

Receipt by TEA: _____	Date of Committee Review: _____
_____ Approved _____ Not Approved	Date of SBOE Review: _____
	Beginning Date of Operation: _____

Application for Approval of an Open-Enrollment Charter

Instructions: Submit four copies of completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the evidence of parent/community support to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Charter Schools at (512) 463-9575.

Chief Operating Officer
of Proposed Charter: Michael H. Feinberg Title: President

Name of Sponsoring Entity: KIPP, Inc.
The applicant is an "eligible entity" under the following category (check one):
 an institution of higher education (TEC 61.003); a tax-exempt organization [501(c)(3)];
 a private/independent institution of higher education (TEC 61.003); a governmental entity.

Sponsor Address: 6220 Alder Drive #4109 City: Houston
 Zip: 77081 Phone Number: (713) 667-5477 FAX: (713) 892-7006

Name of Proposed Charter: KIPP, Inc. Charter (Project YES Campus and KIPP Academy Campus)

Charter Site Address: Bonhomme Facility, Fondren Facility City: Houston
 Midtown Facility

Zip: _____ Phone Number: _____ FAX: _____
 Grade _____ Expected Initial _____ Projected Max. _____
 Levels: K, 5-10 Enrollment: 600 Enrollment: 1,400

The charter will primarily serve an area that is geographically: urban suburban rural

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus and any other essential characteristics. For example, "The Seventh Avenue Charter School is designed to recover students who have dropped out of high school and prepare them through vocational training to be productive contributors to society."

The KIPP, Inc. Charter, containing the Project YES campus and the KIPP Academy Camp is designed to prepare inner-city at-risk students for college enrollment beginning at the elementary level and continuing through high school.

Indicate the approximate percentage of each student population in as many categories as are applicable:

7% pre-kindergarten; 5% special education; 0% migrant;

97% economically disadvantaged; 45% limited English proficiency; 1% recovered dropouts;
100% at risk of dropping out;
1% pregnant or parent students; _____ other _____

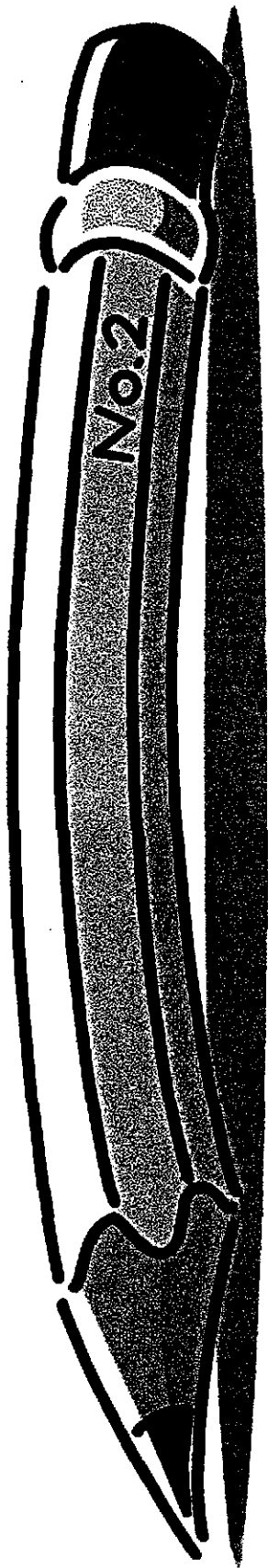
The facility to be used for an open-enrollment charter school is owned by _____,
 a commercial entity a non-profit entity a school district.

120/01/09/98-081

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RFA # 701-97-028

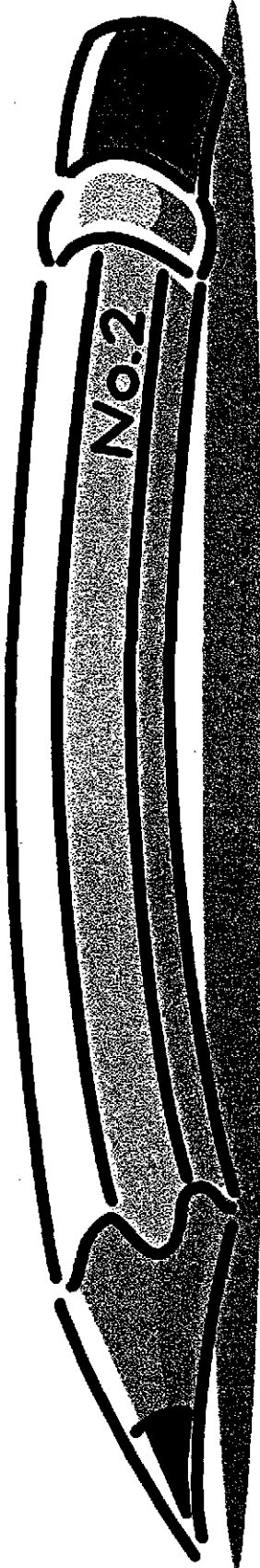
OFFICE OF CHARTER SCHOOLS
 TEXAS EDUCATION AGENCY
 1701 NORTH CONGRESS AVE.
 AUSTIN, TEXAS 78701
 (512) 463-9575



KIPP, Inc. Charter

Project YES Campus and KIPP Academy Campus

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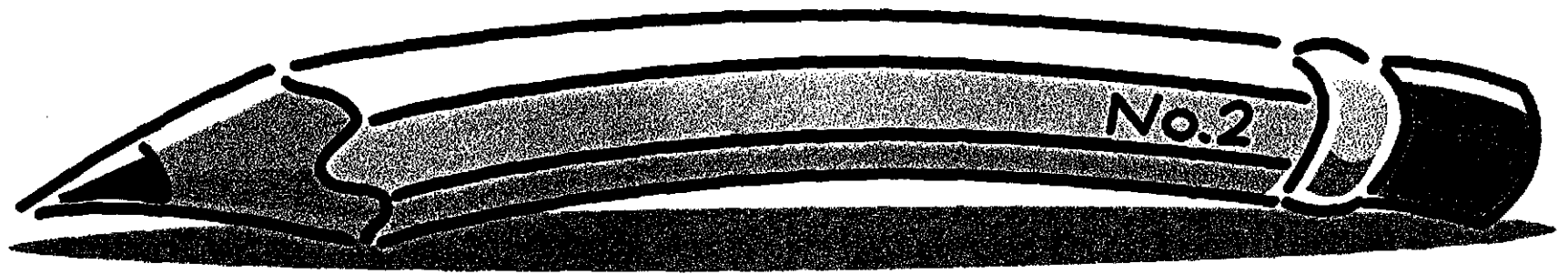


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*KIPP Academy/Project YES College Preparatory School
Open-Enrollment Charter Application*

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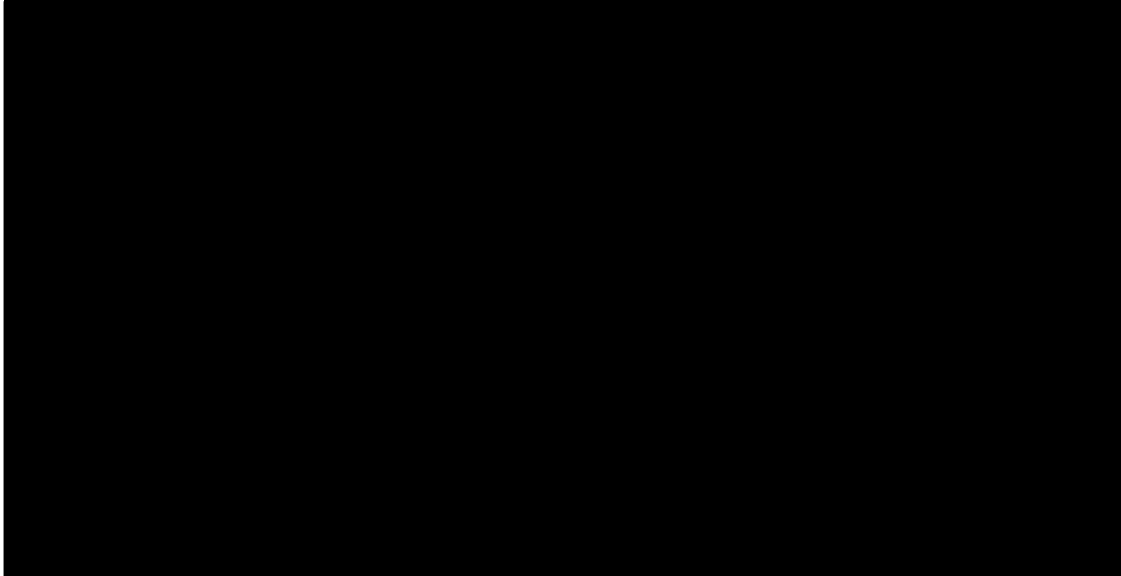
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Introduction

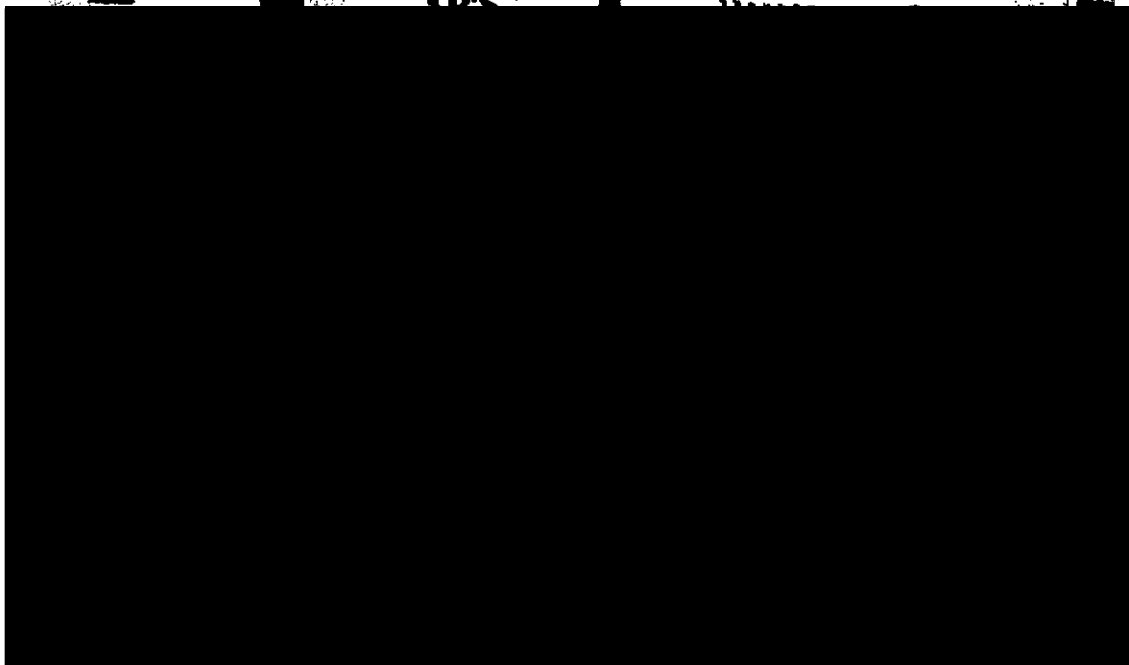
Project
Y.E.S.

Youth Engaged In Service

Thomas J. RUSK School



Project YES students working diligently to uncover facts about Houston's ward system
in the Houston Public Library's Texas room.



Two Project YES students prepare to share their views on toxic waste.

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Introduction

Project Youth Engaged in Service (YES)

In 1993, no other school in Houston ISD was worse than Rusk Elementary School. The school was plagued with low student achievement, poor student discipline and parental dissatisfaction. Through the process of reconstitution, Superintendent Frank Petruzielo gave the school the "death penalty"- the only people allowed to return for the following school year were the students. The school's reconstitution meant a new staff, a new administration, and a new start. Under the new administration, the school began to dramatically change. Students expected to receive homework, parents began returning to the school, and test scores began to rise. Christopher Barbic, hired by the school's new administration, worked as a sixth grade teacher preparing students for success in the local middle school. That first year, Barbic inherited a sixth grade class in which not one student passed either section of the TAAS test the previous fifth grade year— 0% in Reading and 0% in Math. After only one year, these same students achieved impressive results in sixth grade – 83% of the students passed the Math section of the TAAS test while 72% passed the Reading section. These impressive results were quickly offset, however, when students entered seventh grade at the local middle school. These students returned to Rusk periodically to discuss their seventh grade experiences. The stories were disheartening – low academic expectations, students skipping classes, no homework, and a general environment of institutionalized failure.

After hearing an entire year of these stories, Barbic convinced families in the Rusk community it was time for a change. In the spring of 1995, Barbic, students, and parents began discussing the idea of creating a middle school on the Rusk campus. As the group began developing this idea, excitement grew, and everyone became convinced that such an idea was necessary and realistic. The group imagined a middle school with a rigorous academic curriculum combined with a performance-based culture emphasizing a passion to learn, a desire to work hard, and a commitment to community service. The group mobilized Houston's East End community securing letters of support, conducting town hall meetings, and convincing neighborhood businesses to provide support. On June 3, 1995 the group car-pooled over 300 parents and students to the HISD central administration building to show the overwhelming community support for the creation of the middle school. The HISD Board of Education approved the proposal and Project Youth Engaged in Service (YES) was born as a sixth and seventh grade pilot program housed on the Rusk Elementary campus.

Project YES began its initial 1995-1996 school year with 100 sixth and seventh grade students. The educational program is an innovative service learning program integrating community service projects into the middle school curriculum. Service learning promotes collaboration between Project YES and the surrounding community while applying classroom objectives to authentic and meaningful situations. Project YES dramatically elevated student achievement and motivation while positively impacting the community.

The service learning program adopted by the faculty and parents has afforded students with opportunities to impact Houston's East End community in a number of ways. These include:

- creating Second Ward's first neighborhood recycling program;
- holding a community environmental fair educating residents about a number of important environmental issues;
- forming a Reading Buddies program in which middle school students mentor kindergarten, first, and second grade students as they learn to read;
- creating kindergarten and first grade bilingual children's books to offset the shortage in the elementary school library; and
- writing, designing, and distributing a health booklet prepared with medical students from Baylor College of Medicine to educate neighborhood residents on various health issues that affect neighborhood residents.

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Project YES combines an emphasis on civic involvement and community service with a rigorous academic curriculum focusing on college preparatory knowledge and skills. The first group of sixth and seventh grade students performed well on the TAAS test and the school was identified by TEA as a Recognized School its first year, placing it among state leaders in educating minority populations.

Our initial success led to expansion into the eighth grade for the 1996-1997 school year. That same year, Project YES received district approval to operate as a program charter on the Rusk Elementary campus. The service learning project-based curriculum continued to be the structural backbone of the school. Students continued to participate in a number of community service projects with nonprofit organizations in the East End. TAAS scores were forty to fifty percentage points higher than other middle schools in the East End serving an identical at-risk student population. Additionally, over 60% of the first eighth grade class leaving Project YES gained acceptance into one or more HISD magnet high schools. These magnet schools offer the Honors and Advanced Placement track courses crucial to the realization of our core goal - to ensure that every student that leaves our school achieves academic success in college and is prepared to become an active and productive member of a democratic society.

We attribute our success to a number of factors.

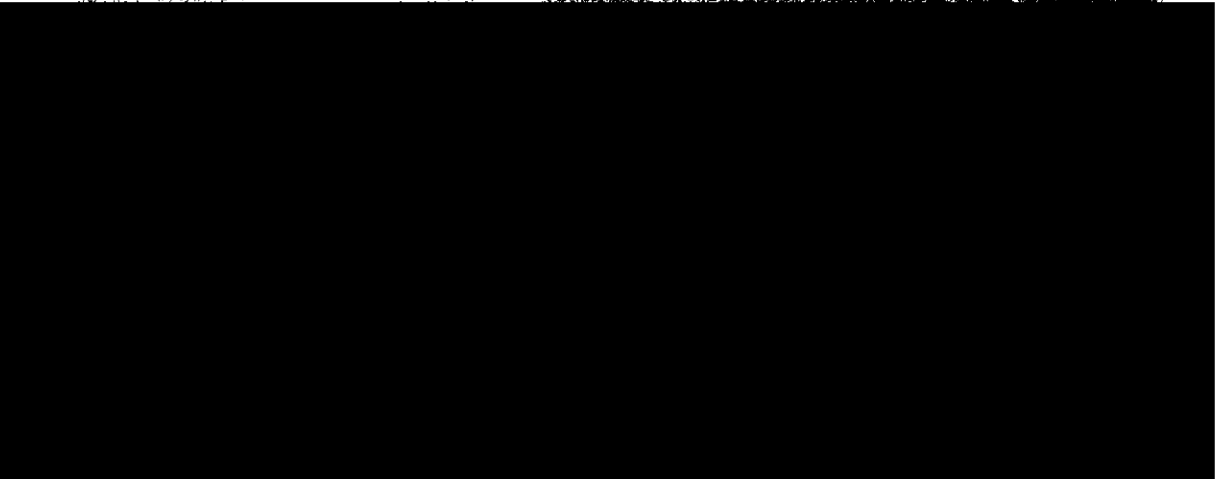
- Project YES students choose to attend school from 7:45 am to 4:00 p.m. and three hours on Saturday. These extended hours allow teachers and students to delve deeply into content and subject matter.
- Project YES students dedicate themselves to becoming civic-minded intellectuals who possess a passion to learn, a desire to work hard, and a commitment to community service. Extended instructional time of intense academic preparation impresses upon our students the importance of education in determining their future success.
- Project YES staff members are committed to providing the highest quality of education to every student. Teachers provide students with after-school tutoring, make frequent home-visits, and give home phone numbers to students who need assistance on nightly homework assignments.
- Project YES parents are completely invested in the school and its vision. Parents were involved in the creation of Project YES from the beginning and continue to actively participate in all school events. Parents know that rigorous academic preparation is the key to ensuring their child enters the world prepared to become an active and productive member of a democratic society (Please see Appendix C for a list of parental support for the open-enrollment charter school).

Project YES is currently in its third year of operation as an HISD charter school. The school currently boasts an attendance rate of 97.5%. We currently enroll 150 students in grades sixth through eighth. Ninety six percent (96%) of our students are Hispanic and four percent (4%) are African American. Ninety three percent (93%) of the students currently enrolled in Project YES are economically disadvantaged and receive either free or reduced-price breakfast and lunch. Four percent (4%) are limited English proficient and nine percent (9%) of our students qualify for special education services.

We continue to demand that our students work towards becoming civic-minded intellectuals that will achieve success in a competitive and democratic society. We have established firm roots in the Second Ward community and believe that securing approval to operate an open-enrollment charter school is crucial to the long-term viability of our school. Our long-term vision is to capitalize on our success as a middle school and expand to include a kindergarten through twelfth grade educational program. Space issues at our current site restrict us from offering the kindergarten through twelfth grade program we desire and force us to limit the number of students we are able to reach.

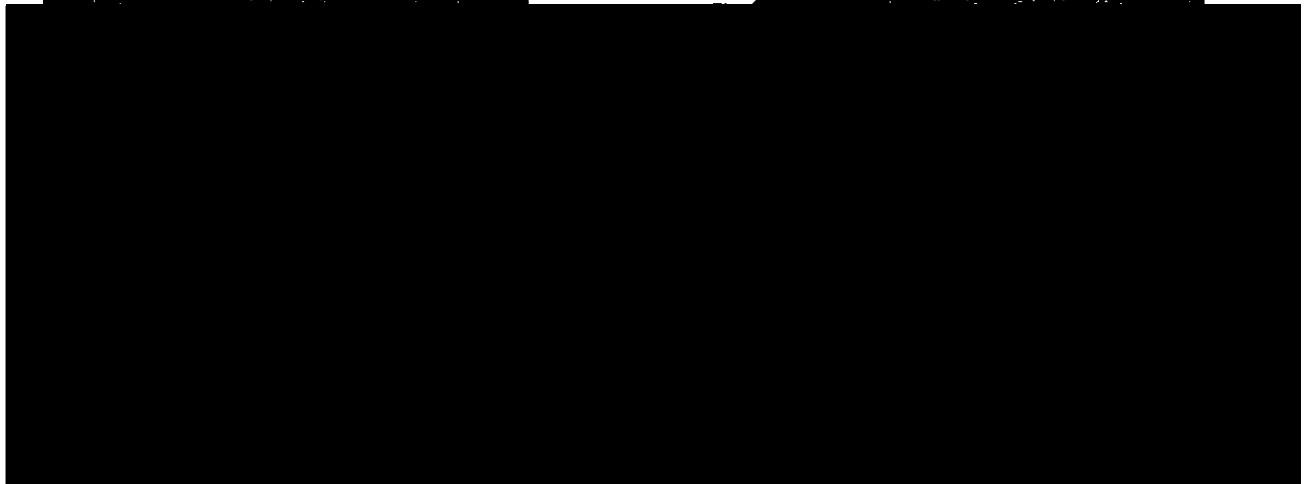
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KIPP's 6th Grade Utah Field Lesson, May 17 - May 26, 1997



The 6th grade KIPPsters taking it easy after a long hike to Delicate Arch in southern Utah

KIPP's 5th Grade Washington, D.C. Field Lesson, May 5 - May 10, 1997



The 5th grade KIPPsters reflecting at the Reflecting Pool outside the Lincoln Memorial

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Introduction

Knowledge Is Power Program (KIPP) Academy¹

Founded as a pilot program in 1994 by Houston Independent School District (HISD) teachers Michael Feinberg and David Levin, the KIPP Academy is an innovative and academically rigorous, college preparatory school that serves as a model for educational excellence. In July of 1995, the HISD Board of Education voted to transform the program into a district campus charter school.

Students in KIPP Academy receive an intensive foundation in the standard curriculum areas with an emphasis on developing the various skills necessary for success in school and life. The school currently houses grades five through eight. KIPP Academy provides a haven for teachers, parents, and students who subscribe to the belief that THERE ARE NO SHORTCUTS to success and happiness in life. Beyond the classroom, KIPP Academy focuses on changing community structures and expectations in an effort to institutionalize success. KIPP Academy's core philosophy is as clear as its framework:

To prepare students with the academic, intellectual, and character skills that are necessary for success in high school, college, and the competitive world beyond.

The KIPP Academy encourages and motivates students and their families to view an intense academic commitment as the key to future success. Our students and their parents choose to enroll in the school instead of remaining in their zoned public schools. The KIPP Academy framework motivates students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours every Saturday, and for one month during the summer. All of these hours are focused on addressing the academic, intellectual, and character skills of our students. Overall, KIPPsters spend 67% more time in the classroom than other students, and they achieve remarkable academic and social progress after only one year.

The KIPP Academy is currently in its fourth year and has effectively demonstrated that a college preparatory approach to education can affect dramatic change in academic performance, attendance, and parental involvement. In July of 1996 and again in July of 1997, TEA recognized KIPP Academy as an Exemplary School. Furthermore, the school's test results placed KIPP Academy among the state's leaders in test scores for school's serving predominantly minority populations.

Annually, KIPP Academy has been implementing a vertical expansion program since the 1994-1995 school year, when it instructed only 5th grade. Now that it has grown to a 5th - 8th grade school, students range in age from nine to sixteen. A majority of the current student body resides in Houston's Gulfton neighborhood. In the 1997-1998 school year, KIPP Academy began recruiting students and families from other communities throughout Houston. These neighborhoods face tremendous problems with illiteracy, drug abuse, teenage pregnancy, and gangs. 90% of the students enrolled in KIPP Academy are Hispanic, 6% are African-American, and 4% are Asian. 99% of the students qualify for the federal free and reduced-price breakfast and lunch program. KIPP Academy's fifth through eighth grade model effectively achieves a proactive approach in transforming local high schools' ESL and remedial-course populations into large Honors and Advanced Placement (AP) populations.

¹ Throughout this application, KIPP Academy refers to the KIPP campus, and KIPP, Inc. refers to the charter application's sponsoring entity. Both KIPP Academy and Project YES will operate under one roof and one charter.

The KIPP Academy framework succeeds not because of who the teachers and students are, but rather, what the students and teachers do:

- Students and teachers in KIPP Academy spend more time in the classroom than any other school in the nation;
- Students in KIPP Academy focus on developing the academic, intellectual, and character skills necessary for success in high school, college, and beyond;
- Teachers in KIPP Academy work together to identify and recruit master teachers in order to refine, share, and develop effective teaching strategies. Teachers who come to the school bring with them effective classroom techniques, which the entire faculty learn and implement in their own classrooms;
- Teachers in KIPP Academy bridge the gap between school and community by visiting every student's home before the start of the school year and continuing to make regular home visits throughout the year. Important parent activities such as checking homework and reading with the children occur in KIPP Academy homes (please see Appendix C for a list of parents who support KIPP Academy's charter application through KIPP, Inc.);
- Teachers in KIPP Academy provide students with home phone numbers, cellular phone numbers, pagers, and a toll-free 1-800 number to students in order for children to contact teachers at night for homework assistance or in case of an emergency; and
- Teachers in KIPP Academy provide rides to and from school for students whose families do not have any means of transportation.

When KIPP Academy began as a program in 1994, one of the skeptics' arguments against potential success was the intense level of team-teaching, which Feinberg and Levin believed was a vital asset. From the onset, the school always has strived to achieve a synergetic effect by placing well-qualified educators in roles that support one another's efforts. This level of synergy will be lifted to an even higher level by the placement of two distinct, high achieving schools under one roof and one charter. KIPP Academy and Project YES are not the same school; as the following documentation details, each campus adheres to its unique vision and mission for opening as many doors of success as possible to Houston's youth. Their overall objective, however, to serve as college preparatory schools for elementary as well as secondary students, serves as a binding catalyst toward allowing the schools to support, grow, and learn from one another. Furthermore, KIPP Academy and Project YES's "collaboration with separation" will allow the charter to serve as a beacon educational institution to other open-enrollment charter schools and public schools across Texas, as well as school districts searching for systems of success to filter throughout their individual school system. KIPP Academy works. Project YES works. There are other models which also work effectively with our state's children. The KIPP, Inc. charter school will demonstrate how to effectively think outside the box creating a system that fosters more than a single new approach.

The Project YES and KIPP Academy communities believe the conversion from an HISD campus charter school to a Texas open-enrollment charter school will provide our campuses with the flexibility and autonomy to continue to provide our students with the highest caliber of education. We relish the opportunity of housing our existing schools in a single building, expanding our programs to serve more grade levels, and joining the 19 existing open-enrollment charter schools in Texas. Separately, both programs have established proven track records serving inner-city students in Houston; together, we are confident that we will serve as a national model for educational excellence.



Vision and Goals

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I. VISION AND GOALS

Project Youth Engaged in Service College Preparatory School

"Reform starts with you. It is time to stop wringing your hands about the state of your own schools and take responsibility for changing things despite the complexities of the system...the problem with the nation's schools is not that they are not what they used to be, but that they are precisely what they used to be."

-Notes from the Front Lines, China Breakers Conference, sponsored by RJR Nabisco Foundation's Next Century Schools Program

We in the Project Youth Engaged in Service (YES) community point to this quote as a charge to capitalize on our successful middle school foundation and create The Project YES College Preparatory School - a kindergarten through twelfth grade educational program that will serve as a national model for educational excellence. The following is the mission, vision, and goals of The Project YES College Preparatory School.

The Project YES College Preparatory School Mission Statement

The Project YES College Preparatory School is dedicated to creating civic-minded intellectuals who possess a passion to learn, a desire to work hard, and a commitment to community service.

The Project YES College Preparatory School Vision Statement

The democratic habits of tolerance, thoughtful debate, civic involvement, and hard work must be taught, exercised, and owned daily in order to become habitual. Our vision at The Project YES College Preparatory School is to instill these values at an early age, develop them through the middle school years, and refine them at the high school level. The school currently prepares inner-city students to understand, practice, and embrace the principles and habits of democracy at the middle school level. We believe the school will enjoy further success if able to work with students longer than this three year period.

The Lower School (K-5)

The lower school will maintain extremely high academic standards focusing on a rigorous college preparatory curriculum beginning in the lower school grade levels and continuing with increased intensity through the twelfth grade. The kindergarten through eighth grade curriculum will follow E.D. Hirsch's *Core Knowledge Sequence*. The *Core Knowledge Sequence* provides a carefully planned body of classical knowledge of proved and lasting significance assumed in public discourse and known by a broad majority of literate Americans.

The Middle School (6-8)

The middle school curriculum will continue to fuse the *Core Knowledge Sequence* with the principles of service learning. (Please refer to the Educational Program section of the proposal for a detailed description of service learning.) This curriculum is currently in its third year of implementation at Project YES with impressive results. (Please refer to the Accountability section of this proposal.) In addition to completing community service projects, eighth grade students will be required to complete a cross-curriculum research paper and defense to a panel composed of community members, school personnel, and students. This culminating assignment is modeled after graduate level doctoral dissertations. Students are required to successfully complete the assignment in order to gain entrance into the ninth grade. This kindergarten through eighth grade model ensures that every Project YES College Preparatory School student receives an academically superior education balancing a content-rich curriculum with an emphasis on civic involvement.

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The High School (9-12)

The high school component of the program will entail rigorous college preparatory course work. Students will be expected to successfully complete advanced placement work in all core academic subject areas and pass all Advanced Placement exams. The following is a sample of the criteria Project YES College Preparatory School students will meet prior to graduation:

- complete Advanced Placement high school courses in all subject areas;
- demonstrate proficiency in a foreign language;
- demonstrate competency in playing a musical instrument; and
- gain acceptance to a four year college or university.

The Project YES College Preparatory Goals

The following section details the short and long-term goals The Project YES College Preparatory School will achieve in pursuit of its academic mission and vision.

School Goals

- The Project YES College Preparatory School will enroll 250 students its first year. The school will continue to enroll fifty students per grade level at sixth through eighth grade and expand to include an additional fifty students at ninth and tenth grade. The schedule for future expansion is detailed in Table 1.

Project YES Expansion Schedule

School Year	The Project YES College Preparatory School Grades	Total Enrollment
1998-1999	Sixth Grade through Tenth Grade	250 students
1999-2000	Sixth Grade through Eleventh Grade	400 students
2000-2001	Kindergarten; Sixth Grade through Twelfth Grade	450 students
2001-2002	Kindergarten through First Grade; Sixth Grade through Twelfth Grade	500 students
2002-2003	Kindergarten through Second Grade; Sixth Grade through Twelfth Grade	550 students
2003-2004	Kindergarten through Third Grade; Sixth Grade through Twelfth Grade	600 students
2004-2005	Kindergarten through Fourth Grade; Sixth Grade through Twelfth Grade	650 students
2005-2006	Kindergarten through Twelfth Grade	700 students

Table 1

- The Project YES College Preparatory School will modify its existing extended-day schedule of 7:45 a.m. - 4:00 p.m. See Table 2 for modified school hours at each grade level.

Project YES School Hours

Grade Levels	School Hours	Additional Class Time
Kindergarten through Third Grade	7:30 a.m. – 3:30 p.m.	45 minutes
Fourth and Fifth Grade	7:30 a.m. – 4:30 p.m.	75 minutes
Fifth Grade through Twelfth Grade	7:30 a.m. – 5:00 p.m.	120 minutes

Table 2

- The Project YES College Preparatory School will meet the state criteria for a recognized school its first year and the criteria for an exemplary school each year thereafter.
- The *Core Knowledge* curriculum will be fully implemented in sixth through eighth grade by the end of the first school year. The Core Knowledge Curriculum will be fully implemented at each additional grade level according to the above expansion schedule in Table 1.

- The Project YES College Preparatory School will continue to conduct Saturday classes from 9:00 a.m.– 12:00 p.m. at sixth through twelfth grades three times per month. When expansion is complete, fourth and fifth grade students will also be required to participate in Saturday classes.
- The Project YES College Preparatory School will successfully raise an additional \$200,000 for its operating budget through foundation grants and private donations. The school will raise \$300,000 each year thereafter.

Student Goals

- 85% of all students at all grade levels will pass every section of the Texas Assessment of Academic Skills (TAAS) test and state end-of-year tests in Algebra and Biology during the 1998-1999 school year and 90% or higher at all grade levels each year thereafter.
- Student attendance will continue to be 95% or better during the 1998-1999 school year. This attendance rate will include Saturday classes and summer school. A four-week summer school will begin before the 1998-1999 school year. All summer school sessions thereafter will be four-weeks in duration.
- Every elementary student in The Project YES College Preparatory School will read on grade level by second grade. Every new middle school student entering The Project YES College Preparatory School will read on grade level by the end of sixth grade.
- 50% of the eighth grade students will complete Algebra I for high school credit during the 1998-1999 school year and 100% each year thereafter.
- Every middle school student will continue to complete four six-week service projects each school year.
- Every eighth grade student will successfully research and write a twenty-page cross-curriculum paper. The research findings will be presented to a panel of community members, school personnel, and students. Students will be required to successfully complete this assignment in order to gain entrance into the ninth grade.
- 80% of the students in the first high school graduating class will pass one Advance Placement course. Each graduating class thereafter will increase to 3-4 Advance Placement courses.

Teacher Goals

- Every teacher will continue to maintain an attendance rate of 95%, including Saturday classes.
- Every teacher will continue to submit provisional lesson plans for each semester. First semester lesson plans will be submitted the Monday before the first day of classes and second semester lesson plans will be submitted prior to the winter holidays.
- Every teacher will participate in a four week summer program each year.
- Every teacher will score a satisfactory or better on end-of-semester student evaluations.
- Every teacher will complete thirty hours of professional development training each year.
- Every teacher will conduct thirty observation hours inside or outside the school. Off-campus observations will require prior approval from the chief operating officer.
- Every high school teacher will attend an advanced placement institute.
- Every advanced placement instructor will possess two years of experience teaching advanced placement courses before working at the school.

Parent Goals

- Every parent will volunteer at least eight hours of service to the school by the end of each school year.
- 90% or more of all parents will attend quarterly open house sessions at the school.
- 95% or more of all parents will attend individual conferences every six weeks.
- 95% or more of all parents will attend scheduled parent meetings.

KIPP Academy

KIPP Academy has short-term, intermediate, and long-term goals, together with a single ultimate goal.

The short-term goal is simply to provide an enjoyable and meaningful educational experience; one that impresses upon students the level to which they can enhance their self-esteem by learning and the amount they can accomplish during a single year of dedicated, hard work.

The intermediate goal is to help students carry this sense of commitment and accomplishment through middle school and into high school.

The long-term goal is to instill in our students the belief that they must and will attend college.

KIPP Academy's ultimate goal is to prepare our students with the academic, intellectual, and character skills that will enable them to achieve success through their college years and in the competitive world that follows.

The key components of our program are summed up in our motto, "THERE ARE NO SHORTCUTS," words that apply to administration, faculty, students, and parents. These components are already in place, proving the feasibility of our approach.

Recruitment: We recruit the initial interest of students and parents by canvassing the neighborhood. Teachers live within the Gulfton community and have a visible presence there. Each spring, faculty and staff set up tables on street corners, speak at churches and community functions, stop parents at the supermarket, and visit with families inside their apartments, all to interest them in our educational program that will have an important impact on the lives of their children.

Selection: Our process is one of self-selection. Any students and parents willing to sign the KIPP Academy Commitment to Excellence Form (Appendix A), promising that they will participate in all of the school's rigorous academic components, are accepted. There is no special testing of any kind, a factor which will appear all the more remarkable once the achievement of these youngsters is considered (See Assessment and Evaluation).

Recruitment of Teachers: Largely through word of mouth, interest in KIPP Academy has spread. We have numerous applications from master teachers who believe they will enjoy a greater degree of success by teaching in a rigorous academic environment. Existing teachers interview applicants and select teachers. New teachers bring additional classroom techniques, which they share with the entire faculty.

Academic Program: KIPP Academy's academic year runs from the beginning of June and lasts until the end of May. Students and teachers spend more time in the KIPP Academy classroom than in any other school in the United States – nine and one-half hours each weekday, four hours each Saturday, and one month every summer. These hours rival any school in the industrialized world.

Team Teaching: Teachers in KIPP Academy work together to refine, share, and develop effective teaching strategies. Teachers who come to KIPP Academy bring effective classroom techniques, which the entire faculty can learn and utilize through team-teaching experiences.

Family Involvement: KIPP Academy teachers bridge the gap between school and community by visiting every student's home before the start of the school year and continuing to make regular home visits throughout the year. During these visits, as well as parent meetings, KIPP faculty teaches parents the importance of checking homework, taking an interest in school programs and projects, and reading with their children. KIPP Academy parent meetings and report card conferences have a 99% attendance rate over the past three years.

Teacher Involvement: KIPP Academy teachers provide their home phone numbers, cellular phone numbers, and pagers to the students so they can call the teachers at night for assistance with homework or in the case of an emergency. The school even provides an "800" number so students whose family has no telephone will not have to pay to call. Teachers also provide rides to and from school for students whose families do not have any means of transportation.

Since KIPP Academy's short-term and intermediate goals already have been achieved with great success, our immediate goal centers around our desire to receive an open-enrollment charter from the State Board of Education (SBOE). Given HISD's space crisis, especially in the West and Southwest sub-districts, KIPP Academy has had to move four times in the last four years. Some of our campuses have been at such a distance from student homes that children have endured 45-minute bus rides to and from school in addition to the extended days and weeks. KIPP Academy students and parents have thus far risen to the challenge and excelled despite this extra burden. One source of motivation has been the promise to students and parents that this nomadic existence would be only temporary - a permanent home, close to a majority of the families would come into existence within a reasonable time period. After waiting four years, such a home is not in sight, and parents are nervous and are beginning to question the future existence of the school. Hence, one of KIPP Academy's immediate goals is to continue its current work with Houston's at-risk population at the 5th through 8th grade levels, in a facility that meets the needs of our students. Securing such a facility is only possible through the freedom and relative independence that a state open-enrollment charter will grant to KIPP, Inc. Furthermore, KIPP Academy currently recruits students under a capped restriction from the district. Under the auspices of an open-enrollment charter, the school would have the freedom to grow into its long-term plan and serve the number of Texas children we envisioned from the onset.

Once this immediate goal has been achieved, then KIPP Academy views an even more proactive approach to making college an attainable goal for our students. Space permitting, the school plans to expand to include kindergarten, and from that point, grow upwards to the current entry point of 5th grade. Hence in five years, KIPP Academy will double in size and serve students in kindergarten through eighth grade. Our rationale for expanding in a downward direction rests on the number of secondary programs in Houston offering advanced placement and college preparatory tracks, including our sister school in the KIPP, Inc. Charter, Project YES. KIPP Academy has contacted magnet coordinators at HISD schools to discuss tracking KIPPsters through respective AP and IB programs. Our mission is to fill these programs to capacity with KIPP Academy students who will continue their path of achievement on the road towards college.

An upward expansion into high school will remain a long-term goal after the K-8 model is in place. Eventually KIPP Academy desires to serve a K-12 student population. Until this upward expansion is complete, students who have completed their 8th grade year will remain involved at the school during their high school years through our Saturday class/SAT preparation program, as well as serving as after school tutors to the KIPP Academy student body.



Governance Structure

00018

II. GOVERNANCE STRUCTURE

Both The Project YES College Preparatory School and the KIPP Academy have established individual missions and methods of high achievement. The KIPP Inc., Officers and Board of Directors will preserve each school's existing operational governance structure. Although each campus, Project YES and KIPP Academy, will retain authority over its operational activities, each campus will report to the KIPP, Inc. Board of Directors and will be held accountable for adhering to the guidelines and policies in this charter. KIPP, Inc. will be held accountable to TEA and the SBOE for the proper maintenance of the charter.

KIPP, Inc. Governance Structure

This section outlines the existing governance structure of KIPP, Inc., as it pertains to the charter operation. Table 3 identifies the KIPP, Inc. Board of Directors and Table 4 identifies the KIPP, Inc. Officers (Please see Appendix E for KIPP, Inc.'s latest tax return, IRS application, and other corporate documents).

Michael Feinberg, founding member of KIPP, Inc., will serve as the Chief Operating Officer and President of KIPP, Inc. In this capacity, Feinberg will serve as the charter contact between KIPP Inc, and TEA. The KIPP, Inc. Officers and Board of Directors are charged with ensuring that both campuses adhere to Texas Education Code (TEC) and meet their own respective accountability measures.

The Officers will be the KIPP Academy School Director (Michael Feinberg) and the Project YES School Director (Christopher Barbic). Each school director is responsible for coordinating the overall administration, daily educational programming, staffing, budget allocations, special projects, and communication with staff members, parents, and community members for their respective campuses. Each school director will make a quarterly report to the Board of Directors. Reports will include evidence of achieving specified accountability measures and fiscal audit information.

KIPP, Inc. Board of Directors

Board Member Name	Background
Karol Musher Co-Chairperson	Speech and Language Pathologist Texas Children's Hospital
Barbara Hurwitz Co-Chairperson	Community Volunteer
Harriet Ball	Education Consultant
David Doll	Financial Trust Counselor Kanaly Trust & Company
Rafe Esquith	1992 Disney National Teacher of the Year Hobart Elementary, LAUSD
Mark Flagg	Financial Advisor Northern Trust Bank
Katherine Hooper	Assistant Head, Lower School St. John's School
Tracy Jones	Legal Advisor Fulbright & Jaworski
Kenneth Katz	Commercial Real Estate Broker Wulfe & Company
Wendy Kopp	Founder and President Teach For America
Jim McIngvale	Founder and President Gallery Furniture
Moses Mercado	Chief of Staff U.S. Congressman Gene Green
Marissa Ramirez	News Anchor KTRH Radio

Table 3

KIPP, Inc. Officers

Officer Name	Title
Michael Feinberg	President and KIPP Academy School Director
David Levin	Vice-President
Mark Waxman	Treasurer
Laurie Bieber	Secretary
Christopher Barbic	Project YES School Director

Table 4.

