver world-class service to KIPP staff and families. These school-based operations teams manage a wide range of administrative and logistic matters, including assessment administration, budget management, compliance and authorizer relations, data management, enrollment and withdrawals, facilities and maintenance, event logistics, procurement, safety and security, student transportation, technology, and vendor management.

The team utilizes robust data relevant to each of the areas listed in the following chart to measure achievement of operational excellence.

	School Operations Leadership	Financial and operational responsibilities stay off of SL's, AP's, and teachers' plates so that they can focus on teaching and learning.
	Facilities & Maintenance	Our buildings are well planned and maintained. They are clean, safe, and welcoming. Floors sparkle!
	Student Services	Students receive the services they need to be fully present and engaged in school.
	Finances & Purchasing	Our school has adequate resources to realize our school vision. We manage the budget to ensure that our resources are aligned with academic priorities and we stay within our means.
	Technology & Equipment	All KIPP-provided and managed technology is reliable. When things break, they are fixed quickly and replaced appropriately.
	Student Info & Testing	The Principal, teachers, and staff have complete and accurate student information they need to be successful.
	Student Recruitment & Enrollment	We are serving the students who need us most and we are fully enrolled.
	Risk Management, Compliance, and HR	Students are safe and schools are able to review, sustain, and expand charters.

Appendix B.2.1

KIPP St. Louis Regional Organizational Chart

C. Business Plan

C.1 Growth and Development Plans

Over the past ten years, KIPP St. Louis has pursued an aggressive growth plan. KIPP St. Louis was founded in 2009 and served 72 middle school students in its inaugural year. By 2019, six schools will be operating under the KIPP St. Louis banner. All six schools will reach scale by 2023-2024 with the capacity to serve over 3,000 scholars. A document outlining growth for the next five years and enrollment assumptions is included as Appendix C.1.1.

Going forward, KIPP St. Louis is committed to completing its first growth plan by 2024 and providing a world-class education in a pre-K–12 continuum for even more scholars and families. Future growth would be informed by a robust and comprehensive strategic planning process with the goal of best addressing the needs of students, families, and the region. This process would include ongoing input and engagement from a broad array of stakeholders.

Facilities

KIPP views access to high-quality space that meets students' needs as a central barrier to continued growth. Securing appropriate facilities to house KIPP St. Louis schools is a significant challenge due to availability and cost. Charter schools in Missouri are not afforded the ability to raise facility funding through voter-approved bond issuances. Therefore, creativity and partnership are required to secure buildings to serve KIPP scholars. KIPP St. Louis pursues the purchase of facilities by utilizing a mix of creative financing tools (such as New Market Tax Credit allocations and Qualified Zone Academy Bonds) and taking on debt. Additionally, KIPP St. Louis partners with St. Louis Public Schools under exclusive use agreements to occupy school buildings no longer in use. In these partnership buildings, KIPP St. Louis helps to shoulder the cost of re-commissioning the shuttered buildings, and St. Louis Public Schools owns ongoing, routine maintenance. In exchange for use of the buildings, KIPP's Missouri Assessment Program student achievement scores are wrapped into the district's state accreditation and quality score purposes. Traditional lease agreements are also part of the KIPP facilities portfolio.

Appendix C.1.1 Five-Year School Enrollment Projections

C.2 Five-Year Budget

Like all public schools, KIPP St. Louis receives funding from federal, state, and local public sources to support the cost of operations. Also, like most public schools, KIPP St. Louis raises private funding to strengthen the impact of our programs.

KIPP's goal for financial sustainability is for our schools to have reliable and renewable financial resources. Financially healthy schools manage within a budget, accurately forecast revenue needs, ensure they take on only the debt they can afford, have strong internal controls, and prudently save as insurance to weather the unexpected. KIPP St. Louis follows all of these practices to ensure that we are leaving a lasting legacy for the region's children that we serve.

Along these lines, KIPP St. Louis employs a Multi-Year Financial Model (included as Appendix C.2.1) to inform annual budget planning as well as long-range financial needs. The model demonstrates that the KIPP St. Louis operating budget becomes self-reliant in 2024, the first year that the third elementary school, KIPP Wonder Academy, reaches capacity.

KIPP aims to achieve sustainability on our regularly recurring state and federal revenues. However, because charter school funding at current levels (FY2019) is below that of traditional public schools, we are required to raise additional dollars from public and private sources. Raised dollars are necessary to cover costs of startup operating gaps, facilities costs, and extra programming that we offer to our alumni with the KIPP Through College Program. The long-range financial model is designed such that as our region grows, the operating gap shrinks and our schools are ultimately sustainable on public revenues with small fundraising requirements. This model is updated annually to reflect the most relevant financial data.

KIPP schools will continue to rely on fundraising to cover costs that are specifically not covered by current Missouri law. Currently, KIPP is in a capital campaign to pay for our high school building and to support the acquisition and improvements of other campuses where faculty and students are engaged in learning. In the attached model, our Capital Reserve & Debt Assumptions are modeled separately. The assumptions are modeled on developing a reserve for capital expenditures that totals \$210,000 per year. The debt portion represents principal and interest payments averaging \$820,000 per year over the term of the projection model.

It is only through careful planning and execution of annual budgets and a long range financial model that we will achieve our Mission of creating a system of great schools for our students, their families, and our entire KIPP St. Louis staff.

Appendix C.2.1 Five-Year Financial Model

Appendix A.2.1 Fundamentals of Instruction Examples

Fundamentals of Instruction Early Kindergarten Whole Group Reading			
Purpose	<p>The beginning of Kindergarten is a unique time period for scholars. The world of books is a new, exciting, and unfamiliar place. To most scholars, adults' ability to effortlessly read seems like a magical superpower-- fun to imitate, but bafflingly difficult to duplicate. These early months of Kindergarten are ripe with opportunity: to build the skills that will transform reading from a mystery into a favorite activity; to inculcate learning habits that will set the stage for literacy growth throughout childhood; and to communicate the joy and wonder hiding between the covers of the thousands of books scholars are about to discover. Whole Group Reading during the first half of Kindergarten is therefore structured to address these foundational skills and mindsets, specifically:</p> <ul style="list-style-type: none"> • Concepts About Print. Teach students fundamental concepts such as parts of a book, 1:1 correspondence, directionality of print, and letter vs. word (These align with STEPs PR, 1, and 2). • Emergent Reading Habits. Build a body of shared familiar stories and rhymes to lay the foundation for all children to successfully "read" a memorized book as soon as possible. The earliest stages of independent reading most children experience is the retelling of familiar, memorized simple stories and rhymes while matching the already-known words to print on the page. • Joy of Reading. Inculcate positive emotional associations with books and reading through enthusiastic, dramatic, and interactive read-alouds and discussions of high-interest, accessible stories. • Phonological awareness and phonics at bats. Students benefit from maximal practice with letter sounds, letter names, and early PA skills (onset/rime blending and first sound matching). We include additional practice of these skills, which are also taught in Phonics and Guided Reading, during the Whole Group Reading block to reinforce mastery. 		
Time Stamps Total Length: 45 min	5-8 min - Phonemic Awareness Practice 5-8 min - Letter/Sound/Keyword Review 20 min - Read Aloud 10-15 min - Shared Reading (Concepts About Print)		
What	How long	What Happens?	Markers of Excellence
Phonemic Awareness Practice The teacher leads students through fun and engaging oral practice of the Phonemic Awareness skills targeted by STEP: Unit 1 (PR) - Onset/Rime Blend Unit 2 (STEP 1) - Matching First Sounds Unit 3 (STEP 2) - Phoneme Segmentation	5-8 minutes	<ul style="list-style-type: none"> • Launch the Routine. Teacher launches the routine with a high-energy, joyful chant or cheer. • Quick Model. Teacher briefly models how to do the task, using Call and Response to engage students in the model. • Practice Together. Students practice the skill chorally together. Teacher voice is present for first 1-3 at bats, and then teacher stops participating and starts listening. • Individual Turns. Using data gathered from observing the Practice Together, as well as other data, teacher uses Cold Call to strategically check for understanding. 	Investment <ul style="list-style-type: none"> • All students know and are invested in the launch chant or cheer. • All students are joyfully engaged in the teacher model and practice together. • Teacher responds to student error with positive affect and a "mistakes help us learn" mindset. Rigor <ul style="list-style-type: none"> • Practice Together is crisp and all scholars participate; struggling scholars do not simply delay-echo their peers. • Students chosen for Cold Call during Individual Turns are chosen based on who needs more practice, not who is likely to get the right answer.

<p style="text-align: center;">Letter / Sound / Keyword Review</p> <p>Students orally review the letters/keyword/sounds they have learned in Phonics, in addition to already-introduced sight words.</p>	<p style="text-align: center;">5- 8 minutes</p>	<ul style="list-style-type: none"> ● Launch the Routine. Teacher transitions class to next task with a high-energy, joyful chant or cheer. ● Practice Together. Teacher or a student points to Letter/Keyword/Sound cards already learned in Phonics. Whole class echos with Letter/Sound/Keyword. Teacher observes carefully, looking for students who need extra support. Sight words may also be practiced orally during this time. ● Individual Turns. Using data gathered from observing the Practice Together, as well as other data, teacher uses Cold Call to strategically check for understanding. 	<p>Investment</p> <ul style="list-style-type: none"> ● All students know and are invested in the launch chant or cheer. ● All students are joyfully engaged in the teacher model and practice together. ● Teacher responds to student error with positive affect and a “mistakes help us learn” mindset. <p>Rigor</p> <ul style="list-style-type: none"> ● Practice Together is crisp and all scholars participate; struggling scholars do not simply delay-echo their peers. ● Students chosen for Cold Call during Individual Turns are chosen based on who needs more practice, not who is likely to get the right answer.
<p style="text-align: center;">Read Aloud</p> <p>Teacher performs an engaging, dramatic, and interactive Read Aloud to build investment in reading, model reading behaviors, and practice early comprehension .</p>	<p style="text-align: center;">10-20 minutes</p>	<ul style="list-style-type: none"> ● Book Introduction. With students gathered on the carpet, teacher reads title of the book and gives a brief and engaging description of what it is about. Then the teacher models how to preview a text by taking a “picture walk” and thinking aloud about predictions and “I wonder” statements. ● Read Aloud and Think Aloud. Teacher reads the book aloud to students, modeling fluent, expressive reading and using dramatic intonation to build enthusiasm for reading. Teacher models good reading behavior by pausing to think aloud about the events in the book. ● Turn and Talks. Teacher engages students in the reading by prompting students to think and share about the characters and events using Turn and Talk. 	<p>Rigor</p> <ul style="list-style-type: none"> ● Think Alouds and Turn and Talks are rich but aligned to STEP 2-3 bottom lines. <p>Investment</p> <ul style="list-style-type: none"> ● Book Introduction “sells” the book. Students faces light up in anticipation of a great story. ● Teacher’s reading is expressive and dramatic enough to hold students’ rapt attention. ● Students actively listen and respond to one another. ● There is no transactional conflict between students during Turn and Talks. <p>Thinking</p> <ul style="list-style-type: none"> ● Student discussions reflect genuine thinking, not rote repetition of sentence frames.
<p style="text-align: center;">Shared Reading</p> <p>Students read a shared text, usually a nursery rhyme or song, together chorally, and the teacher leads a targeted practice STEP-aligned Concepts About Print skills.</p>	<p style="text-align: center;">10 minutes</p>	<ul style="list-style-type: none"> ● Introduce Text. Teacher projects the shared text onto the screen and uses Echo Reading (for new texts) or Choral Reading (for familiar texts) to read the title. ● Model the Skill. Teacher names the focus CAP skill for the lesson and briefly models how to do it. ● Read Together. Students and teachers use Echo Reading or Choral Reading to read the story together. Throughout, teacher uses Call and Response to provide guided practice opportunities for the focus skill. ● Check for Understanding. Teacher uses Cold Call to call on selected individual scholars to demonstrate their mastery of the focus skill. This may occur after the whole book has been read or may be the last few pages of the read. ● Spiraled questioning. After reading and practicing the target skill, teacher asks a series of STEP-Aligned CAP Questions from previously taught skills, using Wait Time, Cold Call, and Call and Response to engage all students. 	<p>Rigor</p> <ul style="list-style-type: none"> ● CAP prompts are aligned with the CAP questions from STEP. ● Texts are selected so that students can independently practice using the same familiar texts during Guided Reading, ● Teacher wisely chooses Echo Reading or Choral Reading based on most students’ level of familiarity with the story: Echo Reading the first 2-3 times students read a story, and Choral Reading after that (adjusting to echo reading in the moment if students’ choral reading is not firm). ● Teacher responds to error with scaffolded prompting and, if necessary, re-modelling the skill. ● Cold Calls during check for understanding are based on data; students called on include likely strugglers, not just likely masters. <p>Investment</p> <ul style="list-style-type: none"> ● Joy Factor is incorporated through props (pointers), student leaders, and chants and cheers. ● Pacing supports student engagement; Teacher projects another familiar text for additional practice if the planned lesson is completed with time to spare.

Fundamentals of Instruction Mathematics

Purpose	The purpose of mathematics is to lead students to mastery of grade level skills and concepts in mathematics. The math block aims for a balance between fluent mastery of procedural skills and deep understanding of mathematical concepts. Some parts of the block are explicitly devoted to procedural fluency -- fast facts, spiral review, and parts of the math lesson. However, the structure of math lessons centers around discussion of exemplary work or analysis of error. Through this discussion, students articulate their thinking about the core concepts of mathematics and develop their conceptual understanding of mathematical ideas.
Time Stamps Total Length: 60 Minutes	2-5 Minutes - Fast Facts 10 Minutes - Spiral Review Model 3-6 Minutes - Hook / Opening Task 5-8 Minutes - I Do Guided Practice 3-5 Minutes - You Do Round 1 10 Minutes - We Do and Go Deeper Independent Practice 10 - 15 Minutes - You Do Round 2 5 Minutes - Exit Ticket

What	How long	What Happens?	Markers of Excellence
<p style="text-align: center;"><u>Fast Facts</u></p> <p>Students complete timed retrieval practice of math facts to build automaticity on grade level fluency standards.</p>	2 Minutes	<ul style="list-style-type: none"> ● <u>Launch the Procedure.</u> Teacher launches the daily fast facts procedure, and students are ready to work within 1 minute. ● <u>Differentiated Work.</u> Each student completes a Fast Fact packet at their own level. Teacher circulates to monitor student work. On Fridays, teacher collects student packet and evaluates the final product for whether student passed that level or not. <ul style="list-style-type: none"> ● Note: The rollout plan gradually introduces differentiated packets. ● <u>Timed Fluency.</u> Teacher sets a 2-minute timer for the work time. All students stop and put down their pencils when the timer rings. ● <u>Celebrate Progress.</u> When students master a level, the class celebrates their progress and the number of levels mastered is publicly tracked and celebrated in the room. <p><i>School Leaders are encouraged to use other means to build fluency outside of the core math block, such as by providing access to Reflex Math at other times in the day, such as during intervention or during independent work time during the day.</i></p>	<ul style="list-style-type: none"> ● Students get right to work, they work the entire time. ● Routine is internalized and requires little intervention and direction from teacher. ● There is a visible system for tracking growth and celebrating progress. ● Students are enthusiastic and invested in beating their prior performance on fast facts.
<p style="text-align: center;"><u>Spiral Review</u></p> <p>Students complete review tasks--both orally and in writing--for math skills they have learned throughout the year.</p>	8-10 Minutes	<ul style="list-style-type: none"> ● <u>Preparation.</u> Teacher teams plan spiral review strategically using the following data points: <ul style="list-style-type: none"> ● <u>IA Action Plan.</u> Items may be included because the Interim Assessment revealed a need to reteach and practice that skill. ● <u>Follow up on Exit Tickets.</u> Teachers may include items on the Spiral Review to provide additional opportunities to reteach and practice a skill on which students performed poorly in a previous lesson. ● <u>Skill Maintenance.</u> Some skills are spiraled into the daily review to maintain mastery over time. ● <u>Follow up on prior Spiral Review.</u> Teachers may include items after noticing confusion 	<ul style="list-style-type: none"> ● Spiral review tasks students complete reflects the needs of the class and matches the teacher's Data Day action plan. ● Teacher uses time strategically to respond to immediate trends in student understanding. When teacher "stops the show" to reteach a concept, he/she can explain why he/she made that decision by referencing trends in student work and priority level of the error made. ● Teacher selects a reteaching strategy that matches the level of misconception or error. Reteaches maximize a brief amount of time.

		<p>or misconceptions on prior Spiral Reviews (e.g., teacher may notice that an item selected for Skill Maintenance was difficult for many scholars, and may include more of that item on upcoming Spiral Reviews in order to give more practice and opportunities for reteach.</p> <ul style="list-style-type: none"> ● Oral Drill. Every day, teacher uses Cold Call and Taking Hands to rapidly review already learned mathematical content and strategically previews prerequisite skills and knowledge for upcoming content. <ul style="list-style-type: none"> ○ In Kindergarten and 1st Grade during the first half of the year, Oral Drill is the whole of Spiral Review, and is often referred to as “Math Meeting.” Written spiral review in these grade levels is introduced later at the discretion of School Leaders. ● Written Review. Students complete review problems while teacher aggressively monitors. Problems in Spiral Review are planned based on student achievement data, using the following strategies <ul style="list-style-type: none"> ○ Spiraled Objectives. Some objectives are spiraled to keep them fresh in students’ minds. These objectives wouldn’t necessarily appear on every day’s Spiral Review, but would appear regularly enough that scholars don’t go weeks without using that skill. ○ Repeated Objectives. Some objectives may be repeated on each day’s spiral review for a week or more to give scholars daily practice with a priority skill. ○ Mini-reteach. Sometimes, teachers may leverage spiraled review time to complete a short re-teach by leveraging modeling or guided discourse and then providing scholars with additional at bats related to that focus skill. ● Circulate and code papers. Teacher aggressively monitors the Written Review, circulating from High to Medium to Low scholars and checking in with targeted students <ul style="list-style-type: none"> ○ Remediate student misunderstandings through prompting, questioning, or direct intervention if needed. ○ Code Papers. Check mark what’s right, circle what’s wrong. ○ Pathway. Teachers circulate from high to medium to low, unless they have data in their hands to suggest they need to follow a different pathway based on mastery. ● Reteach to trends. If teacher observes a class-wide error trend, stop the show and use Modeling or Guided Discourse to address the misconception. 	
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Model

<p>Opening Task</p> <p>Teacher draws students into the days objective and builds motivation for learning, through</p>	<p style="text-align: center;"><5 Minutes</p>	<p>Teacher opens the lesson using either a hook -- a brief anecdote or story -- or an opening task to introduce the objective.</p> <ul style="list-style-type: none"> ● Hook. Teacher tells a brief anecdote to contextualize the concept or skill for that day and to activate students’ curiosity. <i>“Last week, I was trying to buy some markers for my son’s birthday</i> 	<ul style="list-style-type: none"> ● Hook, if used, is brief, engaging, and aspirational. ● The hook and opening task take fewer than 5 minutes. ● The opening task is something students do, not something a teacher models. ● The opening task involves discussion and/or writing that sets the stage for deeper
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discussion and/or writing about the concept for the day.		<p><i>party craft. I knew I needed 100 markers. But I was in a hurry at the store! I didn't have time to count each marker by ones! I'd be there forever! So you know what I did? I counted them by tens, because they came in packs of ten. It was so much faster! Let me show you how I did it."</i></p> <ul style="list-style-type: none"> ● Opening Task: <ul style="list-style-type: none"> ○ Introduce Task. Teacher gives students a written or discussion task that activates prior knowledge and applies directly to key concepts or misunderstandings involved in the day's lesson. ○ Pose a Question. Teacher poses an open-ended question designed to illuminate the key conceptual understanding of the lesson. Teacher prompts scholars to turn and talk. ○ Lead Discourse. Teacher leads a whole class discussion of the question. Teacher should guide scholars to name the key conceptual understandings of the lesson. ○ Stamp the Key Concepts. After scholars name the key conceptual understandings, the teacher should stamp these points by repeating them emphatically or charting them. 	understanding for what scholars will eventually have to do on the exit ticket.
<p style="text-align: center;">I Do</p> <p>The teacher explicitly models the day's objective.</p>	<p style="text-align: center;">3-6 Minutes</p>	<p>Teachers execute an I Do by:</p> <ul style="list-style-type: none"> ● Explain concepts. Using the "what" key points from the lesson plan, the teacher explains key concepts to students. ● Model the Skill. Teachers think aloud as they model the application the How key points to a rigorous anchor problem. Using a document camera to make the work visible to all students. ● Check for Understanding. Teacher facilitates a discussion to have students describe or analyze the process, which they will replicate in the You Do tasks. <p>See the Think Aloud one-pager for more details.</p>	<ul style="list-style-type: none"> ● The ideal teacher lifting to student lifting ratio is 95-5. ● The timing of I do lasts no more than 10 minutes. ● Economy of language and clarity ensures student understanding. ● Alignment between the "I do" and both the lesson objective and You do task is essential. Students will use the I do content or mirror the I Do skillset once on their own.
Guided Practice			
<p style="text-align: center;">You Do Round 1</p> <p>Students attempt to apply the skill to an aligned task independently, while the teacher aggressively monitors student's responses.</p>	<p style="text-align: center;">3-5 Minutes</p>	<ul style="list-style-type: none"> ● Frame the Task. "Let's try a problem/task that [addresses the objective]. I will circulate and check in on each of you, and I will bring us back together to review at the end." ● Aggressively Monitor <ul style="list-style-type: none"> ● Pre-plan/write the exemplar response you want so you know what to monitor for. ● Monitor 100% of the class, tracking students who master and did not master the task. ● While monitoring, identify work to Show-Call. 	<ul style="list-style-type: none"> ● Rigor: Teacher aims for 70% of students to master this task in the time given. ● Alignment between the "You Do, Round 1" and "You Do, Round 2" is essential. You will monitor for initial struggles that, when addressed in the "We Do," will set students up for success on Round 2.
<p style="text-align: center;">We Do and Go Deeper</p> <p>Teacher facilitates guided practice to respond to the data gathered during You Do Round 1.</p>	<p style="text-align: center;">10 Minutes</p>	<p>Decide Response.</p> <ul style="list-style-type: none"> ● Most don't have it right (<50%) Teacher names the trend in student errors, and then leads students through one or more problems as a class, gradually releasing more and more responsibility onto students. ● Around half have it right (50-70%) Use Guided Discourse to compare a medium and high response, then follow up with another You Do at bat. <ul style="list-style-type: none"> ○ "I'm going to [chart or show call] what Rashaad and Jasmine wrote. I want you and your partner to decide who you agree with and why." ● Most have it right (>70%) Move directly to "Go 	<ul style="list-style-type: none"> ● Teacher uses data from aggressive monitoring to choose the most effective response based on the number and type of student errors. ● Guided Practice section of the problem set has enough problems to enable teachers to do multiple cycles of You Do - Respond - Go Deeper. ● Teacher strategically decides how many of the Guided Practice items to use, depending on how many You Do-Respond-Go Deeper Cycles are needed. When initial mastery is low, more of the GP items will be used; when initial mastery is high, teacher moves to You Do more rapidly. ● Guided Discourse leads students to name the most important key take away that is most important for increasing the class's understanding on the

		<p>Deeper.”</p> <p>Go Deeper</p> <ul style="list-style-type: none"> ● Show Call student work and ask students to analyze the quality of work, including strengths and weaknesses, comparisons, misconceptions, etc. ● Use Turn and Talk or Quick Write to increase student talk/think ratio. ● Encourage volleyball discussion by allowing at least four students to respond to each other before intervening in the discussion. ● Stamp key conceptual understandings by having students articulate key takeaways through discussion or writing. <p>Repeat</p> <ul style="list-style-type: none"> ● Repeat the You Do-Respond-Go Deeper cycle, having student work again independently as you monitor for the next “Go Deeper” discussion. ● (If appropriate) Provide a more complex prompt-- Move to a greater challenge that aligns to the eventual “You Do, Round 2” task. 	<p>next at bat.</p> <ul style="list-style-type: none"> ● Go Deeper drives toward deeper understanding of the underlying mathematical concepts, rather than rehashing procedural steps.
Independent Practice			
<p>You Do Round 2</p> <p>Students solidify mastery through extended independent practice. The teacher aggressively monitors and gives feedback to students in the moment.</p>	<p>10-15 Minutes</p>	<p>Bright Lines</p> <ul style="list-style-type: none"> ● Clear directions: “It’s now time to move to independent practice. Start on your own and push through any struggles you have...if you struggle you should refer back to your notes and I will come around to give quick feedback.” ● Timing: Keep the beginning short and use economy of language. Interactions with the full class should be limited and not interrupt the practice time. <p>Aggressively monitor to check for understanding:</p> <ul style="list-style-type: none"> ● Pre-plan/write the exemplar answer or response for the IP task. ● Circulate and code papers, checking in with targeted students--focus first on students who struggle. ● Remediate student misunderstandings through prompting, questioning, or direct intervention if needed. <p>(Only if time permits) Show-call student work</p> <ul style="list-style-type: none"> ● Select student work and ask the class to identify key strengths, weaknesses, comparisons, misconceptions, etc... 	<ul style="list-style-type: none"> ● Students get at least 10 minutes of focused independent practice in every lesson. ● Teacher circulates with a hard copy exemplar of the problem set. ● Teacher emphasizes quality practice and at bats, not completion of every problem. ● Students are invested in quality work and are visibly putting in best effort on work. ● Teacher inverts the order for aggressive monitoring, checking in first with students who struggle and working his/her way back toward more independent students later. ● Teacher uses affirmative checking to ensure that all errors are caught early before students repeatedly practice the wrong way. ● Teacher’s interventions with struggling students is efficient and effective. Teacher’s prompting and questioning causes the student to correct their work and to do it correctly on the next problem. ● Teacher consistently returns to scholars who made errors to verify quality work.
<p>Exit Ticket</p> <p>Students complete a final aligned task without teacher feedback or assistance, which serves as the assessment for the lesson.</p>	<p>2-5 Minutes</p>	<ul style="list-style-type: none"> ● Bright Lines. Teacher states clear directions and timing. <i>“It’s time to complete our exit tickets. Please turn to your exit ticket in the back of your packet. You have 4 minutes, silent solo. Go.”</i> ● Feedback. Teacher does not help students or give feedback while students are still working on the exit ticket. Students get feedback on mastery or non-mastery after they have completed the exit ticket. Usually this happens the next day or at the end of a week, rather than during the lesson. 	<ul style="list-style-type: none"> ● Teacher does not help students or mark up exit tickets while they are still working. ● Students understand the exit ticket as an assessment and give their best effort, attempting to prove mastery. ● Teacher follows up with students by returning exit tickets or posting exit ticket performance within a week of instruction.

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Elementary Assessment Strategy

2018 - 2019

Components of Literacy Assessment

We believe that a rigorous literacy assessment program is foundational to scholar learning. Assessments define a clear vision of scholar success, provide actionable data on scholar's progress toward that vision, and provide a lodestar toward which our curriculum and instructional models are oriented.

Literacy assessment is complex by nature. Different developmental stages require radically different forms of assessment in order to be valid, fair, and actionable. Additionally, it is clear that reading is far more than a collection of discrete skills that can be assessed and mastered in isolation. Our assessment strategy aims to monitor progress on individual reading skills while also measuring scholars' ability to put it all together, to read and demonstrate understanding of a challenging text.

Our assessment strategy comprises 3 levels of assessment of students' literacy progress:

- **Formative.** Outputs from individual lessons are one level of literacy assessment. The form of the output varies by age and by part of the literacy block. Our teachers analyze formative data each day to determine how to adjust their instruction. In addition, teachers will often meet formally with their coach to participate in a Weekly Data Meeting to analyze formative assessment results and build a re-teach plan to address a particular misconception. The specific Formative Assessments used in each literacy block are described below:
 - Phonics - All teachers administer Foundations 'unit' assessments. These are embedded in Foundations' units, which are at different cadences. Coaches should prioritize leading a weekly data meeting to follow up on the results of each of these weekly assessments.
 - Guided Reading - All teachers take anecdotal notes (for scholars from Pre-reading to STEP 7) and analyze written work (for scholars from STEP 8 through 12).
 - Literature - All teachers administer a developmentally appropriate writing task at the end of the literature block. In early grades, this may look like the writing of a strong sentence to respond to a prompt. In upper grades, this looks more like a formal exit ticket that usually requires a RACE response to literature. Coaches should prioritize leading a weekly data meeting to follow up on the results of a literature exit slip each week in grades 3 and 4.
 - Sight words/Vocabulary - Kindergarten and first grade teachers assess scholar knowledge of sight words at least every other week and track this data in a shared tracker. In addition, 3rd and 4th grade literature teachers administer a short, bi-weekly vocabulary quiz.
- **Interim.** Interim Assessments measure students progress over a larger chunk of time. We have two main instruments for Interim Assessment in literacy:
 - **STEP.** Used to determine students' independent reading level and to analyze strengths and gaps in students instructional reading level. Scholars in K-4 take STEP assessments until they "STEP out" by achieving STEP 12. Coaches should prioritize analyzing the STEP data of their grade level to lead a shared data analysis and action planning meeting with their teams during each Data Day.

- **Literacy Interim Assessments.** Scholars in Grades 3-4 take interim assessments, which are comprised of grade-level passages and comprehension questions about those passages. Interim Assessments are designed to align to the Missouri MAP Assessment students take at the end of each year. Coaches should prioritize leading an individual weekly data meeting to follow up on the results of the literacy interim assessment with each of their 3rd and 4th grade literacy teachers.
 - **Computerized Testing.** All Literacy Interim Assessments and Mid-Module Checkpoints will be administered online. This will prepare students for the state test which is also administered online. The information below is intended to show how to increase student independence and organization in utilizing scratch paper during online assessments:
 - Unit 1 - Students get pre-organized scratch paper with a space for each answer. They complete the computerized assessment and turn in their scratch paper. Teachers grade computerized answers but use scratch paper to analyze student work as necessary.
 - Unit 2 - Students get blank scratch paper. They complete the computerized assessment and turn in their scratch paper. Teachers grade computerized answers but use scratch paper to analyze student work as necessary.
 - Unit 3 - Students get blank scratch paper. Their computerized answers are the only thing graded.
 - Unit 4 - The Missouri State Practice Test acts as the Unit 5 IA.
- **Summative.** Summative assessments are conducted at the end of the school year to determine whether students met the instructional goals for the year. We have 3 main instruments for summative assessments.
 - **STEP.** End-of-year STEP targets are an important summative assessment for K-3 students especially.
 - **Missouri MAP.** The end of year state test is the primary summative assessment for grades 3 and 4.
 - **NWEA.** The NWEA assessment provides external, nationally normed data on our students' literacy achievement at the end of each year.