The KIPP, Inc. Board of Directors are empowered to:

- appoint a school director to both KIPP Academy and Project YES to serve as leaders of each campus;
- approve employment and termination of all personnel - instructional as well as non-instructional;
- ensure that each campus adheres to the goals outlined in this charter, as well as TEC guidelines;
- hold each school director accountable for the academic and fiscal responsibility of the school; and
- provide support to each campus for additional fund-raising, marketing and other services as needs arise.

The KIPP Academy and Project YES School Directors are empowered to:

- submit all personnel recommendations to the KIPP, Inc. Board of Directors;
- manage and evaluate instructional and non-instructional staff;
- maintain campus budget records; and
- write and sign all campus checks.

Project YES Campus Governance Structure

The Project YES Shared Decision Making Committee

Preparing students for active participation in a democratic society is an integral part of the Project YES Mission and Vision Statements. The Project YES governance structure will model the principles of democracy through an active campus decision making body composed of representatives of the various stakeholders in the school. The campus decision making body, the Project YES Shared Decision Making Committee (SDMC), will be responsible for decisions regarding the school's instructional program, student achievement, staff development, extracurricular projects, student and staff ethics, and special events or projects. The Project YES SDMC will be elected by secret ballot and candidates receiving a majority of votes will serve in alternating two-year terms.

The Project YES SDMC will be a thirteen member group composed of the following:

- (2) Project YES instructional staff members;
- (1) Project YES non-instructional staff members;
- (2) Project YES students (the student body President ; high school- and the student body vice-president - middle school);
- (4) Project YES parents (2 middle school parents and 2 high school parents);
- (2) Project YES community members;
- the Project YES School Director; and
- one member of the Project YES Advisory Board.

In the event a Project YES Staff member resigns from the SDMC, an immediate election will be held to fill the vacated seat.

The SDMC will meet the first Monday of each month. Emergency meetings will be called according to the School Director's discretion. The Project YES School Director will lead all SDMC meetings and will be responsible for appointing a secretary to record and distribute meeting minutes to all Project YES staff members. Meeting agendas will be finalized the Friday prior to the Monday meeting. Individuals who desire to place an item on the agenda will give all requests to the Project YES School Director. A task force will be appointed to explore agenda items requiring in-depth analysis when necessary. Task force chairs will report to the SDMC and recommend the necessary actions to resolve specific issues affecting the campus.

The SDMC will be crucial to Project YES success and will be expected to lead the school towards the realization of the vision outlined in this charter.

Project YES Student Town Hall Meetings

Student Town Hall meetings are currently scheduled monthly to provide the Project YES student body with the opportunity to discuss school policies and resolve particular student discipline issues. The meetings serve as a general forum to discuss issues relevant to the school. Student Town Hall meetings are an existing component of the Project YES educational program and have been an important tool in maintaining effective communication between students and staff members.

KIPP Academy Campus Governance Structure

The KIPP Academy Shared-Decision Making Model

KIPP Academy's governance structure will be a Shared Decision Making model based upon the belief that the determination of school outcomes should be made collectively by all members of the school community. The Shared Decision Making Committee (SDMC) is responsible for campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. KIPP Academy has adopted a "Quality Circle" model of shared decision making which is guided by standing committees and overseen by the SDMC.

KIPP's SDMC will be a thirteen-member committee consisting of the following:

- (5) KIPP Academy instructional staff members;
- (2) KIPP Academy non-instructional staff members;
- 2 parents;
- 2 community members;
- the School Director; and
- one member of the KIPP, Inc. Board of Directors.

Communication within the school community will be enhanced through the following:

- newsletters;
- surveys;
- SDMC meeting minutes; and
- quarterly reports to the KIPP, Inc. Board of Directors.

All SDMC meetings will be open. School-based instructional and non-instructional staff members will be nominated and elected by appropriate school staff. SDMC members will be elected in alternating two-year terms. Immediate re-elections will be held for committee members resigning from KIPP Academy. Secret ballot elections will be held, and candidates will be elected by a majority vote. While the SDMC is responsible for creating school policies, TEC guidelines supersede SDMC decisions.

KIPP Academy Quality Circles

Quality circles will be formed to examine specific school related issues. Any KIPP Academy staff member, student, parent, or community member may request to have an issue addressed by the SDMC by completing an "Input Form" and placing it in the SDMC box in the main office 24 hours prior to the SDMC meeting. Emergency issues will be dealt with on an as needed basis. In response to an input form, the SDMC will establish a quality circle to address the stated concern. The members of the quality circle may be a combination of volunteers or appointed individuals. The chairperson of the quality circle will be responsible for reporting to the SDMC. The quality circle will research the identified issue and recommend solutions. Once recommendations have been presented to and approved by the SDMC, the quality circle will implement the approved recommendations. In the event the recommendations fail to secure SDMC approval, the issue will be redirected to the quality circle for further analysis and resolution.

Parental Input

Parents will be involved in both the SDMC, the Parent Advisory Association (PAA), and the Parent Advisory Steering Committee (PASC). KIPP Academy recognizes that parental involvement is essential in a child's education process. The school is committed to encouraging parents to become leaders in the SDMC and PASC.

The PAA will be comprised of any interested parents who choose to attend parental involvement meetings held monthly. The PAA will elect 10 members to serve on the PASC. The PASC will lead parental concerns in the areas of recruitment and retention, dress code, fund-raising, student and family crises, and family involvement on the campus.

Two PASC members will be elected from within the PASC to serve on the SDMC. The responsibilities of the PASC on the SDMC is to communicate parental concerns to the SDMC.

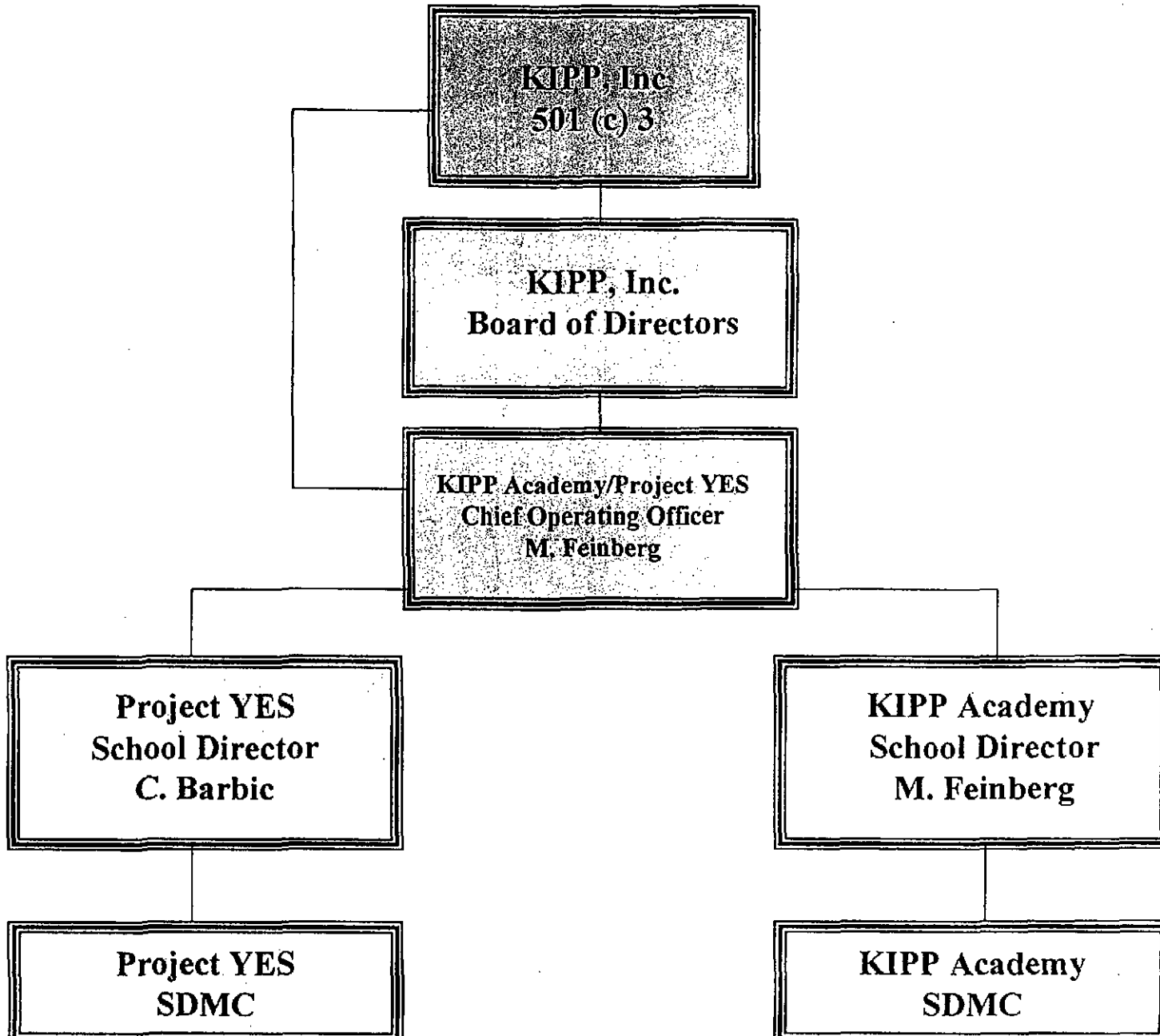
1997 - 1998 Parent Advisory Steering Committee (PASC)

Name	Title
Ron Salazar	President
Iris Ramirez	Vice President
Sylvia Sanchez	Treasurer
Sharon Simpson	Secretary
Emilio Gonzalez	97-98 Representative
Lucia Mendoza	97-98 Representative
Eugenia Penaloza	97-98 Representative
Maria Rivera	97-98 Representative
(vacant)	5 th grade Representative - elected in Jan.
(vacant)	5 th grade Representative - elected in Jan.

Table 5

KIPP Academy /Project YES

Governance Structure



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Educational Program

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III. Educational Program

The Project YES College Preparatory School

Lower School Grade Levels (K-5)

The Core Knowledge Approach

The error... is the assumption that it is the diversity in children's social and cultural backgrounds that poses the greatest problem for teaching. In fact, a far greater problem is variability in children's educational background, and their levels of preparation for learning an academic curriculum.

-Harold Stevenson and James Stigler
The Learning Gap

American educational theory has held firmly to the idea that students need only to be given abstract "critical thinking skills" rather than a content based curriculum in order to continue learning and adapting. (See E.D. Hirsch's, *The Schools We Need: Why We Don't Have Them*, for a historical background of educational theory.) These "critical thinking skills" written in most curricula speak in vague terms of general skills, processes, and attitudes. This vagueness is no virtue. It places unreasonable demands on teachers and often results in years of schooling marred by repetitions and gaps. When teachers in a particular school do not know what children in other classrooms are learning on the same grade level, much less in earlier and later grades, they cannot reliably predict that children will come prepared with a shared base of knowledge and skills. The result of this curricular incoherence is that many schools fall short of developing the full potential of children. The lack of shared content-rich knowledge among American students not only holds back their average progress, creating a national excellence gap, but, more drastically, it holds back disadvantaged students, thus creating a fairness gap as well.

The educational program implemented at The Project YES College Preparatory School prevents the problems described above from impacting our student body. Upon expansion, the elementary school will adopt the *Core Knowledge Sequence* used in over 700 schools nation wide. Our Core Knowledge Sequence will not only ensure the Texas Essential Knowledge and Skills (TEKS) are taught to all lower school students, but it will also provide a definite and coherent sequence of instruction. Please refer to the Elementary Curriculum detailed in this section of the proposal. The curriculum will be content-rich and the school will stress vertical (K-5) and horizontal (within classrooms at each grade level) continuity so that student knowledge will grow consistently and progressively from grade to grade. Each of the core subjects will be stressed: math, science, history, reading, and writing (language arts).

In addition to the Core Knowledge Sequence, lower school students will be immersed in English and taught using a balance of whole-language and phonetic instruction. The Nuehaus standardized spelling and vocabulary program will supplement the language arts curriculum to ensure elements of reading and writing are covered in a systematic and thorough manner. The Nuehaus instruction will continue through sixth grade. In fifth grade, students will begin studying Spanish, and this instruction will continue through tenth grade.

Instructional Methods

Whole-class instruction will form the backbone of the instructional approaches used in the lower school, but teachers in the lower school will use a number of instructional methods in order to deliver the Core Knowledge curriculum. Whole-class instruction is an interactive method of teaching characterized by a great deal of interchange between students and teacher. Whole-class instruction engages students by dramatizing learning in various ways. An overwhelming concurrence of reports from process-outcome studies shows that a predominant use of whole-class instruction constitutes the fairest and most effective organization of schooling.

In addition to whole-class instruction, other methods used in the lower school will include:
cooperative learning;

- individual coaching;
- hands-on learning;
- project-based learning;
- discovery learning;
- phonetic-based instruction;
- whole-language instruction;
- educational field lessons; and
- peer tutoring.

The Project YES College Preparatory Lower School Day at a Glance

This section outlines a typical day students will experience in the lower school.

7:00 am – 7:30 am

Students arrive for breakfast and enter their classrooms:

7:30 am – 8:00 am

Morning Word Problem. Students will complete mathematical word problems and logic puzzles. The text in the problems and puzzles will contain grammatical, spelling, and capitalization errors that students will edit for correctness.. The Morning Word Problem constitutes an important tool in reinforcing mathematical and grammatical concepts covered in the core academic courses.

8:00 am – 3:00 p.m.

Core Academic Subjects. Students will spend this time working on the core academic subjects of reading, English, math, social studies, and science. Students will engage in the study of each course for a full hour in order to provide the students and teacher ample time to delve deeply into the content of each course. This time also accounts for thirty minutes each for lunch, recess for the early grade levels, and an ancillary course.

3:00 p.m. – 3:30 p.m. (Kindergarten –Third Grade)

Fine Arts/Journal Writing. Kindergarten through third grade students will work on art projects and journal writing during this time period.

3:00 p.m. – 4:30 p.m.

Extracurricular Clubs and Novel Reading. Fourth and fifth grade students will attend school an additional hour each day. The final 90 minutes of their school day will be split between extracurricular clubs and novel reading. The first 45-minute period will allow students to participate in teacher-sponsored clubs. These types of activities will include student government, school newspaper, yearbook, etc. The final 45 minute period will be spent reading novels at the end of each school day. The Project YES teachers will create a reading list at each grade level of twelve to fifteen books. Homeroom teachers will be required to read at least ten of these titles during the course of the school year.

Elementary Curriculum

G r.	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
K I N D E R G A R T E N	<p>Letters of the alphabet</p> <p>Decoding words</p> <p>Literature: Nursery rhymes, Aesop's Fables, Tales from Brother's Grimm</p>	<p>Maps and globes (terms and concepts)</p> <p>Seven continents</p> <p>Atlantic/Pacific Oceans</p> <p>North and South Poles</p> <p>Location of North America, U.S., Texas and Houston on maps and globes</p> <p>Native American tribes</p> <p>Exploration and settlements of U.S.</p> <p>American presidents: Washington, Jefferson, Lincoln, Theodore Roosevelt</p> <p>National symbols: American flag, Statue of Liberty, Mount Rushmore, White House</p>	<p>Learn concepts of more than, less than, equal to, most, half</p> <p>Counting forward to 31; by two's, five's, and ten's, backwards from 10 to 1</p> <p>Add and subtract to ten; + (plus) and - (minus) signs</p> <p>Money: recognize pennies, nickels, dimes, quarters, dollar bill, \$ and cent signs</p> <p>Tools of measurement and their functions: Ruler, scale, thermometer</p>	<p>Plants and plant growth</p> <p>Animals and their needs, especially young animals and pets</p> <p>Human body; the five senses</p> <p>The four seasons</p> <p>The weather: temperature, clouds, rainfall, snow, storms, etc.</p> <p>Pollution, conservation, recycling</p> <p>Magnetism</p> <p>Scientists: George Washington Carver, Jane Goodall, the Wright Brothers</p>	<p>Art activities and materials, including painting and sculpture</p> <p>Use of line and color in art</p> <p>Recognize a steady beat</p> <p>Recognize by sight and sound, musical instruments</p> <p>Distinguish between loud and quiet, fast and slow, short and long sounds</p>
G r.	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
F I R S T	<p>Decoding words</p> <p>Sight words (of, is, are)</p> <p>Handwriting</p> <p>Capitalization, end punctuation, adding s to make plurals, contractions,</p> <p>Traditional rhymes, poetry, folktales, and stories</p>	<p>Locate places on maps and globes</p> <p>Ancient civilizations: Mesopotamia, Egypt</p> <p>Major religions: Judaism, Christianity, and Islam</p> <p>Modern Mexico</p> <p>Maya, Inca, and Aztec civilizations</p> <p>Explorers and settlers: Spanish conquistadores, English settlers</p> <p>The American</p>	<p>Recognize sets and recognize patterns</p> <p>Place value</p> <p>Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$</p> <p>Basic addition and subtraction</p> <p>Measuring length, capacity (volume), and temperature</p> <p>Geometric figures such as square, rectangle, triangle, sphere, cube, and cone</p>	<p>Living things and their environment</p> <p>Oceans and undersea life</p> <p>Habitat destruction, endangered species, and extinct animals (including dinosaurs)</p> <p>Systems of the human body</p> <p>Matter, including the three states of matter</p> <p>Electricity</p> <p>The Solar System and Earth</p>	<p>Color, line, shape, texture</p> <p>Murals</p> <p>Rhythm and melody</p> <p>Introduction to concept of musical notation</p> <p>Instruments of the orchestra</p>

		<p>Revolution</p> <p>The Louisiana Purchase and the Louis and Clark expedition</p> <p>National symbols: the Liberty Bell, the eagle, etc.</p>		<p>Rocks and minerals</p> <p>Biographies: Rachel Carson, Thomas Edison, Edward Jenner, Louis Pasteur</p>	
G	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
S	Spelling and vocabulary	India	Counting, ordering, and comparing numbers	Seasonal cycles	Elements of art
E	Handwriting	Hinduism and Buddhism	Odd and even numbers	Life cycles	Landscape painting
C	Capitalization, end punctuation, using complete sentences	Ancient China	Rounding to nearest ten	Weather	Architecture
O	Nouns and verbs	Japan	Bar graphs	Insects	Verse and refrain
N	Common prefixes and suffixes	Ancient Greece	Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, and $\frac{1}{10}$	Human body: cells, digestive and excretory systems	Musical notation
D	Antonyms and synonyms	American history and geography: Constitutional government, War of 1812, westward expansion, Civil War, immigration, and American geography	Addition and subtraction	Magnetism	String and percussion families, keyboard instruments
	Familiar abbreviations	National symbols: including Lincoln Memorial	Multiplication with single-digits	Tools and simple machines	Scales
	Ancient Greek myths American tall tales Folktales and stories from around the world		Word problems	Biographies: Elijah McCoy, Florence Nightingale, etc.	
			Measurement		
			Geometry: perimeter, horizontal, vertical, perpendicular and parallel lines		
G	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
T	Literature: <i>Arabian Nights</i> , <i>Alice in Wonderland</i> , Pollyanna, Three Words of Wisdom, Norse Mythology	World Civilization: the Roman empire, the Byzantine empire, Islam and the spread of Islam	Multiplication: Multiplication words, Multiplying vertically, the Multiplication table, parentheses, Multiplying three numbers	Physical Science: static electricity, electric circuits,	Elements of Art
H	The Parts of Speech: adjectives, pronouns, proper nouns, conjunctions, articles, helping verbs,	American Civilization: the first Americans, the Jamestown colony, the Pilgrims at Plymouth, the Puritans, Southern colonies, the "Boston Massacre", the Boston Tea Party, the	Division: Operations, Division words, Division facts, Division rules for 0 and 1, Division word problems,	electric circuits,	Shapes with straight and curved lines
I				kinds of matter: metals and nonmetals, iron, other metals, alloys, nonmetals in the air, carbon, chlorine	Shapes in Architecture
R				Gravity	Shapes and rhythm
D					Slow rhythms
					Mexican muralists

	<p>Getting words to agree</p> <p>The three main kinds of sentences</p> <p>Learning About Literature – biography, autobiography, fiction, and nonfiction</p>	<p>Declaration of Independence,</p> <p>World Geography: The Mediterranean, the Roman empire</p> <p>Geography of the Americas: The Vikings, Spanish explorers of North America, Spanish settlements in the New World, Northwest Passage, “New France”, the voyages of Henry Hudson</p>	<p>Picturing multiplication and division facts,</p> <p>Division and fractions</p> <p>Numbers through Hundred Thousands: Reading and writing four digit numbers</p> <p>Ten thousands and hundred thousands,</p> <p>Expanded form, counting with thousands, rounding numbers, comparing and ordering thousands, equations and inequalities, ordinal numbers through one hundredth,</p> <p>Addition and Subtraction: Column addition, Mental addition, Estimating sums and differences, More than one operation, Mental subtraction</p> <p>Sums and differences of four-digit numbers: Adding with thousands, Subtracting across zeros, Four-digit subtraction, Adding and subtracting amounts of money</p> <p>Time, Money, and Graphs:</p> <p>Measurement: U.S. customary and metric system</p> <p>Geometry: Polygons, Angles, Area, Solids, Perimeter</p>	<p>Solar system, the sun, terrestrial planets, asteroids, the gas giants, Pluto and beyond, constellations</p> <p>Stories of Scientists: Charles Babbage and Ada Lovelace, John Muir, Jane Goodall, Edward Jenner, Elijah McCoy</p>	<p>Shapes that frame a picture</p> <p>Pattern and texture</p> <p>Rhythm, Meter, Tempo, African and Latin Rhythms, Instruments that keep rhythm</p>
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G r.	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
F O U R T H	Spelling and vocabulary Library skills: bibliography Expository writing: Summarizing Book reports Essays Proofreading Grammar: Parts of Speech Regular/Irreg. Verbs Punctuation Avoiding Double Neg. Poetry: L. Hughes, H. Longfellow, etc. Stories: <i>The Legend of Sleepy Hollow</i> , <i>Rup Van Winkle</i> , etc. Legends of King Arthur and the Knights of the Round table	European History to Middle Ages: fall of Rome and rise of Christian Church Feudalism Norman Conquest Magna Carta Joan of Arc The Plague European Geography Africa: Geography and History China: Geography and History American Revolution Constitutional government Early Presidents and politics: Jefferson, Hamilton, Madison, Jackson Abolitionists: Garrison, Douglas Feminists: Stanton, Truth	Numbers up to 9 digits Place value up to hundred millions Rounding numbers Roman numerals Bar graphs and line graphs Plot points on a grid Read/write decimals and fractions Geometry: points, segments, rays, lines, angles, polygons, diagonals of quadrilaterals, radius and diameter of circles, area of a rectangle, volume of rectangular prisms	Human body Chemistry: basic terms/concepts Electricity Geology: the Earth and its changes History of the Earth Meteorology Biographies: Banneker, Faraday, Blackwell, Drew	Art/architecture of Middle Ages in Europe Islamic art/architecture Art of Africa Art of the United States Sing/play simple melodies Meter signatures Music: Haydon, Mozart, Strauss
G r.	Language Arts/ Reading	History/ Geography	Math	Science	Music/ Visual Arts
F I F T H	Spelling and vocabulary Giving speeches/short talks Library/research skills Creative and expository writing	Mesoamerican Civiliz. European History from Age of Exploration to English Bill of Rights The Renaissance The Reformation England from Elizabeth to William and Mary	Numbers up to hundred billions Place value up to billions Identify sets and members of a set Compare, add, subtract, and multiply mixed numbers and	Life cycles and cell processes The human body: adolescence Human reproduction Chemistry: Matter and change	Elements of Art Renaissance art and artists American art of the nineteenth century 2 and 3 part singing

	Literary terms and concepts Figurative language Literature: William Blake, Gwendolyn Brooks, Countee Cullen, Emily Dickinson, Robert Frost, Walt Whitman	Feudal Japan Russia: Early growth and expansion The Civil War: Causes, conflicts, and consequences Reconstruction Westward Expansion Native America: Culture and life	fractions Commutative and associative properties of addition Commutative, associative, and distributive properties of multiplication Multiplying two factors of four-digits each Word problems with multiplication and division Geometry: Degrees in angles, kinds of triangles, circles, areas of rectangle, triangle, irregular figures Probability Recognize variables and solve simple equations with one variable	Physics: Speed, work, power Biographies: Galileo, Julian, Just, Babbage, Lovelace	Recognize chords Musical notation Jazz Renaissance music Mozart, Mendelssohn, Mussorgsky
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Table 6

Middle School Grade Levels (6-8)

The Service Learning Approach

Project YES is cool because it changes a lot of people's education, for example, we work harder, succeed with our community service projects, and we get smarter.



Classroom experiences by the nature of their environment are to some degree contrived. Teachers "create" situations in the classroom in which students are asked to solve problems, analyze issues, and role-play situations. The more effectively a teacher can reduce these contrived situations in a classroom and increase the number of meaningful learning experiences, the more successful a teacher will be in motivating students to learn. Making this conscious effort to breathe relevance into the curriculum encourages students to build connections between the classroom and the "real world."

At Project YES, we integrate community service projects into the sixth through eighth grade *Core Knowledge* curriculum and promote collaboration between the school and its surrounding community. Students apply classroom learning to authentic and meaningful situations that positively impact the community. Our service learning projects are structured as six-week thematic units that revolve around a specific issue affecting the neighborhood. Each subject area ties into the theme where natural relationships exist. In this model, students work in each classroom towards completing a culminating activity that will positively impact the community. Examples include:

- creating Second Ward's first neighborhood recycling program;
- creating kindergarten and first grade bilingual children's books to supplement the school library;
- forming a Reading Buddies program in which middle school students mentor kindergarten, first, and second grade students as they learn to read; and
- writing, designing, and distributing a health booklet prepared with medical students from Baylor College of Medicine to educate neighborhood residents on various health issues that affect the community neighborhood residents.

The Core Knowledge Sequence at the elementary grade levels fit naturally into the middle school service projects. When lower school expansion is complete, students will enter middle school with a superior base of knowledge allowing the middle school teachers to spend more time connecting their subject matter to a particular project idea and less time on remedial content work. The Core Knowledge Sequence will continue to be used through the middle school grades as a content guide when planning each six-week service project. Through these projects students are fusing the most important aspects of community service and education – learning what it means to be an active, productive citizen in a democratic society.

Instructional Methods

Project-based learning forms the structural backbone of the middle school curriculum. Each project is designed to relate to life in the community about issues interesting to the students. The projects integrate all the academic disciplines in a manner in which content and skills are carefully woven into project study. Project-based learning is supplemented with other instructional methods. These include:

- whole class instruction;
- individual seatwork;
- individual coaching;
- cooperative learning;
- hands-on learning;
- educational field lessons; and
- peer tutoring.

The Project YES College Preparatory Middle School Day at a Glance

This section outlines a typical day students in the life of a Project YES middle school student

7:00 am – 7:30 am

Students arrive for breakfast and enter their classrooms.

7:30 am – 8:00 am

Morning Word Problem. Students complete logic puzzles and advanced mathematical word problems. The text in the problems and puzzles will contain grammatical, spelling, and capitalization errors that will need to be corrected. The Morning Word Problems will weave mathematical concepts and daily oral language skills together in the same problem.

8:00 am – 3:30 p.m.

Core Academic Subjects. Students spend this time working on the core academic subjects of reading, English, math, social studies, and science. Students engage in the study of each course for a full hour in order to provide the students and teacher ample time to delve deeply into the content of each course. This time also accounts for thirty minutes each for lunch, and an ancillary course.

3:30 p.m. – 5:00 p.m.

Extracurricular Time and Novel Reading. Middle school students attend school an additional two hours each day. The final 90 minutes of their school day will be split between extracurricular clubs and novel reading. The first 45-minute period allows students to participate in teacher-sponsored clubs. These types of activities include student government, school newspaper, yearbook, etc. This forty-five minute time period will provide additional time when necessary to complete particular service projects as well. The final

45-minute period is spent reading novels at the end of each school day. The Project YES teachers have created a reading list at each grade level of twelve to fifteen books. Homeroom teachers will be required to read at least ten of these titles during the course of the school year.

High School Grade Levels (9-12)

The Advanced Placement Approach

Upon expansion, the high school component will refine and extend the academic and civic fundamentals currently being instilled in the middle school. Every major university in the country grants college credit for all advanced placement (AP) tests passed by high school students through the nationally recognized College Board Advanced Placement (AP) program. The high school component of the kindergarten through twelfth grade educational model will culminate with our students' successful completion of AP courses. In addition to the obvious benefit of receiving college credit prior to high school graduation, high passing rates on AP tests will assure all stakeholders in The Project YES community that the school is achieving its goal of preparing students for a rigorous college experience.

In order for the AP program to be successful, The Project YES College Preparatory School will ensure the following:

- intense collaboration, planning, and training among cross grade-level teachers;
- daily small student/teacher study groups (before and after school)
- instructors with demonstrated success in teaching AP courses; and
- summer school classes.

College Preparation and Awareness

In addition to an emphasis on advanced placement course work, college counseling to students and parents will be critical to the success of the high school. Teachers will be trained in counseling students and parents in the following areas:

- college selection;
- SAT/ACT preparation;
- college applications;
- scholarship applications;
- GPA, class rank, and transcripts; and
- financial aid.

Methods of Instruction

The whole-class Socratic method will form the structural backbone of the high school curriculum. Teachers will employ this engaging technique in order to extend student thinking and force students to probe the content at a much deeper level than at ordinary high schools. The Socratic method combined with a constructivist approach to learning that emphasizes hypothesis testing, exploration, discovery and conclusion making will build on the existing knowledge base our students acquire at the lower and middle school.

Technology will support instructional methods deemed best to prepare our students for success in college. The school will not initially have the means to build an extensive on-campus library; therefore, the Internet will be a valuable resource for research. All students will learn HTML and publish academic work on Rice University's server on the World Wide Web. Students will be required to use word processing, database, spreadsheet, and presentation applications as tools in their oral and written work. Both graphing calculators and software packages for data collection will be incorporated into mathematics and science instruction.

High School Core Academic Course Schedule

Grade Levels	English Reading	Geography History	Mathematics	Science	Foreign Language
9th Grade	World Literature College Reading	World Geography	Geometry	Physical Science	Spanish III (Spanish I and II will be completed in 7 th and 8 th grade.)
10th Grade	European Literature College Reading II	AP Modern European History	Algebra II	Biology	Spanish IV
11th Grade	AP American Literature	AP US History	Pre-Calculus	Chemistry	German or Russian
12th Grade	AP English Composition	AP Economics AP Government	AP Calculus	AP Physics	German or Russian

Table 7

Additional Core Curriculum Courses

In addition to the core course outlined above, all high school students will fulfill the state technology, physical education/health and fine arts requirements necessary for graduation. Students will fulfill all physical education/health requirements during Saturday class. Required technology and fine arts instruction will occur during the course of the four-year high school educational program. As college preparation and entrance is the ultimate goal of high school instruction, Project YES faculty and staff will ensure that every student meets all graduation requirements necessary to secure entrance to an accredited college and/or university.

The Project YES College Preparatory School Population

Current Population

Project YES currently enrolls 150 students in grades sixth through eighth. Ninety six percent (96%) of our students are Hispanic and four percent (4%) are African American. Ninety three percent (93%) of the students currently enrolled in Project YES are economically disadvantaged and receive either free or reduced-price breakfast and lunch. Four percent (4%) are limited English proficient and nine percent (9%) of our students qualify for special education services.

Future Populations

The Project YES College Preparatory School will be designed to serve inner-city students in the city of Houston. The racial composition of the student body will reflect the percentages outlined in the above paragraph. Project YES has established strong roots in the Second Ward neighborhood and will maintain firm neighborhood and community connections. The school will recruit many, if not most of its students from the surrounding area. We plan to actively recruit a higher percentage of African-American students as our ability to draw from a number of communities in Houston increases. This includes economically disadvantaged students in Houston's Third, Fourth and Fifth Wards.

Exceptional Education

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Exceptional Education

All Project YES students will receive instruction in a mainstream environment. We will service special education, at-risk, and limited English proficient (LEP) students. With 93% of the Project YES students qualifying for Title I money, most of the school population is considered "at-risk". All special education students will be mainstreamed into the educational program at each school. A special education teacher will monitor each special education student's individual needs. Special education students enrolled in Project YES have excelled. For the past two years, 75% of the special education students in Project YES have passed both sections of the TAAS test. In addition, with a 96% Hispanic population, our average LEP population is remarkably small because nearly all students pass the Reading portion of the TAAS. In the past two years our TAAS Reading scores enabled nearly all of our students to exit the LEP program in only one academic year. The Project YES track record for reaching exceptional education students proves that its college preparatory program benefits all students. Teachers and staff members are aware of the modifications that need to be made and subscribe to the philosophy of doing "whatever it takes" to ensure all students achieve academic success.

The Project YES College Preparatory School Attendance Requirements

Students will attend school according to the hours outlined in Table 2 Project YES College Preparatory School Hours in the Goals section of this proposal. Project YES currently enrolls 150 students in grades sixth through eighth. Ninety six percent (96%) of our students are Hispanic and four percent (4%) are African American. Ninety three percent (93%) of the students currently enrolled in Project YES are economically disadvantaged and receive either free or reduced-price breakfast and lunch. Four percent (4%) are limited English proficient and nine percent (9%) of our students qualify for special education services. We are confident that this attendance rate will continue to be achieved yearly.

Saturday classes will continue to be mandatory for the sixth through eighth grade students. When expansion is complete, all fourth through twelfth grade students will attend Saturday class. Student absences will be recorded and dealt with as they would be for any other school day. Furthermore, attendance requirements will be set for students to qualify for any end-of-the-year trips or other special Project YES events.

Students will continue to attend summer school four weeks each summer; the summer program will be run jointly by the school and the *Teach for America Summer Training Institute*.

Extracurricular Activities

Field Lessons

Frequent student field lessons are an integral part of our program. We believe that exposing students to the city's cultural events is equally as important as the education our students receive in the classroom. Students attend musicals and ballets at Houston's Wortham Center, plays at Houston's Alley Theater, and concerts at the Miller Outdoor Amphitheater. In addition, our middle school students have the opportunity to qualify, through good grades, attendance, and participation in other activities, for a spring trip in May.

Sixth grade students participate in a four-day trip to Texas colleges and universities in Houston, Huntsville, College Station and Austin. They tour campuses, meet university students, and interview admissions officers and professors. Seventh grade students end their study of Texas history with visits to San Antonio and Austin where they tour the Alamo, the Governor's mansion, the state capitol, and other historic sites. Eighth grade students finish their year-long study of United States history with a five day trip to Washington, D.C. where they meet their Congressional Representative and tour historical landmarks and museums. We believe these field lessons are an important component of our educational program because they breathe life into the classroom instruction.

Other field lessons have been incorporated into the community service projects, enabling students to learn more about their city and their immediate community. These types of extracurricular activities will continue to be an important part of our school at all grade levels.

Athletic Teams

Athletic competition provides a means to expose students to learning experiences outside of the classroom. Project YES currently offers two sports, basketball and soccer, to all interested students. The teams compete with other middle schools, public and private, in the Houston area. We will continue to offer these two programs at the middle and high school level and plan to add a girls' volleyball team for middle and high school students. Additional athletic teams will be added as students express interest and the school's budget affords the opportunity. We firmly believe in the value of athletic competition, especially team sports, and will ensure that they continued to be offered at our school.

KIPP Academy

KIPP Academy will correlate its curriculum objectives to the Texas Essential Knowledge and Skills (TEKS). Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning in order to ensure that mastery of the TEKS can be achieved at a quicker pace. The driving force in curriculum planning will remain preparing the students for a rigorous and challenging AP-intensive curriculum in high school. Achieving this subject mastery will lead to a continued focus on college matriculation.

KIPP Academy's Extended Day at a Glance

KIPP Academy students attend school Monday through Thursday from 7:30 a.m. to 5:00 p.m. and on Friday from 7:30 a.m. to 4:30 p.m. A typical day in the life of a KIPPster is broken down according to the following schedule:

7:00 a.m. - 7:30 a.m.

Students arrive for breakfast and enter their classrooms.

7:30 a.m. - 8:00 a.m. (Morning Work)

Students work on math, reading, logic and critical thinking skills through a variety of cross-curriculum problem-solving activities.

8:00 a.m. - 3:30 p.m. (Core Academic Subjects)

Students are engaged in the standard curriculum areas of Reading, Writing, Math, Science, Social Studies, Art/Music, Thinking Skills, Current Events, Technology, and Physical Education. Seventh and eighth grade students receive instruction in Spanish (a Spanish literature course for native speakers) and musical instruments as well. Grade levels are departmentalized. Fifth and sixth grade instructors teach two subject areas and students rotate in heterogeneous groups from room to room. Seventh and eighth grade instructors focus on one subject area and teach both grade levels.

3:30 p.m. - 4:10 p.m. (Enrichment Period)

Students attend an Enrichment Period in which they receive a daily snack and have the option of working on homework, receiving individualized tutoring from teachers, or participating in group projects.

4:10 p.m. - 5:00 p.m. (Novels and Extra-Curricular Activities)

Fifth and sixth grade students and teachers divide into heterogeneous groups within specific grade levels to read novels. During this time period, volunteers and guests often assume the role of guest readers. This time exposes students to the joy and love of reading. In each of the last 4 years, KIPP Academy students read ten novels as a class. Students are on pace to read ten novels again this year. Seventh and eighth grade novels will be incorporated earlier in the day, so that the students can participate in their extracurricular activity during this time block. It will be mandatory for seventh and eighth grade students to participate in at least one sport or club activity. KIPP Academy will compete in athletics with other schools in the Greater Houston area (boys and girls basketball, girls volleyball, boys football, boys and girls soccer, and co-ed ultimate frisbee). Moreover, the school will have a band, school newspaper, yearbook, drama group, and debate team.

After 5:00 p.m. (Computer Literacy and Adult Education)

Students stay after school twice a week to receive instruction and training in computer literacy. Parents of KIPP Academy attend free ESL courses once per week staffed by the school's instructors. The school hopes to expand the parent classes to include Citizenship, Graduate Equivalency Degree (GED), Consumer and Family Math, and Computer Literacy.

Methods of Instruction

KIPP Academy recruits and employs teachers with a proven track record of successfully maximizing classroom learning. We define such success as a process in which students acquire the knowledge and skills needed to achieve academic success and the ability to apply, evaluate, and expand upon this knowledge independently. There are many educational theories and practices proven to be effective in the classroom environment. KIPP Academy does not intend to subscribe to only one approach. The school believes in allowing successful teachers to teach in an environment that supports their successful practices and strategies. Current strategies used in KIPP Academy's classrooms include:

- direct whole-class instruction;
- indirect whole-class instruction;
- instruction incorporating various learning modalities;
- instructed adapted to multiple intelligences;
- teacher-directed small group instruction;
- one-on-one teacher instruction;
- cooperative learning;
- peer tutoring;
- computer activities;
- educational and motivational field lessons;
- Haptic, multi-sensory instruction such as raps, songs, chants, and dances;
- phonetic-based instruction;
- whole-language instruction;
- project-based learning; and
- discovery learning.

Saturday Enrichment Classes

KIPP Academy students attend Saturday classes from 9:15 a.m. to 1:00 p.m. During this time, students participate in Swimming, Kung Fu, Ballet Folklorico Dance, Art, Basketball, French, Guitar, and Keyboard. Seventh and eighth grade students utilize a portion of this time to continue practice in their extra-curricular activity. These experiences provide students an opportunity to work with professionals in the field and to practice the social and critical thinking skills learned in the classroom during the weekdays. Attending school on Saturday in order to become well-rounded individuals is one of the ways that KIPPsters have earned the respect and support of their parents and communities. In addition, KIPP Academy teachers offer ESL classes for parents during the Saturday school hours. Finally, seventh and eighth grade students have the option of volunteering to stay at school for an additional 2 hours in the afternoon for SAT training. They receive one hour of SAT Math instruction and one hour of SAT Verbal instruction. It is our hope that this early preparation will lead to high scores on the PSAT and SAT as well as scholarship support.

Summer School

Our summer school session provides KIPP Academy students, parents, and teachers with a head start in preparing for the upcoming academic year. It is divided into two components. The first segment contains a week-long staff development program that provides KIPP Academy teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. The teachers work on these designs horizontally within their grade level and vertically across grade levels. It is also a time when teachers and administrators work together to design the most efficient and effective policies, practices, procedures, and schedules for the school.

The second component of the summer session is brought to life when the students enter our classrooms. During this time, teachers, students, and parents become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of Reading, Writing, Math, Science, and Social Studies. The summer session is also a time when the process of team building begins. Students are introduced to the concepts,

challenges, strengths, and rewards of working as a team. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that will address the specific needs and interests of the students identified during the summer, while following the guidelines expressed in the Texas Essential Knowledge and Skills.

Volunteer Program

In response to the growing interest of the Houston community and the student's parents in the welfare of the school, KIPP Academy has opened its doors to qualified individuals who are dedicated to helping students obtain their academic goals. Our volunteer program is composed of community members, college students, high school students, and parents. Volunteers perform several duties, including tutoring, diagnostic testing, and serving as guest readers during our daily Novels Reading.

Annual Out-of-State Field Lessons

Our end-of-the-year field lessons serve as culminating activities which the students must earn. Each school year, fifth grade KIPP Academy students acquire a working knowledge of the United States Constitution and the structure of U.S. government. As a class they read and analyze the Declaration of Independence, the Constitution, and a variety of speeches, poems, and lyrics. They also study the importance of and history behind such sites as the Washington Monument, Vietnam Memorial, White House, Bureau of Engraving and Printing, Jefferson Memorial, Lincoln Memorial, The Capitol, Library of Congress, and the Smithsonian Museum of Air and Space, among others. Therefore, our fifth grade end-of-the year field lesson is a six-day cultural and educational trip to Washington, D.C., where students are able to transfer what they learned in the classroom to the real world. In this manner, learning truly comes alive.

While fifth graders are studying U.S. government and history, their older peers in the sixth grade are learning about the history of the planet and how to set up a tent, because the sixth grade end-of-the-year field lesson is a scientific and exploratory excursion in southern Utah's national parks. This trip presents a challenging and exciting field lesson designed to enhance the students' experiences in earth science and geology, as well as continuing to provide the students with an expanded view of the world around them.

The first KIPP Academy 7th and 8th grade field lesson will be implemented in May of 1998. Those students will take a northeast city and college tour focusing on Boston, New York City, and Philadelphia. Given the area of the country we will visit, the students will receive extensive and intensive instruction in U.S. History in order to prepare them for the sites. KIPP Academy is also working with the alumni boards at Harvard University, the University of Pennsylvania, and Columbia University in order to prepare for visits to these campuses.

Exceptional and Bilingual Education

All KIPP Academy students will receive instruction in a mainstream environment. A special education and bilingual teacher will monitor the students' progress and assist the classroom teachers in modifying strategies to meet the student's individual needs. For the past two years, 100% of the school's special education students passed both the Reading and Math sections of the TAAS test even though there scores were not reported. Furthermore, an average of 50% of KIPP Academy's entering fifth grade students are designated as Low English Proficient (LEP). In the past three years, KIPP Academy's TAAS scores have ranged between 94% - 100%, enabling the school to exit nearly all the fifth grade LEP students after only one academic school year. KIPP Academy's record of educating LEP and special education students demonstrates the school's sense of awareness for all children, the need for modifications, a sensitivity for various deficiencies, and the commitment to cooperative efforts between teachers, parents, and students. This cooperative effort ensures all children achieve at the same level of success.



Accountability

IV. ACCOUNTABILITY

The Project YES College Preparatory School

The mission at Project YES is to create civic-minded intellectuals who possess a passion to learn, a desire to work hard, and a commitment to community service. We believe that instilling these habits in our students will ensure that they are successful in college and life beyond. In order to evaluate our ability to meet our academic vision, we assess our students using a variety of tools. These include:

- bi-monthly computer generated grade reports;
- nine-week report cards;
- standardized tests;
- student journals;
- daily classroom monitoring;
- project evaluations completed by fellow students, teachers, and community members; and
- unit tests.

Project YES students are evaluated thoroughly and frequently to provide teachers and administrators with updated performance data crucial to the implementation of our educational program.

TAAS Achievement

Project YES students have outperformed other middle school students in Houston's East End at an impressive rate. The following table compares the 1996-1997 Project YES TAAS scores with those of the local middle school.

Project YES 1996-1997 TAAS Scores

1996-1997 Local Middle School TAAS Scores

	Reading	Math	Writing	Reading	Math	Writing
Sixth Grade	78%	76%	N/A	36%	36%	N/A
Seventh Grade	90%	98%	N/A	49%	40%	N/A
Eighth Grade	98%	86%	86%	45%	30%	42%

Table 8

While Project YES has outperformed other middle schools in the East End, the administrators, teachers, students, and parents relentlessly pursue academic excellence. We will consider 90% to be the minimum acceptable passing rate for all future TAAS tests, and all end-of-year tests in Algebra and Biology.

The school will achieve these results through a number of strategies:

- continue recruiting and selecting only the highest caliber of individuals to serve as instruction and support staff;
- increase our current extended day schedule of 7:45 am – 4:00 p.m. to 7:30 am – 5:00 p.m.;
- continue to hold mandatory Saturday classes as well as a summer school program;
- continue sending bi-monthly progress reports to parents updating them on their child's academic progress;
- continue to conduct after-school tutorials for students to make up incomplete/missing work or do extra work in subjects in which they are struggling; and;
- increase the emphasis on the *Core Knowledge Sequence* at the K-8 grade levels.

Additional Accountability Provisions

Lower and Middle School Achievement Tests

In addition to TAAS, state end-of-course tests and school prepared end-of-year final exams, our school will administer nine-week achievement tests beginning in third grade and continuing in every subject at every grade level thereafter, culminating in a comprehensive final exam at the end-of-the-year. These tests will be an important part of both student grades and teacher evaluations. Students will be expected to pass all achievement tests in order to gain promotion to the next grade level. Teachers whose students consistently fail to pass nine-week achievement tests will be ineligible to receive stipends and will be placed on a corrective action plan. Subsequent teacher failure will result in dismissal. The school will hold itself and its teachers accountable for student achievement tests. The school will collect test data, and copies of the tests and results will be forwarded to the Texas Education Agency, the State Board of Education (SBOE), and all media service providers in metropolitan Houston when each round of tests has been completed. The timeline for reporting these test results is detailed in Table 9 of this proposal.

National Standardized Tests

The Project YES College Preparatory School will administer a national standardized test at the beginning of each school year in order to set benchmarks for student achievement. Project YES will research the standardized tests administered by its sister school, KIPP Academy, as well as other nationally recognized tests such as the Iowa Test of Basic Skills, before making recommendations to the SDMC for approval.

Final Eighth Grade Project

The Research Paper

Students will research and write on a topic of special interest previously covered in one of the six-week service learning projects. The purpose of this assignment is twofold: (1) it will provide the student with an opportunity to further explore a topic of personal interest, and (2) it will provide the student the opportunity to demonstrate proficiency in researching, writing, analyzing, and presenting complex information. Once students have decided on a particular topic, the content of the paper will include the following sections:

- Part I. The question of evidence, or "How do we know what we know?";
- Part II. The question of viewpoint in all its multiplicity, or "Who are the players?";
- Part III. The search for connections and patterns, or "What causes what?";
- Part IV. The idea of supposition, or "How might things have been different?"; and finally,
- Part V. The question why any of it matters, or "Who cares?".

The Defense

Students will present the key concepts of each section of the research paper to a jury of community members. Jurors will include staff member friends and family, colleagues from other schools, parents, and representatives from various education organizations. The school will write an open letter to *The Houston Chronicle* seeking any prospective jurors from the at-large Houston community. Students will be required to present to the jury for approximately twenty-five minutes. Jurors will ask questions and rate each student on a set of predetermined measurable criteria. Successful completion of this assignment will be required for entrance into high school.

High School Advanced Placement Achievement Tests and School Based Achievement Tests

Advanced Placement (AP) students are evaluated by their performance on a standardized end-of-course exam. AP teachers are evaluated on the basis of their student passing rates on the same test. Consequently, the AP program has a built-in accountability system. In addition to the AP tests, the school will require teachers to administer their own end-of-course exam program to augment the AP accountability system for each course taught. State mandated end-of-course exams will comprise 50% of the semester exam assessment while the other 50% of the exam assessment will be developed in-house. In order to mirror the AP testing procedures, these tests will be standardized so all students in a course will take the same exam. Identification numbers only will identify student papers, and a teacher other than the one teaching the

course will grade the exam. Test developers will be subject area teachers and will use the TEKS and TAAS objectives as the basis for the test. Teachers whose students do well on these exams will be receive a monetary performance bonus, more latitude to develop their own teaching strategies, and an opportunity to mentor other teachers who may not be as effective. We believe this will be a powerful means to create real vertical collaboration between AP and pre-AP teachers.

Graduation Requirements

We realize the gravity of the concern in high school to ensure that all state graduation requirements are met and all required courses and tests are passed. The high school dean of instruction will be responsible for all students in this area. Experts on state requirements for graduation will train all teachers as teachers/advisors in August 1998. Students will be assigned a teacher/advisor for their entire four years and they will meet their advisors during an advisory period thirty minutes each day. The daily advisory period will be devoted to graduation and college admission requirements. The teacher/advisor will be responsible for making sure that students are prepared to pass state required tests and will develop a growth plan for students towards achieving that goal. Each student will develop a four-year plan during his or her freshman year. Teachers/advisors will meet monthly with the Project YES College Preparatory Dean of Instruction to discuss individual student concerns. Each teacher/advisor will review transcripts and the four-year plan on an annual basis in order to ensure proper steps are being taken toward high school graduation and college acceptance.

Project YES will continue to utilize its existing assessment tools as well as implementing new assessments when appropriate. Our students and staff subscribe to the relentless pursuit of excellence. We firmly believe that frequent and varied assessment strategies are a key element in ensuring our students reach the school's ultimate goal – ensuring our students' secure acceptance to a four-year college or university. This is the real assessment tool that will prove whether or not the school is reaching its academic vision. For now, we believe our students have started down the right path.

Reporting Timelines

The following table will outline the timelines for reporting all accountability measures to the SBOE.

TAAS Tests	9 Week Achievement Tests	Core Knowledge Tests	AP Tests	Graduation Rates	College Acceptance Rates
June of Each Year	End of each Nine-Week Grading Period	June of Each Year	End of Each Semester	July of Each Year	July of Each Year

Table 9

KIPP Academy

KIPP Academy's mission is to prepare students with the academic, intellectual, and character skills necessary to succeed in high school, college, and the competitive world beyond. While understanding that such skill mastery will occur in gradual steps, KIPP Academy will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment. Evaluation and assessment will be conducted on an annual, quarterly, weekly, and daily basis. The evaluation and assessment instruments to be used will include:

- TAAS test;
- national norm-referenced tests (OLSAT, Woodcock-Johnson Test of Achievement, Stanford 9, or ERB, or a combination of the aforementioned);
- end-of-course exams (Algebra, Biology, and Spanish for the eighth grade students working on an accelerated pace)
- grade reporting
- weekly progress reports to parents;
- student folders;
- student writing portfolios;
- student journals;
- daily subject area monitoring;
- unit tests;
- projects;
- parent surveys; and
- class attendance.

The frequency of these evaluation tools will serve as an opportunity for KIPP Academy teachers and administrators to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population.

Standardized Tests

KIPP Academy has already conducted three annual assessments measuring the one year growth of current sixth grade students... All current seventh grade students took the Otis-Lemon School Ability Test (OLSAT) in November, 1995 and November, 1996. HISD uses the OLSAT to identify "gifted and talented" students... In the students' fifth grade year, the mean national percentile rank for the KIPP Academy students was 47%. Last year, the mean national percentile rank improved to 68%, with more than one-third of the students scoring in the top quarter in the nation. The sixth grade students also took the Woodcock-Johnson Test of Achievement in the beginning of fifth grade and once again at the beginning of this academic year. The overall mean increase in the six categories tested was 1.86 grade levels. Most notable were differences in Passage (reading) Comprehension and Applied Problems (math word problems): the mean increase in these areas was 2.46 grades. The complete results are as follows:

	Letter-word Identification	Passage Comprehension	Calculation	Applied Problems	Dictation	Writing Samples
Pre	5.88	4.78	5.32	5.41	3.68	4.09
Post	7.46	7.03	7.30	8.07	4.87	5.61
Difference	+1.58	+2.25	+1.98	+2.66	+1.19	+1.52

Table 10

* Numbers show average national grade levels

** Please note that the data represent mean results from all students tested who were present to take both tests; specifically, children with known learning differences were not excluded. In addition, in order to exclude repeat-test

bias, different versions of the test were given each time. Teachers did not know the content of the test, so no attempt could have been made to cover the material in class.

On the 1997 TAAS, 97% of the 5th grade students passed the reading section and 100% passed the Math section (five students received LEP exemptions). 100% of the 6th grade students passed both Reading and Math. There were no exemptions. Please see the following page for the TEA School Report Card. In conjunction, the OLSAT, Woodcock-Johnson, and TAAS provide benchmarks for the current students. These evaluations will be utilized to set goals for future KIPPsters.

Additional Accountability Provisions

KIPP Academy will continue to utilize these measures as well as initiate new assessments. First, the teachers will teach the eighth grade curriculum at a high school level, where the students will earn high school credit for the classes. In this manner, KIPP Academy students will enter high school on an Honors and Advanced Placement (AP) track. Secondly, KIPP Academy plans to administer the Educational Research Bureau (ERB) test annually to students. This test is administered to private school students who have high college matriculation rates. We want to measure the KIPP Academy students against this other successful group in order to ensure the KIPPsters are maintaining a college preparatory pace.

While the above evaluations and assessments are necessary to ensure KIPP Academy is meeting its objectives, the ultimate evaluation of the school will not occur until 2002, when the first KIPP Academy grade level will be on track for high school graduation and college matriculation. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

Reporting Timelines

The following table will outline the timelines for reporting all accountability measures to the SBOE.

TAAS Tests	Woodcock-Johnson Test of Achievement or Other Norm-Referenced Test	End-of-Course Exams	Graduation Rates	College Matriculation & Acceptance Rates
June of each Year	September 1 of each year	June of each year	July of each year, beginning 2002	September 1 of each year, beginning 2002

Table 11

STATE OF TEXAS
1996-97 SCHOOL REPORT CARD

DISTRICT NAME: HOUSTON ISD
SCHOOL NUMBER: 101912278
SCHOOL ENROLLMENT: 141

SCHOOL ACCOUNTABILITY RATING: EXEMPLARY
DISTRICT ACCREDITATION STATUS: ACADEMICALLY ACCEPTABLE
GRADE SPAN: 05 - 06

LEGEND	
*	Fewer than 5 students
-	No students
?	Outside reasonable range
n/a	Not available or not applicable

		State Average	District Average	School Group (Median)	School (All Students)	African American	Hispanic	White	Asian/Pacific Islander	Native American	Economically Disadvantaged
TAAS Percent Passing (For all grades tested at this school)											
Reading	Spring 1997	84.0%	78.3%	70.2%	97.4%	*	97.1%	*	100.0%	-	97.3%
	Spring 1996	80.4%	73.1%	72.0%	100.0%	*	100.0%	*	*	-	100.0%
Writing	Spring 1997	85.3%	79.0%	66.7%	-	-	-	-	-	-	-
	Spring 1996	82.9%	74.5%	85.8%	-	-	-	-	-	-	-
Mathematics	Spring 1997	80.1%	71.3%	67.5%	100.0%	*	100.0%	*	100.0%	-	100.0%
	Spring 1996	74.2%	65.6%	74.6%	96.3%	*	97.8%	*	*	-	96.1%
All Tests Taken	Spring 1997	73.2%	83.8%	55.1%	97.4%	*	97.1%	*	100.0%	-	97.3%
	Spring 1996	67.1%	57.3%	62.3%	96.4%	*	97.9%	*	*	-	96.2%

Attendance Rate		State Average	District Average	School Group (Median)	School (All Students)	African American	Hispanic	White	Asian/Pacific Islander	Native American	Economically Disadvantaged
1995-96		95.1%	93.8%	95.6%	98.5%	*	98.6%	*	*	-	98.4%
1994-95		95.1%	93.7%	96.7%	-	-	-	-	-	-	-

TAAS Percent Exempted (for all grades tested at this school)											
Reading (Spring 1997)											
Percent LEP exemptions		2.7%	6.6%	3.7%	5.0%	*	5.4%	*	0.0%	-	5.1%
Percent Special Ed. exemptions		6.2%	10.2%	6.0%	0.0%	*	0.0%	*	0.0%	-	0.0%
Writing (Spring 1997)											
Percent LEP exemptions		2.8%	5.8%	4.7%	-	-	-	-	-	-	-
Percent Special Ed. exemptions		6.2%	10.8%	6.3%	-	-	-	-	-	-	-
Mathematics (Spring 1997)											
Percent LEP exemptions		2.6%	6.6%	3.7%	5.0%	*	5.4%	*	0.0%	-	5.1%
Percent Special Ed. exemptions		5.7%	9.3%	6.0%	0.0%	*	0.0%	*	0.0%	-	0.0%

		Average Cost per School		School	Expenditures are dollar amounts budgeted to be spent during the 1996-97 school year. Total dollar amounts have been divided by the number of students in the school. The district amounts are the average of the school amounts in the district. District central office amounts are not included in the district averages.	Number of Students per Teacher	State	District	School
Expenditures per Student	w/in State	w/in District							
Instruction	\$2,783	\$2,781	\$2,065						
School Leadership	\$273	\$312	\$152						
Other School Costs	\$744	\$676	\$97						
Total School Budget	\$3,801	\$3,769	\$2,314						
							15.5	17.7	18.6

A more complete report on your school, the Academic Excellence Indicator System (AEIS) report, is available from your school or from the Texas Education Agency. Produced by the Division of Performance Reporting, Texas Education Agency.

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Statement Of Impact Geographical Area Enrollment Criteria

V. STATEMENT OF IMPACT

Affected Districts

Both campuses will be open to any student and parent in the greater Houston area who wish to attend. The following districts will be impacted by the creation of the KIPP Academy/The Project YES College Preparatory Charter School:

District	Date the Statement of Impact Letter Was Sent
Houston I.S.D.	December 19, 1997
Aldine I.S.D.	December 19, 1997
Alief I.S.D.	December 19, 1997

Table 12

VI. GEOGRAPHICAL AREA

The Project YES College Preparatory School

Project YES has established strong roots in Houston's East End and will maintain firm neighborhood connections. The school will continue to recruit many of its students from Houston's East End, but will actively recruit inner-city students from all of Houston's neighborhoods inside the 610 Loop.

KIPP Academy

KIPP Academy has established strong roots primarily in the Gulfton neighborhood on Houston's southwest side, and also in the Sam Houston High School (HISD) feeder pattern on the north side. The school will maintain these firm neighborhood and community connections. While KIPP Academy will focus its student recruitment in these neighborhoods, it will actively recruit inner-city students from all of Houston's neighborhoods who wish to make a greater commitment to their education..

VII. ENROLLMENT CRITERIA

KIPP Academy and The Project YES College Preparatory School

Admission to KIPP Academy and The Project YES College Preparatory School will be a cooperative decision between students, parents, and teachers individually at each campus. Students and parents must choose to enroll in KIPP Academy or Project YES instead of remaining at the zoned public school. Both schools encourage and motivate the students and their families to view intense academic commitment as their key to the future. Students, parents, and teachers will be expected to sign KIPP Academy's Commitment to Excellence Form or the Project YES Family Contract depending on the campus. These documents address the areas of attendance, homework, behavior, and academics. (See Appendix A). No student will be denied admission to KIPP Academy or Project YES based on race, ethnicity, national origin, gender, or disability.

Recruitment of new students will be an ongoing process. Formal recruitment of incoming students will begin in March for the following school year. In March, KIPP Academy teachers and Parental Advisory Association recruitment committee members will advertise open registration. In April and May, teachers will conduct home visits to officially enroll students and parents who sign the Commitment To Excellence Form. Admission will be determined on a first come, first serve basis.

Project YES will begin its formal student recruitment in March and will follow a similar model. In April and May, school personnel will conduct home visits to enroll students and have prospective families sign the Project YES Family Contract. Admission will be determined on a first come, first serve basis.

The Project YES College Preparatory School and KIPP Academy staff will publicize the school as follows:

- local school visits;
- home visits in local school areas;
- referrals from current KIPPsters and families;
- neighborhood flyers;
- local newspaper and community association newsletter advertisements; and
- teacher referrals from other campuses.

Both schools will be open to any student and parent in the greater Houston area who wish to attend. Recruitment efforts will be aimed primarily within the Gulfton and East End communities, but there will not be any geographical boundaries. Bus transportation will be provided at central points within Houston and possibly Aldine and Alief depending on parental and student interest. Families who move to a home further away than a central bus stop will assume transportation responsibility. Currently, both schools have achieved a racial/ethnic balance reflective of the Gulfton and East End communities. Both schools will take the following steps to ensure that students representative of each school's respective communities continue to be recruited:

- post flyers and notices in local supermarkets, churches, community centers, and apartment complexes;
- visit local organizations in each neighborhood;
- visit and explain to prospective students and their families the purpose of Project YES or KIPP Academy; Conduct parental information sessions to elaborate on the commitment involved with attending KIPP Academy or Project YES; and
- canvass neighborhoods to further reach interested families.

VIII. PROFESSIONAL EMPLOYEE QUALIFICATIONS AND PEDAGOGY

The Project YES College Preparatory School

Professional Employee Qualifications

Project YES will continue to ensure that all individuals employed at the campus are committed to the mission and vision of the school. Staff members, instructional and non-instructional, will continue to subscribe to the philosophy of "whatever it takes" in order for all students enrolled in the school to achieve to their fullest potential. Staff members must adhere to the extended hours and complete all professional goals outlined in the Teacher Goals section of this proposal. All Project YES instructional staff will hold a degree from an accredited four-year college or university. The School Director will seek master teachers holding teaching certificates, but this is not a requirement for instructional staff members in the school. The only exception is the high school. The Advanced Placement courses dictate that teachers possess a thorough command of the subject matter. Project YES will require Advanced Placement instructors to hold two years of a proven track record of success in teaching advanced placement courses.

Project YES prepares students to become life-long learners and instructors will be encouraged to model that philosophy by enrolling in masters and doctoral programs while employed at the school. Project YES will follow the same pay scale as Houston ISD with an additional \$15 per hour stipend for all time teachers work with students after 3:30 p.m. during the week and all time on Saturday. Teachers holding a bilingual certification will receive an additional stipend. Non-instructional personnel will also receive salaries equal to the pay scale of Houston ISD. The salary, stipends, and standards of professional conduct will be detailed in the annual contract.

Teachers will be informally monitored daily by the School Director and Dean of Instruction. Formal evaluations will be conducted four times yearly by the School Director and/or Dean of Instruction. Performance-based evaluations will be scored using a pre-determined criteria. One of the formal evaluations will use the evaluation instrument implemented by HISD in order to conduct a comparative analysis between Project YES teachers and local district teachers. Non-instructional staff members will be formally evaluated twice yearly. Personnel failing to adhere to the guidelines outlined in the employee contract will be subject to a dismissal hearing at the request of the School Director and/or the Project YES SDMC. Dismissal recommendations will be forwarded to the KIPP, Inc Board of Directors.

Teaching Philosophy

Teachers at Project YES not only have the necessary pedagogical training but also a detailed knowledge of the subject matter they teach. Teachers instill in all children an ethic of toleration, civility, orderliness, responsibility, and hard work. Our staff has agreed on a definite core of knowledge and skill that all children will attain in each grade. We make sure that every child learns this core by doing "whatever it takes" to lead our children down the path of personal excellence gaining the specific knowledge and skills necessary to prosper at the next grade level. This approach enables knowledge to build upon knowledge. Our teachers continually confer with their colleagues about effective ways of stimulating children to learn in order to integrate this specific knowledge and skill. The specificity of our goals enable us to monitor children, and give focused attention when necessary. To this end, we provide parents with a detailed outline of the specific knowledge and skill goals for each grade, and we stay in constant contact with them in order to provide update on their child's progress. Attaining this specific and well-integrated knowledge and skill gives our students pleasure in learning, as well as self-respect, and it ensures they will enter the next grade level ready and eager to learn even more. We believe this philosophy will lead us towards the vision of sending each of our students to four-year college or university.

KIPP Academy

KIPP Academy will follow the Commitment To Excellence Form (See Appendix A) in the process of hiring staff. All staff will sign the Commitment To Excellence Form at the beginning of each academic year, in addition to the formal KIPP, Inc. employee contract. All prospective staff must show a strong desire to teach an academically intense curriculum and commit to an extended school day. All staff must demonstrate a commitment to continue their professional development during the school's prescribed professional development days. Additionally, KIPP Academy instructional staff must hold a degree from an accredited four-year college or university. The School Director and SDMC will seek master teachers holding teaching certificates, but this is not a requirement for instructional staff members in the school.

Prospective teachers will teach a sample lesson which will be monitored by at least two current faculty members. The lesson must be student-driven and the teacher must demonstrate command in the particular subject area. Applicants will also have both a formal and informal interview with members of the current staff to ensure the applicant's professional values are aligned with the KIPP Academy philosophy. All current faculty will vote for new faculty members, and their selections will go to the SDMC for approval. The School Director will submit the names of the new staff members to the Chief Operating Officer, who will conduct a criminal history check and prepare and process all new employee documentation. The KIPP, Inc. Board of Directors will release employee contracts to KIPP Academy and Project YES upon TEA approval of the open-enrollment charter.

KIPP, Inc. will follow the same pay scale as HISD with an additional \$15 per hour stipend for all time teachers spend with students after 3:30 p.m. during the week, as well as time on Saturday. Teachers who hold a bilingual certification will receive an additional \$3,000.00 stipend. Non-instructional personnel will also receive salaries equal to the pay scale of HISD. The salary and stipends, along with standards of professional conduct, will be outlined in the annual contract.

All teachers will be evaluated yearly by a certified appraiser as well as by the School Director. The School Director will formally evaluate non-instructional personnel every six months. Those teachers failing to adhere to the guidelines outlined in the employee contract and Commitment To Excellence Form will be subject to a dismissal hearing at the request of the School Director or SDMC. The KIPP, Inc. Board of Directors will oversee any such hearing.



School Support

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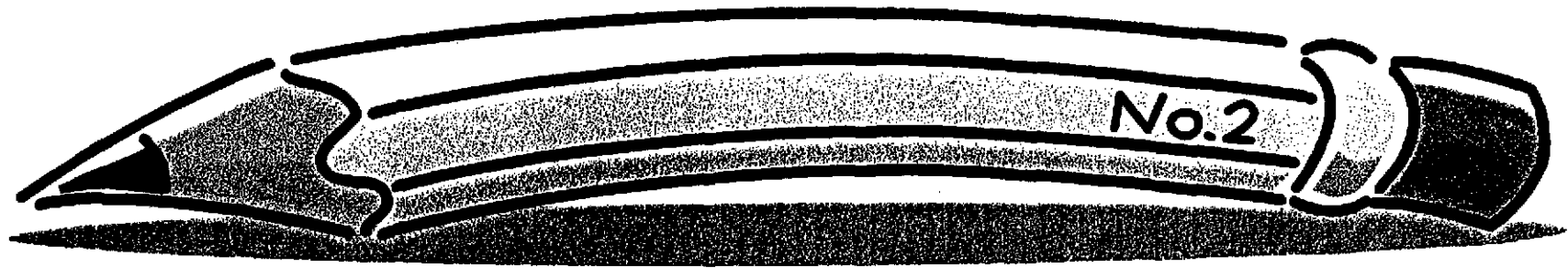
Budget Worksheet for Charter Schools

Overview	Object Code	Total
Net Assets at Beginning of Year		<u>\$118,500</u>
Estimated Revenues:		
Local Sources		
State Sources	\$2,163,000(ADA) + \$25,000 (start-up) + \$108,110 (transportation)	
Federal Sources	\$150,000(Title I) + \$307,800(meals) + \$14,000(LEP, Special Ed.)	
Other Sources	<u>\$400,000(fund-raising) *</u>	
Total Estimated Revenues		<u>\$3,167,910</u>
Estimated Expenses:		
Payroll Costs	6500 <u>\$1,346,350</u>	
Professional and Contracted Services	6200 <u>\$ 693,500</u>	
Supplies and Materials	6300 <u>\$ 207,000</u>	
Other Operating Costs	6400 <u>\$ 500,000</u>	
Debt Expense	6500 <u>\$ 421,060</u>	
Total Estimated Expenses		<u>\$3,167,910</u>
Gains	7950 <u>\$ 0</u>	
Losses	8950 <u>\$ 0</u>	
Change in Net Assets		<u>\$ 0</u>
Net Assets at End of Year		<u>\$ 118,500</u>

* KIPP Academy and Project YES will raise money separately in order to fund the specific needs of each educational program. KIPP Academy has set a goal of raising \$240,000 and Project YES has established a \$160,000 goal.

Charter School Budget Categories
Expenses

	Function Code	Object Code	Total
Instruction:	11		
Payroll Costs	6100	\$1,161,600	
Professional and Contracted Services	6200		
Supplies and Materials	6300	\$ 190,000	
Other Operating Costs	6400	\$ 200,000	
Debt Expense	6500		\$1,551,600
Total Instruction			
Instructional Resources and Media Services:	12		
Payroll Costs	6100		
Professional and Contracted Services	6200		
Supplies and Materials	6300		
Other Operating Costs	6400		
Debt Expense	6500		
Total Instructional Resources and Media Services			
Curriculum Development and Instructional Staff Development:	13		
Payroll Costs	6100		
Professional and Contracted Services	6200		
Supplies and Materials	6300		
Other Operating Costs	6400		
Debt Expense	6500		
Total Curriculum Development and Instructional Staff Development			
Instructional Leadership:	21		
Payroll Costs	6100		
Professional and Contracted Services	6200		
Supplies and Materials	6300		
Other Operating Costs	6400		
Debt Expense	6500		



Professional Employee Qualifications and Pedagogy

IX. SCHOOL SUPPORT

Annual Budget Adoption

The School Directors of KIPP Academy and Project YES, after consultation with their schools' governing bodies, will submit an annual budget to the KIPP, Inc. Board of Directors by August 1 of each year. KIPP, Inc.'s annual fiscal period runs from September 1 through August 31. By August 1, the schools' introductory summer sessions will have ended, and the campuses will be able to make accurate per pupil budget allocations. The Board of Directors, under obligation according to the by-laws, must approve the annual budget by August 31 of each fiscal year.

Proposed Budget

The School Directors of KIPP Academy and Project YES will have sole signature authority on their respective campus accounts. With the help of the school secretary, the School Directors will maintain the financial records and prepare a financial report for every quarterly meeting of the KIPP, Inc. Board of Directors.

The following outline details the budget template:

I. Net Assets

KIPP Inc.'s assets include computers, instructional materials, furniture, a van, and cash.

II. Estimated Revenues

- A. The ADA is based upon a student enrollment of 600 children. KIPP Academy (5th - 8th grades) will instruct 300 - 340 children, depending on the available space and the possible addition of Kindergarten. Project YES will house 270 students in grades 6 - 10. The start-up money comes from TEA. The transportation allotment takes into account the formula for reimbursement for HISD students who live more than two miles from the school (\$1.43/mile/route/day).
- B. The Title I funding is based upon \$250 per qualifying student. The meal allocation is based upon a reimbursement for each student in the federal lunch and breakfast program of \$2.85/day. The LEP and Special Education money is the funding for our students who carry one or both of these labels.
- C. Both KIPP and Project YES conduct extensive fund raising efforts during the year. This fund raising includes foundation grants, corporate sponsorships, parent fund raisers, and student fund raisers. In 1996-1997, KIPP Academy raised \$104,000. To date, KIPP Academy's 1997-1998 fund raising has totaled \$135,000 (Please see Appendix D for a list of contributors). Project YES has raised a total of \$95,000 over the course of its three-year history.

III. Estimated Expenses

- A. KIPP Academy will employ 18 teachers and one School Director. Project YES will staff 14 teachers and one School Director. KIPP, Inc. will further fund one plant operator, one custodian, one ADA clerk, one secretary, and a part-time nurse for both charter schools to share. KIPP, Inc. will pay teachers and non-instructional staff based primarily on the HISD salary scales. KIPP, Inc. will also pay stipends to the teachers for time spent with the students beyond 3:30 p.m. during the week, as well as on the weekends. KIPP, Inc. will also pay 100% of the medical insurance premiums for each full-time employee.
- B. KIPP, Inc. will charter approximately 11 school buses to provide transportation for the KIPP Academy and Project YES students who live more than two miles from the school. These buses will run to and from school six days a week and during the summer sessions. KIPP, Inc. also will contract with a private food service carrier to provide breakfast and lunch to students participating in the federal free and reduced-price breakfast and lunch program. The estimated cost per student per day is \$4. Another contracted service will be the schools' copy machines.
- C. A large portion of the supplies is designated for student supplies, furniture, and the teachers' instructional materials. Funds are also allocated for office supplies and custodial supplies.
- D. A portion of the operating costs deals with the programming needs of the schools. These funds are earmarked for student field lessons and other special student activities. The remaining portion covers the rent of the space, utilities, and building insurance. KIPP, Inc.'s possible charter school sites will be leased for approximately \$4-\$5 per square foot.
- E. KIPP, Inc. will work with a financial institution to borrow money for the renovating of the school space, as well as for the various start-up costs.

Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Guidance, Counseling and Evaluation Services:	31		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Guidance, Counseling and Evaluation Services			_____
Social Work Services: (Optional)	32		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Social Work Services			_____
Health Services:	33		
Payroll Costs		6100 <u>\$18,150</u>	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 <u>\$ 1,000</u>	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Health Services			<u>\$19,150</u>
Student Transportation: (Optional)	34		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 <u>\$247,500</u>	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	

Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Co-curricular/Extracurricular Activities: (Optional)	36		
Payroll Costs		6100	
Professional and Contracted Services		6200	
Supplies and Materials		6300	
Other Operating Costs		6400	
Debt Expense		6500	
Total Co-curricular/Extracurricular Activities			
General Administration	41		
Payroll Costs		6100	\$50,000
Professional and Contracted Services		6200	\$14,000
Supplies and Materials		6300	\$10,000
Other Operating Costs		6400	
Debt Expense		6500	
Total General Administration			<u>\$74,000</u>
Plant Maintenance and Operations:	51		
Payroll Costs		6100	\$44,000
Professional and Contracted Services		6200	
Supplies and Materials		6300	\$ 6,000
Other Operating Costs		6400	\$300,000
Debt Expense		6500	\$621,060
Total Plant Maintenance and Operations			<u>\$971,060</u>
Security and Monitoring Services: (Optional)	52		
Payroll Costs		6100	
Professional and Contracted Services		6200	
Supplies and Materials		6300	
Other Operating Costs		6400	

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Charter School Budget Categories (Continued)

	Function Code	Object Code	Total
Community Services: (Optional)	61		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Community Services			_____
Fund Raising: (Optional)	81		
Payroll Costs		6100 _____	
Professional and Contracted Services		6200 _____	
Supplies and Materials		6300 _____	
Other Operating Costs		6400 _____	
Debt Expense		6500 _____	
Total Fund Raising			_____
TOTAL EXPENSES (All Functions)			_____

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Annual Audit

Project YES has maintained a close relationship with Arthur Andersen & Andersen Consulting since its inception. Arthur Andersen has won numerous awards for its involvement in the school and will continue its involvement with both Project YES and KIPP Academy upon conversion to an open-enrollment charter school. One function will be to conduct an annual audit of both campuses' financial and programmatic operations. The school has requested pro bono services from the firm, which is currently under consideration.

Public Education Information Management

A current staff member at KIPP Academy has six years of experience with HISD, including four years as an ADA clerk. As the sole staff member in the KIPP Academy office, he has been responsible for all PEIMS input and reporting for KIPP Academy's elementary and middle school campus. KIPP, Inc. possesses the hardware required to internally manage all PEIMS data on the campus level. KIPP, Inc. is currently exploring PEIMS reporting options. Upon charter approval, KIPP, Inc. will finalize plans to either purchase the School Administration and Student Information (SASI) software currently used by HISD or contract PEIMS services with an Educational Service Center.

Facilities

KIPP Academy and The Project YES College Preparatory School will be housed in the same facility. The ability to permanently house both schools in a single building is one of several reasons we are applying to operate an open-enrollment charter school. We are currently in the process of working with Wulfe & Company, a well-respected commercial real estate firm in Houston, and have located three possible facilities in which to house our campuses. All three facilities are currently vacant and renovations will be required to adhere to the Americans With Disabilities Act (ADA) of 1990, Title III. Appendix B, a letter from Wulfe & Company, details the facility options available to KIPP, Inc. upon approval from the SBOE to operate an open enrollment charter.

Transportation

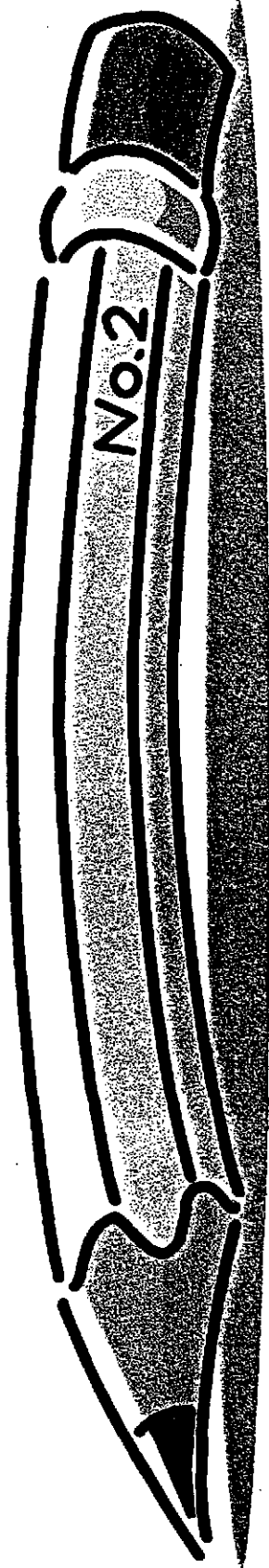
Students from both campuses will require transportation services to and from school daily, Monday through Saturday, and four weeks during the summer. KIPP, Inc. will contract the bus services with a private service provider for both campuses. Goodman Bus Company and Barbosa Bus Services have worked with KIPP Academy and Project YES extensively over the past three years and have pledged to continue to provide future bus service to both campuses. Individual campus budgets will allocate a transportation cost based on the number of students and mileage. The state reimbursement allotment of \$1.42 per mile for all distances traveled over two miles will subsidize a portion of the transportation costs. Specific bus routes will be determined upon charter approval and the final negotiation of a facility contract.

Food Services

The Houston Independent School District has outsourced its food services division to a private company, Aramark Inc.. Aramark has stated publicly in HISD Board of Education meetings that it is structured to provide services to all charter schools - district and state. Food services for both campuses will be contracted through Aramark. Discussions with Aramark General Manager, Ray Danilowicz, have outlined a preliminary plan for food services to both campuses. Over 95% of all students enrolled in both campuses qualify for the federal free and reduced-price breakfast and lunch program. We will use the federal reimbursement to pay for the Aramark food services to each campus. Aramark will use individual campus reimbursements and tie those into the economies of scale with HISD, allowing our students to enjoy a lunch schedule identical to that served in the local school district. Actual food preparation will occur at a nearby HISD facility and the breakfast and lunch trays will be shuttled over in warmers to our facility.



Appendix



1	A. Contracts for Student Enrollment
2	B. Facility Options
3	C. Parental and Community Support
4	D. Letters of Support
5	E. KIPP, Inc. Corporate Information
6	F. Media
7	G. Staff Bios
8	



Contracts for Student Enrollment

Project Y.E.S. is committed to providing an excellent education for our students. This can only be accomplished if every person is equally committed to Project Y.E.S.. The following contract reflects what each student and their parents must agree with in order to be a successful part of Project Y.E.S.

PARENTS'/GUARDIANS' COMMITMENTS:

We fully commit to Project Y.E.S. in the following ways:

- We will make sure our child arrives at Project Y.E.S. by 7:45 a.m. (Mon. - Fri.)
- We will make arrangements so our child can remain at Project Y.E.S. until 3:45 p.m. (Monday - Thursday and 3:15 p.m. on Fridays)
- We will make arrangements for our child to come to Project Y.E.S. on appropriate Saturdays at 8:45 a.m. and remain until 12:10 p.m..
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night and let him/her call the teacher if there is a problem with it.
- We will allow our child to remain after school on any day he/she arrives with incomplete homework or chooses to disrespect the Project Y.E.S. team.
- We will always make ourselves available to our children, the school, and any concern(s) they might have about school.
- We will notify the teacher as soon as possible if our child is going to miss school.
- We will read carefully all papers sent home.
- We will attend all parent meetings and conferences.
- We will allow our child to go on Project Y.E.S. field trips.
- We will make sure our child adheres to the Project Y.E.S. dress code.
- We will ensure that our son/daughter will attend the summer program.
- We understand that our child must follow the Project Y.E.S. rules in order to protect the safety, interests, and rights of all individuals in the classroom.
- We, not the school, are responsible for the behavior and action of our child.

****Failure to adhere to these commitments can cause my child to lose various Project Y.E.S. privileges and can lead to my child's expulsion from Project Y.E.S.**

****All Project Y.E.S. students will be re-evaluated at the end of the school year and after the summer program.**

In signing, we have read and agree with this contract and the HISD Code of Student Conduct.

Parent/Guardian's Signature

STUDENT'S COMMITMENTS:

I fully commit to Project Y.E.S. in the following ways:

- I will arrive at Project Y.E.S. everyday by 7:45 a.m. (Monday - Friday)
- I will remain at Project Y.E.S. until 3:45 p.m. (Monday - Thursday and 3:15 p.m. Friday)
- I will come to Project Y.E.S. on appropriate Saturdays at 8:45 a.m. and remain until 12:10 p.m.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means I will complete all my homework every night. I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask a question in class if I do not understand something.
- I will remain after school on any day I choose to come to class unprepared or disrespect the Project Y.E.S. team.
- I will always make myself available to parents, teachers, and discuss any concern(s) they might have about school.
- I will always behave in order to protect the safety, interest, and rights of all individuals in the classroom. This also means that I will always listen to my Project Y.E.S. teammates and give everyone my respect.
- I will adhere to the Project Y.E.S. dress code.
- I will attend the summer program.
- I am responsible for my own behavior.

****Failure to adhere to these commitments can cause me to lose various Project Y.E.S. privileges and can lead to my expulsion from Project Y.E.S..**

****All Project Y.E.S. students will be re-evaluated at the end of the school year and after the summer program.**

In signing, I have read and agree with this contract and the HISD Code of Student Conduct.

Student's Signature

100% Everyday!

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KIPP COMMITMENT TO EXCELLENCE FORM

TEACHERS' COMMITMENT:

We fully commit to KIPP in the following ways:

We will arrive at KIPP every day by 7:25 A.M. (Mon. - Fri.)

We will remain at KIPP until 5:00 P.M. (Mon. - Thurs.)

We will come to KIPP on appropriate Saturdays at 9:15 A.M. and remain until 1:00 P.M.

We will teach KIPP during the summer (June 9 - July 2, 1997)

We will always teach in the best way we know how and we will do whatever it takes for our students to learn.

We will always make ourselves available to students, parents, and any concerns they might have.

We will always protect the safety, interests, and rights of all individuals in the classroom.

Failure to adhere to these commitments can lead to our removal from KIPP.

X _____

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to KIPP in the following ways:

We will make sure our child arrives at KIPP every day by 7:25 a.m. (Mon. - Fri.)

We will make arrangements so our child can remain at KIPP until 5:00 p.m. (Mon. - Thurs.)