K-3 STEP Windows and Targets

- There are 6 STEP Windows during each school year.
- In Kindergarten, all students are assessed in each window for the following reasons:
 - **Rapid Growth.** It is very feasible for students to achieve one STEP level in 6 weeks in the early step levels.
 - **Skill overlap.** Many of the early STEP levels measure the same standard or skill with a higher target. For example, STEPs PR, 1, and 2 all measure students mastery of letter sounds. Stepping every 6 weeks allows us to progress monitor growth in these high-impact skills carefully.
- In 1st - 3rd grade, all students are assessed in Windows 1, 3, and 5. During Windows 2, 4, and 6, only students who are behind grade level are assessed.
 - **Higher STEPs take longer to master.** We know from experience and from STEP's research that most scholars will take 8-12 weeks of instruction and practice to master the STEP levels between 4 and 12. The earlier steps generally take less time than the higher steps.
 - **Urgency for scholars who are behind.** We assess scholars who are behind more frequently because we are urgently working to get them caught up to grade level. We need those scholars to grow by more than 3 STEP levels in one year in order to get them to where they need to be.

- **Opportunity Cost.** STEP testing is costly in terms of instructional time. By strategically reducing the number of students we test in Windows 2, 4, and 6, we gain back valuable days of instruction that we would have spent assessing scholars who are unlikely to have grown anyway.
- **Discretion with on-level kids.** A teacher may decide to use Window 2,4, or 6 to assess a student who is not behind grade level if the teacher has evidence that the student will achieve the next step. For example, a student who is on grade level but is only DNAing the next STEP level up because of spelling or only because of rate may be assessed even in Window 2,4, or 6 if the teacher is confident that they have closed that gap.

The table below summarizes the definition of “On Track” for each window at each grade level.

Grade	Window 1	Window 2	Window 3	Window 4	Window 5	EOY
<u>K</u>	Achieve Pre	Achieve 1	Achieve 2	Achieve 3	Achieve 4	Achieve 4
<u>1st</u>	Achieve 4	Achieve 4	Achieve 5	Achieve 5	Achieve 6	Achieve 6
<u>2nd</u>	Achieve 7	Achieve 7	Achieve 8	Achieve 8	Achieve 9	Achieve 9
<u>3rd</u>	Achieve 10	Achieve 10	Achieve 11	Achieve 11	Achieve 12	Achieve 12
<u>4th</u>	STEP 12					

Who Gets Assessed each round

Note: Because not all students are tested at every round, we will no longer have a normed rule about which assessment is used each time (for example, “All students assessed on Purple this round”). Starting in Window 3, teachers will need to select the color of book that is the opposite of the students last assessment.

Grade	<u>Window 1</u>	<u>Window 2</u>	<u>Window 3</u>	<u>Window 4</u>	<u>Window 5</u>	<u>EOY</u>
Series	All students use Purple series	All students use yellow series	Opposite color of each student’s last assessment			
<u>K</u>	Everyone	Everyone	Everyone	Everyone	Everyone	Achieve 3 and below
<u>1st</u>	Everyone	Achieve 3 and Below	Everyone	Achieve 4 and Below	Everyone	Achieve 5 and below
<u>2nd</u>	Everyone	Achieve 6 and Below	Everyone	Achieve 7 and below	Everyone	Achieve 8 and below
<u>3rd</u>	Everyone	Achieve 9 and and below	Everyone	Achieve 10 and Below	Everyone	Achieve 11 and below
<u>4th</u>	DNA 12 and below as needed					

Evidence for STEPs 9+

- **Purpose.** At the end of the year, our 3rd and 4th grade scholars will take the MAP test, where they will be expected to cite evidence to support their claims. They will need to both write and select evidence to support their ideas. Our STEP targets outline that starting in 3rd grade, students should be on STEP 9 or higher, which is why when students are taking a STEP test at STEP 9 or higher, teachers will need to indicate whether or not the evidence students selected is sufficient. This will allow our teachers and leaders to use STEP data even more strategically in pushing students to support their claims with exact text evidence.
- **How.** When testing at STEP 9 or higher, we will make a slight adjustment to the prompts that teachers can give. This adjustment will align with language that students will see on both IAs and the MAP. Below are the ways in which the prompts will and will not change for STEPs 9 and higher:
 - **Two Prompts.** Students will still only be given 2 prompts from their teacher when responding to comprehension questions verbally.
 - **What in the story makes you say that? (WIS).** In STEPs 9, 10, 11, and 12 only, teachers can and should adjust the wording of this prompt to more directly ask students for direct text evidence. The adjusted prompt is:

Which sentence(s) from the the story support your answer?

- **Marking in STEP tool.** When you use this prompt, please mark it as “WIS” as the prompt above is replacing the “WIS” prompt from STEP.
- If the student provides evidence from the text (either or exact, or paraphrased), and their evidence matches and supports their correct response to the question, select “yes” for “adequate evidence.”
- If students do not provide evidence (either exact or paraphrased) that matches and supports their correct answer, select “no” for “adequate evidence”
- **Preparing Students.** Students may have varying habits around citing evidence verbally and/or in writing. To support them in building this habit, please start by using [this roll out lesson](#). Additionally, in all guided reading lessons at STEP 9 and higher, continue to push students to support their answers with evidence by using the same prompt, “Which sentence(s) in the text support your answer?”

K-2 Letters Names and Sounds + Sight Word Assessments

- Purpose.** Sight Words can account for up to 75% of the words within a text at any level. Pushing our students to master sight words, and to master them quickly will remove a common roadblock to becoming fluent readers. Ensuring that teachers, students, and families have a steady eye on progress towards sight word goals will help to ensure that all scholars are meeting or exceeding Sight Word Goals.
- Frequency.** Scholars will be tested weekly on their Sight Word Acquisition. Each Friday, Teaching Fellows will Sight Word students, prioritizing those students furthest from their benchmark targets. Ideally all students will be tested each week, however prioritized guidelines can also be followed:

	Far Below Target	At or Nearing Target	Above Target
Range	2+ lists away from target	+/- 1 list from target at target	2+ lists above target
Prioritized Frequency	Weekly	Weekly	Every 2-3 Weeks

- Benchmark Targets.** At the end of the year, we want to be sure scholars are at or above their Sight Word goals. In order to progress monitor, each Unit in Literature for grades K, 1, and 2 coincides with a Sight Word List Target. These targets will be used to measure schoolwide and classroom progress, and will be used to create action plans during Data Days. These targets are listed below and can be found in the schoolwide sight word trackers:

LNS + Sight Words Benchmark Targets							
Grade	Target	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Kindergarten	Letter Names	15	35	All (50)	All	All	All
	Letter Sounds	10	15	18	All (24)	All	All
	Sight Words	n/a Name Writing	R1 - 18 words	Y1 - 18 words	B1 - 18 words	R2 - 18 words	Y2 - 18 words
			O1 - 18 words	G1 - 18 words	P1 - 18 words	O2 - 18 words	G2 - 18 words
		36 words total	72 words totals	108 words total	144 words total	180 words total	
1st Grade	Sight Words	Y2 - 18 words	B2 - 18 words	All (216 words)	All (216 words)	All (216 words)	All (216 words)
		G2 - 18 words	P2 - 18 words				
		180 words total	216 words total				
	Sight Word Phrases	n/a	n/a	n/a	R1 - 16 phrases	Y2 - 16 phrases	B1 - 16 phrases
				O1 - 16 phrases	G2 - 16 phrases	P1 - 16 phrases	
				32 phrases total	64 phrases total	96 phrases total	
2nd grade	Sight word phrases	B1 - 16 phrases	O2	B2	All	All	All
		P1 - 16 phrases	Y2	P2			
		R2 - 16 phrases	G2				
		112 phrases total	160 phrases total	192 phrases total			

- **Communication.** At the end of each Unit, schools will communicate the Sight Word progress of each student in grades K-2 in reference to both Benchmark Target and End of Year Goals by sending home individualized letters. Additionally, Report Cards will list both the list students have mastered, and the number of words they have mastered with the end of year goal clearly marked. For reference, the number of words students have mastered determined by which color list they have mastered can be found here:

Sight Word List	# of Words Mastered	Sight Word Phrase List	# of Phrases Mastered
R1	18	R1	16
O1	36	O1	32
Y1	54	Y1	48
G1	72	G1	64
B1	90	B1	80
P1	108	P1	96
R2	126	R2	112
O2	144	O2	128
Y2	162	Y2	144
G2	180	G2	160
B2	198	B2	176
P2	216	P2	192

3rd-4th Grade Literacy Interim Assessments

- **Purpose.** The purpose of Literacy Interims is to measure scholar mastery of grade level standards in a way that is aligned to the Missouri MAP State Test.
- **Frequency.** scholars take 3 Literacy Interim Assessments over the course of the school year. Units in Literacy are longer than the normal cadence of units in other grade levels and content units. This is to allow scholars to read and write about longer texts in depth. The 4th Unit IA will be the Missouri State Practice Test so that scholars are getting an at bat with an exam that closely reflects the content they will see on the state test. In addition, using the state practice test in this way, eliminates the need to administer this practice test separately and helps prevent over-testing.
- **Alignment.** Interim Assessments are directly tied to the Literature Block. The assessments measure mastery of grade-level standards in Reading, Writing, and Language Usage. Instruction in the Literature block is aligned to these standards.
- **Connection to STEP.** While mastery of STEP levels is certainly associated with success on the Interim Assessment, the Interims themselves are not intentionally mapped to STEP levels. Interims are designed to measure every scholar's mastery of grade level standards on grade level texts, aligned to instruction during the Literature block. STEP, by contrast, is designed to measure scholar's progress in independent reading level, and is aligned to the instruction scholars receive in small-group reading.
- **Computerized Testing.** Students will take their Literacy Interims on computers in order to align with how they will take MAP at the end of the school year. Reading and annotating from a computer is much different than having a text in hand,

K-4 Literacy Assessment Cadence

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
K-2 Pace	U1		U2		U3		U4		U5		U6
Lit Units	Literature Unit 1 Interim 10/15 - 10/18			Literature Unit 2 IA 12/17 - 12/20		Literature Unit 3 IA 3/4 - 3/7		Literature Unit 4 4/15 - 4/18		Perf Train	MAP

Components of Math Assessment

- **Formative.** At the end of each lesson, students complete an exit ticket to demonstrate their mastery of that day's objective. Teachers collect and score daily exit tickets, analyze the data, and plan reteach lessons and other review tasks to address misconceptions revealed in student exit tickets. Weekly Data Meetings are used to analyze key exit tickets collaboratively in campus grade level teams.
 - **0-3 Scale.** Teachers score each student's exit ticket on a 0-3 scale.
 - 0 - No attempt
 - 1 - Incorrect answer / Confused about concept
 - 2 - Not mastered. Some evidence of understanding of the concept, but criteria for success were not met. (If student selected the right response but did not show their work as required, they earn a 2).
 - 3 - Mastered. Student demonstrated mastery of the objective and met the criteria for success on the exit ticket.
 - **Tracking Exit Tickets.** Teachers track mastery of daily exit tickets. The method of tracking exit ticket data is at the discretion of the school leadership team. Options include:
 - Google Sheets tracker
 - Wall tracker in classroom
 - Illuminate non-grade tracking
- **Mid Unit Quizzes**
 - In 2nd-4th Grades, students take mid unit quizzes to measure independent mastery of mathematics content outside of the daily lesson exit ticket. Beginning with the 2018-2019 school year, there will be at least 2 of these quizzes each unit.
 - Quiz performance counts toward the student's standards-based grades in Mathematics (see below).
- **Interim.** All students in grades K-4 complete a Math Interim Assessment at the end of every 6-week unit (Units 1-5). Each interim assessment includes items from the standards taught in that unit, as well as review items from previously taught standards from prior units.
 - **Read aloud.** The teacher reads the assessment aloud to the students in all of Kindergarten and 1st Grade.
 - In 2nd Grade, the teacher reads aloud the first 3 IAs, while IA 4 and 5 are not read aloud.
 - In 3rd and 4th grades, students must read all IAs to themselves.

- **Track in Illuminate.** After each interim assessment, students' item-level responses are recorded in Illuminate. This data is analyzed during Data Day. The Illuminate platform allows teachers to analyze student performance at the standard and item to identify gaps in student understanding and trends at the classwide and sub-group level.
 - In K-2, teachers manually enter student item responses into Illuminate (similarly to how they have used the Google Sheet trackers in the past).
 - In 3rd-4th Grade, students take assessments on the computer using the Illuminate platform, so their answers are automatically recorded in Illuminate.

- **Normed Constructed Response scoring.** For each assessment, the DCA creates an Open Response Scoring Guide, which provides detailed information about how to score items where a rubric is used to score student work. Teachers score collaboratively to ensure fair and consistent grading across each campus and the region.

- **Standards Based Grades.** Math grades are reported on the students' trimester report card by standard heading (e.g. Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Geometry, Measurement and Data). The grades are generated from the following data sources:
 - Mid Unit Quizzes. Each quiz is coded in Illuminate as counting toward a single standard heading.
 - Interim Assessments. Each IA item is aligned to a standard, and student's performance on each standard contributes to their grade for that standard heading.

Computerized Testing in Grades 3-4

Math

	Unit 1	Unit 2	Unit 3	Unit 4 and 6 (5 is Practice MAP)
3rd & 4th	Students get paper version and enter their answers on computer version. Paper version is graded.	<p>Materials Students get paper version and enter their answers on computer version. Paper version is graded.</p> <p>Scoring Teachers grade computerized answers but use paper version to analyze student work as necessary.</p>	<p>Materials Students get organized scratch paper.</p> <p>Scoring Their computerized answers are the only thing graded.</p>	<p>Materials Students get blank scratch paper.</p> <p>Scoring Their computerized answers are the only thing graded.</p>

Literature - 3rd and 4th Grade

Unit 1	Unit 2	Unit 3	Unit 4
<p>Materials Students get complete test booklet with texts, questions, and answer choices. Student use Plan of Attack on paper, and enter their responses online</p> <p>Scoring Teachers grade computerized answers but use scratch paper to analyze student work as necessary.</p>	<p>Materials Students get complete test booklet with texts, questions, and answer choices. Student use Plan of Attack on paper, and enter their responses online</p> <p>Scoring Teachers grade computerized answers but use scratch paper to analyze student work as necessary.</p>	<p>*This will be the Practice MAP. Students will only get blank scratch paper. For this reason teachers should scale back resources provided on Module Checkpoints in the following way: Check Point 1: Organized scratch paper for annotating texts and for annotating questions</p> <p>Checkpoint 2: As a class, Organized scratch paper for annotating texts, blank scratch paper for annotating questions</p>	<p>Materials Students get blank scratch paper.</p> <p>Scoring Their computerized answers are the only thing graded.</p>

NWEA Testing Plan

Purpose

We use NWEA assessments as an important part of our regional assessment strategy. The assessment offers the following benefits:

- **External.** We don't write this test ourselves. It's developed by educational experts and has been refined over many years. This data gives us a valuable external check on our students' academic progress.
- **Valid.** While we don't align our instruction directly to the NWEA, we know that the NWEA does give us valid information about our students' *growth over time* and how they perform versus a *large national sample of same-aged peers*.
- **Norm-referenced.** The NWEA scores allow comparison against other scholars who have taken the test. It generates percentile rankings for a large, nation-wide data set. This balances the "criterion-referenced" assessments we use for interims, which measures mastery of individual standards and skills.
- **Adaptive.** The computer gives more difficult questions to students as they get answers correct, and easier questions if they get answers incorrect. This allows the computer to get a highly accurate score with fewer questions. It also allows students of any ability level to take the same test as their peers and get valid information about what they know and don't know.
- **Efficient.** Each testing session is less than 60 questions, and most students test only once per year. This reduces the number of instructional minutes lost to testing, while still giving us valuable data. (Compared to multiple weeks devoted to state testing in upper grades, this is a very efficient assessment.)