We will make arrangements for our child to come to KIPP on appropriate Saturdays at 9:15 A.M. and remain until 1:00 P.M.

We will ensure that our child attends KIPP summer school (June 9 - July 2, 1997).

We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.

We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible and we will read carefully all the papers that the school sends home to us.

We will allow our child to go on KIPP field trips.

We will make sure our child follows the KIPP dress code.

We understand that our child must follow the KIPP rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to my child's expulsion from KIPP.

X _____

STUDENT'S COMMITMENT:

I fully commit to KIPP in the following ways:

I will arrive at KIPP every day by 7:25 A.M. (Mon. - Fri.)

I will remain at KIPP until 5:00 P.M. (Mon. - Thurs.)

I will come to KIPP on appropriate Saturdays at 9:15 A.M. and remain until 1:00 P.M.

I will attend KIPP during summer school (June 9 - July 2, 1997).

I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.

I will always make myself available to parents, teachers, and any concerns they might have.

I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my KIPP teammates and give everyone my respect.

I will follow the KIPP dress code.

I am responsible for my own behavior.

Failure to adhere to these commitments can cause me to lose various KIPP privileges and can lead to my expulsion from KIPP.

X _____

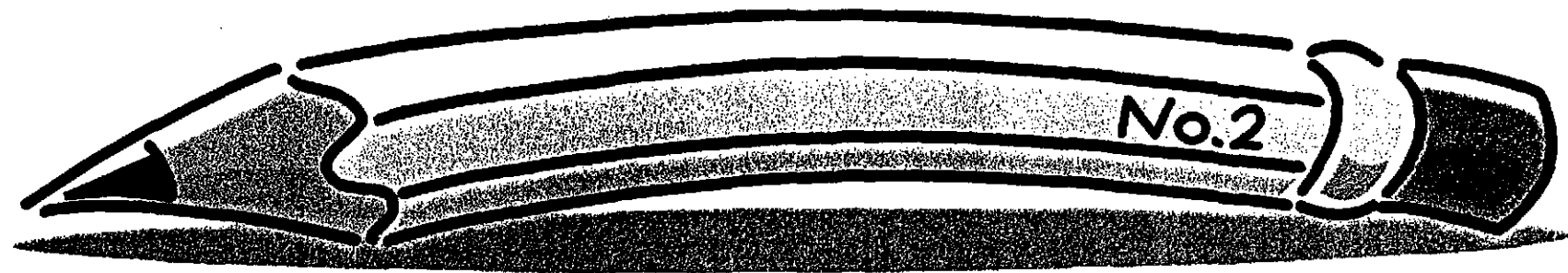
ADDRESS:

PHONE:

BIRTHDATE:

CURRENT SCHOOL:

00067



Facility Options



January 8, 1998

Open-Enrollment Charter Review Committee
Texas Education Agency
William B. Travis Building
Document Control Center
1701 North Congress Avenue
Austin, Texas 78701-1494

RE: KIPP, Inc.
Application for State Charter

Open-Enrollment Charter Review Committee:

Wulfe & Co. is a premier real estate brokerage firm specializing in commercial properties in the Houston metropolitan area. During the past several months I have worked closely with both Mike Feinberg and Chris Barbic to identify potential locations for KIPP Academy and Project YES. After communicating extensively with numerous property owners and other real estate brokers, we have narrowed our search down to three possible locations.

One of the locations is a 72,000 square foot commercial building located in the heart of a redevelopment district, just south of downtown Houston. One of the other available buildings is a freestanding, 81,000 square foot former retail building located just a few miles west of the Houston Galleria on Fondren Road. The third facility that we have identified is composed of two connected office buildings that were once occupied by Brown & Root. These buildings, which contain a total of approximately 158,000 square feet, are located on Bonhomme Road, less than one-half mile away from Highway 59.

All three property owners are extremely excited about the possibility of providing space to KIPP, Inc. Once the State grants a charter to KIPP, we will be in a position to quickly finalize a deal on any one of the three properties we have identified. If you have any questions, please feel free to call me.

Yours very truly,

Kenneth S. Katz, CCIM
Associate

KSK:vr

00069

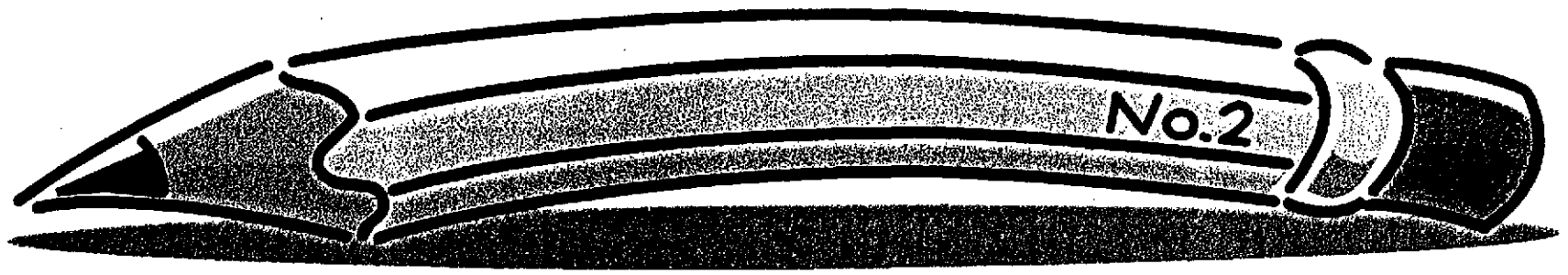
Commercial • Retail Real Estate

Eleven Greenway Plaza, Suite 1700

Houston, Texas 77046-1104

(713) 621-1700

(713) 621-3244 (Fax)



Parental and Community Support

Project

Y.E.S.

Youth Engaged In Service

Thomas J. RUSK School

Friends

Companies and Organizations

Nations Bank
Arthur Andersen and Andersen Consulting
Fulbright and Jaworski
The Powell Foundation
Arte Publico Press U. of H.
AmeriCorps - Serve Houston
Teach For America - Houston
Neighborhood Centers, Inc.
Hamman Foundation
Association for the Advancement of Mexican Americans (AAMA)
Tejano Center for Community Concerns
Fiesta
Buffalo Bayou Partnership
Alley Theatre
Museum of Fine Arts, Houston
Charter School Resource Center
Frontera Furniture
Aetna Course to College Fund
97.9 the Box
Barbosa Bus Service
Our Lady Guadalupe Church
The Rusk Clinic
The Junior League of Houston
Texas A&M Corps of Cadets
The Sam Houston State University
BFI Recycling
Mexicarte Museum
Katz Deli

Individuals

Senator Mario Gallegos
City Councilman Felix Fraga
U.S. Congressman Gene Green
Ester Campos, HISD Board Member
Ms. Young, Rusk Principal (HISD)
Thelma Garza, Area Superintendent (HISD)
Elaine Allen, Assistant Area Superintendent (HISD)
Dr. Rod Paige, District Superintendent (HISD)
Dr. Susan Sclafani, Assistant District Superintendent (HISD)

Rusk Elementary School faculty and staff
The Project YES students and parents who
have worked very hard to make Project
YES a success.

KIPP CONTRIBUTOR LIST

The following foundations, corporations, organizations, families, and individuals have recognized the significance of KIPP's task and have already joined the mission by supporting the hardest working students in Houston and the entire nation:

FOUNDATIONS, CORPORATIONS, AND OTHER ORGANIZATIONS

Aetna Course to College Fund
Amigos de las Americas
The Awalt Group
The Barr Fund
Bread and Butter Productions
The Brown Foundation, Inc.
Cadwalader, Wickersham & Taft
Canon U.S.A., Inc.
Carrousel Productions
Cineplex Odeon Theaters
Commonwealth Mortgage
Compaq Computer Corporation
Continental Airlines
Continental Fabrication, Inc.
DMI & Associates, Inc.
Dawn Associates, Inc.
Delta Education, Inc.
Eckerd Express Photo
Embassy Suites
The Fant Foundation
Alexandra Feinberg & Assoc.
Fiesta Mart, Inc.
Gallery Furniture

H-E-B Pantry Foods
The Hevrdejs Foundation
Hobby Family Foundation
Houston Astros
Houston Chronicle
Houston Endowment Inc.
Houston I.S.D.
Houston Rockets
IBM
J. C. Penney Company, Inc.
Junior League of Houston, Inc.
KTRH 740 AM Radio
Kinkaid School
Loeb Partners Corp.
Madly Pop'n
Miami Subs
Navidad en el Barrio
Neiman Marcus
Newman Communications, Inc.
Pepsi Cola Company
The Powell Foundation
Prime Bank
Providence St. Mel School

Rockwell Fund, Inc.
Sanford Office Products
Shadowbriar Elementary
Soudan Family Foundation
Soul Patrol
Southwest Teacher Supply
Spindletop International
St. John's School
Stevenson Foundation
Strake Foundation
SuperTejano 108 FM
The Charles W. and
Judy Spence Tate Foundation
Teach For America
Texas Department of PRS
Theatre Under The Stars
The Tisch Foundation
University of St. Thomas
Warshaw Family Foundation
Wendy's Hamburgers
Wesley Elementary
Wineman Family Foundation

FAMILIES AND INDIVIDUALS

[REDACTED] man
Justice Stephen Breyer

[REDACTED]
U.S. Congressman Harold Ford

Vice President Al Gore
U.S. Congressman Gene Green
[REDACTED]

Molly Phelan
[REDACTED]
U.S. Senator Paul Simon
Bill Smith
[REDACTED]

Project YES Parental and Community Support

The community members whose names appear below support the Project YES application to the Texas State Board of Education to operate an open-enrollment charter school.

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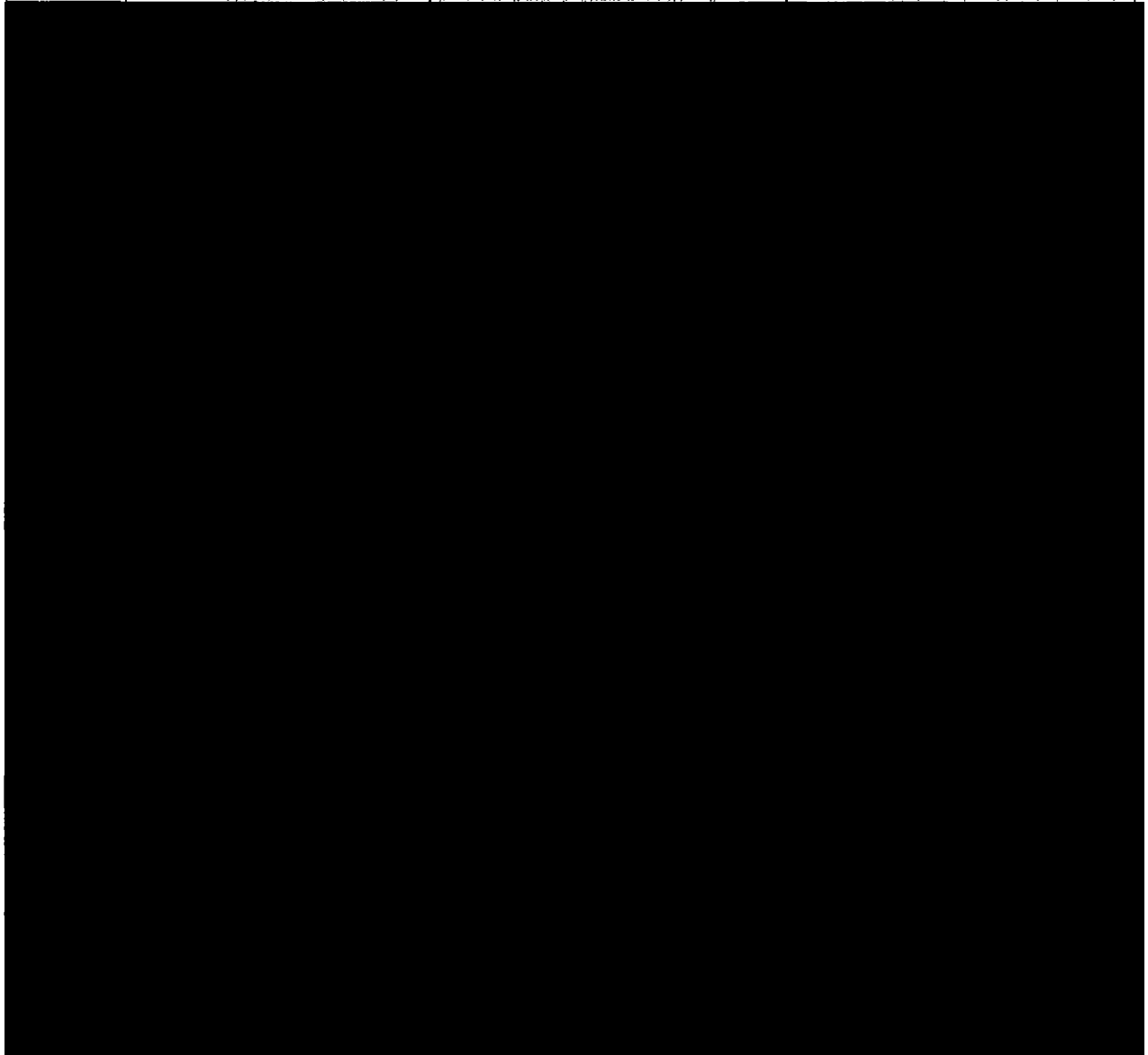
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[Redacted Content]		

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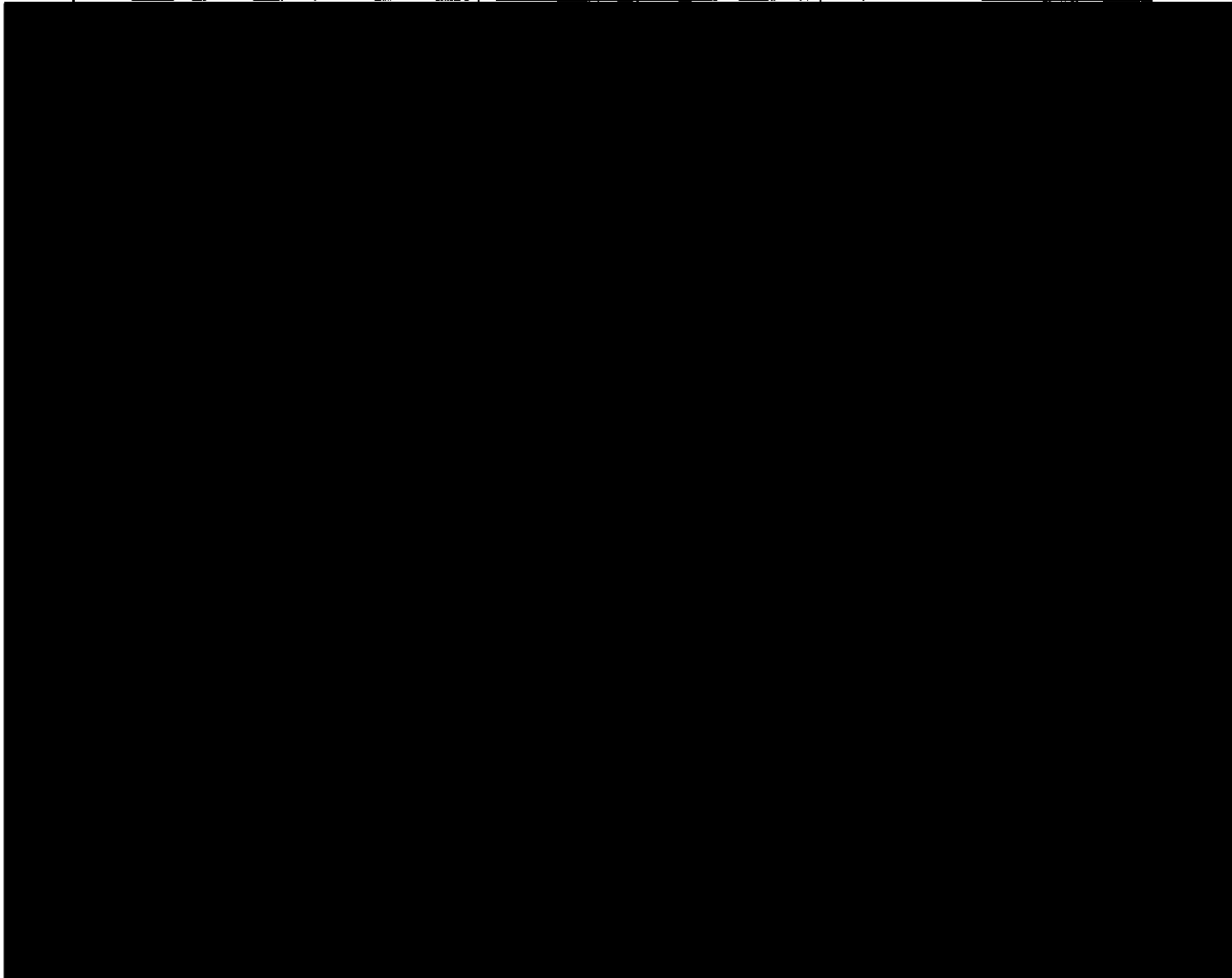
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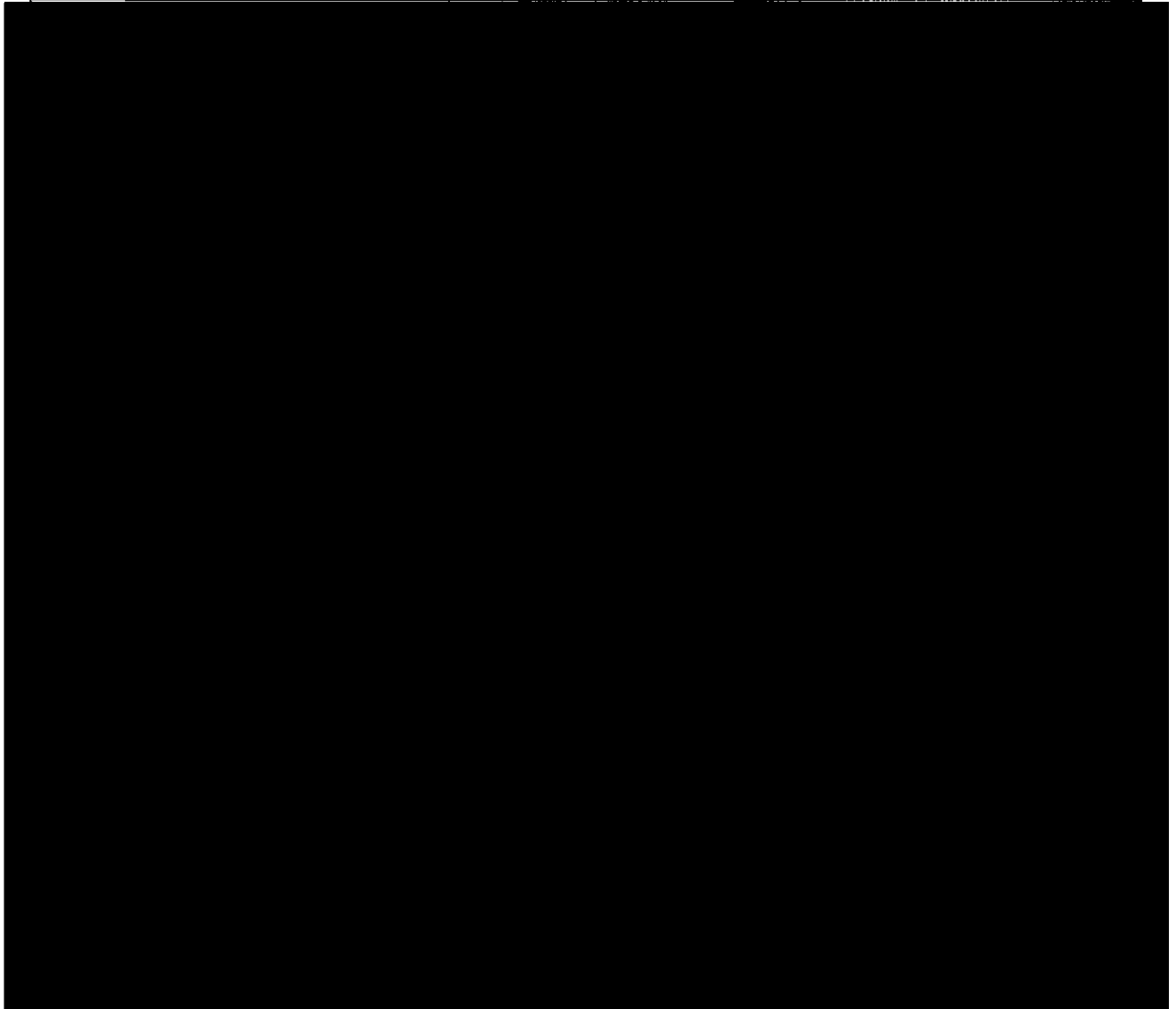


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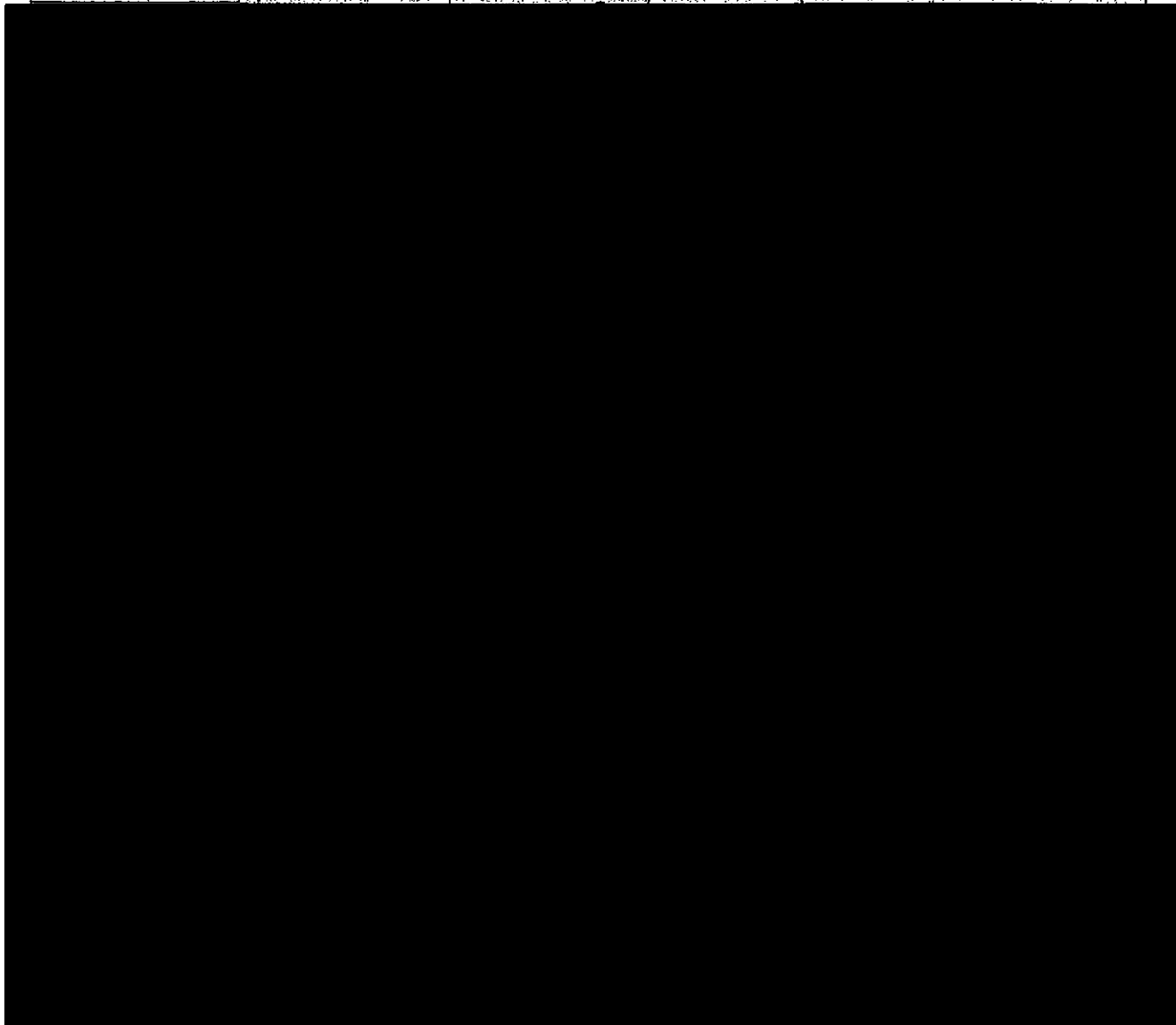


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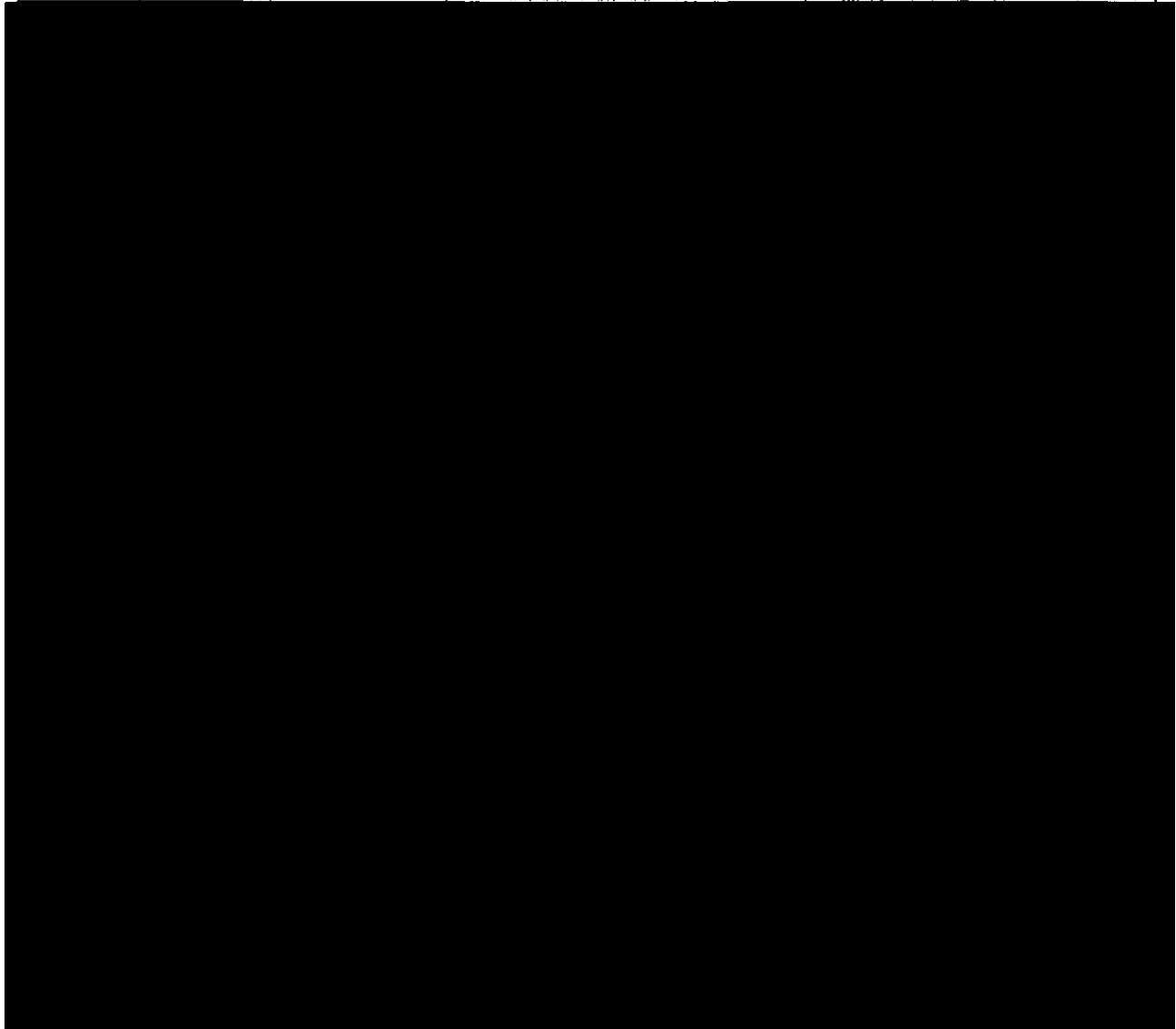


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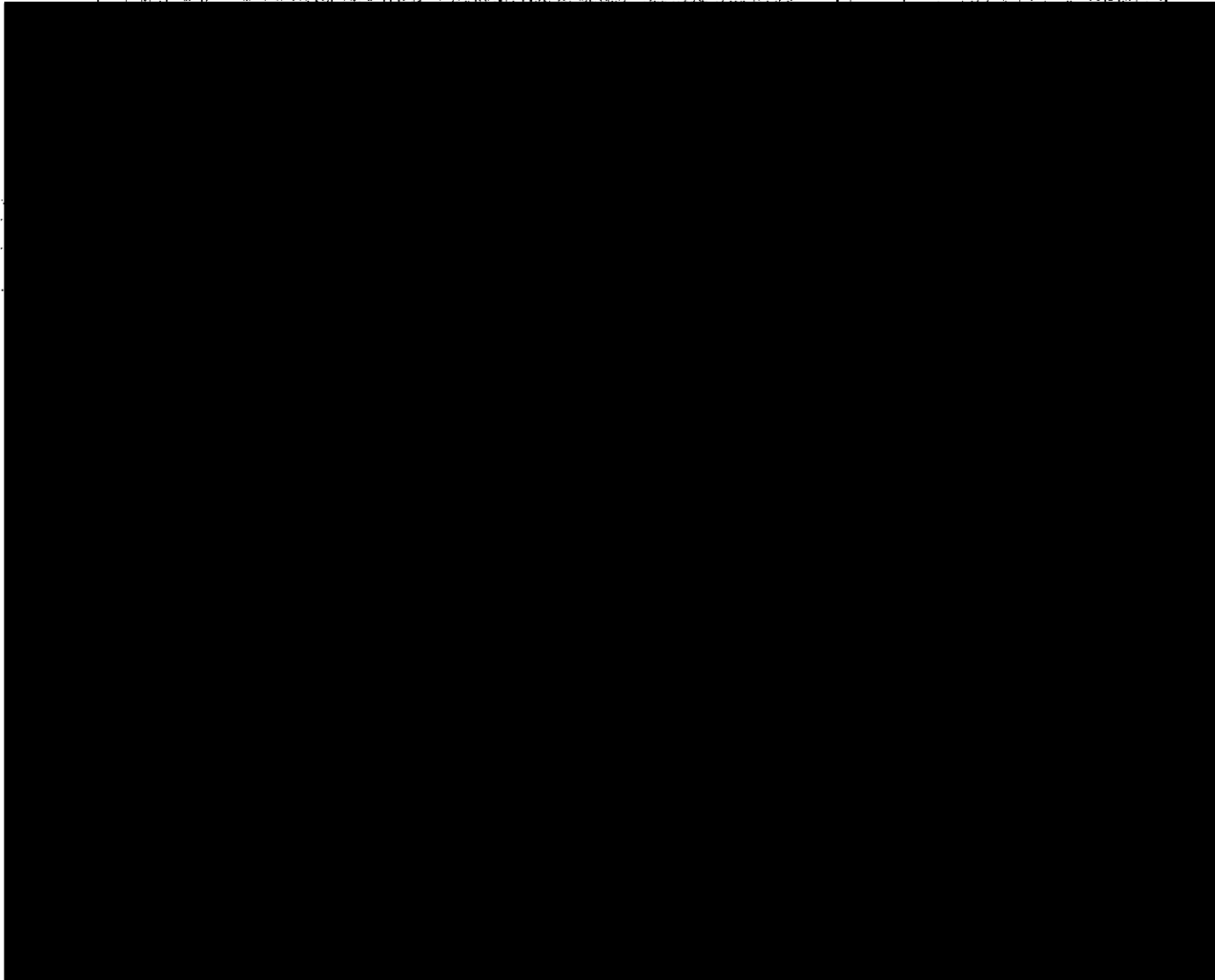


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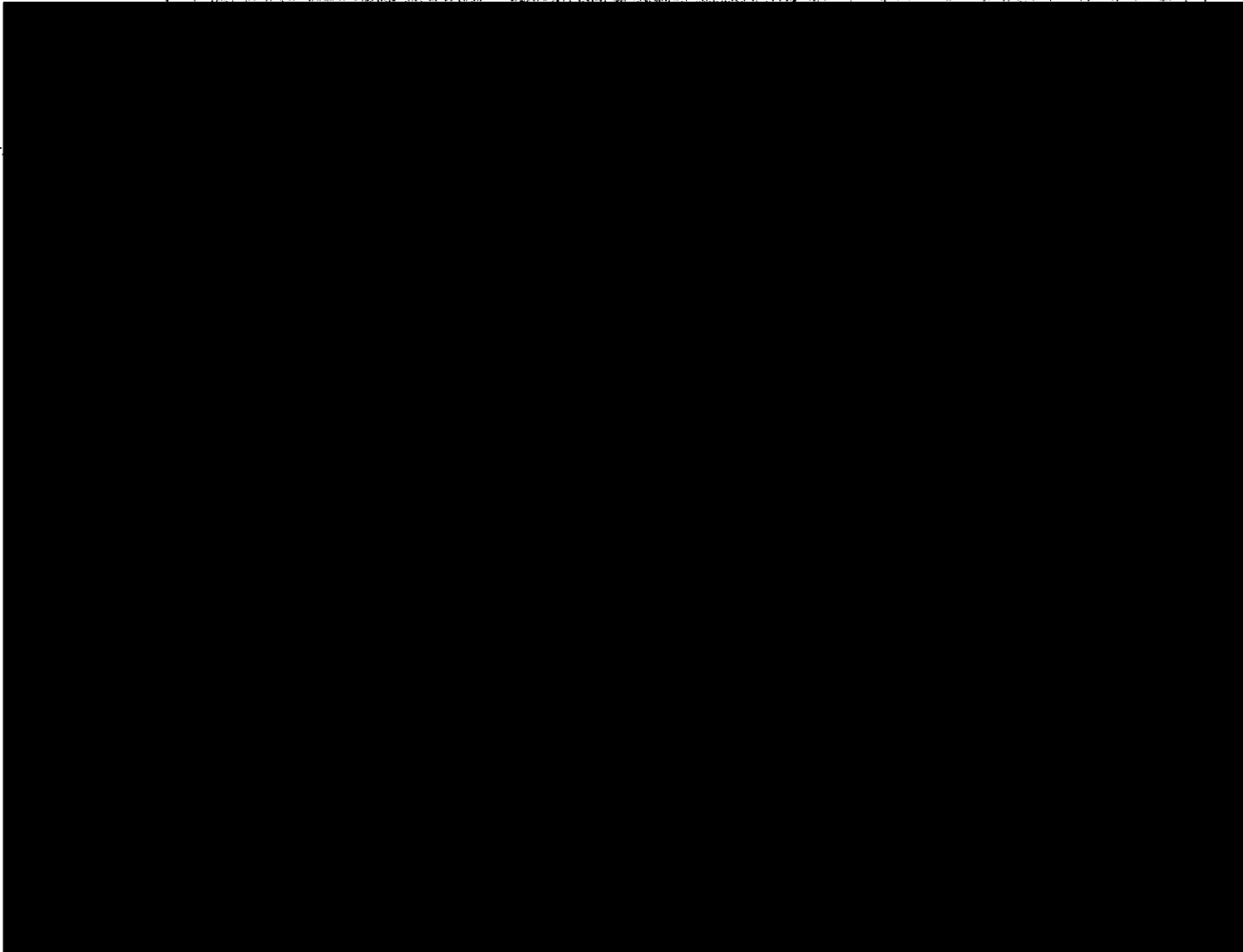


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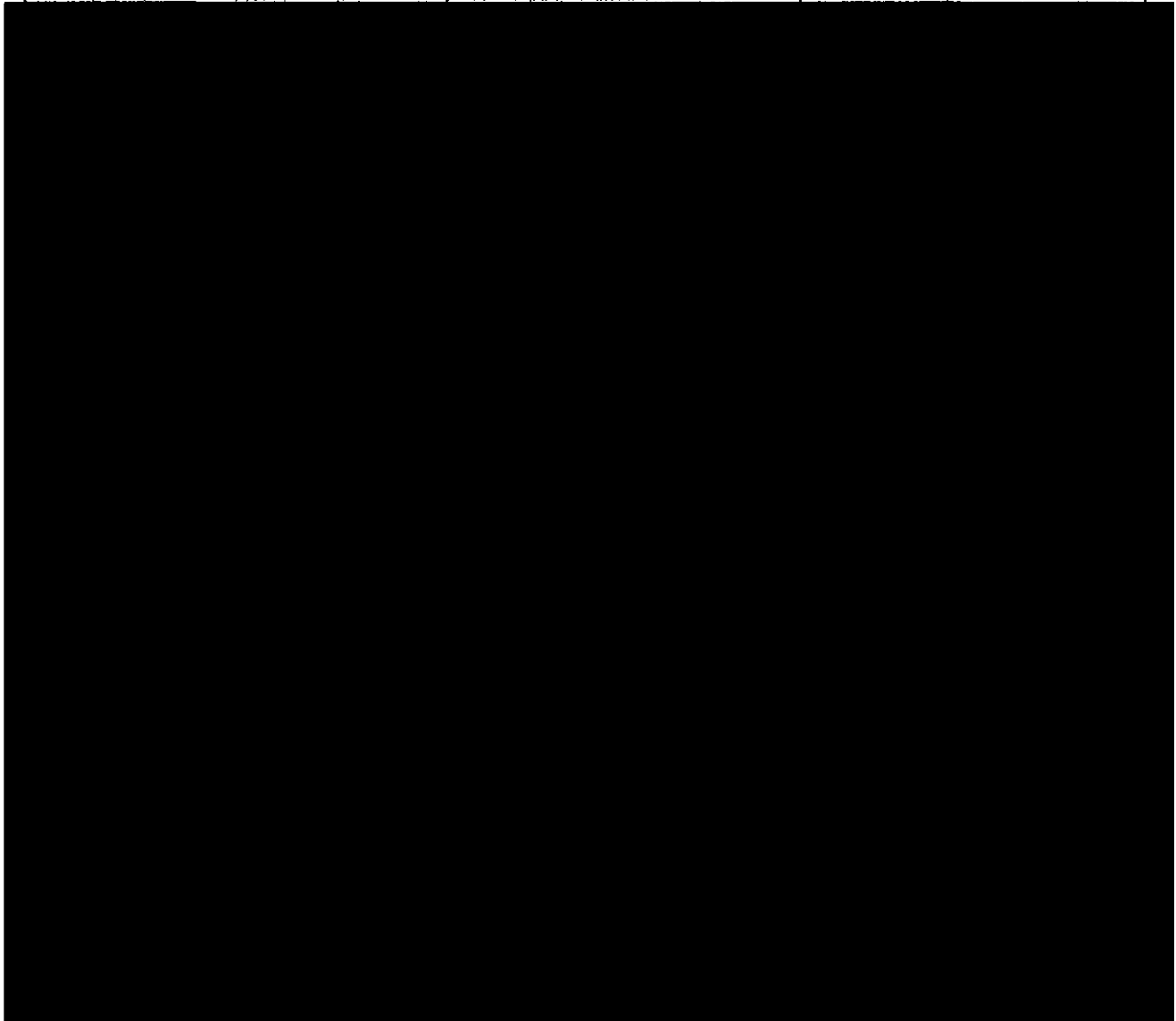


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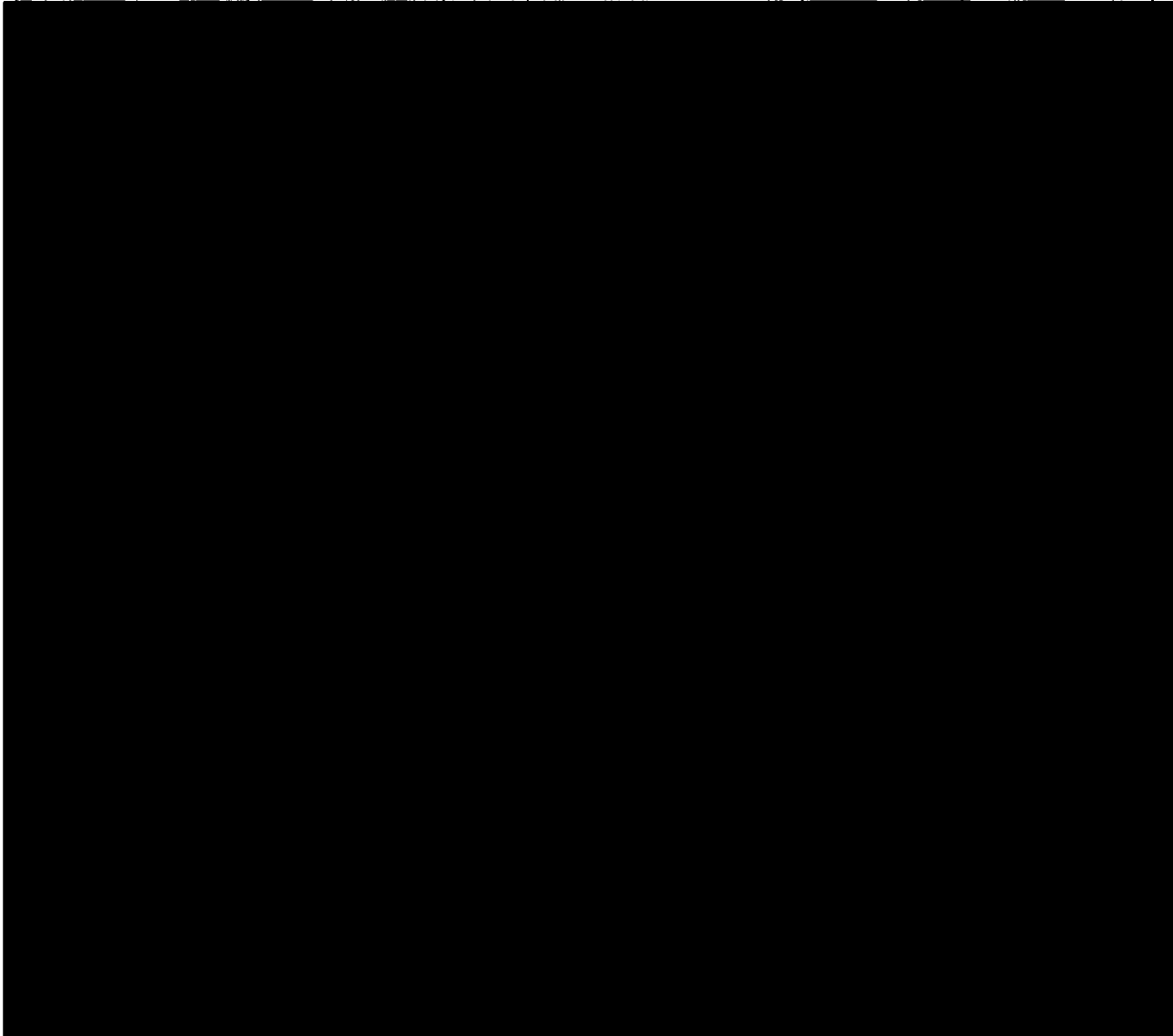


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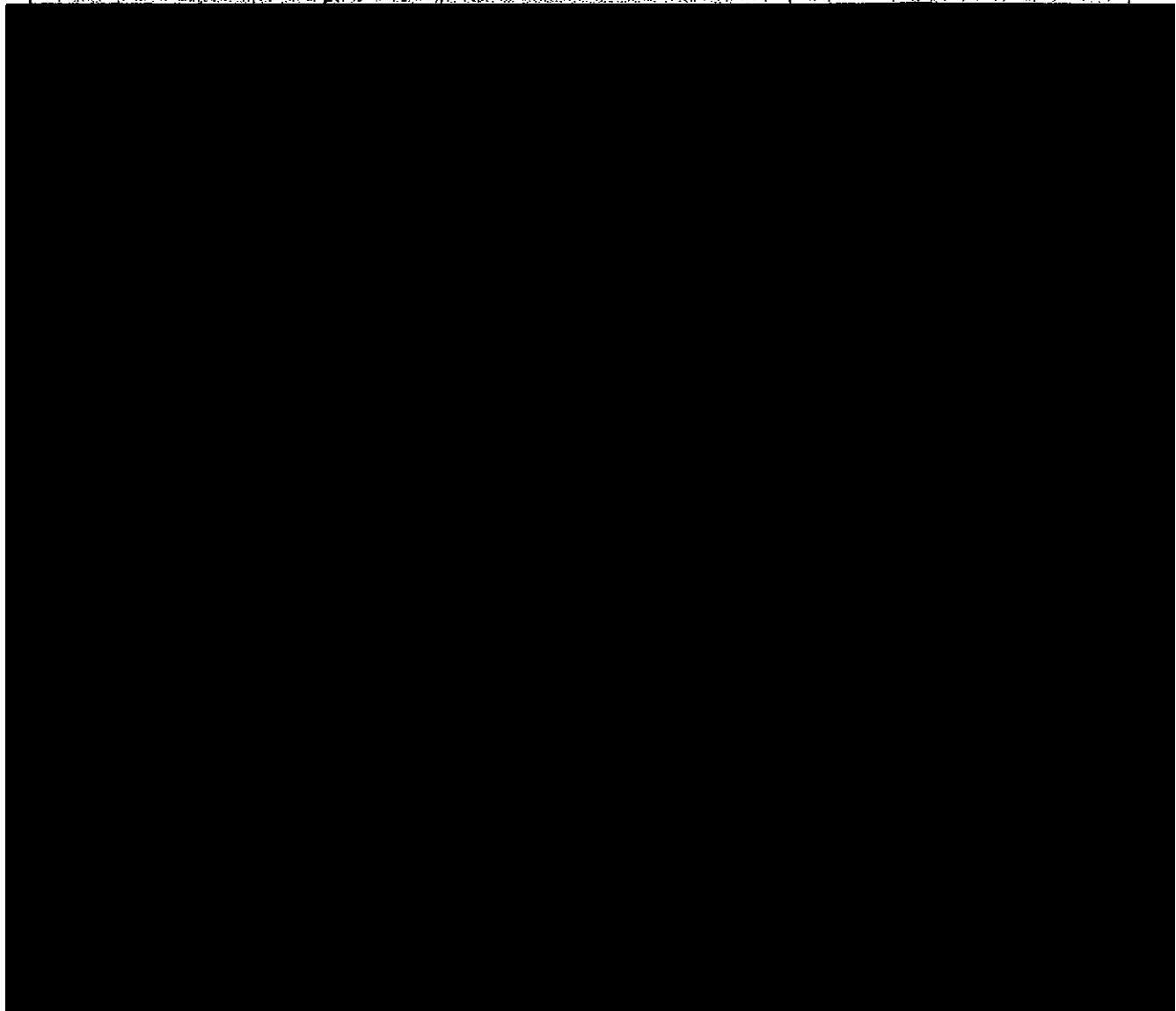


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Los nombres de los padres que aparecen abajo, apoyan a la aplicación de KIPP, Inc. a la Mesa Directiva de Educación del Estado de Texas para matricularse en una escuela contratada por el estado.

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NOMBRE	DIRECCION	NUMERO DE NINOS QUE VAN A MATRICULARSE

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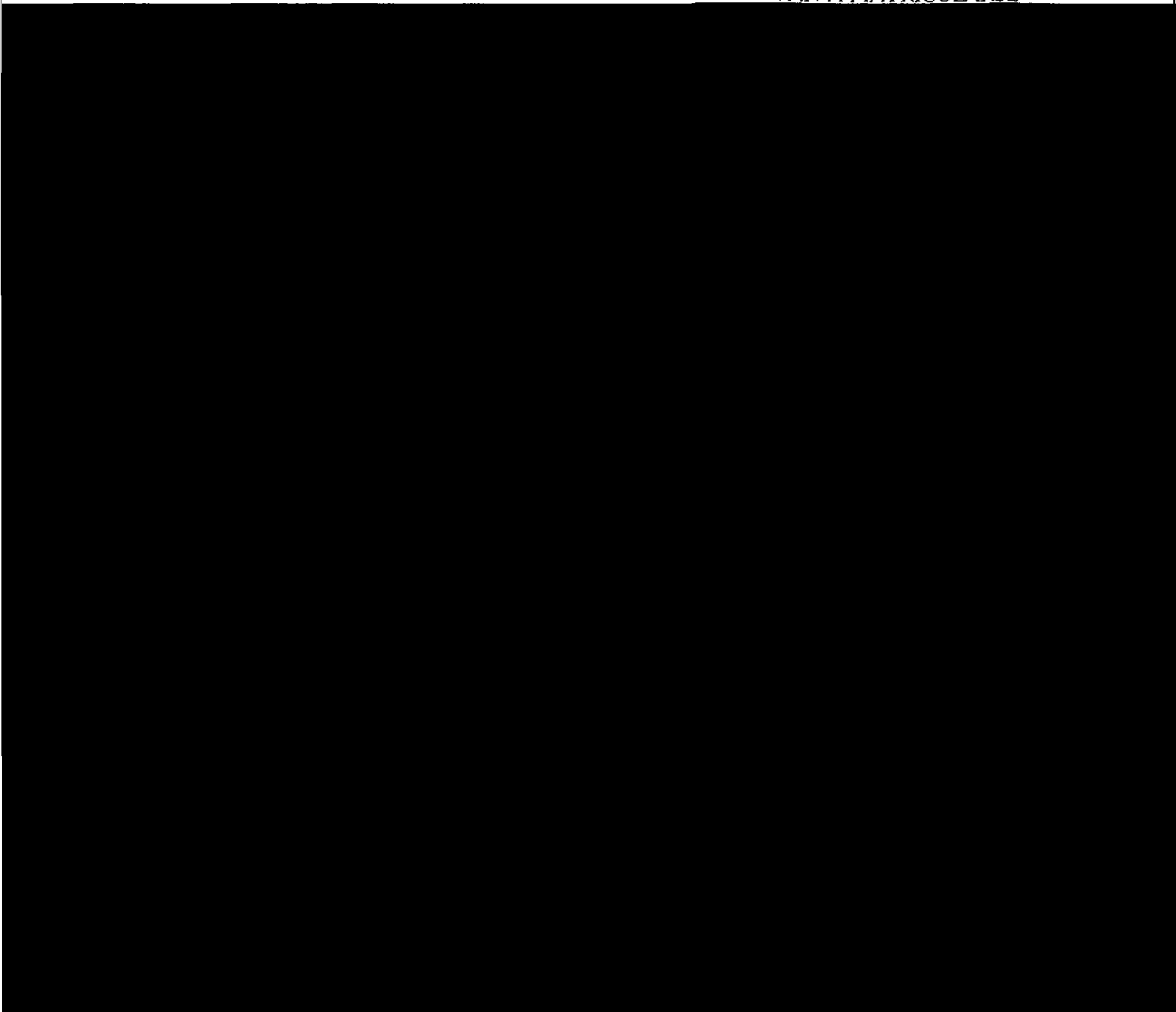
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W

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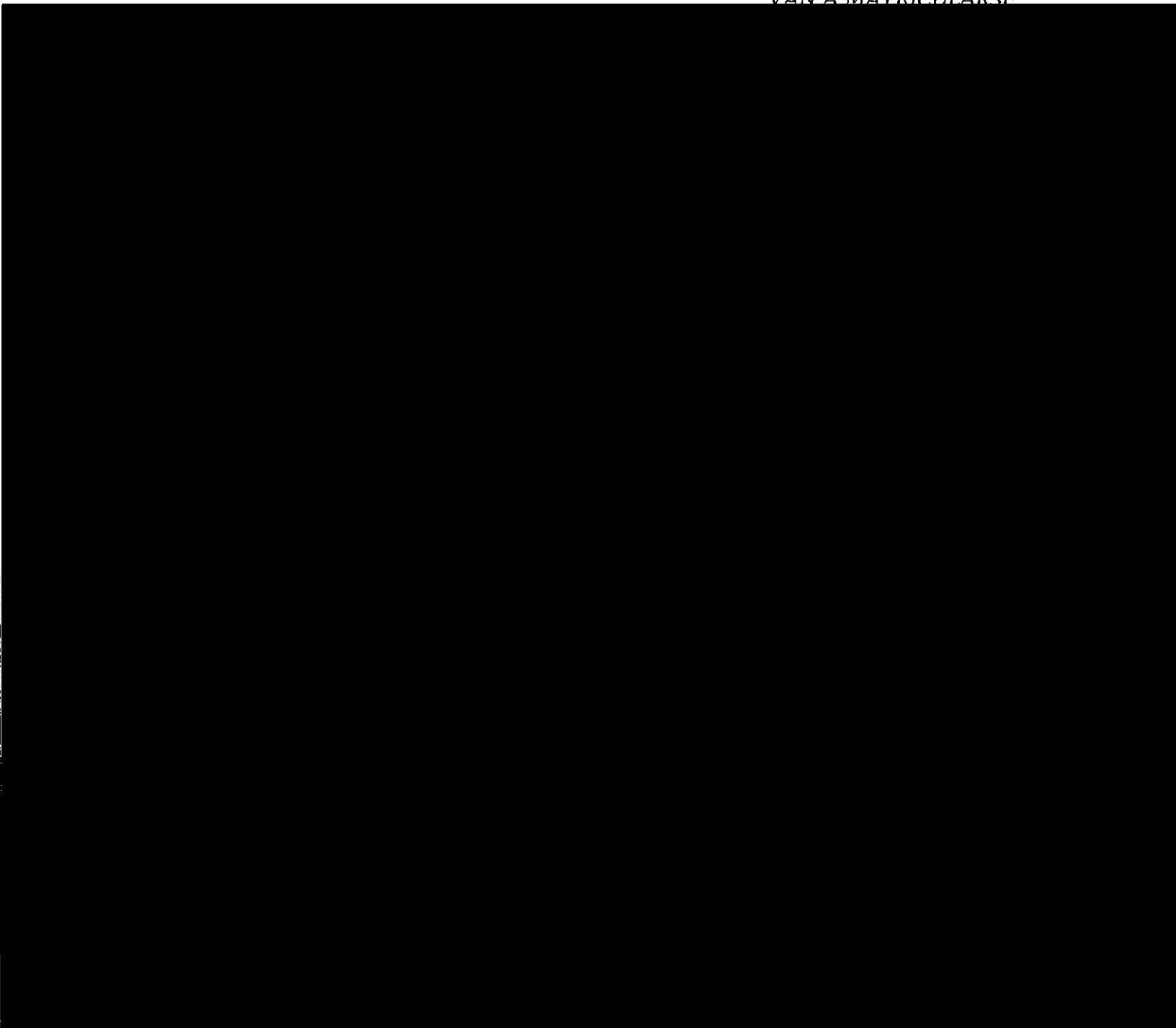
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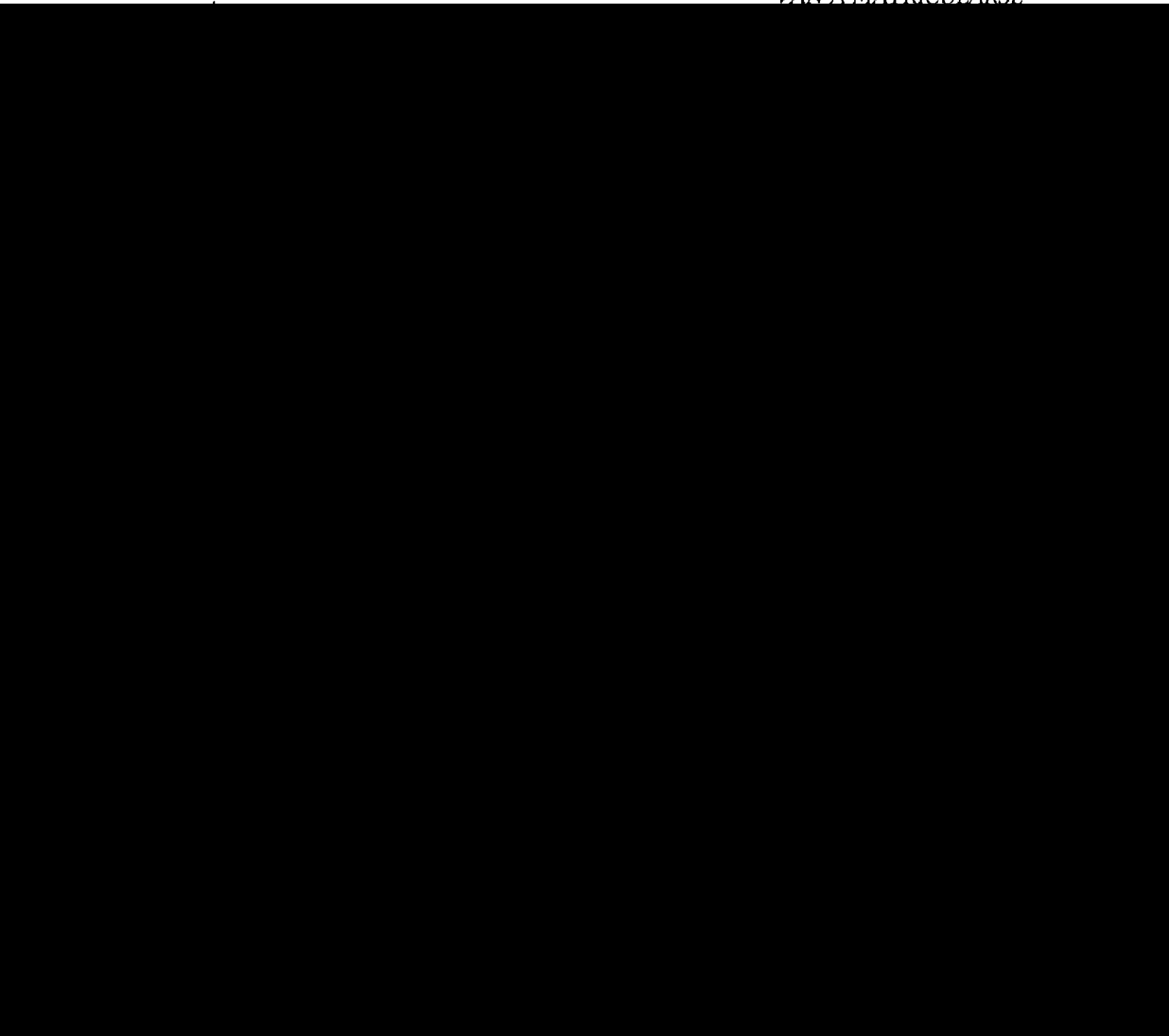
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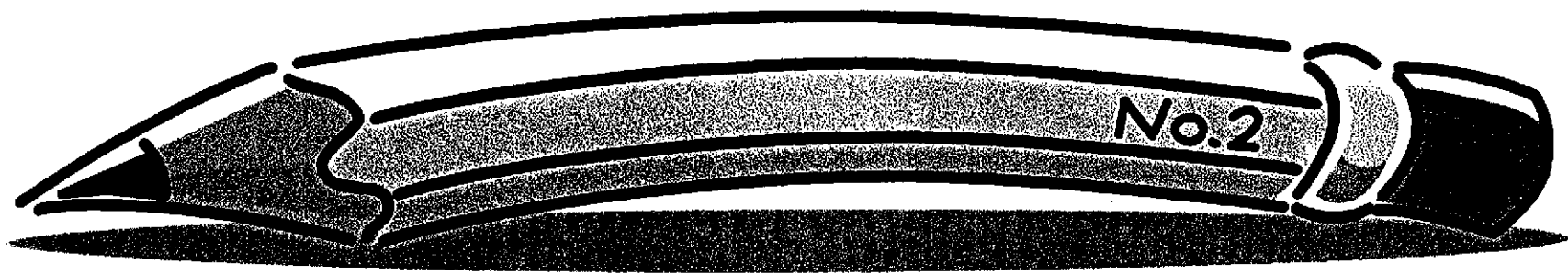
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Letters of Support

00102



STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

October 22, 1997

Mr. Michael Feinberg
Director
KIPP Academy
3222 Wesleyan
Houston, TX 77027

Dear Mr. Feinberg:

Congratulations on the success of the KIPP Academy. The TAAS scores of the students at the KIPP are exemplary. You have proven that, with dedication and hard work, students who some call "at-risk" of failing in school can, in fact, be highly successful in academic pursuits.

You and your colleagues are among the brightest and best of young leaders in Texas. Thanks to your efforts the students in your school have the opportunity to be future young leaders too.

Sincerely,

A handwritten signature in black ink, appearing to read "GWB", written over the printed name "GEORGE W. BUSH".

GEORGE W. BUSH

GWB:mlm

00103



STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

September 15, 1997

Ms. Laurie A. Bieber
The KIPP Academy
8330 Triola Lane
Houston, TX 77036

Dear Ms. Bieber:

Thank you for your letters about the KIPP Academy.

I believe creativity and competition are necessary to achieve excellence in our schools. During the 1997 Legislative Session, I signed a law that allowed for the creation of 100 more charters so that our children may have the widest range of educational opportunities possible.

Texas has been blessed with an abundance of educators dedicated to helping young people prepare for their future. I commend the students at KIPP Academy for their academic performance, which is a key to success later in life.

Best wishes for a successful school year.

Sincerely,

A handwritten signature in black ink, appearing to read "GWB", written over the printed name "GEORGE W. BUSH".

GEORGE W. BUSH

GWB.smg

00104

THE WHITE HOUSE

WASHINGTON

July 7, 1995

Students of the Knowledge
is Power Program
Macario Garcia Elementary School
9550 Aldine Westfield
Houston, Texas 77093

Dear Students:

I was delighted to learn about the Knowledge is Power Program and your commitment to education. Congratulations on doing so well in school!

Education is one of the most effective tools individuals can use to create a brighter future for themselves and for their nation. By studying hard, going to extra classes, and always striving to do your best, you are preparing for the time when your generation will help to lead this country.

I hope you will continue to set high goals for yourselves -- to go to college and to pursue challenging careers. With determination, effort, and imagination, you can do anything.

Mrs. Clinton joins me in wishing all of you the best for every future happiness and success.

Sincerely,

Bill Clinton

00105



THE VICE PRESIDENT
WASHINGTON

January 27, 1997

Mr. Mike Feinberg
"Knowledge is Power"
P.O. Box 981313
Houston, TX 77098

Dear Mr. Feinberg:

I want to take this opportunity to commend you and everyone participating in the "Knowledge is Power" program in Houston. The recent national recognition you received on "ABC News" attests to the program's importance.

The President and I believe it is essential to recognize the importance of teachers and help them meet the challenges of modern education. We understand the opportunities brought about by an excellent education, and we commend innovative educators, like yourselves, for your determination to make education work.

As a teacher, you have contributed to American leadership, and you have taught students that despite the many challenges they may face in the classroom, each has the opportunity to learn and succeed. Certainly your devotion to students has made an important difference in Houston, and I am proud to recognize you for your efforts.

Once again, please accept my best wishes. I am confident that you will continue to be a leader in your community and provide thousands of students with the inspiration to learn and to contribute to America's future.

Sincerely,

Al Gore

AG/ea

00106



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

July 15, 1996

Mr. Michael Feinberg
Houston School Director
The KIPP Academy
Houston I.S.D. West District Office
2500 Tanglewilde, Suite 340
Houston, Texas 77063

Dear Mike:

Thank you so much for your recent letter following up on your visit to Washington, D.C. It was a pleasure to meet with you and David and your wonderful students and I appreciate having a copy of the group photo on the Mall, as well as the delightful letters from Dayana, Oscar, Ana and Alberto. I have shared your invitation to visit your school with my scheduling director and we will keep that on file in the event that an opportunity presents itself if I am scheduled to be in Houston.

Congratulations, too, on your improved test scores. Clearly the reforms and methods employed by The KIPP Academy are having a positive impact and you, the KIPP students and their parents should be very proud of your accomplishments.

Best wishes.

Yours sincerely,


Richard W. Riley

00107

PHIL GRAMM
TEXAS

United States Senate

WASHINGTON, D. C. 20510-4302

February 2, 1995

Mr. Mike Feinberg
Mr. Dave Levin
Knowledge is Power Program
Macario Garcia Elementary
9550 Aldine Westfield
Houston, Texas 77093


Dear Mr. Feinberg and Mr. Levin:

Thank you for your letter concerning the Knowledge is Power Program and for stopping by my office to discuss this initiative with John Cerisano. I appreciate having the benefit of your views and comments on this important matter.

As a former college professor, I recognize the tremendous value of education and am strongly committed to improving our educational system nationwide. I want to congratulate you on your program's success, and commend you for your hard work and commitment to your students. Please continue to keep me informed of your program's progress. In addition, if there is any way I can be of specific assistance to you, please let me know.

I appreciate having the opportunity to represent you in the United States Senate. Thank you for taking the time to contact me.

Yours respectfully,



PHIL GRAMM
United States Senator

PG:ker

00108



Public Policy Institute
Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4429

Paul Simon, Director
Telephone 618-453-4009
FAX: 618-453-7800
Internet: psimon@siu.edu

June 30, 1997
Dictated 6/28/97

Mr. Michael Feinberg
School Director
The KIPP Academy
8330 Triola Lane
Houston, TX 77036

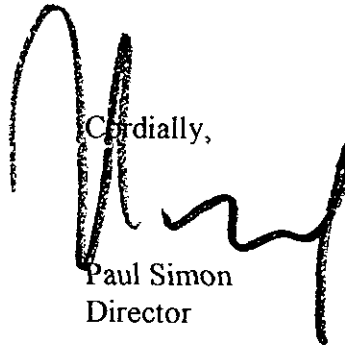
Dear Mike:

It was great to get your letter as well as the letters from the students.

But what I really appreciated receiving was the test score.

I glanced through the rest of the scores quickly and found only two schools that appeared to be in your testing category.

I'm proud of you.

Cordially,

Paul Simon
Director

PS/jb

United States Senate

WASHINGTON, DC 20510-1302

August 1, 1996
Dictated 7-28-96

Michael Feinberg
Houston Director
KIPP Academy
Houston I.S.D. West
District Office
2500 Tanglewilde, Ste. 340
Houston, Texas 77063

Dear Michael:

Thanks for your letter.

The results you have shown are most impressive.

I will be following through in some way to try to encourage others to follow your good example.

Sincerely,


Paul Simon
United States Senator

PS/clh

00110

GENE GREEN

29TH DISTRICT, TEXAS

- 2429 RAYBURN
WASHINGTON, DC 20515
(202) 225-1888
- 256 N. SAM HOUSTON PKWY. EAST
SUITE 29
HOUSTON, TEXAS 77060
(281) 999-5879
- 11811 I-10 EAST
SUITE 430
HOUSTON, TEXAS 77029
(281) 477-0761

COMMITTEE ON COMMERCE

- SUBCOMMITTEE ON
TELECOMMUNICATIONS, TRADE AND
CONSUMER PROTECTION
- SUBCOMMITTEE ON HEALTH AND
ENVIRONMENT

**Congress of the United States
House of Representatives
Washington, DC 20515-4329**

July 1, 1997

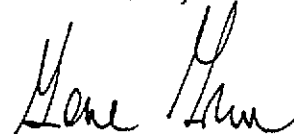
Mr. Mike Feinberg
6220 Alder Dr Apt 4109
Houston, Texas 77081-4066

Dear Mr. Feinberg:

Thank you for visiting our office in Washington, D.C. It is always a pleasure to help and serve students from Houston. I continue to be very impressed with the success of the KIPP Academy and believe that it is a much needed program. Hopefully, the administration will find the resources to replicate this program throughout the school district.

Enclosed is the photo that was taken outside the Capitol. There should be enough photographs to give every student that visited us. In the future if I may be of assistance to you or if you visit the Washington area again, please do not hesitate to call the office.

Best Wishes,


Gene Green
Member of Congress

GG:krt

00111

GENE GREEN
29TH DISTRICT, TEXAS

COMMITTEE ON COMMERCE

Congress of the United States
House of Representatives
Washington, DC 20515-4329

January 8, 1997

The Kipp Academy
8300 Triola Lane
Houston, Texas 77036

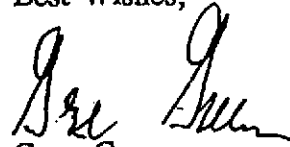
Dear Friends:

I just wanted to personally say thank you for the wonderful pictures you sent to me. It is always a pleasure to hear and see the terrific things that the KIPP Academy is doing for young people.

I send my deepest regards to the persons responsible for this progressive program. We all know that it takes hard work and determination for a program such as this to succeed.

Happy New Year to the entire KIPP Academy family. I wish everyone continual success.

Best Wishes,



Gene Green
Member of Congress

GG:sh

00112

GENE GREEN

29TH DISTRICT, TEXAS

- 2429 RAYBURN
WASHINGTON, DC 20515
(202) 225-1688
- 256 N. SAM HOUSTON PKWY. EAST
SUITE 28
HOUSTON, TEXAS 77060
(281) 999-5879
- 11811 I-10 EAST
SUITE 430
HOUSTON, TEXAS 77029
(281) 477-0761

Congress of the United States
House of Representatives
Washington, DC 20515-4329

June 25, 1997

COMMITTEE ON COMMERCE

• SUBCOMMITTEE ON
TELECOMMUNICATIONS, TRADE AND
CONSUMER PROTECTION

• SUBCOMMITTEE ON HEALTH AND
ENVIRONMENT

Mr. Mike Feinberg
6220 Alder Dr Apt 4109
Houston, Texas 77081-4066

Dear Mr. Feinberg:

I want to take this opportunity to congratulate you and the KIPP Academy for such a successful academic year. The recently posted T.A.A.S. results proved once again that KIPP is truly an outstanding school.

I am especially proud of KIPP because it exemplifies the notion that "hard work" does indeed have its rewards. Academic excellence is something that all children should strive to achieve. As a result of their tireless efforts, KIPP students have gained knowledge and discipline. The collaborative effort displayed by the both the students and teachers serves as a model for other schools to follow.

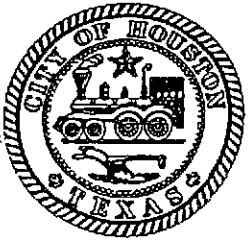
Once again, congratulations on a superb year and I look forward to another great academic year from your wonderful students.

Best Wishes,

Gene Green
Member of Congress

GG:wg

00113



CITY OF HOUSTON

Post Office Box 1562 Houston, Texas 77251 713/247-2200

OFFICE OF THE MAYOR

Bob Lanier, Mayor

March 20, 1996

Mr. Michael Feinberg
The KIPP Academy
H.I.S.D. West District Office
2500 Tanglewilde, Ste. 340
Houston, TX 77063

Dear Mr. Feinberg and KIPPsters:

Thank you very much for writing Elyse and I about how much you enjoyed our visit.
You write very well!

You are learning important and interesting things at your school. The classes you are taking will help you reach your goals in life, so study hard and pay attention to your teachers. A good education provides you the opportunity to explore fields of endeavor and choose the one you find most rewarding for a career. You may even want to be Mayor!

We thoroughly enjoyed your wonderful letters.

Sincerely,

Bob Lanier
Mayor

BL:jsc

00114





CITY OF HOUSTON

Post Office Box 1562 Houston, Texas 77251 713/247-2200

OFFICE OF THE MAYOR

Bob Lanier, Mayor

April 3, 1997

Mr. Mike Feinberg
Director/KIPP Academy
8330 Triola
Houston, Texas 77036

Dear Mr. Feinberg,

Your proposal to operate a Charter School, as authorized by the Texas Legislature has been reviewed by my staff.

As you know, I was most impressed with KIPP when I visited the campus last year. Since then, I have received reports on your continued success in bringing high risk students remarkable passing scores on the TAAS exams.

Operating as a charter school should give you the funding and flexibility you deserve to become an even better educational institution.

I am supportive of your project and I strongly urge approval of your request for a Charter School.

Sincerely,

Bob Lanier
Mayor

RCL:rh

00115



Gracie Guzman Saenz

Mayor Pro-Tem
Houston City Council Member
At Large Position One

February 28, 1997

Dr. Rod Paige
Superintendent of Schools
Houston Independent School District
3130 Richmond Avenue
Houston, Texas 77027

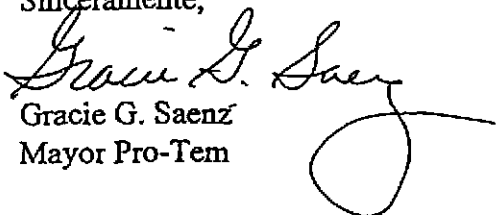
Dear Dr. Paige:

I am very pleased to write this letter on behalf of the KIPP Academy with support for their intent to become a charter school of the Houston Independent School District. KIPP Academy, primarily a college preparatory school, offers students excellence through their extraordinary teaching staff. Their staff certainly represents what schools should focus on, and, that is to provide an environment for students to benefit by learning academics as well as character skills.

KIPP Academy truly goes above and beyond what is expected of our Houston schools. By this I mean that the teaching staff visits every student's home prior to the start of the school year and continues to make these visits throughout the year. In addition, KIPP's teachers makes themselves available to students outside the allotted classroom time by providing their home phone numbers for those students who have questions while they are doing their homework in the evening.

Again, KIPP Academy would be a wonderful asset to the Houston Independent School District. Therefore, I would greatly appreciate your consideration of the Academy as a charter school of the Houston Independent School District. I will make myself available for any questions or if you would like to further discuss this issue.

Sincerely,


Gracie G. Saenz
Mayor Pro-Tem

00116



HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE ADMINISTRATION BUILDING
3830 RICHMOND AVENUE · HOUSTON, TEXAS 77027-5838 · TEL (713) 892-6300 · FAX (713) 892-6061

ROD PAIGE
Superintendent of Schools

September 24, 1996

Dear Sirs,

The Houston Independent School District is committed to providing high quality educational opportunities for all eligible youngsters of the City of Houston. We recognize, however, that the traditional school setting is not always functional for all of our students. Therefore, community-based alternative educational programs that address the problems of our "at risk" youth are a valuable resource in helping the district accomplish its mission.

The Knowledge is Power Program (KIPP) Academy, a district priority, started at Garcia Elementary School. Students had to be willing to commit to a schedule of 7:30 a.m.-5:00 p.m. and Saturday mornings. Parents had to agree. During the first year, these students worked hard and all students passed TAAS. The students were there early and stayed late. In addition to basic instruction, the program provided a focus on learning about colleges, including field trips to local universities and opportunities to interact with college students. Last year, the teachers moved to the Gulfton area to start with a new group of fifth graders who will stay with them for four years. The teachers are finding these students equally dedicated and successful on TAAS as well.

Unfortunately, the amount of funding available from the state is not sufficient to meet the enrichment needs of the "high risk" youth population KIPP serves. Additional support from foundations and corporations is necessary to enhance its efforts to serve a greater number of this most needy youth population.

KIPP is an excellent program that is an asset to the youth involved, as well as to the City of Houston. I urge you to give serious consideration to its request for funding.

Sincerely,

Rod Paige
Superintendent of Schools

RP/SS:sl

00117

cc: School Board Members
Superintendent's Cabinet

BOARD OF EDUCATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE ADMINISTRATION BUILDING
3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
Tel: (713) 892-6121 • Fax: (713) 892-6138

Paula Arnold
Esther Campos
Ron Franklin
Arthur M. Gaines, Jr.

John McAdams
President
Olga Gallegos
First Vice President
Laurie Bricker
Second Vice President
Carol M. Galloway
Secretary
W. Clyde Lemon
Assistant Secretary



April 3, 1997

Houston Annenberg Challenge
First City Tower
1001 Fannin, Suite 2210
Houston, Texas 77002-6709

Dear Sir:

Mike Feinberg has brought to my attention the possibility of a Beacon School grant from the Houston Annenberg challenge for Knowledge is Power Program (KIPP) Academy, and I am proud to enthusiastically support KIPP to you. As an educator with a Masters in Curriculum, parent, and Houston Independent School District trustee, I am especially interested in and critical of programs within our district.

I have been closely in touch with KIPP for two years and am impressed with the unique teaching/learning approach, the directors, the teachers, the parents, and most of all, the students. I have personally seen the excitement and love of learning in the eyes of the children at KIPP. I have witnessed the commitment and determination from the directors and teachers to make the children want to achieve. I have seen the auditorium full of parents and other family members at open house. I have spoken with community and business leaders who have become avid supporters. Interestingly enough, I have also been able to turn "non-believers of public education" into believers with one visit to KIPP.

In my opinion, KIPP is magical and contagious. The approach used by Mike and his teachers is one of creativity and integration of every subject matter. In fact, when observing, I find it difficult to determine what subject is being taught, as the instructors seem to blend it into the totality of each day.

I am proud to endorse the program and hope that you will consider becoming a funding source and support to KIPP. If I can answer any further questions, please feel free to call me.

Sincerely,

Laurie Bricker, Trustee
Board of Education, District VI
Houston Independent School District
LB:nb

xc: Anne Patterson
✓ Mike Feinberg

00118

BOARD OF EDUCATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE ADMINISTRATION BUILDING
3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
Tel: (713) 892-6121 • Fax: (713) 892-6138



November 15, 1996

Paula Arnold
President
Olga Gallegos
First Vice President
Carol M. Galloway
Second Vice President
Esther Campos
Secretary
Laurie Bricker
Assistant Secretary

Ron Franklin
Arthur M. Gaines, Jr.
W. Clyde Lemon
Don McAdams

Michael Feinberg
Knowledge is Power Program
8330 Triola
Houston, Texas 77036-6396

Dear KIPPsters:

I was so excited to receive the letters from all of you! I am proud of your wonderful writing skills and appreciate your practicing your talents by writing to me. I hope that you will continue to do that, as I love hearing from all of you.

I want you to know how good it makes me feel to be able to brag about you to the people that I meet. Every time I see Mayor Lanier, he asks about you. He is so very proud of you! You may want to invite Mayor and Mrs. Lanier back so that the new 5th graders can meet them.

Now the entire state knows of the accomplishments you have made and continue to make, because the Public Education Committee of the State Legislature met you. They were very impressed with you AND your teachers. I hope that, when you read this letter, you will take time to thank every teacher and staff person at KIPP; then when you get home today, thank your family for supporting you in your quest for an outstanding education.

Mr. Feinberg told me that you will be writing to Sharpstown Middle School. I hope that you thank them for allowing you to share their campus and support your program. I would also like you to thank Benavidez, Cunningham, and every other school that you have or would have attended for giving you the opportunity to be a proud KIPPster. Remember that they are wonderful schools with great teachers and students, also.

I hope to see you all again very soon. Remember, you are one very big reason that I am proud to be an HISD Board member.

Sincerely,

A handwritten signature in cursive that reads "Laurie Bricker".

Laurie Bricker, Trustee
Board of Education, District VI
Houston Independent School District
LB:nb

00119

BOARD OF EDUCATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

Arthur M. Gaines, Jr.
President

Olga Gallegos
First Vice President

Paula Arnold
Second Vice President

Carol M. Galloway
Secretary

Esther Campos
Assistant Secretary

HATTIE MAE WHITE ADMINISTRATION BUILDING
3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
Tel: (713) 892-6121 • Fax: (713) 892-6138



March 30, 1995

Ron Franklin
Robert C. Jefferson
Don McAdams
Cathy Minberg

Mr. Michael Feinberg, Teacher
Macario Garcia Elementary School
9550 Aldine Westfield Road
Houston, Texas 77093

Dear Mr. Feinberg:

Thanks to you and David Levin for your wonderful program. Knowledge is indeed power. You have taken powerful and impacting words, often quoted, and moved them beyond rhetoric to reality. I do wish every school could have this program or one very much like it.

My schedule is quite pressing in the upcoming weeks. I will make every effort to visit this much praised program.

Keep up your good and wonderful work.

Sincerely,

Arthur M. Gaines Jr., President
Board of Education
Houston Independent School District

AMG:nb

cc: Dr. Rod Paige
Ms. Adriana Verdin
Mr. David Levin

00120

HOUSTON INDEPENDENT SCHOOL DISTRICT

WEST DISTRICT ADMINISTRATIVE OFFICE

2500 Tanglewilde, Suite 340, Houston, Texas 77063 TEL (713) 260-0050

FAX (713) 260-0060

Anne Patterson, District Superintendent
Deborah Singleton, Executive Staff Director

September 24, 1996

Dear Sirs:

It is with deep pride and respect that I take this opportunity to write on behalf of the KIPP Academy. This extended day, extended year program is working to meet the needs of many of the students in the Gulfton and Sharpstown areas. They are using accelerated instruction and a wide variety of field lessons. This instruction is a means by which these young people can begin to make the important connections between the world of the classroom and the much broader world beyond the classroom.

Mr. Michael Feinberg, the Co-Founder, and the other teachers at KIPP work with their students daily from 7:30 a.m. until 5:00 p.m. and half days on Saturdays. They are devoting their lives to these children, and they are turning these students around. When I learned that these teachers were being recruited by the New York City School District, I was prompted to find a way not only to keep them in Houston, but also to expand their efforts.

The KIPP teachers' accelerated lessons broaden students' horizons, enrich their lives, and raise their hopes and aspirations to new levels. In fact, in its first year as an HISD school, the KIPP Academy was recognized by TEA as an Exemplary School. A contribution from your organization will enable the KIPP Academy to develop a unified program of lessons for the 1996-97 school year, as well as prepare for its expansion in the future to work with more children in more grade levels. As educators and as citizens of Houston, we thank you for your time and consideration for assisting us in giving all of our students the opportunity to be successful.

Sincerely,



Anne Patterson
District Superintendent

AP/ib

00121

HOUSTON ENDOWMENT INC.
A PHILANTHROPY ENDOWED BY MR. AND MRS. JESSE H. JONES

H. JOE NELSON, III
President

June 30, 1997

Mr. Michael H. Feinberg
President
KIPP, Inc.
The Kipp Academy
8339 Triola Lane
Houston, Texas 77036

Dear Mr. Feinberg:

In accordance with our grant agreement dated April 1, 1997 and your acceptance thereof dated April 15, 1997, enclosed is a check for \$25,000.

As you make use of the grant funds toward the Knowledge is Power Program, a community-based educational alternative for at risk youth within the Houston Independent School District, please bear in mind the terms and conditions that apply to this grant. In particular please note that pursuant to the grant agreement, *a written report on the use of these funds will be due by June 30, 1998*. If you have any questions, please contact Michele J. Sabino, Grant Officer at 713/238-8133.

Very truly yours,



H. Joe Nelson, III

HJN:jc
Enclosure

00122

THE BROWN FOUNDATION, INC.
Houston, Texas

November 11, 1996

Ms. Laurie Bieber
Knowledge is Power Program
8330 Triola Lane
Houston, Texas 77036


Dear Ms. Bieber:

The Brown Family Fund Committee of The Brown Foundation, Inc. held its scheduled meeting on Saturday, October 26, 1996 at which time your request for the Knowledge is Power Program in the Houston Independent School District was considered.

Pending approval by the Board of Trustees of The Brown Foundation, Inc., the Brown Family Fund Committee has recommended funding the Knowledge is Power Program in the amount of \$20,000.00.

You will be advised in writing of the Board of Trustee's decision.

Sincerely,


Katherine B. Dobelman
Executive Director

/lfh

00123

BOARD OF EDUCATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

Arthur M. Gaines, Jr.
President
Olga Gallegos
First Vice President
Paula Arnold
Second Vice President
Carol M. Galloway
Secretary
Esther Campos
Assistant Secretary

HATTIE MAE WHITE ADMINISTRATION BUILDING
3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
Tel: (713) 892-6121 • Fax: (713) 892-6138



Ron Franklin
Robert C. Jefferson
Don McAdams
Cathy Minberg

February 28, 1995

Ms. Martha Liebrum, Managing Editor
The Houston Post
4747 Southwest Freeway
Houston, Texas 77210

***CORRECTION**

Dear Ms. Liebrum:

It is very difficult for any of us to truly make a difference through our actions. I would like to commend one of your reporters, Ms. Susan Besze Wallace, for her work on her series of articles entitled, *Few Good Men*.