This academic year, we are continuing with the shifts made in 16-17. Below are the key shifts from last year that we will continue to implement, and the rationales for each:

Shift	Rationale.
iPads for K-1. Kinder and 1st Graders will take the NWEA test on iPads instead of Chromebooks.	<ul style="list-style-type: none"> ● iPad touch screen interface is more familiar and accessible to small children. ● Shifting around iPads makes it possible to test an entire grade level simultaneously inside their classrooms.
Different Test for 2nd Grade. Second Graders will now take the 2-5 NWEA MAP test, which does not read questions aloud to them and has a more advanced question set.	<ul style="list-style-type: none"> ● The KIPP Foundation requires 2nd graders to take the 2-5 version of the assessment so they can compare 2nd graders across all the KIPP Elementary schools. ● Most 2nd graders will only take the test in the spring, by which point they can independently read the assessment. ● Many 2nd graders are advanced enough that the Primary Grades version of the assessment doesn't have hard enough questions for them.
Spring-to-spring testing. We will now calculate a student's growth data by comparing their end-of-year score with their previous year's end-of-year score. This means	<ul style="list-style-type: none"> ● KIPP Foundation has recommended this shift to reduce the perception of NWEA being a "high stakes" assessment. The corresponding pressure on teachers has resulted in some folks gaming the test, reducing the validity of the results.

<p>that most students only need to test in the spring. The only students who must test in the fall are:</p> <ul style="list-style-type: none"> ● New Students. They didn't take the test last spring, so they need to test in the fall so we can assess their growth at the end of the year. ● Kindergartners. They are by definition new students, so they must test in the spring as well. ● All 2nd Graders. 2nd graders switch to a different version of the NWEA test designed for older students. They need to take the fall assessment because last spring's data was from the Primary Grades NWEA test, so we'd be comparing apples to oranges if we didn't get a baseline score on the older-scholar version of the test. 	<ul style="list-style-type: none"> ● Fall scores are artificially depressed due to summer reading loss. This can make Fall-Spring growth scores look artificially high. Spring-Spring is more accurate. ● Fall testing created a big disruption in the schedule during the crucial first few weeks of school. We can now reduce this disruption significantly.
<p>Regional preparation strategy. All schools will devote the same amount of time and use the same resources for preparing and investing scholars in their performance.</p>	<ul style="list-style-type: none"> ● Students need some preparation so they can successfully access the questions on the test and get familiar with the format. ● Students shouldn't be intensively "prepped" to answer specific anticipated items, or artificially inflate their scores. ● Schools all need to do the same thing so we can draw conclusions from the data about performance. The data is simply less useful if the students didn't get the same supports.

Testing Windows

	<u>Fall Window</u> August 22-26	<u>Spring Window</u> May 6-26
Kindergarten	All Students	All students
1st Grade	New students only	All students
2nd Grade	All students	All students
3rd Grade	New students only	All students
4th Grade	New students only	All students

Testing Assignments

Test	Grades Assigned	Approx Enrollment		
		KVA	KWA	Regional Total
MAP Growth for Primary Grades: Mathematics	Kindergarten 1st Grade	240	240	480
MAP Growth for Primary Grades: Reading	Kindergarten 1st Grade	240	240	480
MAP Growth 2-5 Mathematics	2nd Grade 3rd Grade 4th Grade	350	300	650
MAP Growth 2-5 Reading	2nd Grade 3rd Grade 4th Grade	350	300	650
MAP 2-5 Language Usage	2nd Grade 3rd Grade 4th Grade	350	300	650

Assessments in other content areas

Science/Social studies (CORE)

- **Formative.** At the end of each CORE lesson, students complete an exit ticket to demonstrate their mastery of that day's objective. Teachers collect and score these daily exit tickets, analyze the data, and plan reteach lessons and other review tasks to address misconceptions revealed in student exit tickets.
 - **0-3 Scale.** Teachers score each student's exit ticket on a 0-3 scale.
 - 0 - No attempt
 - 1 - Incorrect answer / Confused about concept
 - 2 - Not mastered. Some evidence of understanding of the concept, but criteria for success were not met. (If student selected the right response but did not show their work as required, they earn a 2).
 - 3 - Mastered. Student demonstrated mastery of the objective and met the criteria for success on the exit ticket.
 - **Tracking Exit Tickets.** Teachers track mastery of daily exit tickets. The method of tracking exit ticket data is at the discretion of the school leadership team. Options include:

- Google Sheets tracker
 - Wall tracker in classroom
 - Illuminate non-grade tracking
- **Summative.** Beginning with the 2018-2019 school year, the region will give scholars the assessments that correspond with the relevant units from My Sci (K-3) or Amplify (4). These assessments will be administered “as is” and will then represent an important data point that fellows analyze during Data Days. Fellows should build reteaching plan based on their data just like lead teachers build reteaching plans.
- **A note about science content.** Strong inquiry based science lessons do not always end in exit tickets that assess scholars based on whether or not they fully understand a particular scientific concept. The region’s approach to science encourages scholars to progressively build a body of evidence and a deeper understanding of scientific phenomenon. As a result, there are times when exit slips may look different than they do in mathematics and where it would be okay for scholars to not yet fully understand the concept covered that day.
- **Preparing fellows to become lead teachers.** Across the region’s elementary schools, science is typically taught by teaching fellows who are new to the region. Many of these staff members are also new to teaching. As a result, fellow development typically focuses almost exclusively on phase one of management and rigor. This focus means that fellows rarely participate in weekly data meetings until the second trimester. However, it is important for coaches to conduct weekly data meetings with fellows during the second semester so that they are prepared to do the type of data analysis necessary for success as a lead teacher during the next school year.

Writing

- **Formative.** Each day in writing, scholars complete a meaningful task to apply their learning from that class period. However, since writing classes vary widely in their area of focus, scholars will complete a few different types of tasks that can be analyzed as formative assessments, including:
 - **A traditional exit ticket.** Traditional exit tickets are usually given at the end of class periods that focus on language instruction (specifically the teaching of a grammar skill, like revising sentence fragments). These exit tickets also are used on content acquisition days to ensure that scholars have, for example, learned the criteria for success for writing a strong personal narrative. These exit tickets are scored and returned to scholars in the same way as math exit tickets.
 - **Analysis of writing.** Most of the writing scholars produce should be aligned to the production of a high-quality multi-day writing assignment. As a result, many individual days of instruction are used to produce that strong piece of writing. For example, on one day, scholars may produce an introduction paragraph for an essay they are writing. In these cases, it would not be appropriate to ask scholars to complete a separate exit ticket. Instead, teachers are simply asked to provide feedback on the writing that scholars produced in class that day (for example, by comment bubbling on their introductory paragraph in Google documents). Once one of these writing products is complete, then the teacher should collect the writing and score it against the relevant rubric.
- **Summative.** At the end of each unit, scholars should complete an on-demand writing assignment to assess their ability to transfer the skills they have developed workshopping their writing products to a new task without the support of their teacher. These tasks should be scored and analyzed as a part of the data day cycle.

Computerized Testing in Grades 3-4

Math

	Unit 1	Unit 2	Unit 3	Unit 4 and 6 (5 is Practice MAP)
3rd & 4th	Students get paper version and enter their answers on computer version. Paper version is graded.	<p>Materials Students get paper version and enter their answers on computer version. Paper version is graded.</p> <p>Scoring Teachers grade computerized answers but use paper version to analyze student work as necessary.</p>	<p>Materials Students get organized scratch paper that includes numbered boxes for each question.</p> <p>Scoring Their computerized answers are the only thing graded.</p>	<p>Materials Students get blank scratch paper.</p> <p>Scoring Their computerized answers are the only thing graded.</p>

Literature - 3rd and 4th Grade

Unit 1	Unit 2	Unit 3	Unit 4
<p>Materials Students get complete test booklet with texts, questions, and answer choices. Student use Plan of Attack on paper, and enter their responses online</p> <p>Scoring Teachers grade computerized answers but use scratch paper to analyze student work as necessary.</p>	<p>Materials Students get complete test booklet with texts, questions, and answer choices. Student use Plan of Attack on paper, and enter their responses online</p> <p>Scoring Teachers grade computerized answers but use scratch paper to analyze student work as necessary.</p>	<p>*This will be the Practice MAP. Students will only get blank scratch paper. For this reason, teachers should scale back resources provided on Module Checkpoints in the following way: Check Point 1: Organized scratch paper for annotating texts and for annotating questions</p> <p>Checkpoint 2: As a class, Organized scratch paper for annotating texts, blank scratch paper for annotating questions</p>	<p>Materials Students get blank scratch paper.</p> <p>Scoring Their computerized answers are the only thing graded.</p>

Appendix A.2.3

RAPID Framework

Part of framework	Who is involved	What this looks like in practice
Recommend	Directors of Curriculum and Assessment (DCA's)	DCAs make recommendations, each year, regarding how the regional team will shift its approach to curriculum and instruction during the following year. This recommendation will involve sharing Fundamentals of Instruction that apply to each content area and grade level as well as a detailed list of proposed changes for the next year and how they anticipate those changes will be executed (for example, by teacher leaders or new summer professional development sessions). Lastly, the DCAs will also share their recommendations for the Region's Assessment and Data Analysis Strategy for the year ahead, a document that outlines which assessments are given at which grade levels and how the data from those formative assessments is analyzed.
Agree	School Leaders	School Leaders have a significant role to play in agreeing to the instructional models we use as a region and how those models shift over time. Each DCA will work in close partnership with their School Leaders to ensure that their recommendations reflect what they have discussed and learned during the previous school year. School Leaders will also typically be given a structured time to give more formal feedback on those recommendations at a School Leader meeting.
Perform	School teams, Head of Schools	Once the Fundamentals of Instruction documents and Regional Assessment Strategy are finalized, each school team is expected to execute them, with fidelity, for the entirety of the next school year. Absent approval from the CAO, those FOIs will guide instructional work for the next school year (including resource creation, instructional walkthroughs, rigor audits and regionally provided professional development).
Input	Teachers, Assistant School Leaders, Head of Schools	It is important that other key stakeholders have input into curriculum and instruction decisions, especially Assistant School Leaders and teachers. These individuals are the closest to the classroom and, as a result, we must leverage their experience to learn how to change our models. DCAs are expected to actively collect feedback from these stakeholders all year. However, each DCA will also execute a more formal feedback collection process each year, typically after state testing is complete. In the past, this process has included a survey and meetings with teachers in each course.
Decide	CAO	The CAO makes the final decision related to the region's approach in each grade level and content area. This decision may or may not align with a recommendation from a DCA or it may be based on external research, such as feedback from an external consultant. Moving forward, the CAO will ensure that aspects of the region's Fundamentals of Instruction and Regional Assessment Strategy are externally vetted, each year, by individuals from high performing networks prior to the creation of resources for the next school year.

KIPP St. Louis Performance Contract

The Performance Contract for KIPP St. Louis is administered by the Washington University Charter Sponsorship Compliance Team. These goals represent the minimum level of performance expected during the charter term. Performance on both this contract and the annual performance evaluation program will be considered in any renewal, intervention, probation, or revocation decisions.

Academic Achievement Targets:

Academic goals based on the current state assessment (MAP), as required per 160.405.4(6), may be renegotiated as appropriate upon any new assessment guidelines.

Table 1. KIPP St. Louis Academic Achievement	
Measure	Annual Minimum Targets
District Average on State Assessments	Exceed SLPS average by grade level in all subjects
State Average on State Assessments	Demonstrate annual progress towards meeting or exceeding State averages in all tested subjects by Grade 8
NWEA Assessment	50% of students meet spring/spring target growth measure

Additional Targets:

APR goal assumes the current state accountability system and structure is in place through the 2019 school year.

Table 2. KIPP St. Louis Targets	
Measure	Annual Minimum Target
Attendance Rate	90%
APR (Annual Performance Report)	70%

In addition to the student performance targets, KIPP St. Louis will also be held to the following standards:

Finance Standards:

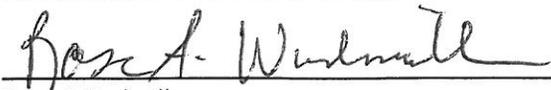
1. Comply with annual auditing and ASBR requirements, and remedy any audit findings per 160.405.4(4) RsMO.
2. Ensure financial controls are in place as outlined in State Code of Regulations 5 CSR 20-100(D)(F).
3. Meet the minimum 3% fund balance per 160.417 RsMO.

Governance Standards:

1. All board members will follow statutory requirements as outlined in the State Code of Regulations 5 CSR 20-100 (3).
2. Board adheres to all state and federal laws (including Missouri Sunshine Law) per 610.010 – 610.021 RsMO.

The term of this performance contract is for school years 2016 through 2019.

Washington University in St. Louis

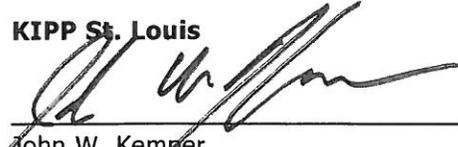


 Rose Windmiller
 Associate VC for Government & Community Relations

12/14/15

 Date

KIPP St. Louis



 John W. Kemper
 Chair, KIPP St. Louis Board of Directors

12/14/15

 Date



Measurements & Objectives Met

Charter Performance Contract (2016-2019)

The Performance Contract for (Charter) is administered by the Washington University Charter Sponsorship Compliance Team. These goals represent the minimum level of performance expected during the charter term. Performance on both this contract and the annual performance evaluation program will be considered in any renewal, intervention, probation, or revocation decisions.

Academic Achievement Targets:

Academic goals based on the current state assessment (MAP), as required per 160.405.4(6), may be renegotiated as appropriate upon any new assessment guidelines.

Table 1. (Charter) Academic Achievement		MET
Measure	Annual Minimum Targets	
District Average on State Assessments	Exceed SLPS average by grade level in all subjects	MET
State Average on State Assessments	Demonstrate annual progress towards meeting or exceeding State averages in all tested subjects	MET
NWEA Assessment	50% of students meet spring/spring target growth measure	MET

Additional Targets:

APR goal assumes the current state accountability system and structure is in place through the 2020 school year.

Table 2. (Charter) Targets		MET
Measure	Annual Minimum Targets	
Average Annual Attendance Rate	90%	MET
Annual Performance Report (APR)	70%	MET

In addition to the student performance targets, (Charter) will also be held to the following standards:

Finance Standards:

MET

1. Comply with annual auditing and ASBR requirements, and remedy any audit findings per 160.405.4(4), RsMO.
2. Ensure financial controls are in place for accountable school operation as outlined in State Code of Regulations 5 CSR 20-100.260(5).
3. Meet the minimum 3% fund balance per 160.417.2(b) RsMO.

Governance Standards:

MET

1. All board members will follow statutory requirements as outlined in the State Code of Regulations 5 CSR 20-100.260 (3).
2. Charter board and committee business is conducted per Missouri Sunshine Laws in sections 610.010 – 610.030, RsMO.

The term of this performance contract is for school years 2016 through 2019.

KIPP St. Louis Performance Contract SY2020-2024

The Performance Contract for KIPP St. Louis ("Performance Contract") is administered by the Washington University Charter Sponsorship Compliance Team. These goals represent the minimum level of performance expected during the charter term. Performance on both this Performance Contract and the annual performance evaluation program will be considered in any renewal, intervention, probation, or revocation decisions.

The KIPP St. Louis Charter School Application for Renewal and this Performance Contract are to be construed together as a single contract that constitutes both the charter and the performance contract for the purposes of Sections 160.400-160.425, RsMO. Over the length of the Performance Contract, KIPP St. Louis and Washington University reserve the right to amend targets for each goal based on changes to state assessment or accountability systems. Academic goals for District and State are based on the current statewide assessments, as required per 160.405.4(6), RsMO.

Table 1 ACADEMIC ACHIEVEMENT	
Measure	Annual Minimum Targets
District Average on State Assessments	Annually exceed Saint Louis Public Schools' % Proficient/Advanced average by grade level in tested subjects.
State Average on State Assessments	Demonstrate annual cohort progress towards meeting or exceeding State averages in MAP tested subjects by Grade 8.
NWEA Assessment	50% of students meet fall/spring target growth measure.

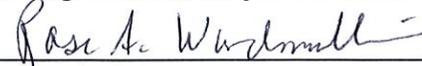
Table 2 ADDITIONAL TARGETS	
Measure	Annual Minimum Target
Annual Attendance Rate based on Average Daily Attendance (ADA)	90%
Annual Performance Report (APR)	70%

Table 3 FINANCE STANDARDS
1. Comply with annual auditing and Annual Secretary of the Board (ASBR) requirements, and remedy any audit findings per 160.405.4(4), RsMO.
2. Ensure accountable financial controls are in place as outlined in State Code of Regulations 5 CSR 20-100.260(5).
3. Meet the minimum 3% fund balance per 160.417, RsMO.

Table 4 GOVERNANCE STANDARDS
1. All board members will follow statutory requirements as outlined in the State Code of Regulations 5 CSR 20-100 (3).
2. Charter board and committee business is conducted per Missouri Sunshine Laws in sections 610.010 – 610.021, RsMO.

The term of this performance contract shall be for the five school years 2020 through 2024.

Washington University in St. Louis


 Rose Windmiller
 Associate VC, Government & Community Relations

12/18/18
 Date

KIPP St. Louis


 Kyle Chapman
 Chair, KIPP St. Louis Board of Directors

12/18/2018
 Date



Appendix A.4.1

Student Services Mission

KIPP St. Louis' schools will redefine what is possible for exceptional learners by preparing every scholar to reach his or her most rigorous choice filled life.

Student Services Values

Value	Definition
Conviction	We are convinced that the impossible is possible for scholars with diverse learning needs. We never waiver in our pursuit of each scholar's most rigorous outcome.
Achievement	We set ambitious goals and reflect on data to guide our actions.
Positivity	We meet every problem with a solution.
Growth	We build expertise in our school, our teammates and ourselves so we can best help scholars build their strengths.
Collaboration	We embed ourselves in school teams through teamwork and believe it is essential to our scholars' success.

Student Services Principles

Anchor Text	Tagline	Description
Mindset	Growth Mindset	All people can grow. We celebrate growth both small and big.
Good to Great	Stockdale Paradox	Confront brutal realities. Maintain faith in achieving a targeted outcome.
Lost at School	Lagging Skills	All needs are lagging skills. Lagging skills can be identified, targeted and grown with the right support. We approach every need with a potential solution.
How to Become Batman	Highest	Believe all people, no matter what, are capable of greatness. Always set a high bar. Support scholars in reaching this bar constantly.
Kids Beyond Limits	Expect miracles as the normal	Be attentive to scholars, emotionally connect with them and understand their pace and development. Use this to motivate them and assist them in achieving their maximum growth.
A Walk in the Rain with a Brain	Embrace and celebrate neurodiversity	No brain is the same. No brain is the best. Support every scholar's unique needs with enthusiasm. Ensure scholars embrace their growth and their ability to learn.
David and Goliath	Empower every learner.	Each learner is set up constantly to maximize their unique potential and provided aligned tools, research-based practices, resources and strategies to be successful.
Least Dangerous Assumption	Assume competency of all people.	High expectations and truly believing in the unique potential of all learners are the true foundation for ensuring rigorous opportunities for ALL scholars.

Never underestimate the power of a small, dedicated group of people to change the world. Indeed, it is the only thing that ever has. - Margaret Mead

2018-19 KIPP ST. LOUIS CALENDAR

SCHOOL HOURS:

Elementary: 8 AM - 4:15 PM | 1:30 PM Early Release
 Middle School: 7:15 AM - 3:30 PM | 1:30 PM Early Release
 High School: 7 AM - 3:15 PM | 1:30 PM Early Release

CALENDAR KEY	
	NO SCHOOL (Students Only)
	NO SCHOOL (Students & Staff)
	Early Dismissal
	VIP Days
	Testing Days
	School Events

First Student Bus Company
314.772.3184

JULY						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY

- 4 Independence Day
- 12 KVA Back to School Night | New Families
- 13 KVA Back to School Night | Returning Families
- 16 - 20 School Leadership Professional Development
- 23 - 27 Professional Development | New Staff
- 30 - 31 Professional Development | All Staff

AUGUST						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

- 1 - 7 Professional Development | All Staff
- 2 KVA Back to School Night
- 8 High School Orientation | New Students Only
- 8-9 Elementary Orientation | Kindergarten Only
- 8-10 Middle School Orientation | New Students Only
- 10 Elementary Orientation | 1st - 4th Grades
- 11 KIA Back to School BBQ
- 13 First Day of School
- 20 - 24 NWEA Baseline Testing | K - 8th Grade
- 24 Pre-ACT Test | KHS

SEPTEMBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SEPTEMBER

- 3 Labor Day (NO SCHOOL)
- 20 Early Dismissal | All Schools 1:30 PM
- 21 Data Day (NO SCHOOL)

OCTOBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER

- 12 Wellness Day (NO SCHOOL)
- 18 High School Parent/Teacher Conferences | KHS
- 19 High School Interim Assessments | KHS
- 26 Fall Festival | Elementary

NOVEMBER						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER

- 1 Early Dismissal | All Schools 1:30 PM
- 2 Data Day (NO SCHOOL)
- 15 - 16 K - 8th Grade Parent/Teacher Conferences
- Early Dismissal | K - 8th grade 1:30 PM
- 19 - 23 Thanksgiving/Fall Break (NO SCHOOL)

DECEMBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER

- 13 Polar Express Family Night | KWA
- 14 Polar Express Family Night | KVA
- 17 - 20 High School Finals
- Early Dismissal | 1:30 PM KHS Only
- 20 Early Dismissal | All Schools 1:30 PM
- 21 Data Day (NO SCHOOL)
- 24 - 31 Winter Break (NO SCHOOL)

KIPP St. Louis
PUBLIC SCHOOLS

2018-19 KIPP ST. LOUIS CALENDAR

SCHOOL HOURS:

Elementary: 8 AM - 4:15 PM | 1:30 PM Early Release
 Middle School: 7:15 AM - 3:30 PM | 1:30 PM Early Release
 High School: 7 AM - 3:15 PM | 1:30 PM Early Release

CALENDAR KEY	
	NO SCHOOL (Students Only)
	NO SCHOOL (Students & Staff)
	Early Dismissal
	VIP Days
	Testing Days
	School Events

First Student Bus Company
314.772.3184

JANUARY						
S	M	T	W	Th	F	S
		1	2	3	4	5
6		8	9	10		12
13	14	15	16	17		19
20		22	23	24		26
27	28	29	30	31		

JANUARY (2019)

- 1 - 4 Winter Break (NO SCHOOL)
- 7 School Resumes
- 18 High School Interim Assessments 2
- 21 Martin Luther King Jr. Day (NO SCHOOL)

FEBRUARY						
S	M	T	W	Th	F	S
						2
3	4	5	6	7		9
10	11	12	13			16
17		19	20	21		23
24	25	26	27			

FEBRUARY

- 14 Early Dismissal | All Schools 1:30 PM
- 15 Data Day (NO SCHOOL)
- 18 President's Day (NO SCHOOL)
- 28 K - 8th Grade Parent/Teacher Conferences
Early Dismissal | Kindergarten - 8th Grade 1:30 PM

MARCH						
S	M	T	W	Th	F	S
						2
3	4	5	6	7		9
10	11	12	13			16
17		19	20	21		23
24						30
31						

MARCH

- 1 K - 8th Grade Parent/Teacher Conferences
Early Dismissal 1:30 PM
- 14 High School Parent/Teacher Conferences
- 15 High School Interim Assessments 3
- 25 - 29 Spring Break (NO SCHOOL)

APRIL						
S	M	T	W	Th	F	S
	1	2	3	4		6
7	8	9	10	11		13
14	15	16	17			20
21	22	23	24	25		27
28	29	30				

APRIL

- 18 Early Dismissal | All Schools 1:30 PM
- 19 Data Day (NO SCHOOL)

MAY						
S	M	T	W	Th	F	S
			1	2		4
5						11
12						18
19						25
26						31

MAY

- 6 - 24 MAP & NWEA Testing
MIDDLE SCHOOL ONLY | Early Dismissal 1:30 PM
- 20 High School | Post ACT | KHS
- 20 - 24 High School Finals & Make-up Testing | Early Dismissal 1:30 PM
- 23 8th Grade Promotion Ceremony
- 24 Last Day of School
- 27 Memorial Day
- 28 - 31 Middle School End of the Year Trips

JUNE

- 3 - 21 Summer School

JUNE						
S	M	T	W	Th	F	S
						1
2		4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

KIPP:St. Louis
PUBLIC SCHOOLS

Appendix A.5.2 Sample KIPP St. Louis Elementary School Schedule

		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade					
8:00 AM	8:05 AM										
8:05 AM	8:10 AM										
8:10 AM	8:15 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast					
8:15 AM	8:20 AM										
8:20 AM	8:25 AM										
8:25 AM	8:30 AM										
8:30 AM	8:35 AM										
8:35 AM	8:40 AM	Family Meeting	Family Meeting	Family Meeting	Family Meeting	Family Meeting					
8:40 AM	8:45 AM										
8:45 AM	8:50 AM	Specials	Guided Reading	Literacy	Phonics	Guided Reading					
8:50 AM	8:55 AM										
8:55 AM	9:00 AM										
9:00 AM	9:05 AM										
9:05 AM	9:10 AM										
9:10 AM	9:15 AM										
9:15 AM	9:20 AM										
9:20 AM	9:25 AM										
9:25 AM	9:30 AM										
9:30 AM	9:35 AM										
9:35 AM	9:40 AM	Guided Reading	Specials	Brain Break/Team Check	Classroom Switch	Classroom Switch					
9:40 AM	9:45 AM										
9:45 AM	9:50 AM										
9:50 AM	9:55 AM										
9:55 AM	10:00 AM										
10:00 AM	10:05 AM										
10:05 AM	10:10 AM										
10:10 AM	10:15 AM										
10:15 AM	10:20 AM										
10:20 AM	10:25 AM										
10:25 AM	10:30 AM	Recess	Restrooms	Brain Break/Team Check	Phonics	Guided Reading					
10:30 AM	10:35 AM										
10:35 AM	10:40 AM										
10:40 AM	10:45 AM										
10:45 AM	10:50 AM										
10:50 AM	10:55 AM										
10:55 AM	11:00 AM										
11:00 AM	11:05 AM										
11:05 AM	11:10 AM										
11:10 AM	11:15 AM										
11:15 AM	11:20 AM	Lunch	Recess	Brain Break/Team Check	Guided Reading	Guided Reading					
11:20 AM	11:25 AM										
11:25 AM	11:30 AM										
11:30 AM	11:35 AM										
11:35 AM	11:40 AM										
11:40 AM	11:45 AM										
11:45 AM	11:50 AM										
11:50 AM	11:55 AM										
11:55 AM	12:00 PM										
12:00 PM	12:05 PM						Restrooms	Brain Break/Team Check	Lunch	Restrooms	Restrooms
12:05 PM	12:10 PM										
12:10 PM	12:15 PM										
12:15 PM	12:20 PM										
12:20 PM	12:25 PM										
12:25 PM	12:30 PM										
12:30 PM	12:35 PM										
12:35 PM	12:40 PM										
12:40 PM	12:45 PM										
12:45 PM	12:50 PM	Math Workshop	Math Workshop	Spiral Review/Fast Facts	Lunch	Recess					
12:50 PM	12:55 PM										
12:55 PM	1:00 PM										
1:00 PM	1:05 PM										
1:05 PM	1:10 PM										
1:10 PM	1:15 PM										
1:15 PM	1:20 PM										
1:20 PM	1:25 PM										
1:25 PM	1:30 PM										
1:30 PM	1:35 PM						Core	Core	Spiral Review/Fast Facts	Lunch	Lunch
1:35 PM	1:40 PM										
1:40 PM	1:45 PM										
1:45 PM	1:50 PM										
1:50 PM	1:55 PM										
1:55 PM	2:00 PM										
2:00 PM	2:05 PM										
2:05 PM	2:10 PM										
2:10 PM	2:15 PM										
2:15 PM	2:20 PM	Phonics	Restrooms	Team Check	Phonics	Guided Reading					
2:20 PM	2:25 PM										
2:25 PM	2:30 PM										
2:30 PM	2:35 PM										
2:35 PM	2:40 PM										
2:40 PM	2:45 PM										
2:45 PM	2:50 PM										
2:50 PM	2:55 PM										
2:55 PM	3:00 PM										
3:00 PM	3:05 PM						Phonics	Core	Team Check	Specials	Core
3:05 PM	3:10 PM										
3:10 PM	3:15 PM										
3:15 PM	3:20 PM										
3:20 PM	3:25 PM										
3:25 PM	3:30 PM										
3:30 PM	3:35 PM										
3:35 PM	3:40 PM										
3:40 PM	3:45 PM										
3:45 PM	3:50 PM	Choice Time	Choice Time	Team Check	Choice Time	Choice Time					
3:50 PM	3:55 PM										
3:55 PM	4:00 PM										
4:00 PM	4:05 PM						Dismissal	Dismissal	Team Check	Dismissal	Dismissal