These articles on education in the inner city prompted me to action. Reading Ms. Wallace's account of two young teachers at Garcia Elementary School and their dedication to kids and a program called *Knowledge is Power* brought back all my most noble feelings as a teacher.

Mr. Mike Feinberg and Mr. Dave Levin work with their students daily from 7:30 AM until 5:00 PM and half days on Saturdays. They have devoted their lives to these children, and they are turning kids around. When I also learned from the article that these young men were being recruited by the New York City school district, I was prompted to find a way, not only to keep them in Houston, but also to expand their efforts.

Convinced that Mr. Feinberg and Mr. Levin are exactly the kind of teachers we must have, I contacted the West Area District Superintendent, Ms. Anne Patterson. She agreed with me and in turn looked for a creative solution that would allow these teachers to do what they do best, in an environment as restraint free as possible.

Ms. Patterson brought together the *Gulfton Area Neighborhood Organization (GANO), Lee High School Principal James Claypool, and these two creative teachers. Through their concerted efforts, they developed a program targeting the Hispanic dropout problem.

The concept involves transferring at-risk 5th graders directly to the high school campus where they will continue through grades 6, 7, and 8, thereby circumventing the perils of urban middle schools. In this unique setting, the classes designed and implemented by these teachers will keep the 5th graders working long hours with high expectations until their 9th grade year. The plan will include more and more kids and teachers each year.

00124

ROCKWELL FUND, INC.

1360 POST OAK BOULEVARD, SUITE 780

HOUSTON, TEXAS 77056

October 13, 1997

R. TERRY BELL
PRESIDENT

TELEPHONE: 713/629-9022
FACSIMILE: 713/629-7702


Mr. Michael Feinberg, School Director
The KIPP Academy
Houston Independent School District
3233 Wesleyan, Building C
Houston, TX 77027

Dear Mr. Feinberg:

Enclosed is our check no. 2081 for \$20,000.00 representing our grant to Houston Independent School District for 1997-98 operating budget for The KIPP Academy extended enrichment program.

We wish you much success with your program.

Very truly yours,



R. Terry Bell

RTB/mam

Enclosure

00125

BOB AND VIVIAN SMITH FOUNDATION

1900 WEST LOOP SOUTH, SUITE 1050
HOUSTON, TEXAS 77027-3207

December 19, 1997

Ms. Laurie A. Bieber
Director of Development
KIPP Academy
3233 Wesleyan, Building C
Houston, Texas 77027

Dear Ms. Bieber:

The Trustees of the Bob and Vivian Smith Foundation have reviewed your Grant Application dated September 26, 1997, along with additional information, in which funds were requested for the operating budget.

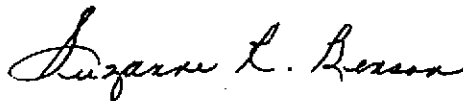
A Grant in the amount of \$10,000 has been approved for the operating budget and monies under this Agreement should be used for no other purpose without the approval of the Bob and Vivian Smith Foundation.

This Grant is conditional upon your organization's acceptance of the terms and conditions set forth in the attached Grant Letter. The signature on this document of the person authorized to execute such agreement for KIPP Academy will represent its acceptance of this award and agreement to comply with the stated terms and conditions of this Grant.

Upon the Foundation's receipt of the executed original of the Grant Letter, the awarded funds will be distributed. A copy is enclosed for your files.

If you have any questions, please let us know.

Yours very truly,



Suzanne R. Benson
Trustee

SRB:bp
Attachments

00126

HOBBY FAMILY FOUNDATION

2131 SAN FELIPE
HOUSTON, TEXAS 77019-5620

713/521-1163
FAX 713/521-3950

December 17, 1996

Ms. Laurie A. Bieber
The KIPP Academy
8330 Triola Lane
Houston, TX 77036

Dear Ms. Bieber:

The Trustees of Hobby Family Foundation are pleased to enclose a \$1,000.00 contribution to KIPP Academy. We regret we were unable to give the requested amount, but wish you every success in reaching your goal.

With receipt of this gift, please forward a written acknowledgement to the newly created **HOBBY FAMILY FOUNDATION**, substantiating the amount of the deductible contribution as required by the Internal Revenue Code dated January 1, 1994.

Sincerely,


Pamela L. George

Enclosure: Check No. 1154

00127

HOBBY FAMILY FOUNDATION

2131 SAN FELIPE
HOUSTON, TEXAS 77019-5620

713/521-1163
FAX 713/521-3950

July 29, 1997

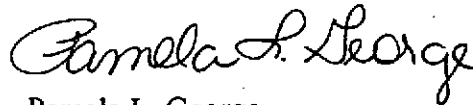
Mr. Michael Feinberg
School Director
The KIPP Academy
8330 Triola Lane
Houston, TX 77036

Dear Mr. Feinberg:

The Trustees of Hobby Family Foundation are pleased to enclose a \$2,000.00 contribution to KIPP Academy.

With receipt of this gift, please forward a written acknowledgement to **HOBBY FAMILY FOUNDATION**, substantiating the amount of the deductible contribution as required by the Internal Revenue Code dated January 1, 1994.

Sincerely,



Pamela L. George

Enclosure: Check No. 1256

00128

ARTHUR
ANDERSEN

711 Louisiana, Suite 1300, Houston, Texas 77002, (713) 237-2323

Community
Action Network

January 6, 1998

Mr. Chris Barbic
HISD
3233 Wesleyan
Building C
Suite 124
Houston, Texas 77027

Dear Chris:

I wanted to take the time to commend you and Ms. Kavaney on your efforts and commitment with the Project Y.E.S. program. Arthur Andersen is pleased to have the opportunity to work as a business partner with you both for the last three years.

Arthur Andersen feels the firm's professional commitment extends beyond providing the highest quality service. We feel strong the need to give back to our community especially in the field of education. Students of today are the possible work force of tomorrow.

You and Ms. Kavaney are perfect models of a true business/school partner. You both work to bring together the resources from both sides to enhance the many opportunities for your students. You both have gone well beyond what has been expected to provide a unique learning opportunity to your students. Your many specialized programs address the needs of the whole student. Your test scores are measurements that all children can learn if the opportunity and expectations are provided. Your dedication and commitment is the foundation of the program. You and Ms. Kaveny are always seeking new ways of stretching and introducing your students to new horizons. Your ability to seek out others to work with the program only enhances the program.

The students you both have come in contact with are very blessed to have such caring and dedicated teachers and administrators. Our school districts need more dynamic teachers like you and Ms. Kavaney.

Sincerely,



Charlotte Williams
Community Relations Specialist

00129

TEXAS CHILDREN'S HOSPITAL

Department of Otolaryngology and
Communicative Disorders

Dear Sir or Madam,

The purpose of this letter is to add my strongest support for the application of KIPP Academy to become an HISD Charter School. My long-standing involvement in education of children led me to become interested in KIPP soon after it was featured in the Houston Post in December, 1994. Visits that I initiated to the KIPP classroom only heightened my interest: clearly, this was the most remarkable educational program I had ever seen. In the past three years I have continued to observe closely KIPP's progress. I have been deeply impressed with the excellent administration and teaching and, even more, with the extraordinary advances that the students have made in their educational and interpersonal skills and in their approach to learning. These advances are entirely attributable to the unique educational approach of the Academy and its teaching staff.

In order to objectify the improvement in student performance, I administered a standardized test battery to fifth graders at the beginning and, again, at the end of the 1995-6 school year. The results of this formal testing, which are included in the KIPP proposal, confirmed my subjective observations. In less than one school year, the average performance on tests of reading decoding and comprehension, spelling, written expression, mathematic computation and word problems improved by nearly two years. Especially notable was the improved performance in reading comprehension and math word problems which averaged 2.4 years; performance on these tests depends upon advances not only in specific skills but also in reasoning. My testing was confirmed by the TAAS results; KIPP students had a pass rate of $\geq 95\%$, one of the highest in the state.

In addition to these academic gains, the students show improvement in other areas which are less amenable to objective testing but may have an even greater impact on their lives in the future. KIPP students have a sense of pride and carry themselves with confidence that must be observed in order to be fully understood. They are intellectually curious and willing to ask questions. They listen respectfully to, and think critically about the answers. Their approach to learning and studying is positive. They have developed a good work ethic and take responsibility for their actions. Their behavior is exemplary. These are values that our society desperately wishes to inculcate in our children, but few programs, indeed, have been able to do so as successfully.

These objective academic advances and enhanced respect for learning reflect the philosophy of teaching to which they have been exposed in KIPP Academy. Those who administer the Academy are prepared to expand to a full middle school. Their track record of excellence speaks for itself and should be used to give the strongest possible support to their application.

Sincerely,

Karol K. Musher

Karol K. Musher, M.A., CCC-SLP

Speech-Language Pathologist

Clinical Instructor, Baylor College of Medicine

00130

Neiman Marcus
2600 Post Oak Boulevard
Houston, Texas 77056
Telephone 713-621-7100
FAX 713-621-5861

December 18, 1995

Mr. Michael Feinberg
THE KIPP ACADEMY
Houston ISD West District Office
2500 Tanglewilde, Suite 340
Houston, TX 77063

Dear Mike:


Thank you so much for your wonderful letter regarding your recent trip to Neiman Marcus at the Galleria. I assure you that we enjoyed your visit just as much as you and the fifth grade students did. It is always fun for us to take a moment to share our environment with our friends in the community and we are thrilled that you chose to come to see us this year!

Please convey my deep admiration to your students and the staff at KIPP. I have spoken countless times to my friends and co-workers about the remarkable work the students are doing and what an incredible learning environment they have. It is not often that I come away from a new experience with such warm and wonderful feelings. Your students are just incredible . . . in fact, I am still trying to figure out how to read a number with over 30 digits in it! I am most anxious to return to your classroom this spring to bring other visitors to see the leaders of tomorrow.

You mention the children's book, *THE GIVING TREE*, in your letter to me. It really brought back memories of my college-age children's younger years. We still have all of Shel Silverstein's books - they seem to know no age. It is clear that you and the KIPP students are giving a lot to each other, and you certainly gave a lot to me when I came to visit. I am reminded at this time of year that you cannot package the most important gifts we give and receive in pretty paper with colorful ribbons.

Best wishes to you, David, the teachers and all of the KIPP students for a very happy and healthy holiday season. We wish you peace and joy in the new year.

Best regards,


Gayle Dyorak
Vice President
General Manager

00131

Neiman Marcus

Houston Chronicle

P.O. Box 4260 Houston, Texas 77210 (713) 220-7171

October 16, 1995

JOHN W. SWEENEY
Vice President, General Manager

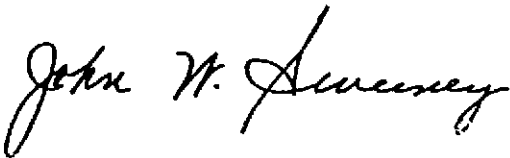
Dear Michael Feinberg,

Congratulations on joining the ranks of the outstanding teachers of the Crystal Awards.

The Chronicle has had a longstanding commitment to literacy and education, and we're proud to join Dillard's as sponsors of this program.

I hope you enjoy your prize and take pride in being named to this illustrious list by a discerning group of your peers.

Sincerely,



John W. Sweeney
Vice President and General Manager
Houston Chronicle

00132

H-E-B

Pantry
FOODS

June 27, 1996

Michael Feinberg
KIPP Academy
Benevidez Elementary
6262 Gulfton
Houston, Texas 77081

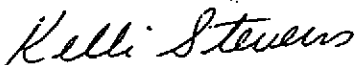
Dear Michael,

H-E-B Pantry Foods is proud to donate to the KIPP Academy 100 tickets to the Houston Astros VS Atlanta Braves game, which will take place on Thursday, July 18, 1996 at 7:05pm. We hope everyone enjoys the game and cheers the Astros on to a big win.

For more than ninety years, H-E-B has provided financial assistance to worthwhile endeavors throughout Texas. To help us maintain our tradition, we only ask that you encourage members of your organization to visit their nearest H-E-B Pantry Foods store.

Again, we are proud to support your efforts and wish you success. Please feel free to call me or Barbra with any questions or concerns @ 329-3005.

Sincerely,



Kelli Stevens
Public Affairs Coordinator
H-E-B Pantry Foods

00133



Fiesta

September 13, 1994

Mr. Michael Feinberg
Mr. David Levin
Garcia Elementary
9550 Aldine Westfield Rd.
Houston, TX 77093

Dear Mr. Feinberg & Mr. Levin:

Fiesta would like to donate some snacks for the KIPP students at Garcia Elementary. These snacks are individual cheese/pretzel paks that should be appropriate for the students after school.

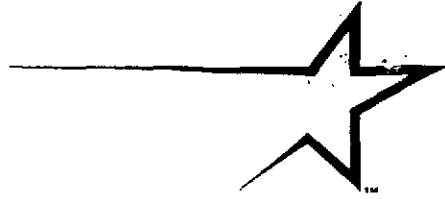
We will provide three cases for you, with each case containing 144 individual snack paks. These can be picked up at our store located at 2300 N. Shepherd as soon as possible. Please take this letter with you to the store, and the store manager, Jerry Ovelgonne, will be happy to help you. If you would like to call him to make sure that he will be at the store, the number is 869-6188.

Thank you for your commitment to the students at Garcia. Both of you exemplify dedication by developing and implementing this very innovative program. I would like to hear how KIPP is developing, so please keep me informed.

Wishing you and your students the very best-----

Sandra Garland

00134



June 3, 1994

Dear Astros fan,

We have received your letter requesting a contribution from the Houston Astros Baseball Club. We are happy to lend our support to your cause. Enclosed please find our donation to your upcoming event.

The Astros wish you luck and look forward to hearing about the success of your event.

Sincerely,

Amy Kress
Director, Community Affairs
Houston Astros

00135



Robert E. Lee Senior High School

6529 Beverly Hill Lane

Houston, Texas 77057-6499

(713) 782-7310

FAX (713) 787-1723

April 25, 1995

To Whom It May Concern:

We are very excited to be chosen to be a participant in the Knowledge is Power Program (KIPP) beginning in the fall of 1995. Our multi-ethnic population will be an excellent group to pilot this program on our campus. We have been successful with many of our students from the Gulfton neighborhood, but we lose so many who become discouraged before they make it to high school. These students usually learn enough English to survive in the community in menial jobs and drop out of school to go to work. It is my belief that the KIPP program will be ideal for these students because they will be encouraged during their formative years to continue in an academic setting. They will be able to remain in one place from fifth grade level through high school and will not have to adjust to the traumatic changes of moving from elementary school to middle school and eventually to high school in a country that is foreign to them. The frustration level among these students is tremendous because they are immigrants suffering from culture shock in addition to having to adapt to increasingly difficult academic pressures.

Having these students on our campus from the beginning of their school careers will allow them to adjust to us and to begin to feel at home at this location. They will have older students on campus as role models and will be able to see the importance of remaining in an academic setting until graduation. With the strong support of all of us here at Robert E. Lee High School, they will be afforded a sense of community that has been lacking and will not need the security of youth gangs in order to maintain an identity.

We are encouraged by the aims and goals of the Knowledge is Power Program and look forward to being a part of it.

Sincerely,



James M. Claypool
Principal

JMC/jlh

00136



September 27, 1995

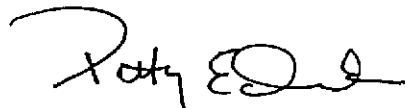
Mr. Michael Feinberg
The KIPP Academy
2500 Tanglewilde, Suite 340
Houston, Texas 77063

Dear Mike:

Thank you for your kind words and the heartwarming letter from Vanessa. I have forwarded her comments on to her teachers and our headmaster. Indeed, it was our pleasure to have Vanessa at Kinkaid this summer. As you promised, she is an "exceptional and inspirational" student. Our summer school program is designed to reach out into the community and offer our resources to children who might be unable to attend during the regular school year. Having a child with Vanessa's motivation and talent represents the best scenario in achieving this goal.

We are most impressed with your program and hope to have more KIPP students in the future. We will be mailing our summer brochure in February or March. If for some reason you do not receive one, be sure to call us.

Sincerely yours,



Gloria Tenenbown, Program Director
Summer Courses and Camps

Patty Edwards, Director
Summer Courses and Camps

00137

**HOUSTON
BAPTIST
UNIVERSITY**

Office of the President
713/995-3450

October 18, 1995

Michael Feinberg
Houston I.S.D.
Kipp Academy
Askew Elementary School Campus
11200 Wood Lodge
Houston TX 77077

Dear Mr. Feinberg:

Houston Baptist University applauds the significant contributions you have made in educating the leaders of tomorrow. I congratulate you on being named a recipient of the Crystal Award for Outstanding Teacher.

Houston Baptist University is proud to recognize the commitment, dedication, and excellence you have demonstrated in your profession with a scholarship. This scholarship: (1) requires all appropriate admission requirements of the University be met prior to enrollment by the recipient; (2) will represent six semester hours of graduate classes in the College of Education and Behavioral Sciences; and (3) is valid from the Winter quarter 1995 through the Fall quarter 1996.

To discuss the admission requirements you may wish to contact Dr. Linda Roff in the College of Education and Behavioral Sciences at 995-3240. For information on the scholarship please contact the Director of Financial Aid, at 995-3204. A scholarship form is enclosed for your convenience.

Houston Baptist University is always pleased to recognize teaching excellence and we salute your outstanding efforts.

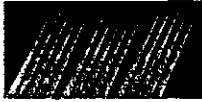
Sincerely,


E.D. Hodo

cc: Dr. Linda Roff
Ms. Sharon Saunders
Financial Aid Director

Enclosure

00138



CRPC

CENTER FOR
RESEARCH ON
PARALLEL
COMPUTATION

KEN KENNEDY
DIRECTOR, CRPC

LINDA TORCZON
EXECUTIVE DIRECTOR

DANNY POWELL
ASSOCIATE DIRECTOR,
BUSINESS

KATHY EL-MESSIDI
ASSOCIATE DIRECTOR,
EXTERNAL RELATIONS

CRPC SITES AND EXECUTIVE COMMITTEE MEMBERS

ARGONNE
NATIONAL LABORATORY
RICK STEVENS

CALIFORNIA INSTITUTE
OF TECHNOLOGY
MANI CHANDY
HERBERT B. KELLER
DAN MEIRON
PAUL MESSINA

LOS ALAMOS
NATIONAL LABORATORY
ANDREW WHITE

RICE UNIVERSITY
JOHN E. DENNIS, JR.
KEN KENNEDY
RICHARD TAPIA
LINDA TORCZON

SYRACUSE UNIVERSITY
GEOFFREY FOX

UNIVERSITY OF TENNESSEE
JACK DONGARRA

UNIVERSITY OF TEXAS
MARY F. WHEELER

CRPC AFFILIATED SITES

BOSTON UNIVERSITY
DREXEL UNIVERSITY
INDIANA UNIVERSITY

INSTITUTE FOR
COMPUTER APPLICATIONS IN
SCIENCE AND ENGINEERING

UNIVERSITY OF ILLINOIS
UNIVERSITY OF MARYLAND

December 19, 1997

To Whom It May Concern:

I write this letter in support of Cynthia Lanius and the excellent college preparatory high school proposal intended for the east end of Houston. I have seen the plan and believe it will meet its goal of high student achievement in a short period of time.

As Director of Education and Human Resources for the Center for Research on Parallel Computation (CRPC), a National Science Foundation-funded Science and Technology Center headquartered here in Houston, I have been intensely involved in the K-12 educational community. I see a great need for this kind of school to serve the east end, an economically disadvantaged area with a high number of underrepresented minorities.

I have worked closely with Ms. Lanius over the last seven years and have complete confidence in her abilities to implement the proposed plans. Ms. Lanius is an exemplary mathematics teacher at an east end school, Milby High School, the largest in HISD. As CRPC's Manager of K-12 Education Programs, Ms. Lanius exhibits remarkable leadership in working with teachers in our training programs. One of the most impressive characteristics of Ms. Lanius is that she acts on her commitments and goals in an effective and substantive manner that impacts an ever increasing circle of students and teachers. I am sure she will be just as conscientious about carrying out this program as well.

I fully support Ms. Lanius and will work with her to accomplish the school's goals. Through the auspices of CRPC, I conduct teacher training programs for Houston area mathematics, science and technology teachers. The goal is to enable them to teach and counsel with increased authority and effectiveness through an understanding of today's mathematical and computational sciences world. I will be happy to include all teachers from the proposed school in these training programs.

In closing, I would like to reiterate my hopes that you will help create this school that promises to close the gap between student potential and performance.

Sincerely,

Richard Tapia
Noah Harding Professor of Computational and Applied Mathematics
Director of CRPC Educational and Outreach Programs

RAT/TLC/jl

UNIVERSITY of PENNSYLVANIA

Office of the President

121 College Hall
Philadelphia, PA 19104-6380
215-898-7221
215-898-9659 (Fax)

January 11, 1995

Mr. Michael Feinberg
9820 Memorial Drive, Apt. C-88
Houston, TX 77024

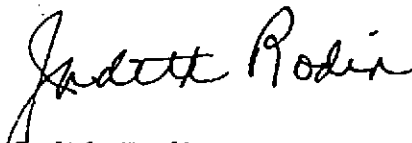
Dear Mr. Feinberg:

Frank Plantan in the Undergraduate International Relations Office recently forwarded to me a number of articles about your exciting teaching experience in Houston. It is wonderful that your work has received this sort of recognition.

I was particularly impressed with what I read of the Knowledge Is Power Program you began, and know that the information and self-confidence you are able to give these young city children, both in and out of the classroom, will equip them to make better lives for themselves as adults. Congratulations on implementing this ambitious vision.

It is always a pleasure for me to learn about the successes of Penn graduates, and I hope that we will have an opportunity to meet at an alumni event in the future. You have my best wishes for the year ahead.

Sincerely,


Judith Rodin
President

00140

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 7, 1998

To the Open-Enrollment Charter Review Committee:

Founded and staffed by Teach For America corps members, Project YES and Teach For America have maintained a close relationship over the past three years. On my visits to Houston, I have witnessed firsthand the relentless pursuit of excellence to which the Project YES faculty and students dedicate themselves. The school's innovative service learning program has led to impressive results, and we in the Teach For America community use the program as a model to illustrate the level of impact our corps members are making around the country.

Teach For America enthusiastically supports the conversion of Project YES, a sixth through eighth grade HISD campus charter school, to The Project YES College Preparatory School, a kindergarten through twelfth grade open-enrollment charter school. I truly believe this conversion will provide Project YES the flexibility and autonomy to expand its current program, benefit a larger number of Houston's inner-city children, and become a national model for educational reform.

Sincerely,



Wendy Kopp
Founder & President



AN AMERICORPS PROGRAM

00141

LAW OFFICES
JENNER & BLOCK

A PARTNERSHIP INCLUDING PROFESSIONAL CORPORATIONS

ONE IBM PLAZA
CHICAGO, ILLINOIS 60611

(312) 222-9350
(312) 527-0484 FAX

WASHINGTON OFFICE
601 THIRTEENTH STREET, N.W.
SUITE 1200 SOUTH
WASHINGTON, D.C. 20005
(202) 639-6000
(202) 639-6066 FAX

LAKE FOREST OFFICE
ONE WESTMINSTER PLACE
LAKE FOREST, IL 60048
(708) 295-9200
(708) 295-7810 FAX

MIAMI OFFICE
ONE BISCAYNE TOWER
MIAMI, FL 33131
(305) 630-3535
(305) 630-0008 FAX

JOHN B. SIMON

August 15, 1994

Mr. Michael Feinberg
2420 Hackett #99
Houston, Texas 77008

Dear Michael:

I have forwarded the details of your program to my partner who is General Counsel of Tenneco, to see if Tenneco is interested in being a sponsor. I am very impressed by your initiative and am forwarding my own check in support of KIPP.

Sincerely,



JBS:sp
Enclosure
JBS40894.LET

00142

Gary L. Davis
Senior Vice President
Director of Personnel
and Administration

April 3, 1997

Ms. Laurie A. Bieber
Director of Development
The KIPP Academy
8330 Triola Lane
Houston, TX 77036

Dear Ms. Bieber:

I wish to acknowledge your nice note of thanks for the \$22,000 JCPenney Community Education Grant which your school recently was notified it would be receiving.

We are pleased to be able to be effective partners with our communities in improving educational outcomes for our children. We recognize that they are our future.

Best wishes for the successful implementation of your Seventh Grade Expansion project.

Sincerely,



cc: James E. Reese, Jr., Manager
JCPenney at Sharpstown Shopping Center

00143

Customer Service is Our Number One Priority

J. C. Penney Company, Inc. • P.O. Box 10001 • Dallas, TX 75301-0003
Executive Offices • 6501 Legacy Drive • Plano, TX 75024-3698



2711 Washington Blvd.
Bellwood, IL 60104
(708) 649-3408
FAX (708) 547-6679

Robert S. Parker
President

May 1, 1995

Mr. Michael Feinberg
Mr. David Levin
KIPP Program
Macario Garcia Elementary
9550 Aldine Westfield
Houston, TX 77093

Dear Messrs. Feinberg & Levin:

I received your letter of April 17th and the outline of activities that have occurred through Knowledge Is Power program. Your results and objectives are quite impressive and we would like to lend our support to the program.

Under separate cover we will be sending a check for \$500 to help in your fund raising efforts as well as committing to supplying whatever needs you indicate for pens, markers and pencils.

Please let me know what quantities you feel are appropriate for your program and we will make arrangements to send the necessary writing instruments to you at no charge.

Again, we are impressed with your mission and wish you success in your program. The proper education of our youth is a major challenge for the United States.

Sincerely,

Robert S. Parker

RSP/kl

00117

FEDERAL RESERVE BANK
OF DALLAS

2200 N. PEARL ST.
DALLAS, TX 75201-2272

December 23, 1997


To Whom It May Concern:

I have worked with Scott Roman as an educator for at least three years. During the years of our association, Scott has impressed me with his dedication both to economic education and to his students. He has attended many of our conferences during the past years, including our week long intense summer program and several of our university faculty conferences. Scott Roman and I have been worked together in other programs, such as the Rice University Gifted and Talented Program. Scott was the perfect instructor for that program with his excellent understanding of economics and instruction. Scott Roman is the teacher that everyone wishes that their children will have in school. Everything that he has done is of the highest quality.

Scott's students, which include low income students from Houston, have competed in our *Fed Challenge* competition for the past two years, and previously came in second to the Bryan High School team, that eventually won a national championship at the Federal Reserve Board of Governors in Washington D.C. The students on that team, from Milby High School, proved that they can compete with the best schools and the best students in Texas and hold their own. While this is currently rare, it should not be. These students must be given the opportunity to prove that they can achieve and compete. To do this they must be placed in an environment that will allow this to happen.

Milby High School area students' are excellent examples of students that can benefit through a charter school, and it is my pleasure to recommend Scott Roman and Milby area students' for the expanded Project Yes Charter School Program. This move could only benefit the students and the community.

Sincerely,



K. Wayne Hast
Director Educational Services

00145



KIPP, Inc.
Corporate
Information

00146

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
G.P.O. BOX 1680
BROOKLYN, NY 11202

DEPARTMENT OF THE TREASURY

Date: AUG 16 1996

KIFF, INC.
C/O MICHAEL FEINBERG/DAVID LEVIN
C/O PAMELA LANDMAN, ESQ.
100 MAIDEN LANE
NEW YORK, NY 10038

Employer Identification Number:
13-3875868
Case Number:
116064033
Contact Person:
MARGARET EVANS
Contact Telephone Number:
(617) 565-7776
Accounting Period Ending:
December 31
Foundation Status Classification:
a1
Advance Ruling Period Begins:
February 7, 1995
Advance Ruling Period Ends:
December 31, 1999
Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

147

KIPP, INC.

will no longer treat you as a publicly supported organization; grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

Contributions to you are deductible by donors beginning February 7, 1995.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If you are required to file a return you must file it by the 15th day of

KIPP, INC.

the fifth month after the end of your annual accounting period. We charge a penalty of \$10 a day when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty we charge cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

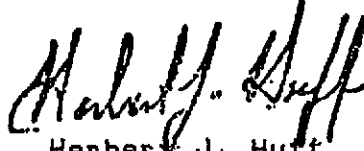
If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Herbert J. Huff
District Director

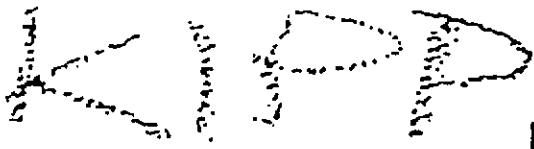
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990 FORM

PAGE 150 - 152 = 3 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
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KNOWLEDGE IS POWER PROGRAM

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KIPP, Inc. does not discriminate on the basis of race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, or gender in its educational programs, activities, student recruitment procedures, and employment practices.

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DATE 7/2/97



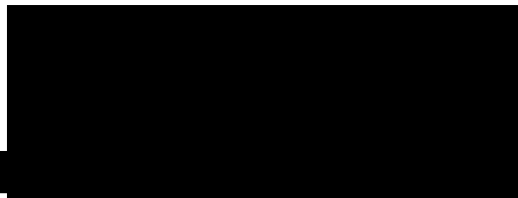
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FOR Filing taxes



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Houston, Texas 77063

May 19, 1997

Registration Section
Charities Bureau
NYS Department of Law
120 Broadway
New York, NY 10271

Dear Sir/Madam:

We submit herewith a copy of the 1995 Federal Form 990
signed by an officer.

Filing fee of \$251.00 is enclosed.

Very truly yours,

Dan Heine

President

(Title)

STATE OF NEW YORK)
: 66.1
COUNTY OF NEW YORK)

We swear under oath that the attached Federal Form 990 which comprises the report for the year ended June 30, 1996 for Kipp, Inc. has been examined by us, and to the best of our knowledge and belief the contents thereof are true, correct and complete.

David Levin President
Name Title

Francis W. Cowan Vice President
Name Title

Sworn to before me this
2nd day of July, 1997

Josephine M. Darretta
Notary Public
JOSEPHINE M. DARRETTA
Notary Public, State of New York

Qualified in Westchester County
Commission Expires May 13, 1999



The State of Texas

SECRETARY OF STATE

The undersigned, as Secretary of State of the State of Texas, HEREBY CERTIFIES that the attached is a true and correct copy of the following described instruments on file in this office:


KIPP, INC.
DBA: KNOWLEDGE IS POWER PROGRAM, INC.
CERTIFICATE OF AUTHORITY NO. 106187-07

APPLICATION FOR CERTIFICATE OF AUTHORITY

AUGUST 24, 1995



IN TESTIMONY WHEREOF, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in the City of Austin, on August 24, 1995.


Antonio O. Garza, Jr.
Secretary of State


MAC

APPLICATION FOR CERTIFICATE OF AUTHORITY
BY A NON-PROFIT CORPORATION

FILED
In the Office of the
Secretary of State of Texas
AUG 24 1995
CORPORATION AFFAIRS IN
TEXAS SECTION

Pursuant to the provisions of article 8.04 of the Texas Non-Profit Corporation Act, the undersigned corporation hereby applies for a certificate of authority to conduct its affairs in Texas, and for that purpose submits the following statement:

1. The name of the corporation is "KIPP, Inc."
2. If the corporate name is not available in Texas, then specify the name under which the corporation will qualify to conduct its affairs in Texas: Knowledge is Power Program, Inc.
3. The corporation is a non-profit corporation.
4. It is incorporated under the laws of Delaware.
5. The date of its incorporation is February 13, 1995 and the period of its duration is perpetual.
6. The street address of its principal office in the state or country under the laws of which it is incorporated is 1209 Orange Street, c/o CT Corporation System, Wilmington, New Castle 19801.
7. The street address of its proposed registered office in Texas is (a P.O. Box is not sufficient) is 6220 Alder Drive, Houston, Texas 77081 and the name of its proposed registered agent in Texas is Michael Feinberg.
8. The purpose or purposes which it proposes to pursue in conducting its affairs in Texas are exclusively charitable and educational purposes, within the meaning of 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon:
 - (a) To develop and evaluate a model team to implement a year-round pre-school supplemental educational program for financially disadvantaged elementary school students;
 - (b) To assist parents and older siblings of participating students in preparing for the General Equivalency Diploma ("GED") examination;
 - (c) To exercise all rights and powers conferred by the laws of the State of Texas upon non-profit corporations, including, but without limitation thereon, 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

161
~~00148~~

(d) 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 for purposes of Section 501(c)(3) of the Code.

(e) Nothing herein contained shall be construed as authorizing KIPP, Inc. to operate a nursery school, an elementary school, a secondary school, an institution of higher learning, a library, a museum, an historical society, a cable television facility, or educational television station; nor shall KIPP, Inc. engaged in the practice of law or any of the professions described in the Education Law.

9. The names and respective addresses of its directors are:

Name	Address
Harriett Ball	3426 Bedford Forest Ct. Houston, Texas 77059
Rafe Esquith	Hobart Boulevard Elementary School 980 South Hobart Boulevard Los Angeles, California 90006
Wendy Kopp	Teach For America 20 Exchange Place — 8th Floor New York, New York 10005
Rudolfo Lertora	Love Elementary School 1120 West 13th Street Houston, Texas 77008
Henry Levin	930 East 74th Street New York, New York 10021
Edith MacMullen	Teacher Preparation — Yale University Box 20241 New Haven, Connecticut 06520-8241
Danielle Malone	2625 Tim Houston, Texas 77093
Jim McIngvale	Gallery Furniture 6006 North Freeway Houston, Texas 77076
Moses Mercado	Chief of Staff, J.D., Congressman Gene Green 1004 Longworth Washington

Judith Schweickert

1800 N. 74th Avenue
Elmwood Park, Illinois 60635

10. The names and respective addresses of its officers are:

NAME	OFFICE	ADDRESS
Michael Feinberg	President	6220 Alder Drive Apt. #4109 Houston, Texas 77081 (713) 667-5477
Frank Corcoran	Vice-President	164 E. 33rd Street Apt. #18 New York, New York 10016 (212) 779-3749
Gillian Williams	Treasurer	1803 Riverside Drive Apt. 4L New York, New York 10034 (212) 569-1810
David Levin	Secretary	164 E. 33rd Street Apt. #18 New York, New York 10016 (212) 779-3749

11. You must check either A or B in this item.

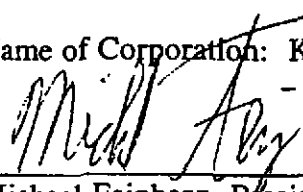
A. The corporation has members.

B. The corporation does not have members.

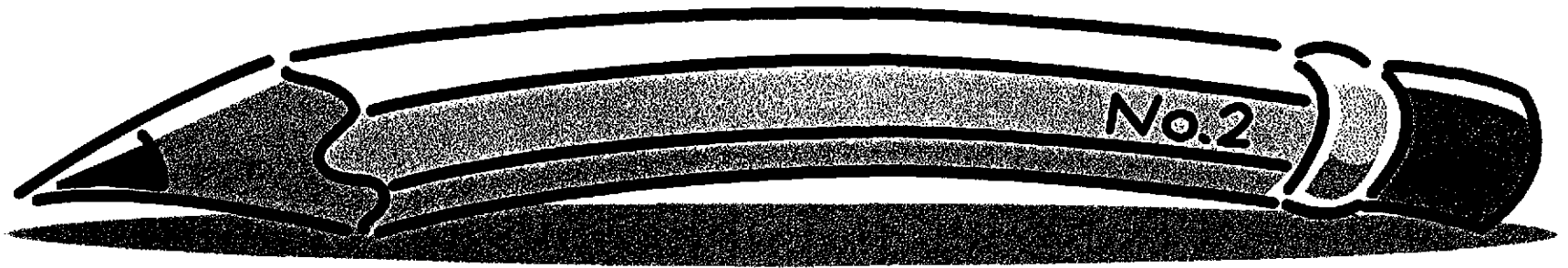
12. This application is accompanied by a certificate issued by the secretary of state or other authorized officer of the jurisdiction of incorporation evidencing the corporate existence.

Dated July 28, 1995

Name of Corporation: KIPP, Inc.



Michael Feinberg, President
(Authorized Officer)



Media

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The Pennsylvania Gazette


December 1996

Alumni Magazine of the University of Pennsylvania



Penn's Sol Katz on
nutrition, anthropology
and the language of food.


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From the Editor

Hearty Appetites

Most of us are picky eaters at the banquet of life. We're whiners at heart. We may love the work we do, for example, but we complain about the long hours, the unreasonable demands, the lack of appreciation, low pay, and on and on. Nothing on the table quite suits our taste. Then there are those with hearty appetites, who dig right in with apparently pure enjoyment, reminding the rest of us of what we're missing. We feature two such fortunate souls in this issue: Dr. Solomon Katz, *G'67*, and Michael Feinberg, *C'91*.

That food consumption—a banquet—comes so naturally as a metaphor for human existence speaks directly to the work of nutritional anthropologist Sol Katz, profiled in our cover story. Beyond simple fuel to keep us alive, food, in Katz's view, is the bedrock of social interaction. For more than three decades as a Penn faculty member, he has been studying what he calls "the language of food and the language of connection that food establishes." His quest has taken him to locales ranging from the American Southwest to South Philly, and it has been pursued with a mix of hard science and a strong sense of humor. In the testimony of former students, as a teacher Katz is like a satisfying meal—nutritious and delicious.

Here at the *Gazette*, we received a mini-demonstration of food's richness as a symbol in our search for a cover. We had the idea of running a work of fine art, and contacted a photo stock house for images of food. They sent back dozens, ranging in time from ancient Rome to the present and of extraordinarily varied moods, from seething depictions of gluttony to celebrations of sensual enjoyment—such as the painting we ultimately chose for the cover, Murillo's "Grape and Melon Eaters."

Michael Feinberg is trying to give some boys and girls who would otherwise never have it a taste of the joys of learning and a shot at the American

dream. Feinberg runs the Knowledge is Power Academy in Houston, an intensive school program for low-income students. Feinberg calls his KIPPsters, "The hardest working fifth graders in America." With good reason. The school day lasts nine and a half hours and school is in session all but six weeks of the year, with an hour or more of homework every night. Feinberg himself is certainly a candidate for the hardest working fifth-grade teacher in America, basically on call around the clock. On top of his teaching load, he is full of plans for expanding the Houston school to grades K-12, so students don't backslide when they return to the regular classroom environment, and for opening branch academies elsewhere. People like Feinberg, who work long hours for little pay (he makes \$24,000) at a job for which, beyond pious lip service, society shows little respect, are often portrayed as self-sacrificing saints. But to me he sounds like someone who is having a great time, getting back as much as he gives.

Fond farewells. First, to Dwayne Flinchum, who was responsible for the previous redesign of the *Gazette* and has been serving as art director since and who, with Cathryn Mezzo at Flinchum, Inc., accomplished our recent format changes in record time, all despite his offices being located in New York City. The *Gazette's* conversion this fall to desktop publishing has made it possible to bring graphic design in-house, and we have done so as of this issue. Ezra Wolfe, who has been laboring under the unwieldy title of "publications design specialist" steps into the art director slot.

This issue also contains the last book review to be written by Judith Moffett, who has served as regular reviewer for the magazine for the last four years; she has decided to take a break from critical prose. In future, we'll be using a variety of reviewers.

—John Prendergast, *C'80*

HELLO, MR. KIPP

Justice Stephen Breyer usually tries to slip out of the Supreme Court unnoticed at the end of the day. But early one May evening that was just not possible. **MICHAEL FEINBERG, C'91**, co-founder of the KIPP Academy, an intensive school program for inner-city youth, was leading a group of fifth graders on an excursion to Washington, DC.

As Feinberg tells the story, they had just finished touring the highest court in the land when he spotted Justice Breyer. Not one for letting a "teachable moment" slip by, the six-foot-four, bespectacled instructor sprinted over to the judge, who was walking quickly away from the court, and demanded his attention.

"Won't you please come over and talk to my kids?" he asked. "We spent all year learning about the federal government, and it would bring their lessons to life if they could talk with a

Supreme Court judge in person."

Breyer hesitated. "I really don't have time right now," he replied.

"But it would mean so much to them," Feinberg continued. "These are the hardest working fifth graders in America!"

Feinberg then raced through a thumbnail description of KIPP: the Knowledge is Power Program. It's a rigorous academic regime targeted to poorly performing, but highly motivated fifth graders attending impoverished public school districts in

Houston and the South Bronx. The eager students who enroll, most of whom are Hispanic or African-American, sign a contract in which they agree to attend school all but six weeks a year, most weekdays from 7:30 to 5 p.m. and half a day on Saturdays. For many KIPP students English is a second language and for all of them poverty is a firsthand experience. More than 95% qualify for a federal free breakfast and lunch program.

Breyer quickly realized that Feinberg was not a man who would give

up easily. "All right, but I have just a minute," he said.

The Justice then walked over and addressed the children. "I understand from your teacher that you are doing a very good job in school, boys and girls. Keep it up."

Breyer was about to turn and go when one of the normally timid boys, [redacted], shot his hand in the air.

"Yes?" the judge asked.

"Were you on the court in the early 1970s when *Miranda vs. Arizona* was

during the holidays. He also got very familiar with the local homeless population when he worked as a doorman for the Chestnut Cabaret, the former nightclub located at 38th Street and Chestnut. "All of these experiences made me aware of the problems found in inner cities," he says. "It was up very close for the first time."

Levin, a magna cum laude graduate of Yale and product of NYC's Upper East Side, has wanted to teach ever since a couple of insightful elementary

Disney Teacher of the Year, who has a remarkable record of turning ESL (English as a Second Language) students into college material by demanding long hours and enforcing high academic standards. Esquith's philosophy boiled down to a slogan which has since become a hallmark at KIPP: "There Are No Short Cuts."