Appendix A.5.3 Sample KIPP St. Louis Middle School Schedule

		5th Grade						6th Grade			
		Time	1	2	3	4	Time	1	2	3	4
Monday/ Wednesday A Day	7:15-7:40	Morning Advisory				Morning Advisory					
	7:45-9:40	PE 7:45-8:25	ELA 7:45-8:55	Seminar 7:45-8:25	Math 7:45-8:55	7:45-8:55	ELA	Math	SS	Science	
	9:00-10:10	SS 8:30-9:40	PE 9:00-9:40	Science 8:30-9:40	Seminar 9-9:40	9:00-10:10	Writing	ELA	Math	SS	
	9:45-10:55	Math	Writing	ELA	Science	10:15-11:25	Science	Writing	ELA	Math	
	11-11:25	Lunch				Lunch					
	11:30-12:40	Science	SS	Writing	ELA	12-1:10	SS	Science	Writing	ELA	
	12:45-1:55	ELA	Math	SS	Writing	1:15-3:10	PE 1:15-1:55	SS 1:15-2:25	Seminar 1:15-1:55	Writing 1:15-2:25	
	2-3:10	Writing	Science	Math	SS	3:15-3:30	Math 2-3:10	PE 2:30-3:10	Science 2-3:10	Seminar 2:30-3:10	
3:15-3:30	Advisory + Dismissal				Advisory + Dismissal						
Tuesday/ Thursday B Day	7:15-7:40	Morning Advisory				Morning Advisory					
	7:45-9:40	Seminar 7:45-8:25	ELA 7:45-8:55	PE 7:45-8:25	Math 7:45-8:55	7:45-8:55	ELA	Math	SS	Science	
	9:00-10:10	SS 8:30-9:40	Seminar 9-9:40	Science 8:30-9:40	PE 9-9:40	9:00-10:10	Writing	ELA	Math	SS	
	9:45-10:55	Math	Writing	ELA	Science	10:15-11:25	Science	Writing	ELA	Math	
	11-11:25	Lunch				Lunch					
	11:30-12:40	Science	SS	Writing	ELA	12-1:10	SS	Science	Writing	ELA	
	12:45-1:55	ELA	Math	SS	Writing	1:15-3:10	Seminar 1:15-1:55	SS 1:15-2:25	PE 1:15-1:55	Writing 1:15-2:25	
	2-3:10	Writing	Science	Math	SS	3:15-3:30	Math 2-3:10	Seminar 2:30-3:10	Science 2-3:10	PE 2:30-3:10	
3:15-3:30	Advisory + Dismissal				Advisory + Dismissal						
Monday/ Wednesday A Day	7:15-7:40	Morning Advisory				Morning Advisory					
	7:45-8:55	ELA	SS	Science	Math	7:45-8:55	Math	ELA	SS		
	9:00-10:10	Writing PE 10:15-10:55	ELA	SS Seminar 10:15-10:55	Science	9:10-10	Writing	Science	ELA		
	10:15-12:10	Math 11-12:10	Writing 10:15-11:25	PE 11-12:10	ELA 11-12:10	10:15-11:25	ELA	Math	Writing		
	12:15-12:40	Lunch				Club Block/Electives (Includes Elective teachers)					
	12:45-1:55	Science	Math	Writing	ELA	11:30-12:40	Science	SS	Math		
	2-3:10	SS	Science	Math	Writing	12:45-1:15	Lunch				
	3:10-3:30	Advisory + Dismissal				1:20-1:50			1:55-3:05	SS	Writing
3:10-3:30	Advisory + Dismissal				3:10-3:30			Advisory + Dismissal			
Tuesday/ Thursday B Day	7:15-7:40	Morning Advisory				Morning Advisory					
	7:45-8:55	ELA	SS	Science	Math	7:45-8:55	Math	ELA	SS		
	9:00-10:10	Writing	ELA	SS	Science	9-10:10	Writing	Science	ELA		
	10:15-12:10	Seminar 10:15-10:55	Writing 10:15-11:25	PE 10:15-10:55	SS 10:15-11:25	10:15-11:25	ELA	Math	Writing		
	12:15-12:40	Lunch				Club Block/Electives (Includes Elective teachers)					
	12:45-1:55	Science	Math	Writing	ELA	11:30-12:40	Science	SS	Math		
	2-3:10	SS	Science	Math	Writing	12:45-1:15	Lunch				
	3:10-3:30	Advisory + Dismissal				1:20-1:50			1:55-3:05	SS	Writing
3:10-3:30	Advisory + Dismissal				3:10-3:30			Advisory + Dismissal			

Appendix A.5.4 Sample KIPP St. Louis High School Schedule

Monday-Wednesday Bell Schedule

	Start	End	Total Time
Arrival and Breakfast	7:00	7:15	--
AM Advisory	7:15	7:30	15
Period 1	7:33	8:24	51
Period 2	8:27	9:18	51
Period 3	9:21	10:12	51
Period 4	10:15	11:06	51
Lunch	11:09	11:39	30
Period 5	11:42	12:33	51
Period 6	12:36	1:27	51
Period 7	1:30	2:21	51
Detention + KIPP Block*	2:24	3:16	52
Dismissal	3:16		

*KBA meets M/W, KBB meet T/R

Thursday Bell Schedule

	Start	End	Total Time
Arrival and Breakfast	7:00	7:15	--
AM Advisory	7:15	7:30	15
Period 1	7:33	9:03	90
Period 2	9:06	10:36	90
Lunch	10:39	11:09	30
Period 3	11:12	12:42	90
Period 4	12:45	2:15	90
Detention + KIPP Block*	2:18	3:16	58
Dismissal	3:16		

Friday Bell Schedule

	Start	End	Total Time
Arrival and Breakfast	7:00	7:15	--
Advisory- 9th Community Meeting- 10th	7:15	7:45	30
Period 5	7:48	9:18	90
Period 6	9:21	10:51	90
Lunch	10:54	11:24	30
Period 7	11:27	12:57	90
Advisory - 10th Community Meeting - 9th	1:00	1:30	30
Dismissal	1:30		

Student Recruitment & Enrollment Two Pager

New This Year

- New robo call platform-SchoolMessenger
- Focus on internal recruitment efforts
- Focus on lowering attrition
- Increased social media presence
- Two lotteries for all schools | Nov 26 & Feb 14
- 4th to 5th graders must use SchoolMint to re-enroll
- No longer using the Newly Accepted Tracker
- Main documents will be translated into Spanish
- No longer using the Charter School Common Application
- Weekly team report of metrics and updates
- Focus on gaining new community partnerships

Enrollment Targets-These will be announced by the Nov 26 lottery

Key Dates

- **Sept:** 8th grade transition meetings
- **Oct 1:** Applications Open
- **Oct 31:** 8th Grade KIPPster Application Deadline
- **Nov 8:** HS Open House
- **Nov 9:** Community Partner Breakfast
- **Nov 25:** Application I Deadline
- **Nov 26:** Lottery I
- **Dec TBA:** Middle School Transition Meetings
- **Jan 31:** 5th grade KIPPster Commitment Deadline
- **Feb:** ELE & MID Open Houses
- **Feb 10:** Application II Deadline
- **Feb 14:** Lottery II
- **Feb 14:** Pre-Enrollment Available
- **April 1-May 31:** Intent to Return
- **April 27:** FIES I
- **June 8:** FIES II
- **July 20:** FIES III

Marketing Overview

Tactic	Radio	Newspaper	Internet	Direct Mail	Canvassing	Billboards	Yard Signs	PR Stories
Month	Jan, May	Dec - Sept	All Year	Nov, Jan, April, June,	Nov, Jan, May	Feb - Apr	Nov, March	All Year
Details	Radio One, iHeartRadio	STL American Calendar, STL American Online, RED Latina	FB, Twitter, Instagram, Google Ad	WaitList, VICC, Current 4th/8th Partner Lists	Staff and families	Outfront Media	Current Parents	Owned by Dev. Team

Recruitment Overview

Elementary School	Middle School	High School
<ul style="list-style-type: none"> • 1 Collective Event • 2 Internal Events (Kindergarten Focus) • 1 Community Event • 1 Internal Recruitment Event • 5 Social Media Posts 	<ul style="list-style-type: none"> • 1 Collective Event • 2 Community Events • 2 Internal Recruitments Event • 5 Social Media Posts 	<ul style="list-style-type: none"> • 1 Collective Event • 1 Community Events • 3 Internal Recruitment Events • 5 Social Media Posts

- **Mandatory Event:** This is a recruitment or enrollment event that all schools will conduct during the round. This

includes Open Houses, Waitlist Calling Tree, Bring a Bestie to KIPP and Group Canvassing.

- **Community Event:** This can be an info table, speaking to a school, canvassing or any activity that promotes KIPP externally to the community.
- **Internal Events:** These are events that you do to recruit current students or siblings/friends to attend kindergarten, 4th-5th and 8th-9th. Ex: Kindergarten fair, School Tour, Information Night
- **Social Media:** Plan out general descriptions of the event or activity you plan to post about. Think about family events, student culture events, or academic projects.

SCHOOL	High School	Middle School	Elementary School
SCHOOL TOUR SCHEDULE	1st and 3rd Tuesday 8:30 AM	1st and 3rd Wednesday 9:30 AM	1st and 3rd Thursday 9:30 AM

Enrollment Overview

Ways to Apply

- **Online:** kippstlouis.schoolmint.org
- **Phone:** Call 314-380-KIPP
- **Email:** Email enroll@kippstl.org
- **In Person:** At any KIPP school location

Applicant Preference Ranking

1. Returning KIPP Students
2. Employees of KIPP
3. Siblings of current KIPP students
4. Siblings KIPP Alumni
5. Siblings of new students who have been accepted
6. All other applicants

Lottery

If KIPP St. Louis receives more applications than there are seats available for any given grade level or campus, we will hold a lottery as required by law. If we do not receive enough applications for a lottery, then applicants will be automatically offered a seat into KIPP. The lottery is open to the public. Applicants will be notified on their status 24 hours after the lottery.

Family Information & Enrollment Sessions

Once an applicant is accepted, parents should attend the Family Information Session to introduce them to KIPP in greater detail, and to submit required enrollment documents. These are large enrollment events held in April, June and July.

Enrollment Packet

In addition to the enrollment packet you will need to submit the following forms for your packet to be considered complete:

Mandatory	If Applicable
<ul style="list-style-type: none"> ● Birth Certificate ● Proof of Residency (Two Forms) ● Immunization Record 	<ul style="list-style-type: none"> ● Previous Report Card ● Special Education Record ● Allergy Form ● Asthma Plan

Appendix B.1.1 Current Board of Directors Biographies

Kyle Chapman, Chair: Kyle is co-founder and Managing Director of Forsyth Capital Investors. Prior to joining Forsyth Capital Investors, Kyle was Director of Business Development for Swett & Crawford, a property and casualty wholesale insurance intermediary owned by two private equity firms. While at Swett & Crawford, Kyle led the acquisition efforts and assisted on operational and strategic initiatives. Prior to joining Swett & Crawford, Kyle worked for Bank of America Capital Investors, a Charlotte, N.C. based private equity fund with \$2.0 billion under management, where he completed transactions in a number of industries, with a focus on financial services and manufacturing. Kyle graduated with distinction from the University of Virginia, where he received a B.S. in Commerce with a focus in Finance from the McIntire School of Commerce. Kyle is currently the Chairman and CEO of Baldwin Technology Company, Inc., Chairman of the Board of Engle Martin & Associates, Inc. and serves on the Board of Directors of Machine Solutions, Inc.

Kerry Casey: Kerry is Vice President at Exegy, a technology firm that was founded by the School of Engineering at Washington University in St. Louis, where she is responsible for Contract Administration, Compliance and Business Continuity. Prior to joining Exegy, Kerry held a dual role at Reuters as Senior Vice President of Customer Administration for North and South America as well as the City Site Officer in St. Louis. Originally from Chicago, Kerry began her career at TWA and has held senior positions with SkyTel Paging in Jackson, MS and MCIWorldom in St. Louis. In addition to her role on the KIPP St. Louis Board, Kerry is a current board member of Junior Achievement and the St. Louis Military Officer Support Foundation, is a past member of various boards including the Regional Business Council, Big Brothers Big Sisters of Eastern MO Advisory Board, board chair of the TWA Credit Union (now Community America Credit Union), and past board chair of AAIM Management Association. Kerry and her husband Michael have two children.

Don Danforth: Don co-founded City Academy and assumed the role of President when the school opened in 1999. Previously, beginning in 1993, Don was the Education Director for the Mathews Dickey Boys' and Girls' Club. Prior to that he spent three years at Ralston Purina Company. He obtained a B.A. in English Writing/History from St. Lawrence University in 1989. Don was the recipient of the 2004 CORO Leadership Center Emerging Leader Award and the Princeton Award for Community Service. He has been named a St. Louis Business Journal 40 Under 40 community leader and recently received the Opportunity Maker Award from Boys Hope/Girls Hope of St. Louis. Don serves on numerous non-profit boards including the American Youth Foundation, Children's Hospital, KIPP: St. Louis, and Teach for America. Don and his wife Susannah have four children.

June Fowler, Secretary: June Fowler is Vice President of Corporate and Public Communications and BJC. Prior to joining BJC, Fowler was senior director of communications and community affairs for Mallinckrodt. She began her career as an urban planner with St. Louis County government, ultimately serving as director of the Department of Planning. Fowler earned her master's degree in urban affairs from Washington University in St. Louis, and completed her bachelor's degree at the University of Missouri - Columbia. Fowler additionally serves as vice president of the St. Louis County Economic Council and is a Board member of the St. Louis Science Center, Associated Industries of Missouri, and Citizens for Modern Transit.

William Jolly: Bill Jolly leads Monsanto's Vegetable Seeds Supply Chain organization, focused on increasing efficiencies through continuous improvements and innovation, as well as increasing customer satisfaction through predictive analytics, responsiveness to market demands, and anticipation of needs to enhance customer's touchpoints. Outside of Monsanto, Bill is involved in many organizations including the Congressional Black Caucus, the National Black Growers Council, Junior Achievement, and the YWCA's "Walk a Mile in Her Shoes" program. Additionally, he supports arts within the St. Louis community, including Contemporary Art Museum STL, STL Fashion Fund, Opera Theater STL and the Center of Creative Arts. Bill received a Bachelor of Science in Chemical Engineering from the University of Missouri Science & Technology, as well as an Executive Master of Business Administration from Emory University, Goizueta Business School in Atlanta, Georgia

David Lemkemeier: David B. Lemkemeier is a corporate attorney specializing in commercial real estate transactions both within the St. Louis region and throughout the United States. David regularly advises local and national clients on a wide range of complex corporate and real estate issues involving acquisitions and dispositions, leasing, financing, joint venture structuring, securing entitlements, and preparing indentures. He has significant experience navigating the complexities of infill real estate development projects.

Eric Scroggins: Eric came to Teach For America as part of the 2001 teaching corps where he taught 8th grade science in the Bronx. He has had a number of roles with Teach For America since, including helping to open its St. Louis region and to lead the Bay Area region through a major expansion. In these roles, Eric helped to codify the organization's regional growth and sustainability strategy, more than doubling the size of the corps in each region while increasing corps member and alumni impact, and also establishing full local funding. He then led the national Growth, Development, and Partnership team as executive vice president. In this position Eric led the effort to open 16 new sites and helped to grow regional revenue from \$82 million to \$228 million in four years, fueling a 67% increase in the national total corps size.

As Chief Strategy and Program Officer, Eric is responsible for helping to define and implement a strategy to maximize our impact at scale: evolving the national organization to support learning and innovation across our 52 regions, transforming the funding model from one focused on fueling growth to one that sustains the enduring institution Teach For America has grown into, and ensuring the organization has the strategy and capacity needed to enlist the next generation of leaders in the effort to transform public education. Eric was the first in his family to graduate from college, graduating *summa cum laude* and Phi Beta Kappa from Washington University in St. Louis. He serves on the Board of Directors for Innovate Public Schools and is an Aspen Institute Pahlara Fellow.