"We felt like he was speaking right to us," remembers Feinberg. Soon after, they began putting together a proposal for the KIPP program, which built on Esquith's methods. In short, Feinberg and Levin proposed working their students harder and keeping them in school longer than any other public school class in Houston. Their proposal accepted, the KIPP program was born in fall 1994, when

"I was Uncle Mike who gave students blow pops and took them on trips. By the end of my first year my kids were the nicest bunch of non-readers you've ever met."

Levin transferred to Feinberg's school, Garcia Elementary in north Houston, and the two teachers team-taught a class of 48 fifth graders.

That's when their youthful energy, charismatic style, and high expectations began to make a difference. The class was open to any fifth grader who wanted to make the commitment and had their parents' support. School began at 7:30 a.m. and ran until 5 p.m., with about an hour of homework every night.

Feinberg and Levin built on the methods of fourth grade teacher Harriet Ball, Levin's mentor assigned to him by TFA at Bastion Elementary School in the south side of Houston, his initial placement. "She taught us how to make the kids have fun and learn at the same time," says Feinberg. One of Ball's chants:

*You got to read baby read
You got to read baby read
The more you read
The more you know
Knowledge is Power
Power is Freedom
And I want it!*

Lessons took the form of pointing, clapping, and rapping rhymes and rhythms that inspire and delight. Geography became a modern dance lesson: face the map and do a karate kick—you've found Australia. A head butt is Europe. A punch to the right for Asia. Math supplies included menus borrowed from local restaurants. Students

decided?" [redacted] queried, referring to the landmark case about the rights of prisoners which his class had studied earlier in the year.

"That was before my time," Breyer answered.

But the [redacted] persisted. "What position would you have taken if you had been on the court?"

Feinberg and KIPP co-founder, David Levin, both age 28, simultaneously leapt into the air, exhibiting as much glee as any [redacted] who just scored a goal, as they witnessed their hard work in the classroom pay off. "We were loving it," Feinberg croons. Justice Breyer was clearly taken with the question, too. He spent the next five minutes talking to the attentive students about the importance of *Miranda* rights.

Taking their young charges to places they would not otherwise reach—both geographically and academically—is Feinberg and Levin's driving mission. [redacted] question proved these novice teachers, in the profession only four years, had accomplished both rather quickly.

Feinberg, who grew up in a well-to-do Chicago suburb, first "connected" with kids as a volunteer at his local synagogue's Sunday school. An international relations major at Penn, where he was involved in the fraternity system and student government, he volunteered for projects like feeding the homeless and hosting children's groups

during the holidays. He also got very familiar with the local homeless population when he worked as a doorman for the Chestnut Cabaret, the former nightclub located at 38th Street and Chestnut. "All of these experiences made me aware of the problems found in inner cities," he says. "It was up very close for the first time."

Levin, a magna cum laude graduate of Yale and product of NYC's Upper East Side, has wanted to teach ever since a couple of insightful elementary

school instructors rescued him from a special education class. "They saw through where I was, and saw where I could be," Levin says. "That's exactly what we're trying to do for our kids now."

After a year working as an aide for Senator Paul Simon, Feinberg was recruited by Teach for America (TFA), the corps of graduates from elite colleges who make a two-year commitment to teach in the country's most impoverished schools. "My connection with kids fused with my concern about the poor," he says. He also notes that his training in international relations is very useful to him in his work as a teacher because "it gave me a broad base of knowledge and it taught me how to think critically."

Levin was recruited by TFA the same year. Following a TFA summer training program in Los Angeles, these two idealistic young men began sharing ideas as they drove to Houston, where they planned to room together even though they were assigned to different schools.

Each spent a trying first year attempting to gain control in the classroom. "I was Uncle Mike who gave students blow pops and took them on trips," Feinberg recalls. "By the end of my first year my kids were the nicest bunch of non-readers you've ever met." During their second year in Houston, Feinberg and Levin were inspired by a presentation by Rafe Esquith, the 1992

Levin transferred to Feinberg's school, Garcia Elementary in north Houston, and the two teachers team-taught a class of 48 fifth graders.

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Laurie Bieber, C'93, Ged'94, also teaches at the KIPP Academy in Houston and works part-time as director of development. "We work daily to create lessons that are cross-disciplinary and relevant to the lives of our inner-city students."

tried to figure out the cost of a steak sandwich and french fries. To teach measuring, Feinberg employed his students' arms, legs, feet and toes. "School House Rock" provided the tune for memorizing the times tables. The singing fifth graders counted on their fingers to the beat when memorizing the seven table: 7-14-21-28-35-42-49-56-63-70-77. "After a few months, most of them don't need to do this anymore," says Feinberg. "But they can go back to it if they forget. We gave them a strategy that used their brains, rather than having them rely on a calculator."

And during the last hour of the day, reading groups, divided according to ability levels, relished novels and plays—*Willie Wonka and the Chocolate Factory*, *My Fair Lady*, *The Call of the Wild*. Each student read a half of a page aloud and then the whole group discussed what they read. "We asked them questions that involved critical thinking," says Feinberg. "But there was no homework or tests. We wanted to inspire a love of reading."

The results were rapid and impressive. Only 62 percent of Levin and Feinberg's students passed the Texas Assessment of Academic Skills (TAAS)

reading test when they entered the class; 93 percent passed by the end of the year. Similarly spectacular gains were made in math.

Their unconventional methods also earned Feinberg and Levin some notice, including a favorable article in the *Houston Post* and praise from TFA founder Wendy Kopp. "I'm a huge Dave and Mike fan," says Kopp. "They embody everything that our alumni can be." KIPP is one of four new programs started by TFA alumni. Administrators and fellow fifth grade teachers, however, were not always as complimentary. Jealous of the attention these novice teachers were receiving, administrators occasionally tried to block their efforts. Feinberg and Levin often found themselves locked out of Garcia Elementary on Saturdays, so were forced to hold their classes out of doors. At KIPP's present site in Houston, Feinberg is banned from using the local middle school library. (The parents solved this problem by organizing carpools to take students to the local public library in the evening.)

As team teachers at Garcia, Feinberg and Levin measured their success as much from the sparkle in their students'

eyes—especially when they were waiting on the doorstep at 7:30 a.m.—as from improved test scores. But even so, they were rapidly getting discouraged. No matter how much progress their students were able to make in fifth grade, it was apparent that they would lose ground again in sixth grade, in what would most likely be the start of a long downward slide through middle school and high school, where delinquency, dropping out, drugs, gangs and teen pregnancy were rampant. "We pushed our kids to real highs, but we knew the following year our work would go down the tubes," Feinberg complains. "There was no one there to pick up the ball. In middle school academics take a back seat to control. It takes an enormous amount of self-discipline and motivation to rise above that system of failure."

If KIPP students repeated the pattern of the other children in the district, making it to college would be the exception to the rule. Only 17% of them would take the SATs and the average score of those who took the test would be 700—combined.

Feinberg and Levin were not used to such failure. They had frequented as

many master teaching classes as they could find. They had agreed to work for \$24,000 a year, much lower salaries than most of their highly educated peers. No one was more zealous and committed than they were. Yet they could not seem to make a permanent difference in their fifth graders' lives.

Then entered an angel, in the form of Anne Patterson, West Area district

version of the newsweekly published for elementary school children, every Friday afternoon. "We work daily to create lessons that are cross-disciplinary and relevant to the lives of our inner-city students."

Even though KIPP students and their parents have to sign a contract stating that they will work harder and longer than most of their peers, sticking

■ says. "But now ■ is always busy in school, and ■ is more advanced in ■ subjects. And ■ takes more responsibility for ■."

Feinberg and Levin, who, besides doing their own teaching, direct their respective KIPP campuses, confer on the telephone at least twice a day, sometimes as late as midnight. "They are two of the most dedicated teachers I've ever seen in my life or could ever imagine. They are both incredibly hard-working and they never stop," says Frank Corcoran, a TFA alumnus who teaches sixth grade math at the Bronx campus and rooms with Levin.

The KIPP Academy's second year, which began in September, includes last year's class, who are now in sixth grade, and a new crop of fifth graders. The current plan is to expand to seventh grade next year, and to add eighth grade in 1998-99.

Feinberg and Levin's idealism, and that of their young staff, sometimes need reining in. Levin admits to keeping some kids in KIPP who just weren't ready to accept the challenge. Feinberg corrects himself from saying he wants to be part of "the solution" to part of "one possible solution" to society's problems. "I stress to Mr. Feinberg that we need the support of other schools and that it is important to work together with others, things I would tell any young employee," says District Superintendent Patterson.

Even with all the poverty he has witnessed, Feinberg is a fervent believer in the American dream. "I think the American dream is still present, it's just hidden. But if you try to live right, it won't let you down," Feinberg affirms. "I think there is a much more simple solution to our problems than most people think. At KIPP, we tackle complex problems with a simple solution."

The parents of KIPP students, most of whom are younger than Feinberg and, lacking high school educations, are relegated to menial jobs, are not so sure. "They don't know how to take their kids to the next level because they've never been there," says Feinberg. "So we have to constantly convince parents and reassure them. *Vale la pena*, 'I often say to them in Spanish. 'It is worth it.'"

When students have trouble waking up early enough or getting to school at all, their teachers bring them alarm clocks and, if necessary, offer them a ride to school.

superintendent of the Houston public schools. She read the *Post* article, which mentioned that a New York City district was trying to recruit KIPP's founders, and she gave them a call. "I believe that the key to a child's success is that child's teacher," she says. "My motivation was to keep two really wonderful teachers in Houston."

Patterson offered the pair a chance to set up a charter school in a particularly poor pocket of her district, which is largely middle class. The only stipulations: they had to recruit their own teachers and follow their own philosophy. "It was clearly working," says Patterson, who was impressed when she observed their classroom by their "focused, objective driven, highly charismatic teaching methods and high standards." At the same time, Manhattan Institute, a foundation that supports educational innovation, tried to lure them to the South Bronx's District 7, equally in need of proven methods for reaching fifth graders.

Feinberg and Levin enthusiastically accepted both offers. Levin headed back to his hometown, while Feinberg recruited three teachers for KIPP Houston and set up shop in a huddle of temporary buildings on a middle school campus in Patterson's district. Two of the new teachers were TFA Corps members and the third was Laurie Bieber, C'93, GEI'94, a personal friend who received her undergraduate and graduate training in education at Penn.

Bieber, who this year began working part time as KIPP's director of development, leads her social studies class in a discussion based on *Time for Kids*, a

to the agreement is not always easy. When students have trouble waking up early enough or getting to school at all, their teachers bring them alarm clocks and, if necessary, offer them a ride to school. When students have questions about homework they are required to call their teachers at home that night, even if it means dialing Feinberg's 1-800 number from a pay phone.

Discipline is part of the program. One student who took hours to complete the nightly homework is on the "Feinberg plan," which requires ■ to check in with him after ■ completes each subject so he can personally chide ■ if ■ dawdles too long.

"Mr. Feinberg is cool," attests ■ grader ■. "He'll get down on you if you are messing up on easy stuff. If you keep on doing what you need to do, he'll reward you." KIPP money, which is earned with good behavior and can be used to purchase school supplies, is one of the most popular rewards.

KIPP teachers make numerous home visits, so they get to know their students' families better than most public school teachers. And the parents return the favor by having a 99 percent attendance rate at parent-teacher conferences.

"How can they spend all day with these pre-teenagers and then want these kids to call them at night?" ■ mother, sometimes wonders. But she is clearly pleased that her ■, who gets up at 6 a.m. so ■ can catch the bus to school, wants to be a KIPPster. ■ mouth used to get ■ in trouble, and it still does sometimes,"

What Feinberg seems to have a precocious knack for is wooing administrators, politicians and financial supporters. So impressed is Houston Mayor Bob Lanier with KIPP, that he and his wife became donors, and he has requested a proposal from KIPP for expanding the program throughout the city.

Financial supporters have showered thousands of dollars on the project, allowing Feinberg to plan a trip out West next May for his students to tour the national parks, in addition to monthly field trips to the theater, museums and the like. The impressive list of corporate sponsors includes Embassy Suites, Kroger Food Stores and Canon USA. Fiesta Mart donates monthly gift certificates to families who read together for at least 400 minutes every month. Wendy's sponsors lunches for KIPP students during Saturday sessions. And families whose children win a monthly academic conference are rewarded with a free dinner.

Mentor Rafe Esquith, who agreed to be a KIPP board member, is also impressed with Feinberg's organizational talents. "We are all trying to level the playing field," says Esquith, who has been very successful in preparing his ESL students for admission to elite colleges. "But Mike is more ambitious than I am in working with politicians and getting the community involved. He has the patience and the drive."

As it grows, KIPP continues to bring in accolades. Last year the Manhattan Institute awarded it Annenberg Status, which provides funds for capital expenses and sanctions it as a model for other schools and educational reform efforts. (The Center for Educational Innovation at the Manhattan Institute oversees the Annenberg Foundation's \$25 million challenge grant to the NYC public schools, which is intended to foster school reform.) In 1996, KIPP's Houston campus was one of 15 city schools rated as exemplary by the Texas Education Association.

Levin and Feinberg continue to plot KIPP's expansion. "There's no telling how big this could be," says Levin, who is training teachers in the Bronx to run the campus without him. "I won't quit until I feel I am really making a difference," vows Feinberg, who hopes that KIPP can eventually expand to grades K-12 and that KIPP-trained teachers



"There is a much more simple solution to our problems than most people think. At KIPP, we tackle complex problems with a simple solution," says Feinberg.

can eventually start up their own programs in other locations.

But one night in October, Feinberg faced the fact that he can't always make a lasting difference. A former student happened to visit the home of a current student, which inspired Feinberg to give Mr. Feinberg a call. "I still have the book," Feinberg said when he called him. Feinberg presents all of his students with copies of *The Giving Tree* upon graduation in hopes that it will inspire them to continue their hard work. Despite the book, this student confessed, Feinberg had taken a U-turn. Feinberg was dropping out of school and running away to live with his wife at age 17.

"We talked about choices. I said to

"It doesn't have to be this way," Feinberg says. "But it was hard to argue against the prevailing feeling of hopelessness. It truly was distressing."

Still, at 7:30 the next morning Feinberg was at the school door, greeting his students brightly. "Their energy sustains and drives me," he says. This teacher knows there are no shortcuts to making a difference. And he is quite willing to go the distance.

Vale la pena.

A former Time reporter, Leslie Whitaker is coauthor of *The Beardstown Ladies' Common Sense Investment Guide* and a contributor to numerous national magazines.

CHARTING A NEW COURSE

Idealistic teachers run their own schools, motivate at-risk pupils

By **MELANIE MARKLEY**
Houston Chronicle

THEY ARE bright, energetic 20-something teachers on a mission.

They didn't go the usual route to get to the classroom.

They didn't even plan to teach until an organization called Teach for America — in the idealistic spirit of the Peace Corps — recruited them from universities to commit at least two years of their lives to inner-city schools.

But now, after only a few years in Houston classrooms, they are designing their own educational programs, running their own schools and giving everyone a

crash course on what it takes to motivate and educate at-risk adolescents.

"We're all on a mission," said Chris Barbic, "and we've been on one for three or four years now."

Barbic and Sheilah Kavaney, both 26, co-direct Project Y.E.S., a 150-student middle school adjoining Rusk Elementary. Aside from academics, the school emphasizes community service projects in the east-side neighborhood.

Kelly Garrett, 27, directs Project Chrysalis, a 100-student middle school in portable buildings on the Cage Elementary School campus in southeast Houston. Students ride Metro buses most days to pursue class-related projects outside the classroom.

Michael Felberg, 28, runs KIPP Academy, a southwest Houston intermediate school housed in portable buildings behind Sharpstown Middle School. In an environment charged with high expectations and motivational slogans, the school's 130 students quickly learn that there are "no excuses" when it comes to getting an education.

All the academic programs promote similar philosophies. Students spend longer days in class and are expected to attend Saturday classes and summer school. When not in class, students have their teachers' home phone numbers so they can call with homework questions.

All the schools, now in their

See CHARTER on Page 20A.



E. Joseph Dearing / Chronicle

Kelly Garrett, 27, teaches math at Project Chrysalis, a charter middle school that he helped found on the Cage Elementary School campus in southeast Houston. "Our kids are helping to make a positive impact in their community on a daily basis," he said.

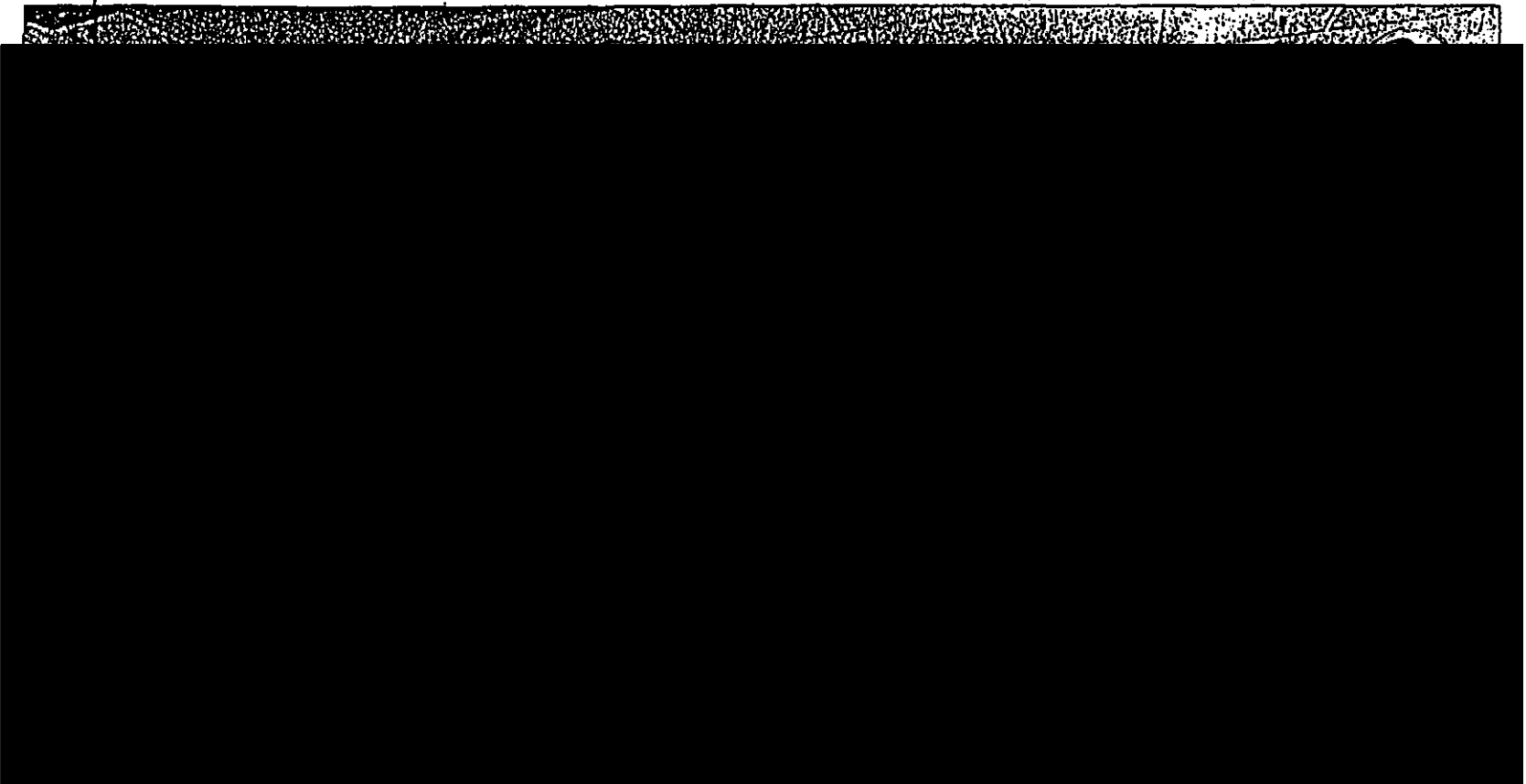
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Houston Chronicle

Sunday, May 4, 1997



John Everett / Chronicle

Chris Barbic and Sheilah Kavaney help eighth graders work on a large-scale map of Houston for a transportation project. The two co-direct Project Y.E.S., a 150-student charter middle school adjoining Rusk El-

ementary. Students working on the project are [redacted] left.

[redacted]



Charter

Continued from Page 1A.

second year of operation, have become campus charters in the Houston Independent School District. As charters, the schools are given more flexibility to bend the rules and to innovate.

Despite the teachers' youthful years, minimal experience and lack of traditional training in a college of education, HISD Superintendent Rod Paige said their charter proposals — reflecting a missionary zeal and a willingness to go beyond the usual boundaries — were impressive.

"The care and commitment was clear in listening to them talk to sell their concept," Paige said. "As the administrator in charge, I just took the point of view that people who feel this deeply about an issue are going to do something good. We were interested in seeing what happens."

Already, the mostly Hispanic, largely low-income schools have success stories to tell.

At KIPP, which stands for Knowledge Is Power Program, the school was rated "exemplary" last year after 100 percent of its students passed the reading portion of the Texas Assessment of Academic Skills and 95 percent passed math.

At Project Y.E.S., which stands for Youth Engaged in Service, students last year ranked first in the state in math and third in reading among middle schools with a Hispanic enrollment of 95 percent or more.

And at Project Chrysalis, the students' passing rate on TAAS last year jumped 325 percent in math and 150 percent in reading.

There is little magic in what they do to achieve success.

For one thing, the schools are smaller, making it easier for teachers to know all their students and to give them more personalized attention.

But there is also an atmosphere of long hours, hard work and intense drive. As Garrett at Project Chrysalis explains it, "It is a relentless pursuit of learning and educating and never stopping for any reason."

Garrett, a graduate of Rhodes College with a degree in religious studies and international studies, first experienced teaching in a north Houston elementary school where for 2½ years he watched promising students go on to middle school and fall through the cracks.

One of his favorite students left class to go to a magnet middle school, but got expelled when



'We came in on a mission of reform. We came in already thinking if there is a better way, we need to try to find it.'

Michael Feinberg, 28, runs KIPP Academy

was caught with a knife. Another student, who impressed Garrett with a penchant for memorizing new words from a dictionary, was sent to a [redacted] after [redacted] was expelled from middle school for fighting.

Garrett knew that something wasn't working, and he wanted to change it. He and a fellow teacher wrote a charter proposal, and Project Chrysalis was born.

Students at the school spend their mornings in class and their afternoons engaged in class-related projects. They write and perform plays, tend gardens and even helped design and install an irrigation system at a neighborhood center. They use student passes to ride Metro buses to museums, plays and the downtown library. At the end of the day, they spend time writing journals and reflecting on what they've learned that day.

"They want to expand our knowledge," says [redacted].

"They make learning fun."

Garrett said the students are rarely absent, and the program is so popular in the community that there is a waiting list of youngsters wanting to get into it. As Garrett sees it, the students are getting a lot more than just book learning out of their education.

"Our kids are helping to make a positive impact in their community on a daily basis," he said. "They are planting gardens for homeless people. They are painting murals that hang in community centers. They are putting on Greek plays to teach other kids and entertain parents and also learn something in the process."

The same spirit pervades Project Y.E.S., where students also do community service work and tackle projects that integrate all the basic subjects.

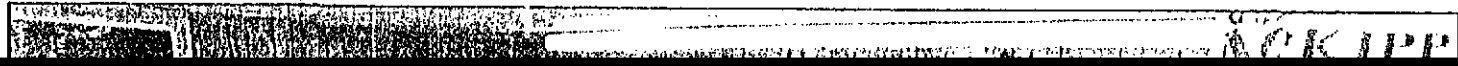
In a project on transportation, for example, students use lessons in math and science to design, build and sail their own boats. In history, they studied how transportation had evolved over the years. And in reading, their book assignment was *Around the World in 80 Days*. Stu-

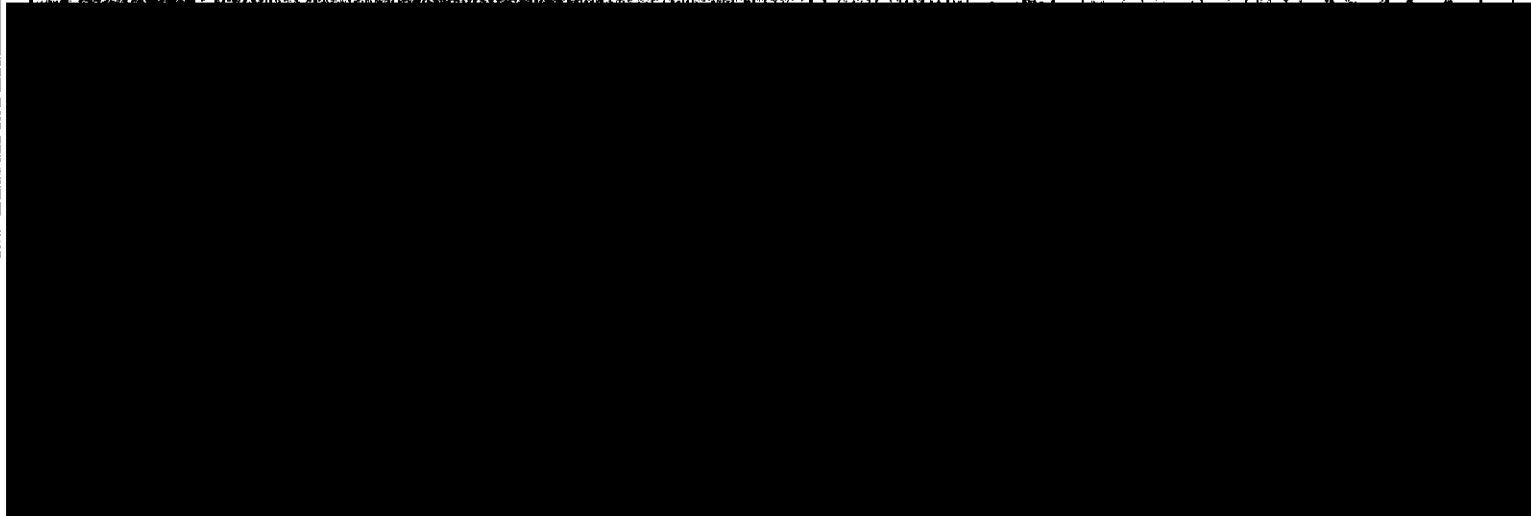
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Houston Chronicle

Thursday, Jan. 23, 1997

Making the grade

 **NOCK UP**



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KIPP

Continued from Page 1A.

Michael Feinberg, who is the school's co-founder, director, chief fund-raiser and math teacher, is not surprised the students do so well even though 93 percent are poor enough to qualify for free and reduced lunch.

The school's curriculum is geared toward preparing students for college. Sixth-graders study algebra. Fifth-graders are expected to read 10 novels during the year. The school's motto, simply put, is: "There are no shortcuts."

"We are on a mission, and when I say 'we,' I mean the teachers, the students and the parents," said Feinberg. "We truly have a mission to provide as good a life as possible for these kids 10 years down the line."

The heavily Hispanic school is the brainchild of both Feinberg and David Levin, who left Houston to start another KIPP Academy in

alike. But Feinberg said they knew from the beginning that they had a winning idea.

"Dave and I knew it the first day of KIPP, when the kids were there at 6:30 in the morning, and the custodian had to kick them out at 6 o'clock in the evening," he said. "Everyone said the kids wouldn't come. They didn't want to leave."

The next year, HISD established KIPP as a school, located first at Aske-w Elementary on the west side and relocated this year to the back of the Sharpstown Middle School lot.

Feinberg hopes to expand the school to seventh grade next year and eighth grade the following year. He also hopes to see the school — and its rigorous curriculum — replicated throughout the city. What makes the school so successful, Feinberg said, is the environment and the attitude.

"It starts with the teachers," he said. "There are plenty of awesome teachers, better than us, in the district, in the state, in the country. The difference here is that no one is doing an awesome job in isolation.

homework is especially difficult.

Feinberg's own high-energy teaching style incorporates chants and word games to enliven his lessons. Students, too, are encouraged to always ask questions, and he happily tells the story of the time that one of his student's questions nearly floored a Supreme Court justice.

The students were on a field trip to Washington, D.C., when Feinberg spotted Justice Stephen Breyer and prevailed upon the judge to meet his students. Breyer was trying to make a quick getaway when a student named Ruben asked him whether he was on the court in 1966 when Miranda vs. Arizona was decided.

Breyer explained that the landmark decision regarding the rights of prisoners was made before his time, but the student had a quick follow-up: How would he have voted if he had been on the court?

Feinberg nearly cheered as the student's insightful question prompted a five-minute discussion by the justice about the importance of Miranda rights. It's moments like these, Feinberg said, that make his

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degrees in education. Both were recruited from Ivy League universities by Teach for America, a fast-track teacher certification program that places bright graduates in inner-city classrooms for two-year stints.

Levin and Feinberg spent two years in Houston elementary schools before joining forces to start a KIPP program for fifth-graders at Macario Garcia Elementary School in 1994.

Some were skeptical, saying the longer hours would prove a major burnout for students and teachers

We are doing it as a team, as a group."

Students at KIPP are recruited largely from Cunningham and Benavidez elementary schools, both so crowded that they have had to cap their enrollment and send students to other campuses.

Parents sign contracts agreeing to the longer class times. They also agree to check homework and make sure it is completed. Students having trouble with their homework are encouraged to call their teacher at home. Feinberg said he receives about 20 calls a night - 50 if the

It's moments like those as well that compensate for the long hours and the interrupted evenings when students call his home - or his mobile phone - with homework problems.

"I just feed off the kids," he said. "Every day, the energy they bring to the school keeps me going. If they are willing to work longer and harder than all the other children in Houston and in the country to better their own education, then surely they deserve to have a teacher who is willing to go the extra miles just like them to make it there."

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Ben DeSoto / Chronicle

Michael Feinberg works with fifth-graders in the Knowledge Is Power Program, which demands extra work of its students.

Feinberg, co-founder and director of the program, said it has paid off with higher test scores.

'Exemplary' school takes no shortcuts

By **MELANIE MARKLEY**
Houston Chronicle

KIPP Academy is not exactly your ordinary school.

Housed in portable buildings behind Sharpstown Middle School, the school expects much from its 130 fifth- and sixth-grade students, recruited largely from a gang-ridden neighborhood miles away.

Every day at KIPP, which stands for

Knowledge Is Power Program, students have to be in class from 7:30 a.m. to 5 p.m. They also go to school for three hours on Saturday as well as an extra month during the summer. And they average nearly two hours of homework every night.

But students like sixth-grader [REDACTED] aren't complaining.

"Even though we learn a lot, we have fun with it," said [REDACTED], whose classmates last year were among the top-scoring students on Texas Assessment of Academic Skills.

KIPP, in fact, was one of 43 schools recognized Wednesday night at a Houston Independent School District banquet for achieving "exemplary" academic status.

To get an "exemplary" rating, more than 90 percent of the students in the school have to pass all portions of the TAAS.

In KIPP's case, according to the Texas Education Agency, 100 percent passed reading last year and 97 percent passed math.

See KIPP on Page 14A.

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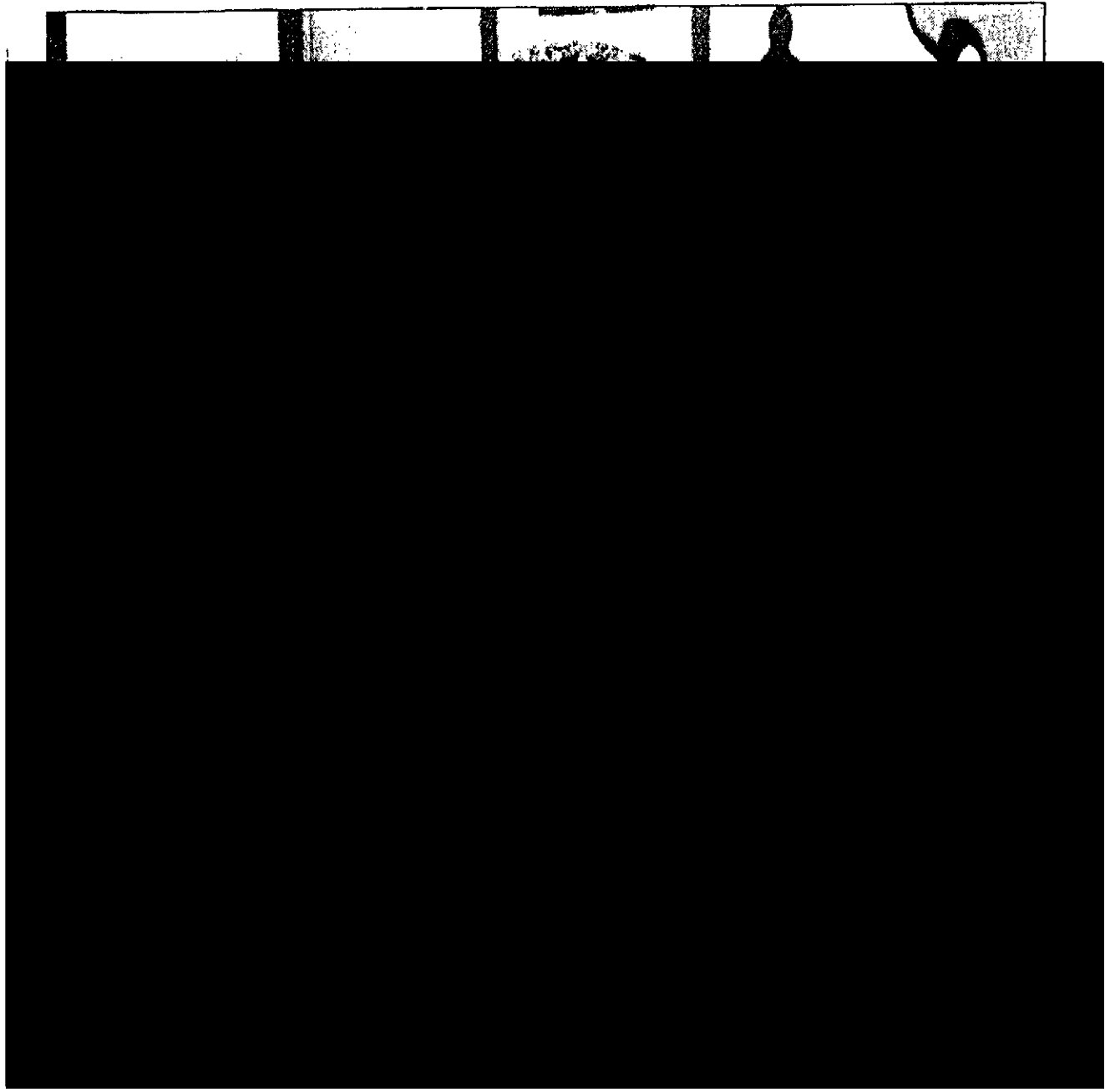
BEST CHARTER SCHOOL

KIPP Academy, 3233 Wesleyan (In the HISD administrative complex), 892-7001

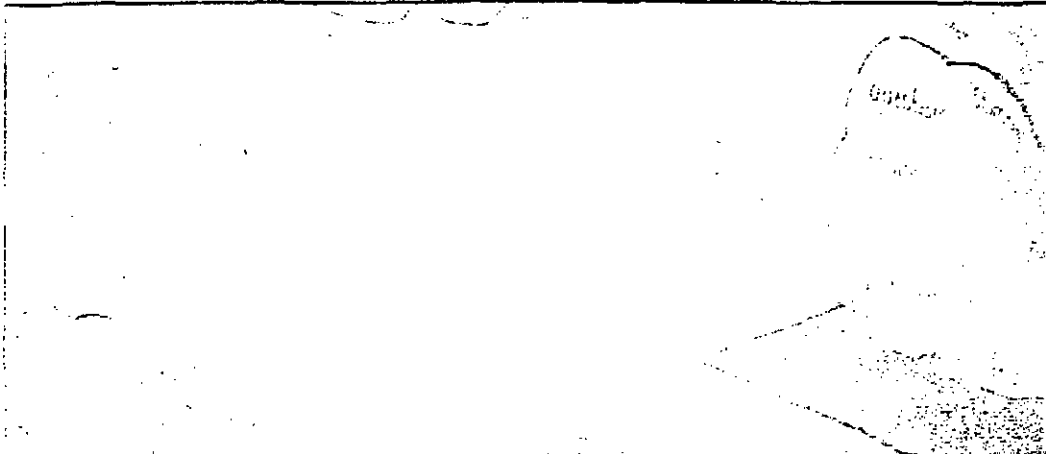
Three years ago, Ivy League graduate Michael Feinberg joined Teach for America and began teaching ten-year-olds in the largely Hispanic Gulfton area. He describes himself as a kid who never knew failure confronting kids who never knew success. Determined to break the cycle of low expectations, he created KIPP, short for

the Knowledge Is Power Program. His premise is simple: Children and parents sign a commitment that the students will attend school from 7:30 a.m. to 5 p.m. five days a week and for four hours on Saturday, and that they will spend half the summer in school as well — a whopping 67 percent more time in school than a kid would spend on a traditional class schedule. KIPP kids get two hours of homework a day, and hear that they are going to college “about 50 times a day,” says Feinberg. “We work them hard and spoil them hard.” (On Saturdays, he takes his kids to McDonald’s and SplashTown.) The result: 100 percent of his sixth graders passed the TAAS in reading, and 96 percent in math. His main concern is that once the children leave the program, they won’t be challenged. So he’s working on a high school program as well. “Let these babies go?” asks Feinberg. “Hell, no.”

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KNOWLEDGE IS POWER



An innovative, intensive program began at Cunningham and Benavidez elementary schools for the college-bound curriculum of Lee H. Berg lectures students, above, on the importance of learning. At bottom, students use body gestures, which is used to symbolize

Gulfton-area schools begin intensive

By **KIMBERLY REEVES**
ThisWeek Correspondent

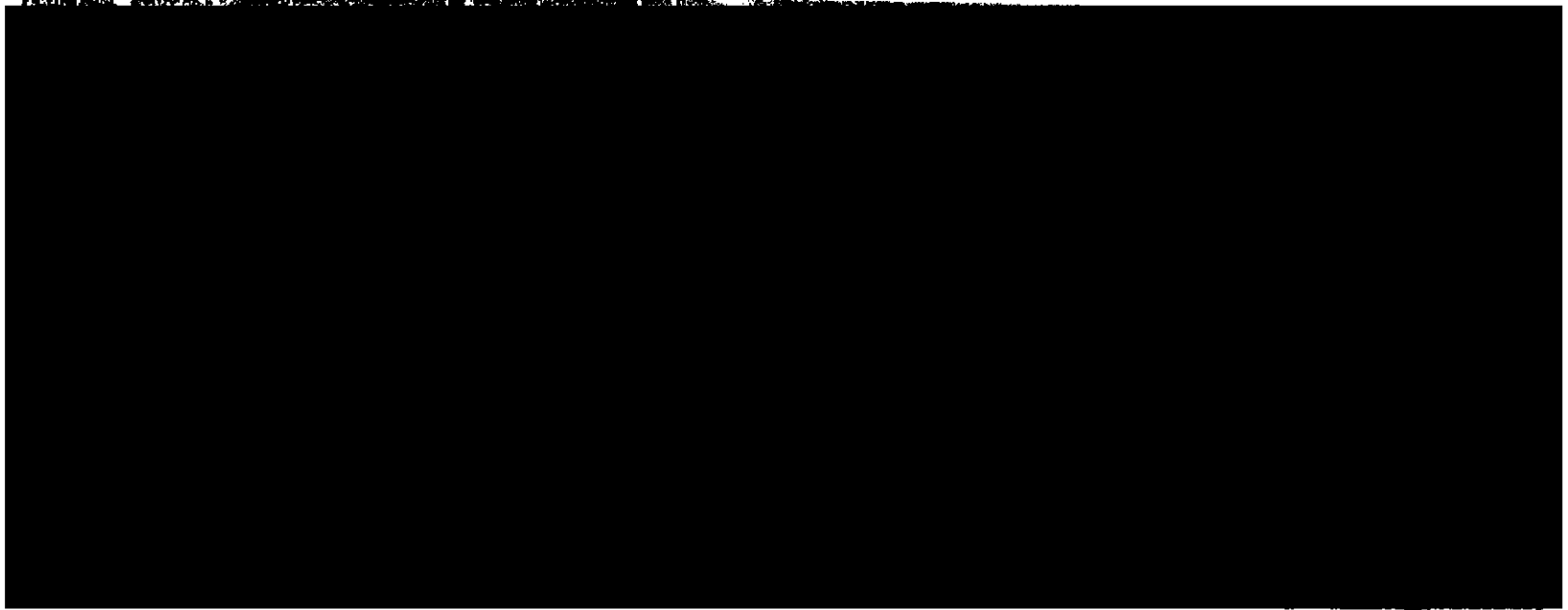
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Knowledge is power to Houston Independent School District teachers Mike Feinberg and David Levin.

After a successful year at a north Houston elementary school, Feinberg and Levin are starting the Knowledge is Power Program Academy with students from Cunningham and Benavidez elementary schools.

Last year's KIPP program at north Houston's Garcia Elementary garnered plenty of publicity for its innovation. Feinberg and Levin, both products of the Teach for America program, combined their two fifth-grade classes at Garcia and stretched the

figure millions of our children don't have. David Levin and Michael Feinberg are two who answered the call in Houston.



The helping hand [redacted] needs often comes through the phone line at [redacted] north Houston apartment complex.

2 male teachers driven to change young lives for the better

PART ONE

Stories by
Susan Besze Wallace
THE HOUSTON POST
EDUCATION REPORTER

Photography by
Bruce Bennell
OF THE HOUSTON
POST STAFF

First of three. Today: Two who make a difference.

On a windy Wednesday night, [redacted] makes a collect call from a pay phone near the rusty Coke machine in [redacted] apartment complex. [redacted] raises a piece of notebook paper above [redacted] and read it by streetlight and waits for a familiar voice to approve the charges.