Patrick J. Sly, Treasurer: Pat manages the Emerson Charitable Trust and the company's community relations activities, in addition to several other administrative responsibilities. Sly began his career at Emerson in 1980 and was promoted to senior vice president in 1999. In 2000, he was promoted to executive vice president and served as business leader for Emerson Commercial & Residential Solutions until stepping out of this role in January 2014. Sly currently serves as the vice chair of the Saint Louis University Board of Trustees and the national board of directors for Boys Hope Girls Hope. He is a board member of the Today and Tomorrow Educational Foundation, KIPP Charter Schools, and is former chair and current board member of the Nine Network of Public Media (PBS). He is also a member of the boards of directors of the St. Louis Regional Chamber and the Urban League of Metropolitan St. Louis. Sly received his bachelor's degree in business administration from Benedictine College (Kansas) and an MBA from Saint Louis University.

Rick Stevens: As president of Christian Hospital (a member of BJC HealthCare), Rick Stevens is responsible for positioning Christian Hospital as a provider of quality critical health care services in north St. Louis County. Stevens provides strategic leadership and oversees daily operations of the 220n staffedn bed hospital. Prior to joining BJC in 2016, Stevens was with Sutter California Pacific Medical Center (CPMC) St. Luke's Hospital in San Francisco, where he served for four years as chief administrative officer and vice president for CPMC. Stevens has more than 20 years of health care experience, having served in executive roles at Methodist McKinney Hospital in McKinney, Texas; Jewish Hospital & St. Mary's Healthcare in Louisville, Kentucky; and University Medical Center, Inc., in Dallas, Texas. Stevens holds a master's degree in public health from Meharry Medical College in Nashville, Tenn., and a bachelor's degree from Tennessee State University. He is a Fellow of the American College of Healthcare Executives. He has received a number of awards throughout his health care career, including the 2006 Louisville YMCA Black Achievers Award, Modern Healthcare's "2005 Up and Comers

Award,” and the National Association of Health Services Executives’ “2002 Young Healthcare Executive” award. He serves on the boards of North County, Inc., St. Louis Integrated Health Network, Greater St. Louis Area Council Boy Scouts of America, KIPP St. Louis, and UMSL’s Chancellor’s Council. Stevens is married and has two children. He is a native of Rockford, Ill.

Robert J. Wasserman: Rob is Senior Vice President at U.S. Bancorp Community Development Corporation. Rob focuses his work on making investments into low-income communities. Prior to his involvement with KIPP St. Louis, he was a founding board member of a charter school in Los Angeles. Rob joined KIPP because of his desire to ensure that low-income children have the proper education opportunities to get jobs and to create sustainable communities. Rob moved from Los Angeles to St. Louis in 2009 with his wife, Renee, and their three children. He resides in University City and loves being in such a diverse and dynamic part of town.

Kristy Wei: Kristy Wei is a Vice President at Express Scripts where she leads the Enterprise Project Office. In her current role, she is responsible for leading a team that supports the execution of strategic initiatives and also manages the capital allocation process. With over 15 years of experience in healthcare, she has served in various leadership roles in Corporate Strategy, Internal Audit and Financial Operations. Kristy currently resides in St. Louis with her husband Tim and their three children, Ben, Holly and Jack.

**AMENDED AND RESTATED
BY LAWS
OF
KIPP ST. LOUIS**

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KIPP ST. LOUIS

BYLAWS

ARTICLE I STRUCTURE

Section 1.1 Structure. KIPP St. Louis (the “Corporation”) is a nonprofit corporation organized under Missouri Nonprofit Corporation Law, Chapter 355 RSMo (the “Statute”). The Articles of Incorporation of the Corporation (as amended from time to time, the “Articles of Incorporation”) were filed in the office of the Secretary of State of the State of Missouri on July 14, 2008.

Section 1.2 Purposes. The Corporation has been organized for the purposes set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

Section 1.3 Single Member. As provided in the Articles of Incorporation, the Corporation shall have a single member. The single member (the “Member”) shall have only the rights set out in the Articles of Incorporation. To the extent permitted by law, the Member shall take all action by written consent and there shall be no meetings of members or voting processes as contemplated by the Nonprofit Corporation Law.

ARTICLE II OFFICES

Section 2.1 Principal Place of Business. The principal place of business of the Corporation shall be located in St. Louis, Missouri. The Corporation may have such other offices, either within or without the State of Missouri, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Missouri a registered office and a registered agent whose office is the Corporation’s registered office, as required by the Statute. The registered office may but need not be identical with the principal office of the Corporation in the State of Missouri, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

ARTICLE III BOARD OF DIRECTORS

Section 3.1 Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board of Directors, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2 Number of Directors. The authorized number of Directors shall not be less than three (3), with the exact number of directors to be fixed by the Board of Directors from time to time.

Section 3.3 Election and Term of Office. The initial Directors shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office and each Director shall serve a term of one to three (3) years. The terms of the Directors elected at the first annual meeting of the Board shall be established by the Board of Directors. Any person serving as a Director shall hold office until the earlier to occur of (a) the expiration of the term for which he or she is appointed and until his or her successor has been appointed and qualified or (b) his or her death, resignation or removal as hereinafter provided.

Section 3.4 Removal. A Director may be removed from office at any time with or without cause by a vote of a majority of the directors then in office. In addition, as provide by the Articles of Incorporation, the Member may remove one or more Directors, with or without cause, at any time.

Section 3.5 Resignation. A Director may resign at any time by giving written notice to the Chair of the Board, the Executive Director or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 3.6 Vacancies. Any newly created Directorships and any vacancies on the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the remaining Directors. A Director so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.7 Meetings. To the extent that the Board of Directors and the Corporation are subject to Missouri's public meetings laws, RSMo §§ 610.010 to 610.035, meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with such laws. The annual meeting of the Board shall be held in the month of June in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board. Special meetings may be called by the Chair of the Board or the Secretary upon the written request of twenty percent of the Directors then in office. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.8 Notice of Meetings. In addition to the notice requirements of the Missouri public meetings laws, notice of the date, time and place of each regular, special or annual meeting of the Board of Directors, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by personal delivery, regular mail, telephone or e-mail at least 48 hours before the day on which the meeting is to be held. In a meeting where an amendment to these Bylaws will be considered, a notice shall be given to each

Director stating the purpose of the meeting to consider a proposed amendment of these Bylaws and containing or accompanied by a copy or summary of the amendment or statement of the general nature of the amendment. Furthermore, notice of any meeting of the Board of Directors need not be given to any Director who submits a signed written waiver and files such waiver with the minutes or the corporate records or attends or participates in a meeting unless the Director at the beginning of the meeting or promptly upon the Director's arrival objects to holding the meeting or transacting business at the meeting and does not vote for or assent to any action taken at the meeting.

Section 3.9 Quorum and Voting. A majority of the entire Board of Directors shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, shall be the act of the Board of the Directors.

Section 3.10 Committees. The Board of Directors, by resolution adopted by a majority of the entire Board of Directors, may designate from among its members an executive committee and other standing committees, each consisting of two (2) or more Directors. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The Chair shall appoint the chairperson of each committee. Such committees shall have all the powers delegated by the Board except that no committee shall have the power (a) to authorize distributions, (b) to approve or recommend the dissolution, merger, sale, pledge or transfer of all or substantially all of the Corporation's assets, (c) to elect, appoint or remove Directors or fill vacancies on the Board of Directors or on a committee, (d) adopt, amend or repeal the Articles of Incorporation or the Bylaws, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Directors or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 3.11 Compensation. Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members; provided, however, that Directors or committee members shall be entitled to reimbursement for reasonable expenses incurred by them in carrying out their duties as Directors.

Section 3.12 Advisory Board. The Board of Directors may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board of Directors approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

Section 3.13 Telephone and Electronic Meetings. Members of the Board of Directors may participate in a meeting of the Board by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

Section 3.14 Action Without a Meeting. Action required or permitted by law to be taken at a Board of Directors' meeting may be taken without a meeting if the action is taken by all members of the Board of Directors. The action shall be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken. Such action shall be effective when the last Director signs the consent, unless the consent specifies a different effective date.

ARTICLE IV OFFICERS

Section 4.1 Number. The officers of the Corporation shall be a Chair of the Board, Vice Chair, Secretary, Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required. The Chair of the Board must be a Director.

Section 4.2 Election and Term. All officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3 Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the Chair or the Secretary of the Board of Directors. A resignation is effective when the notice is effective unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Board accepts the later date, the Board may fill the pending vacancy before the effective date if it provides that the successor does not take office until the effective date. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board of Directors.

Section 4.4 Executive Director, School Principal and Other Employees and Agents. The Board of Directors may employ an Executive Director who shall generally supervise, direct and control the activities and affairs of the corporation, and shall see that all orders and resolutions of the Board of Directors are carried into effect. The Executive Director shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board of Directors. The Board of Directors shall employ, on behalf of each school operated by the Corporation, a person who shall act as School Principal having general charge of the day to day affairs of the school he or she is given charge of, subject to the annual policies, work plan and budget as voted by the Board of Directors. The Executive Director shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Directors, to execute and deliver other documents and instruments, and to sign checks, drafts, notes and orders for the payment of money (subject to Section 5.5 below). The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board of Directors, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Directors may from time to time determine.

Section 4.5 Chair of the Board. The Chair of the Board shall preside at all meetings of the Board of Directors. The Chair shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 4.6 Vice Chair. The Vice Chair shall, in the absence or disability of the Chair of the Board, perform the duties and exercise the powers of the Chair. The Vice Chair may have such powers and perform such duties as may be delegated thereunto by the Chair or prescribed by the Board of Directors.

Section 4.7 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 4.8 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Executive Director and the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

ARTICLE V MISCELLANEOUS

Section 5.1 Checks, Notes and Contracts. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation. All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

Section 5.2 Indemnification. The Corporation shall have the power to indemnify Directors and officers as provided in its Articles of Incorporation.

Section 5.3 Amendments. These Bylaws may be amended at any meeting of the Board of Directors by a vote of the majority of the entire Board of Directors. Notice must be provided to the Board of Directors for any meeting of the Board of Directors at which an amendment of these Bylaws is to be approved. Such notice must state that the purpose of the meeting is to consider a proposed amendment of these Bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment.

Section 5.4 Records. The Corporation shall keep as permanent records a record of the minutes of meetings of the Corporation's Board of Directors and a record of actions taken by committees of the Board of Directors. The Corporation shall maintain appropriate accounting

records. The Corporation shall maintain the Corporation's records in written form. The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) the Corporation's Articles of Incorporation or restated Articles of Incorporation and all amendments to the Articles of Incorporation currently in effect, (b) the Corporation's Bylaws or restated Bylaws and all amendments to these Bylaws currently in effect, (c) a list of the names and business or home addresses of the Corporation's current Directors and officers, and (d) the Corporation's most recent annual report delivered to the Secretary of State.

Section 5.5 Distribution of Funds upon Dissolution. In addition to the limitations in Article 7 of the Corporation's Articles of Incorporation, and in accordance with state law, upon the dissolution of the Corporation, after payment or provision for payment of the Corporation's liabilities has been made, the Corporation's remaining assets shall be distributed to an organization selected by majority vote of the Board of Directors, provided that such organization is at the time of such distribution an educational organization described in section 501(c)(3) of the Internal Revenue Code of 1986.

ARTICLE VI CONFLICTS OF INTEREST AND DISCLOSURES

Section 6.1 Purpose. The purpose of the conflicts of interest and disclosures policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2 Definitions.

(a) Interested Person. Any director, officer, employee, or candidate who has a substantial interest, as defined below, is an interested person.

(b) Substantial Interest. Ownership by the individual, the individual's spouse, or the individual's dependent children, whether singularly or collectively, directly or indirectly of:

- (1) 10% or more of any business entity; or
- (2) an interest having a value of \$10,000 or more; or
- (3) the receipt of a salary, gratuity, or other compensation or remuneration of \$5,000 or more, per year from any individual, partnership, organization, or association within any calendar year.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 6.3 Conflicts of Interest Procedures.

(a) Conflicts of Interest. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her substantial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the substantial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the substantial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The Chair of the Board or chair of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4 Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Substantial Interest. The names of the persons who disclosed or otherwise were found to have a substantial interest in connection with an actual or possible conflict of interest, the nature of the substantial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 6.5 Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 6.6 Disclosure Reports

Each Board Member and Executive Officer shall disclose in writing to the Board the following information by May 1 of each year if any such transactions occurred during the previous calendar year

(a) For such person, and all persons within the first degree of consanguinity or affinity of such person, the date and the identities of the parties to each transaction with a total value in excess of five hundred dollars, if any, that such person had with the Corporation, other than compensation received as an employee or payment of any tax, fee or penalty due to the Corporation, and other than transfers for no consideration to the Corporation; and

(b) The date and the identities of the parties to each transaction known to the person with a total value in excess of five hundred dollars, if any, that any business entity in which such person had a substantial interest, had with the Corporation, other than payment of any tax, fee or penalty due to the Corporation or transactions involving payment for providing utility service to the Corporation, and other than transfers for no consideration to the Corporation.

Each Chief Administrative Officer and Chief Purchasing Officer for the Corporation shall disclose in writing to the Board the following information by May 1 of each year.

(c) The name and address of each of the employers of such person from whom income of one thousand dollars or more was received during the year covered by the statement; and

(d) The name and address of each sole proprietorship that such person owned; the name, address and the general nature of the business conducted of each general partnership and joint venture in which such person was a partner or participant; the name and address of each partner or coparticipant for each partnership or joint venture unless such names and addresses are filed by the partnership or joint venture with the secretary of state; the name, address and general nature of the business conducted of any closely held corporation or limited partnership in which the person owned ten percent or more of any class of the outstanding stock or limited partnership units; and the name of any publicly traded corporation or limited partnership that is listed on a regulated stock exchange or automated quotation system in which the person owned two percent or more of any class of outstanding stock, limited partnership units or other equity interests; and

(e) The name and address of each corporation for which such person served in the capacity of a director, officer or receiver.

Section 6.7 Filing of Disclosure Reports. The disclosure reports described in Section 6.6 shall be filed with the Corporation and with the Missouri Ethics Commission. The reports shall be available for public inspection and copying during normal business hours.

Section 6.8 Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt. Has received a copy of the conflicts of interest and disclosure policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6.9 Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Appendix B.1.3 Nonprofit Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 08 2012

KIPP ST LOUIS
D/B/A/ KIPP INSPIRE
C/O THOMAS A DURPHY
1 N BRENTWOOD SUITE 800
ST LOUIS, MO 63105

Employer Identification Number:
01-0916759
DLN:
500195070
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
July 17, 2008
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)



State of Missouri
Robin Carnahan, Secretary of State

Corporations Division
P.O. Box 778 / 600 W. Main Street, Rm 322
Jefferson City, MO 65102

File Number:
N00908135
Date Filed: 07/14/2008
Robin Carnahan
Secretary of State

Articles of Incorporation of a Nonprofit Corporation

(To be submitted with a filing fee of \$25)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

(1) The name of the corporation is KIPP St. Louis

(2) This corporation is a Public Benefit Corporation.
(Public or Mutual)

(3) The period of duration of the corporation is Perpetual
("Perpetual" unless stated otherwise)

(4) The name and street address of the Registered Agent and Registered Office in Missouri is:
Trina Dyan Clark-James 815 Olive Street, Suite 14 St. Louis, MO 63101
Name Address City/State/Zip

(5) The name(s) and address(es) of each incorporator:
Nolan Highbaugh 345 Spear Street, Suite 510, San Francisco, CA 94105

(6) Does the corporation have members? YES [checked] NO

(7) The assets of the corporation will be distributed on dissolution as follows: See Attachment A

(8) The corporation is formed for the following purpose(s): See Attachment B

(9) The effective date of this document is the date it is filed by the Secretary of State of Missouri, unless you indicate a future date, as follows:
(Date may not be more than 90 days after the filing date in this Office)

Please see next page

Name and address to return filed document:
Name: Nolan Highbaugh
Address: 345 Spear St., Ste 510
City, State, and Zip Code: San Francisco, CA 94105

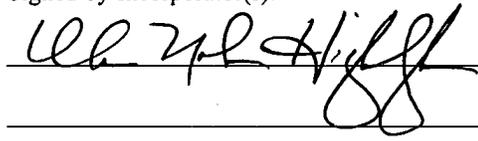
State of Missouri
Creation - NonProfit 12 Page(s)



In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Signed by Incorporator(s):

A handwritten signature in black ink, appearing to read "W. L. Hill", is written over a horizontal line. The signature is cursive and somewhat stylized.

Attachment A

Article 7

**Distribution of Assets on Dissolution or Final
Liquidation**

Article 7

Upon the dissolution of the Corporation, the board of directors, after paying or making provisions for the payment of all of the Corporation's liabilities, shall distribute all of the Corporation's remaining assets exclusively for charitable or educational purposes to an organization or organizations with purposes similar to those described in Articles 2 and 8 hereof, which are then organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"). In the event that any such organization is not so described, the Corporation's assets designated for distribution to such organization shall be distributed to one or more organizations described in Section 501(c)(3) of the Code as determined by majority vote of the Corporation's board of directors. In no event shall any of such assets be distributed to any director, officer, member of the Corporation or any private individual. The amount of any distribution made under this Article 7 shall be determined by the Corporation's board of directors.

Attachment B

Article 8 – Purpose

Article 8

The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Code, as now in effect or as may hereafter be amended, including, but without limitation thereon:

(a) To operate one or more public charter schools in accordance with the KIPP educational model in the State of Missouri;

(b) To exercise all rights and powers conferred by the laws of the State of Missouri upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and,

(c) To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Missouri.

The broadest discretion is vested in and conferred upon the Corporation's board of directors for the accomplishment of these purposes, provided, however, that no contributions shall be made or distributed to or for any person, firm, corporation, or other entity that shall apply, directly or indirectly, such contributed funds for any purpose or purposes in violation of the Constitution and statutes of the United States or the State of Missouri.

Attachment C

Article 10 – Sole Member

Article 10

The sole member of the Corporation shall be the KIPP Foundation, a California nonprofit, public benefit corporation. Notwithstanding any other provision herein, this member of the Corporation shall have the exclusive right to approve any amendments to these Articles of Incorporation as well as to remove and replace any person serving on the Corporation's Board of Directors.

Attachment D

Article 11- Indemnification

Article 11

Under this Article 11, the Corporation shall hold harmless and indemnify any party falling under the following provisions, to the fullest extent authorized or permitted by the laws of the State of Missouri or any other or additional applicable laws that may hereafter be adopted authorizing or permitting such indemnification.

(a) Parties subject to this Article

(i) Basic Indemnification of Directors and Officers

The Corporation shall hold harmless and indemnify each director and officer pursuant to the extent stated above. Without limiting the generality of this proviso, the Corporation shall indemnify each director and officer to the fullest extent as it may indemnify others pursuant to subsection (ii) of this section (a), immediately below.

(ii) Basic Indemnification of Others

(A) Actions other than by or in the right of the Corporation

The Corporation may indemnify any person who was or is party or is threatened to be made a party to any threatened, pending, or completed action, lawsuit, or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the corporation, by reason of the fact that he is or was an employee, agent or volunteer of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise. Such party shall be indemnified against expenses, including attorney's fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him or in connection with such action, lawsuit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation. With respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, lawsuit, or proceeding by judgment, order settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

(B) Actions by or in the right of the Corporation

The Corporation may indemnify any person who was or is party or is threatened to be made a party to any threatened, pending, or completed action or lawsuit by or in the right of the Corporation to procure judgment in its favor by reason of the fact that he is or was an employee, agent or volunteer of the corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise. Such party shall be indemnified against expenses, including attorney's fees, amounts paid in settlement actually and reasonably incurred by him in connection with the defense or settlement of the action or lawsuit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation. No indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the

Corporation unless and only to the extent that the court in which the action or suit was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

(b) Further Indemnification

In addition to the foregoing, and subject only to the exclusions set forth in the second paragraph of this section (b), the corporation *shall*, to the fullest extent authorized or permitted by the laws of the State of Missouri, hold harmless and indemnify each director and officer. The Corporation *may*, to the fullest extent authorized or permitted by the laws of the State of Missouri, hold harmless and indemnify any other person. Parties falling within the scope of either category are indemnified against any and all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with any threatened, pending or completed action, lawsuit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the Corporation) to which such person is, was or at any time became a party, or is threatened to be made a party, by reason of the fact that such person is, was or at any time becomes an employee, agent or volunteer of the Corporation, or is or was serving or at any time serves at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

No indemnity pursuant to this section (b) shall be paid by the corporation:

(i) except to the extent the aggregate of losses to be indemnified thereunder exceeds the amount of such losses for which the indemnitee has been indemnified either pursuant to section (a) of this Article 11 or pursuant to any insurance of the type referred to in section (c) of this Article 11 purchased and maintained by the Corporation; (ii) in respect of remuneration paid to such indemnitee if it shall be determined by a final decision of a court having jurisdiction in the matter that such remuneration was in violation of the law; (iii) on account of such indemnitee's conduct which is finally adjudged by a court having jurisdiction in the matter to have been knowingly fraudulent, deliberately dishonest or willful misconduct; or (iv) if a final decision by a court having jurisdiction in the matter shall determine that such indemnification is not lawful.

(c) Insurance

The Corporation may purchase and maintain a policy or policies of liability insurance for the benefit of each indemnitee, as named insured or additional insured. General comprehensive liability insurance can cover claims arising out of death, illness or injury or arising out of property loss or damages. Directors' and officers' liability insurance can cover claims arising out of wrongful acts or omissions in respect to liabilities asserted against and/or incurred by its directors and officers in either such capacity or otherwise in the performance of their services for the Corporation.

(d) Nonexclusivity

The indemnification provided in this Article 11 shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under section 537.11 or 118, R.S. Mo., any other provision of law, these Articles of Incorporation or the bylaws or any agreement, vote of disinterested directors or otherwise, both as to action within or outside of his official capacity while holding such office. Article 11 indemnification shall continue as to a person who has ceased to be a

director, officer, employee or agent and shall inure to the benefit of heirs, executors and administrators of such a person.

(e) Advancements

The Corporation shall pay, in advance of the final disposition of the action, lawsuit, or proceeding, all reasonable expenses of any indemnitee incurred in defending any criminal or civil action, lawsuit or proceeding against him. This is provided that the indemnitee agreed to reimburse the Corporation if and to the extent that it shall be determined that he is not entitled to be indemnified by the Corporation for such expenses.

(f) Contract with Indemnitees

Provisions of this Article 11 shall be in the nature of a contract between the Corporation and each of its indemnitees. Such contract will be made in consideration of such person's continued service to the corporation and afford each indemnitee the protection of Article 11. This protection shall survive such person's term of service, office, or employment. This Article 11 may not be repealed, nor may its benefits to the indemnitees afforded hereby be diminished except as to the liability accruing in respect of acts or omissions occurring after the date of such repeal or modification.

All agreements and obligations of the Corporation contained in this Article 11 shall continue during the period of such indemnitee's service to the Corporation (or service at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise) and shall continue so long as the indemnitee is subject to the types of action per section (b), by reason of the fact that he or she was a director or officer of the corporation or was serving in any other capacity referred to in this Article 11.

State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

KIPP St. Louis
N00908135

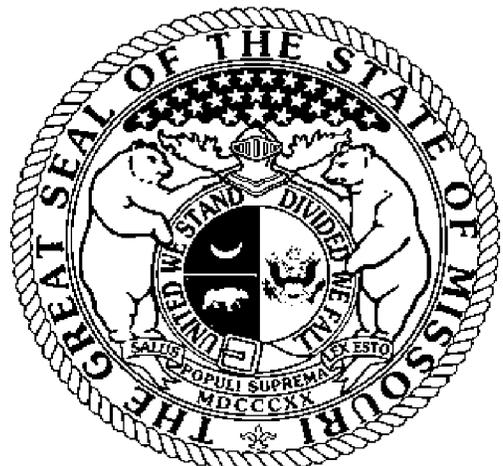
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
14th day of July, 2008.

Robin Carnahan

Secretary of State

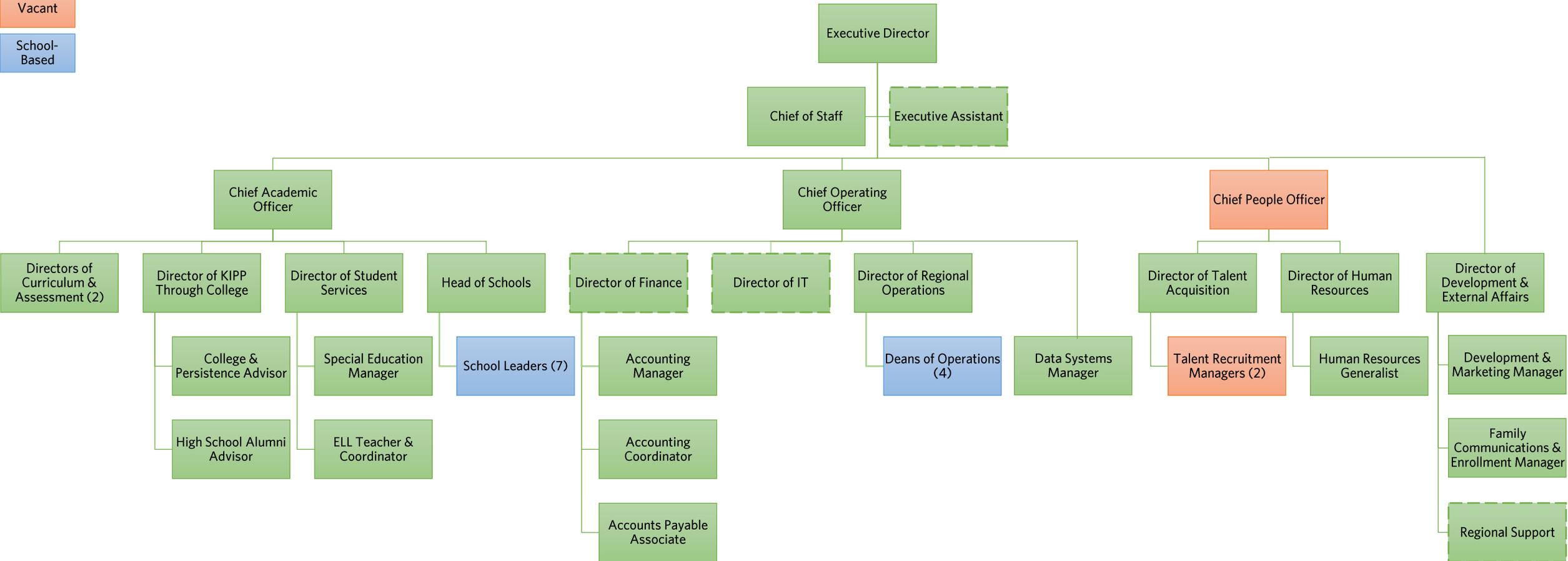


KIPP St. Louis Regional Team

Contractor

Vacant

School-Based



Appendix C.1.1 Five-Year School Enrollment Projections

Enrollment Assumptions

School Name	2019	2020	2021	2022	2023	2024
Inspire	375	440	490	530	550	550
Triumph	375	450	500	530	550	550
Victory	509	509	509	509	509	509
Wisdom	469	509	509	509	509	509
ES #3	-	206	309	409	509	509
HS	220	326	419	449	547	597
Total	1,948	2,440	2,736	2,936	3,174	3,224

Appendix C.2.1 Five-Year Financial Model

KIPP ST. LOUIS

Summary of Financial, Enrollment and Staffing Data Prepared 10/9/2018

Fiscal Year	2019	2020	2021	2022	2023	2024
Number of Schools	5	6	6	6	6	6
Enrollment	1948	2440	2736	2936	3174	3224
Consolidated Per Pupil						
Revenue Per Pupil	15,414	14,282	14,502	14,301	14,329	14,666
Expense Per Pupil	13,910	14,195	14,110	14,062	14,047	14,199
Operating Surplus/Deficit Per Pupil	1,504	88	392	239	282	467
Bldg Improvements/Capital	411	531	508	425	397	394
Total Surplus/(Deficit)	1,093	(443)	(116)	(186)	(114)	73
Consolidated Totals						
Revenue	32,315,298	39,105,221	44,583,685	47,373,522	51,404,076	53,449,589
Expenses	29,385,251	38,891,692	43,512,169	46,670,641	50,508,100	51,943,991
Operating Surplus/(Deficit)	2,930,047	213,529	1,071,516	702,880	895,976	1,505,598
Bldg Improvements/Capital	800,900	1,295,254	1,389,220	1,247,720	1,258,745	1,270,321
Total Surplus/(Deficit)	2,129,147	(1,081,725)	(317,704)	(544,840)	(362,769)	235,277
Anticipated Beginning Cash Balance	10,478,147	2,541,114	4,477,162	4,819,674	5,391,146	6,462,303
Consolidated Totals						
Revenue						
Fundraising	5,008,151	2,873,850	2,825,000	1,844,900	1,597,900	1,612,000
Local Government	4,055,465	6,415,123	7,662,653	8,542,487	9,382,340	9,977,688
State	19,123,151	24,400,824	27,977,648	30,652,211	33,786,857	35,056,941
Federal	4,008,340	5,264,876	5,949,573	6,152,773	6,441,144	6,604,040
Total Revenue	32,195,107	38,954,673	44,414,874	47,192,371	51,208,241	53,250,669
Expenses						
Wages, Bonuses & Benefits	17,327,329	20,840,725	23,162,323	24,637,956	26,484,143	27,128,250

Non-Personnel Expenses	12,057,922	18,050,968	20,349,846	22,032,685	24,023,958	24,815,741
Debt Service	800,900	1,295,254	1,389,220	1,247,720	1,258,745	1,270,321
Total Expenses	30,186,151	40,186,946	44,901,389	47,918,361	51,766,845	53,214,312
Total Surplus/(Deficit)	2,008,956	(1,232,273)	(486,515)	(725,991)	(558,605)	36,356
Anticipated Beginning Cash Balance	8,478,147	10,487,103	9,254,830	8,768,315	8,042,324	7,483,719

Staffing Assumptions

Total School Level Staff	209.06	252.90	279.10	292.83	309.60	313.50
Total Central Office Staff	27.00	27.93	28.93	29.93	30.93	30.93
Total All Staff	236.06	280.83	308.03	322.76	340.53	344.43