Physical science is the topic of conversation tonight. Sometimes it's social studies, lots of

times math. Often, [redacted] calls just to talk.

Neighbors are waiting their turn for the phone, so [redacted] has only a few minutes. Usually that's all it takes. Tonight the complexities of solids, liquids and gases are explained, and [redacted] signs off.

[redacted] walks home past the patch of grass that used to be a swimming pool. [redacted] and his younger [redacted] aren't allowed to leave the apartment unless their mother is home.

But she won't be back from

work until 10 or so, and [redacted] father died four years ago. The last grown-up [redacted] talks to tonight isn't a parent.

It's a teacher.

"G'night, Tiger," Mike Feinberg tells [redacted] at the other end of the phone 15 miles away, before clicking over to another call, another student. In between rings, Feinberg and teaching partner Dave Levin grade yesterday's homework, plan tomorrow's and try to decide on which Christ

mas play their fifth-grade will perform.

They are in their mid-20s, relative novices to teaching, driven by a brand of idealistic ambition they brought to Houston along with Ivy League diplomas. Their appetite is ravenous for a career most men never consider.

They aren't paid much, and society offers them unspectacular status.

A three-roommate apartment makes Houston affordable on

Please see TEACHERS, A-26

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alarm clocks for families without them.

In three years each in the classroom, Levin and Feinberg have made it their business to know what a student's home looks like. If it smells like marijuana. How far and how precarious the walk is to school. How they got their latest bruise. And if their parents have unexpectedly left them unattended.

When a child is absent, a phone call is made by mid-morning. No phone? One of them drives over. No one home? They know relatives nearby, and even which dogs to avoid in which yards.

'Read, baby, read'

They pace back and forth in their cramped classroom, pointing, clapping, inspiring. Every day is approached with fourth-quarter, do-or-die urgency.

"We are not drill sergeants, we are not babysitters and we are not behavior correctors," Levin barks at his class during a hallway tirade earlier this fall. "We are teachers, and we're busting our butts to prepare you for Miss-such-and-such's class in that middle school so that when all hell is breaking loose, you'll be the one who's still learning."

The students hang on every word. A wide-eyed [redacted] is the closest to ranting teachers.

Feinberg jumps in: "Mr. Levin and I will not be happy until these classrooms run themselves. We must become useless. We're not going to be there next year."

Teacher Dave Levin, who graduated magna cum laude from Yale, gives advice to three students working on a project involving a boat powered by an electric motor.

The homework assignment that night: "Lie in bed, close your eyes and picture yourself doing your best. And then, if we're in the picture, get us out."

Room 220 is innovative, energized and always a whirlwind of activity. Here the U.S. Constitution is sung. The 50 states and their capitals are shouted. And the ounces in a pint and quarts in a gallon are hip-hopped into memory, students' desks serving as drums.

"You gotta read, baby, read!" students and teachers chant in unison.

Misbehaving students don't dominate this class, but many have been sent to a corner labeled "The Porch" — as in, "If you can't run with the big dogs, stay on the porch."

The lingo seems to work. The term "Butthead category" is used to describe students with good grades and bad behavior. And Feinberg gets giggles, but ultimately silence, when he

booms, "I want it so quiet in here I can hear a mouse fart!"

Levin and Feinberg have set up a banking system in which each student earns a paycheck each week for behavior and grades. Students deposit their pseudomoney and are able to save or spend as they wish, on anything from a new pen to a meal at McDonald's with their teacher.

But as with a real bank account, if you miscalculate your balance, you're penalized. Levin has been known to tear up the incorrect calculations.

"Hugs and kisses and blowpops don't get the job done," Feinberg said. "I tried that my first year and those kids are the nicest, sweetest, funnest of non-readers you'll ever meet."

Defining success

The same month David Levin graduated magna cum laude from Yale University, [redacted] failed the third grade.

Levin, the youngest son of a corporate art consultant mother and an investment advisor father, walked across the commencement stage with university-wide honors in history, athletics and "intellectual and social contributions."

[redacted] whose mother didn't make it past fifth grade, simply walked home from the hardest year of [redacted] life.

[redacted] parents, never married, had separated four years earlier after fights about [redacted] father's drinking. [redacted] moved in with [redacted] father; brother [redacted] stayed with [redacted] mother.

Three years later, [redacted] stepped in front of an oncoming train and ended his life. At the age of 8, [redacted] was reunited with his mother at his father's funeral.

"It was my birthday," [redacted] recalls.

The family moved a lot, and lived hand-to-mouth, but [redacted]

elped change that.

Feinberg, studying international relations, found a summer job teaching Ethiopian immigrants in Israel. He served as more of a human jungle gym than a teacher, but it beat barending, he said.

Levin, majoring in history, chose 10 weeks of teaching English to young executives in Japan over working in a New Haven liquor store.

While Levin and Feinberg separately weighed futures in teaching against joining friends on Wall Street, [redacted] wondered if he had a future at all.

Levin and Feinberg first met at a six-week training session with Teach for America, a fast-track teacher certification program for college graduates, almost half of them men, who promise to work at least two years in inner-city schools.

Both men randomly chose Houston, and became fast friends and partners.

"Our training was a tease," Feinberg said. "I was left not really knowing what I was getting into."

With love and squalor

Indifferent parents, rigid ad-

the neighborhood surrounding Bastian Elementary in south Houston, where he taught his first two years in HISD. He clashed with administrators because he didn't want his Hispanic students exempted from the TAAS test. He felt they were ready.

Of the 14 fourth-graders in the entire school who passed the test last year, 11 were in Levin's class.

Bastian was overhauled last spring by the superintendent due to low academic performance. Levin was named Teacher of the Year, and a month later he was asked to leave.

He joined Feinberg at Garcia Elementary this year, where the two were able to implement a one-of-a-kind, 9½-hour school-day initiative. They call it the Knowledge is Power Program. They spend their little free time soliciting sponsors, more than 70 to date, to help pay for a high-powered curriculum, snacks, Saturday lunches and field trips.

"Most parents said if we were crazy enough to try it, then they'd give it a shot, too," Levin said.

The teachers organized a family... Please see TEACHERS, A-27

TEACHERS: 2 make a difference in students' lives

From A-26

ily dinner for their 48 students Tuesday — 240 parents, brothers, sisters, aunts, uncles and grandparents showed up.

KIPP students have now spent as much time in school as most kids will have put in by April.

Flower No. 1

Thunder rumbled and rain shot down from a black Monday morning sky. The day before the massive October 1994 floods that shut down Houston, a carless [redacted] told her [redacted] they could stay home from school.

Both declined.

In a rare display of teamwork, [redacted] and [redacted] snatched garbage bags from the kitchen and set out as usual at 6:30 a.m. [redacted] shook her head as the [redacted] made their way down the street, past the pawn shop and the boarded up lounge, looking like plastic ghosts.

[redacted] knew why they had to go. While most kids relish an unexpected day of freedom, [redacted] and [redacted] relish being with the teacher. They have the perfect attendance to prove it, as do two-thirds of their classmates.

When [redacted] landed in Levin and Feinberg's class this year, four years after [redacted] father's death, [redacted] was a lazy student, unexcited about school.

When Levin told [redacted] so, tears rolled. When [redacted] cried eight days in a row, Levin came calling. He sat in the shadowy one-bedroom apartment with [redacted] and [redacted] and told them things had to change.

"When Mr. Levin came the first time, I thought it was weird because no teacher had ever

done that," [redacted] said. "But I never thought he was interfering. I liked it. He cared."

Not all parents are as supportive. One woman doesn't like Saturday field trips because it takes her child away from household chores. Another consented to let his daughter perform in a Christmas play only after Feinberg promised him Houston Rockets tickets.

But all their students, especially [redacted] seem touched by their teachers' interest and home visits.

"Mr. Levin wasn't mad at me. He says we all learn from our mistakes. It was cool."

[redacted] is now responsible for bringing home a note from school every day that will let [redacted] mother know what kind of day [redacted] had. So far, it's been weeks and weeks — with rare exception — of nothing but smiley faces.

[redacted] raises [redacted] hand. [redacted] volunteers to read aloud, [redacted] Flower No. 1 in [redacted] school's rendition of The Nutcracker this month. And [redacted] proud of himself.

"[redacted] adds the innocence of learning to the classroom," Levin said. "It's like [redacted] basking in a whole new experience. [redacted] growing so much."

After a week of the "new" [redacted], Levin, remembering all the tears, asked the [redacted] if [redacted] still hated him.

"I never hated you," [redacted] insisted.

"Oh, come on, didn't you ever want to cuss me out under your breath? Ever?"

"OK, maybe once," [redacted] relented, smiling.

Parting ways

Levin and Feinberg's diplomas

hang above a cluttered classroom desk they share. 1,600 miles away from the pinstriped existence their friends and fraternity brothers have chosen on Wall Street.

"Sometimes it doesn't seem so far away," Feinberg said, "since we're all being screamed at by a lot of people all wanting something different."

"The friends we talk to sincerely respect what we're doing here, but I'm pretty sure they're also thinking there's no way in hell they'd do it."

Levin and Feinberg won't teach indefinitely.

Their achievements have turned heads up in New York, where the two have been offered control of a public middle school in which they could implement their teaching style, and jump on the fast track to school administration.

It's a golden opportunity, but one that comes with a price.

Both men thrive in the classroom, but they know that the principal's office is where they can impact more students. And make considerably more money.

The average salary for a full-time public school teacher is \$31,296, while the average public school principal's salary is just under \$50,000. Men account for 28 percent of the nation's public school teachers, but 70 percent of public school principals.

"I think money is the big turn-off to teaching," Levin said. "The intangible rewards are amazing, the sense of pride from watching kids grow ... there's not many fields where you get those rewards."

"But a family on that salary? No way."

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[REDACTED]

[REDACTED]

[REDACTED]

ating arrangements are optional but attention and good behavior are mandatory.

A-26 / The Houston Post / Sunday, December 18, 1994

FEW GOOD MEN



Mike Feinberg holds his [redacted]-graders spellbound during a Saturday class, where casual dress

00173
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About this project



Post education reporter Susan Besze Wallace was one of eight journalists nationwide awarded fellowships by the Education Writers Association in Washington, D.C. She took two months' leave from covering the Houston Independent School District to research and write this project.

Wallace's mother and grandmother have 33 years of teaching experience in Texas between them.

WALLACE

vowed to keep her family as
as the report cards, art pro-
s and Mother's Day poems
was keeping locked in a suit-
case in the closet.

Still, [redacted] is fa-
r. He cried easily, at home
at school, and became a
chronic daydreamer. [redacted] school-
work took a dive.

When he was [redacted] age,
[redacted] faced a different set of
challenges on the fashionable Up-

East Side of Manhattan. In
[redacted] was misdiag-

ed with a learning problem,
[redacted] was teased and stereotyped
as a result. At the same time, his
father headed off to Yale, which
10-year-old Levin concluded
was the epitome of success.

By the time he finished private
high school, the 6-foot-3, curly-
haired New Yorker had become
an editor and an outstanding
skatball, soccer and tennis
player. Nonetheless, he loathed
the cliquish atmosphere of his
schools.

Feinberg, however, loved pub-
lic high school in well-to-do Riv-
er Forest, two towns west of Chi-
cago.

The oldest child of an entre-
preneur father and a psychother-
apist mother, Feinberg was sen-
ior class vice president at what's
considered one of the best public
high schools in Illinois. He contin-
ued his gregarious style of all-out
involvement in a fraternity at

administrators, students who sleep
in cars.

The realities of the classroom
took Levin and Feinberg by
storm, and like most first-year
teachers, they made their share
of mistakes. But high-energy
classes and high-impact person-
alities won them fans who still
come to visit when they need a
lift, or a kick in the pants.

Feinberg, a fixture in the Gar-
cia community, took 35 former
students out for pizza on a Friday
night in October to catch up on
their middle school careers.

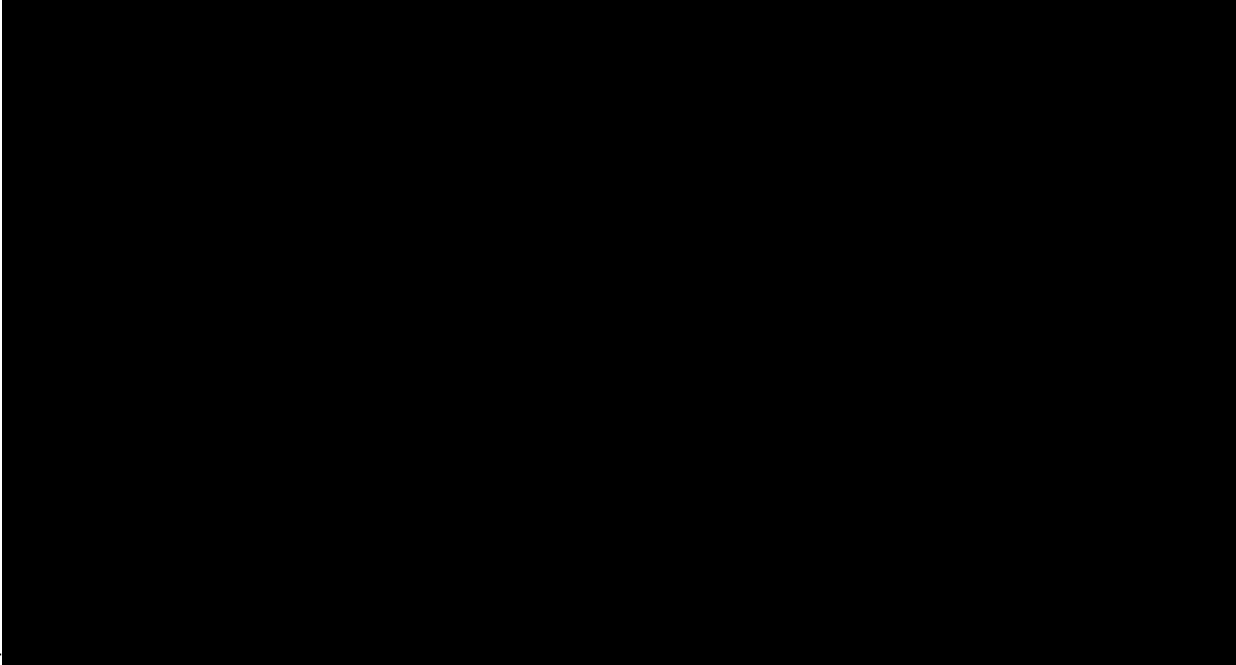
He can be found most evenings
rolling slowly around the school
neighborhood in his pickup, deliv-
ering precious cargo. Fifth-grad-
ers jump out one by one, high-
fiving the driver, and getting in
exchange a last-minute pitch
about doing homework before
playing.

"I don't want to hear tomor-
row that you didn't understand it.
I want to hear from you tonight."

Like a hero back from battle,
one boy is welcomed home by a
swarm of children at his weekly-
rent apartments. It's 5:25 p.m.,
and he has spent more time at
school than most adults do at
work.

Feinberg thrusts his arm out
his pickup window to wave at a
circle of men drinking beer from
brown bags.

"What some of these kids think
of as fathers, well, I'd rather not



TEACHERS: 2 make impact in classroom

From A-1

\$24,800 a year, but dinner out is usually confined to Taco Cabana.

Twelve-hour workdays make dating haphazard at best. And the trials of teaching fractions don't seem to impress women all that much. For the time being, their passion is reserved for their students.

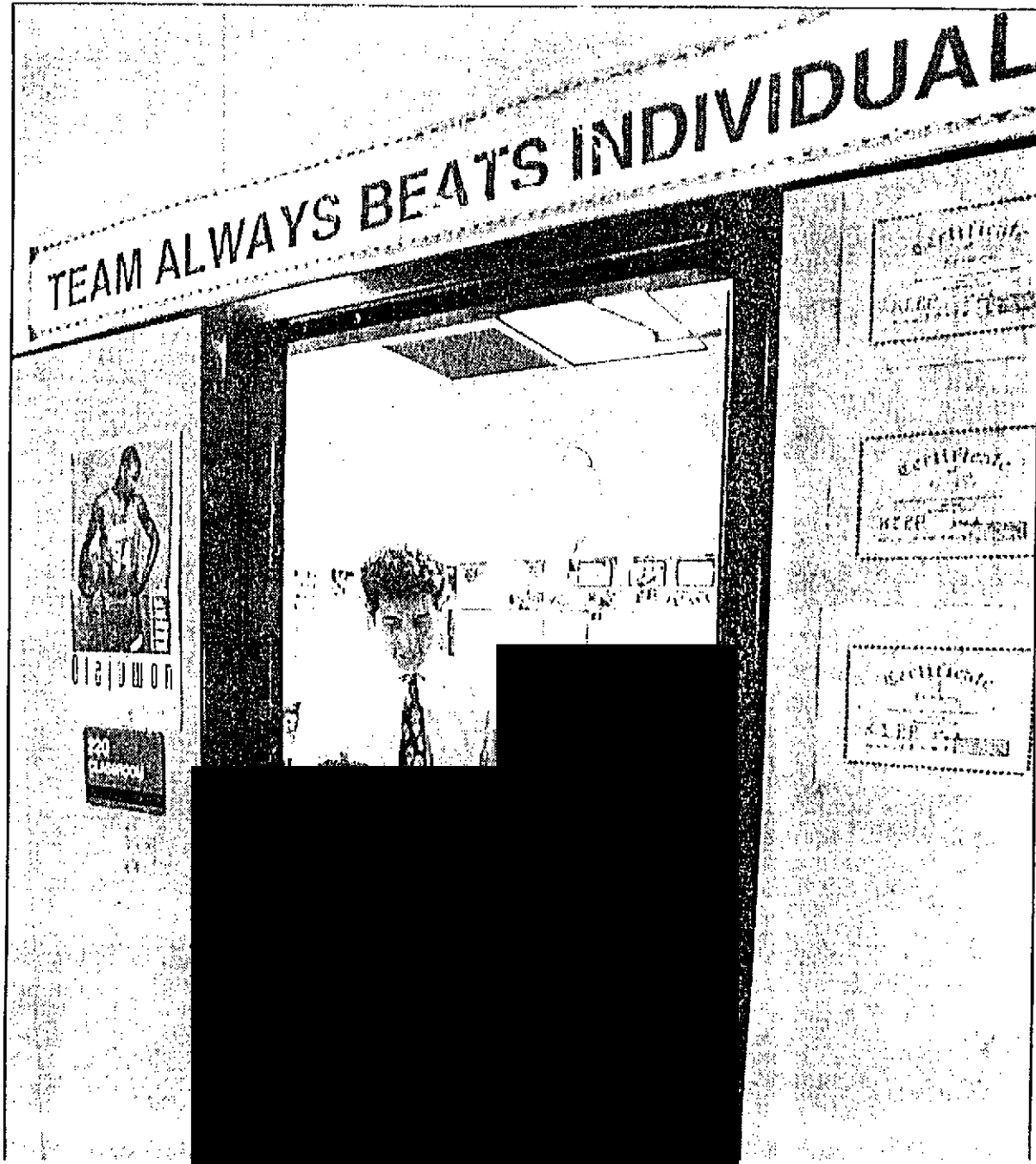
Many of their charges at Macario Garcia Elementary are fatherless. Those children are more likely to drop out, abuse drugs and be dependent on welfare than their peers in two-parent homes, according to numerous studies. Levin and Feinberg are filling a void in many of their students' lives.

They sit at the head of cafeteria tables, take students to and from school, toss the football with them, teach them to waltz, and often tuck them in at night via the phone.

"They don't care what time we call," says [redacted]. "We're like family, they say, so it's OK."

Levin and Feinberg run their own daily shuttle service, knowing it's the only way many of their 48 kids will be allowed to remain in the fifth grade they team teach from 7:30 a.m. to 5 p.m. weekdays and half-days on Saturdays.

Often, these teachers — Feinberg in his Chevrolet pickup and



The Houston Post

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SUNDAY, December 18, 1994

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Special Report

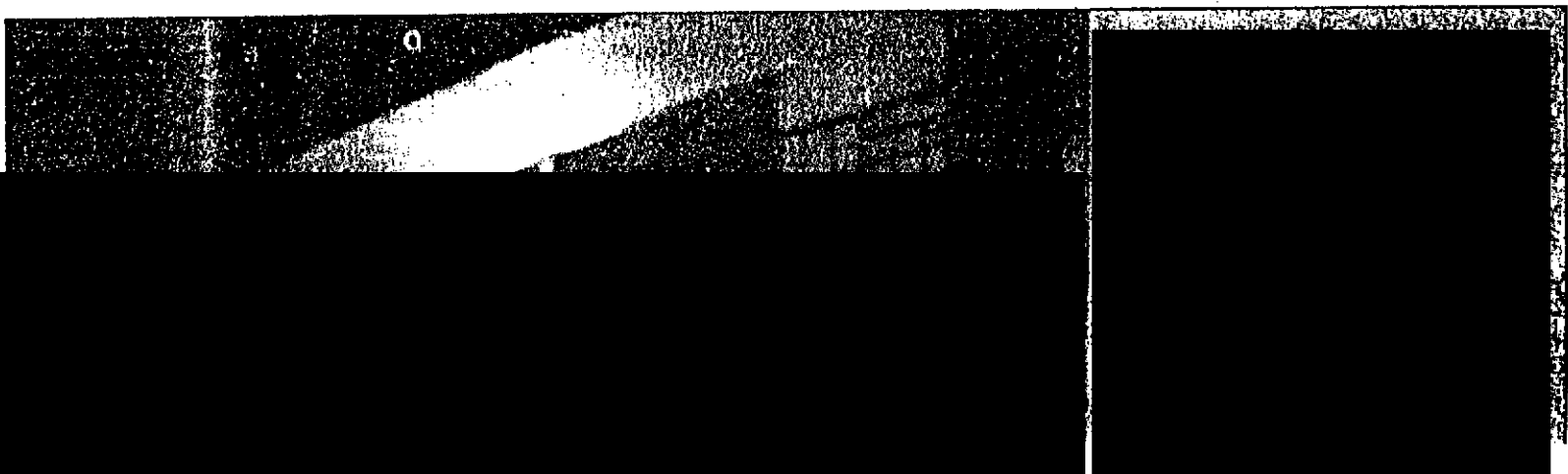


FEW GOOD MEN



Ivy League graduates Michael Feinberg, left and David Levin team teach a high-energy classroom of 48 fifth-graders.

Across America, there's a growing movement to lure men back into the classroom. Some hope



From the front

Power

Continued from Page 1.

areas of reading, writing and math.

Feinberg proudly admits his students "kicked some major tail on the test."

"All year long, we kept stressing (to others) our subjective observations that KIPP was working, that these kids loved school and loved learning," Feinberg said. "Now we have the hard data to prove it."

Impressed with their strategies, HISD West Area Superintendent Anne Patterson actively recruited the pair of educators to create the KIPP academy for students from the Gulfton-area L.T. Cunningham and Benavidez elementary schools, but with one glitch: a place to hold it.

While Patterson, Feinberg and then-Principal James Claypool of Robert E. Lee Sr. High School agreed the four-year program would be housed on Lee's campus, it became clear that portable classrooms would not be ready in time to begin the program this year.

In stepped Jewel Askew Elementary School Principal Elaine Allen, who agreed to temporarily house the 75 KIPP students on her west Houston campus until they can be accommodated on the Lee High campus. With no fifth-grade classes on the elementary campus and classrooms to spare, Askew appeared to be an ideal temporary home for KIPP.

"I feel very positive about them joining our campus, and I really admired what they were doing," Allen said. "We were thrilled to have them."

Cunningham and Benavidez schools are both on Gulfton Street, at 5100 and 6262 Gulfton, respectively. Askew is located at 11200 Wood Lodge, west of the Sam Houston Tollway and between Memorial and Briarforest streets. Lee High,

where the children eventually will be, is at Hillcroft and Beverly Hill, near Richmond.

Feinberg wants to strip away a lot of the cynicism about what public education can do in an urban-school setting. Here is a man who, given the chance to go to law school, chose instead to find at least one way to turn potential high-school dropouts into college graduates. With a purposeful and systematic approach, the 26-year-old Feinberg has turned skeptics into believers in his unconventional program.

This year, Feinberg will manage the Houston KIPP Academy. Levin is on leave, helping to establish a similar program in the South Bronx at the invitation of the New York City school system. He will return to Houston when his work is complete.

During the summer months, Feinberg recruited his students by visiting the children's homes to discuss the required commitment to the rigorous KIPP program. The students even began school a week earlier than other HISD students. During the school year, Feinberg and his teachers return numerous times to each home to talk to the parents.

The intention of KIPP is to keep the students in the academy for four years, bypassing junior high school. Students eventually will be housed on the Lee campus in separate portable buildings, going to school 7:30 a.m.-5 p.m. Mondays-Saturdays, and 10 a.m.-2 p.m. Saturdays.

Each year, another fifth-grade class will be recruited and added to the program.

Feinberg said the curriculum is the same material taught in any other Houston school district fifth-grade classroom.

"We just do more of it, and we try to do it better," he said. "We push the kids ahead, and we end up getting into the sixth- and seventh-grade material."

Feinberg has hired three additional teachers for the KIPP

Academy: Mike Farabaugh, Biever and Jill Kolaskin. Farabaugh and Kolaskin were of the Teach for America. The goal of the teachers, Feinberg said, is to prepare the students for the college-bound curriculum of the city's best high schools.

Feinberg said the KIPP program takes both special and special students. Feinberg stressed his way is not the way to success.

"It would be silly to expect a teacher to put in the hours," Feinberg said. "There are no master teachers out there using different strategies. We are looking for teachers who work with the children and have success in the classroom."

The long-term goal of KIPP is to prepare children for college by giving them the needed skills and motivation, Feinberg said.

"You might have the skills necessary for college and decide you have to go through that door. The ultimate goal of KIPP is for you to have the freedom to choose whatever they want in life. It opens that up to them."

For example, students from Cecilia Elementary School in the Sam Houston High School district, who graduated from Sam Houston High School, 83 percent did not apply to college, Feinberg said.

"What's even worse, of the 17 percent that did (apply), those who stayed in school, the average score on the SAT was 700. I think that's a little disgusting."

For all his efforts, Feinberg said there have been plenty of challenges setting up the KIPP Academy.

"Nothing like this has ever been done before," Feinberg said. "I've faced a lot of dead ends in terms of scheduling, in terms of transportation, in terms of recruiting. We just kept going because of the need to do more."



██████████, left, hangs on every word as Levin explains a point in class. ██████████,

who failed third grade, is now a model student with perfect attendance to prove it.

Garcia Principal Adriana Verdine knew when she hired Levin and Feinberg, and five other men from the Teach for America program, that they would not likely be long-term teachers. Indeed, that's a criticism of many fast-track certification programs: thrusting teachers into the classroom with abbreviated preparation leads to disillusionment and a quick exit.

"I think about what these teachers have done while they're here and I wouldn't trade it for 20 years of mediocre instruction," Verdine said.

Middle school, where academic performance plummets, gangs

organize and hormones rage, is just eight months away for ██████████ and ██████████ fifth-grade class. Many will probably still look to Levin and Feinberg for help with math, advice on the opposite sex, and friendship, but the nightly calls will dwindle.

Levin and Feinberg will have more students, or an entire school, to manage. ██████████ dreams, most recently to become a doctor or police officer, will be left in the hands of teachers who see ██████████ one hour a day — among their 100 other students. And, if current trends continue, there will be more children without fathers, and fewer men in schools.



**FEW
GOOD
MEN**

Today:
Two men and a mission

Monday:
One coach's inspired
game plan

Tuesday:
From soldiers to students

dents also wrote essays about transportation, and those whose writings were judged the best were taken on a field trip to the airport.

One student, sixth-grader [redacted], even researched how types of wood affect the speed of boats. [redacted] built two boats, one out of plywood and the other out of balsa. Using a rubber-band motor to race them, [redacted] concluded that light wood produces faster boats.

Students, too, spend time volunteering in their neighborhood by painting buildings streaked with graffiti and picking up trash.

They even published a bilingual booklet titled "Kids Guide to Health." Working with medical professionals at the school's health clinic, the students provided parents with information about common childhood diseases. They also campaigned to encourage neighborhood parents to immunize their children.

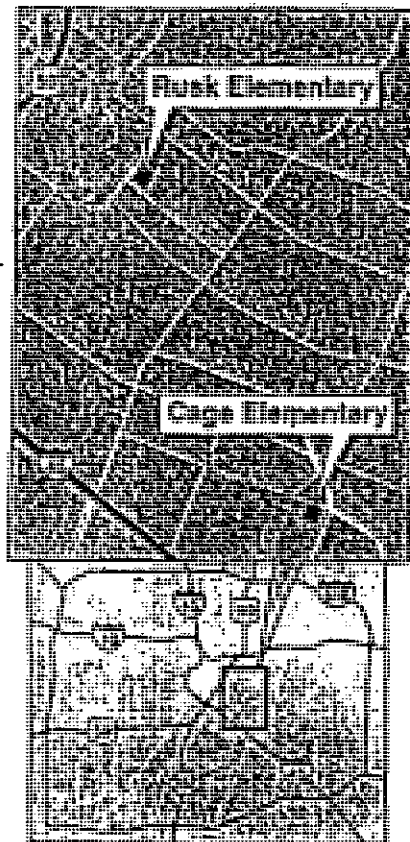
"For me, the whole community aspect is really important because it makes them more civic-minded overall," said Kavaney, who graduated from Earlham College with a degree in biology. "They see themselves more as a member of the community, a working member of the community."

Barbic, who graduated from Vanderbilt University with a degree in human development and English, had taught for one year in a large traditional middle school and one year at Rusk Elementary before joining forces with parents to request the middle school.

Barbic, like Garrett, saw too many of his good students go on to middle school and either lose ground academically or drop out. He decided something had to change or he was getting out of teaching. He opted for change.

"No one told us we couldn't do this," said Barbic, "and when your hands aren't tied, you are free to think and imagine things a lot more."

Later this month, the school board is expected to consider yet another proposal from two Milby High School teachers who want to open a small high school on the



Chronicles

east side. The school, with an integrated curriculum and an emphasis on projects, would attract students in the Austin High School zone — including those from Project Y.E.S. and Project Chrysalis.

Stephen Simmons, 34, who started teaching science four years ago through the Teach for America program, said a group of four teachers at Milby has already had great success with the concept, which, among other things, has students building alternative fuel vehicles and electric cars.

"We find that the students want to complete projects," said Simmons. "They want to have something they can point to and say, 'This is ours. We did it. We are proud of this.'"

Teachers like Simmons, Barbic, Garrett and the others are hoping that they, too, can point with pride to their successes, which will be measured in future years by the number of students they inspire to get a college degree.

For now, they are doing what they can to get them there.

"We came in on a mission of reform," said KIPP's Feinberg. "We came in already thinking if there is a better way, we need to try to find it. At the same time, we didn't come in thinking the entire system stinks, that we need to start from scratch. There are some amazing programs going on, and some amazing teachers doing those programs."

Project YES Staff Biographies

Christopher Barbic, School Director

A graduate of Vanderbilt University with a degree in English and Human Development, Barbic came to Houston through the Teach For America program. Barbic founded and co-directed Project YES. In addition, Barbic taught sixth grade Language Arts for two years at Rusk Elementary and Math for two years in Project YES. During this time Barbic received the 1996 Houston ISD Outstanding Young Educator's award presented to the outstanding teacher in the district between the ages of 23 and 39. Barbic currently serves as an educational consultant for Houston ISD working with all 22 of the district charters. (4 yrs. teaching experience)

David Powell

A graduate of Miami University with a degree in Philosophy and Creative Writing, David Powell came to Houston through the Teach For America program. Powell worked two years at Jackson MS in Houston ISD teaching English and an elective course in Shakespeare. Powell has taught at Project YES for the past two years. (4 yrs. teaching experience)

Sheilah Kavaney

A graduate of Earlham College with a degree in Biology, Kavaney came to Houston through the Teach For America program. Kavaney taught Science for two years at Fondren MS in Houston ISD before leaving to serve as a Science teacher and co-director of Project YES. Kavaney currently teaches math and serves as the Project YES Director. (5 yrs. of total teaching experience)

Justin Weiss

A graduate of Lynn University with a degree in History and Communications, Weiss served as Assistant Youth Director at the Jewish Community Center and currently teaches History at Project YES. This is his first year teaching in the program. (1 yr. teaching experience, all at Project YES)

Chad Sopata

A graduate of Indiana University, with a degree in Biology, Sopata came to Houston through the Teach For America program. He is currently teaching his first year of Science in Project YES. (1 yr. of teaching experience, all at Project YES)

Christy Leflar

A graduate of Texas A&M with a degree in Interdisciplinary Studies in Education. Leflar also completed the Learning Teach in the Inner-city School (LTICS). This program places graduates in an inner-city school for a year to learn teaching strategies and motivational techniques for reaching inner-city youth. Leflar currently teaches English at Project YES. (2 yrs. Of teaching experience, all at Project YES).

Scott Roman

A graduate of Samford University with a degree in Education, and 21 hours towards a masters degree in Economics from Florida International University, Roman has taught 8 yrs. in school in both Florida and Texas, as well as summer teaching at Rice University. Roman's Economics class at Milby HS (on Houston's eastside) annually participates in the Federal Reserve Challenge in Dallas. Roman's students received national recognition for their close second place finish to the national champions. See letter from Federal Reserve in the Letters of Support Appendix section. Roman will move to the high school level upon TEA approval.

Cynthia Lanius

A graduate of Middle Tennessee State University with a degree in Mathematics, and masters work at both Rice University and University of Houston, Lanius has 11 yrs. of teaching experience in both Tennessee and Texas. Lanius received the 1992 Harris County Math and Science Teacher of the Year award. Lanius also serves as the master teacher of the K-12 educational program at the Center for Research in Parallel Computation (CPRC).. See letter from CPRC in the Letters of Support Appendix.

Bios of KIPP Academy Personnel

Michael Feinberg

Mike Feinberg grew up in River Forest, Illinois on the west side of Chicago. After graduating from Oak Park River Forest High School, Mike attended the University of Pennsylvania where he majored in International Relations and served as Vice-President of the student body.

After graduating from Penn in 1991, Mike interned for Senator Paul Simon in Washington, D.C. before joining Teach For America as a 1992 Corps Member. Mike taught for two years in Houston, Texas before co-founding the Knowledge Is Power Program (KIPP) with fellow Corps Member, David Levin. KIPP has grown from a program serving 45 fifth graders in Houston to two public schools which now serve nearly 400 students in the Gulfton community of Houston and the South Bronx in New York City.

Mike currently serves as the School Director of The KIPP Academy in Houston, which was named a Texas Exemplary School by Houston Independent School District and the Texas Education Agency.

In 1995, Mike received the Jefferson Award for Outstanding Public Service from the City of Houston and the Crystal Award, which is awarded annually to ten outstanding educators in the Texas Gulf Coast Region. In 1997, he was awarded the Seed of Freedom Award by the Gulfton Area Neighborhood Organization (GANO).

Laurie A Bieber

I moved to Little Rock, Arkansas at the age of 7. I attended both public elementary and high schools and was enrolled in a private middle school. From 1989 to 1993, I studied American History at the University of Pennsylvania. My twin sister and I both attended Penn, yet we studied different fields. I was looking for a school located in a large city as well as a school with a strong history department. After my freshman year at Penn, I was a summer camp counselor at a sleep away camp in Pennsylvania. I loved this position so much that I continued this summer work for four seasons. As I began to look toward my future, I decided to couple my love for children with my interest in U.S. History into a teaching career. I continued my education at Penn, and in the spring of 1993, I received a Master of Science in Education from Penn's Graduate School of Education with a concentration in Secondary Social Studies.

In the summer of 1994, I was immediately recruited by the Cherry Hill, New Jersey public school system to teach high school American History. I remained in touch with Mike Feinberg, co-founder of KIPP, after we both graduated from Penn. During several times of panic during my first year of teaching, Mike helped me to plan and implement my boggled up ideas. During the July 4th weekend of 1995, I met with Mike in Houston to discuss the possibilities of joining the staff of the soon-to-be-opened KIPP Academy. Mike's enthusiasm and energy, his dedication to both the students and their families, as well as the KIPP structure and framework greatly interested me. I joined Mike and the team to continue to realize this vision of preparing our students for high school, college, and beyond. What a challenge to daily strive to draw out of our students the abilities to read and to write, to think and to question, and to imagine and to create!

Mike Farabaugh

After graduating from James Madison University in May 1992 with a degree in Anthropology, History and Latin American Studies, Mike Farabaugh joined Teach for America, the national teacher corps. After having been placed as a fourth grade teacher in the Rio Grande Valley of South Texas in August 1992, Mike was challenged in many ways, not the least of which was getting students to succeed. In July 1994, Mike moved to Houston and became the Southwest Recruiter for Teach for America. He recruited and selected at over 45 schools in the Southwest and was instrumental in Teach for America's most successful year to date. While mobilizing college students was satisfying, Mike missed knowing that he was having a direct impact on student's lives. After observing KIPP in action and realizing that it's "all about the kids," he knew this was the place to be. Mike joined the KIPP staff in August 1995 and currently teaches fifth grade science and reading. If Mike could be any vegetable, he would be an artichoke, because it's a lot like him - rough and prickly at times, but with a good heart.

Steve Kramer

Steve was born in Farmingdale, New York in [REDACTED]. Both of his parents, his two brothers, three grandparents, two aunts, and an uncle are teachers. Not wanting to tear a hole in the fabric of his family history, Steve joined Teach for America right out of college. He attended Columbia College in New York and was taught by some of the leading historians in American history, including Eric Foster, James Shenton, and Alan Brinkley, all of whom studied with Richard Hofstadter. These men inspired Steve to pursue a History degree at Columbia.

Steve came to Houston and taught at Jane Long Middle School for four years. He coached basketball and football at Jane Long and taught three middle school grades in the history department. Steve saw the possibilities for his children, but also realized that the school did not offer the right kind of education for all of the children. Wanting to do more for the community, he joined KIPP this year looking for a real chance to educate the youth in the Gulfton area.

Julene T. Mohr

Julene Mohr, a University of Michigan graduate, currently teaches sixth grade mathematics and writing at KIPP. Julene entered the teaching profession as a Teach For America (TFA) Special Education teacher in the Rio Grande Valley of Texas.

In the Valley, Ms. Mohr derived great satisfaction and achieved considerable success in designing behavior management plans and academic learning modifications for emotionally disturbed and learning disabled students.

In the fall of 1995, Mohr began a Master's program in educational psychology. Research and study in the educational psychology program led Julene to question current educational standards and expectations in emotional, behavioral and academic criteria. Thus, Ms. Mohr sought a position in KIPP to join efforts with a team of enthusiastic educators determined to create opportunities for socioeconomically disadvantaged youth through a rigorous educational program.

Rodolfo A. Lertora

My name is Rodolfo A. Lertora. I was born [REDACTED], in Buenos Aires, Argentina, where I grew up as the eldest of a family of six. My father was a pediatrician and my Mom a wonderful homemaker. I was educated in a British school, where I learned to speak, read and write English and Spanish simultaneously. In high school, I learned Italian and French. I have a good working knowledge of both languages. I served one hitch in the army, and later went to college at the Universidad Catolica Argentina. There I earned a six year (220 credit hours) business degree (Licenciatura en Administracion de Empresas).

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I married when I was twenty-six years old and remain married today to the same person Astrid Brandt, a mathematician, who is also a teacher. We have [REDACTED]

I consider myself extremely lucky to have experienced a tremendous variety of jobs and opportunities throughout my life. In my early twenties, I worked as an advertising account representative for Argen Publicidad, and while going to school worked my way up through an internship as an assistant product manager in marketing. Later, I became a Product Manager in the Marketing Department for Gillette Co. I handled toiletry products in their International Division, Argentina Operations.

We left Argentina in 1975, due to political and economical turmoil, and drove across South America, over the Andean Mountains and north into Peru. We arrived in Houston in April 1976. Once here, I went to work for Dresser Industries, in their International Division as a Drilling Fluids Engineer. I had to go to school for this job, about six months, eight hours a day including Saturdays, and long extended field stays. After graduation, I pulled a two month stay in South Louisiana, in drilling rigs on land and offshore. Later, I transferred to Libya, where I spent about two and a half years. While working there, we lived in Malta and in Greece. I worked in Libya, and ventured into Egypt for several drilling projects. The North African and Saharan deserts were, to say the least, fascinating but extremely dangerous experiences.

We came back to the U.S. in November, 1978. I became a Senior Engineer for Dresser Magcobar, in charge of Texas Gulf Coast Operations, based in Galveston. I ran eighteen to twenty four engineers, and took care of six to eight major accounts, such as Shell Oil Co., Pennzoil, Texaco, to name a few. This was a seventy five plus million dollar a year operation. In 1980, I changed companies and went to work for Occidental Petroleum Corp., in their International Division - South America Operation - Peru. There, I worked in the Tropical Rain Forest until 1985, when the oil industry collapsed.

By that time we had established two businesses in town. We employed twenty five to thirty people and two managers, not counting my wife and her father who also ran the day-to-day operations. In 1983, we also had started an import retail and auction antique business. My wife and I traveled extensively throughout Europe and Argentina, four or five times a year, buying antiques that we imported to the U.S. We auctioned/retailed to dealers and public in Houston and throughout the Southwest. This was a fun job, very demanding but extremely rewarding in more ways than one.

In 1988, I started seriously thinking about teaching (something I'd always thought would be fun, but could not afford to do because of the pay). Thanks to some good economics and sound financial decisions, we could afford the cut in pay. I really wanted to try this new endeavor. H.I.S.D. had an Alternative Certification Program that I joined, and here I am on my eighth year teaching (Bilingual PreK - 3rd, 4th, 5th, 6th grades, all bilingual). I enjoy a pretty good track record: highest bilingual TAAS scores,

Spanish and English transitional, in the state of Texas; highest TAAS scores at every school I've worked, so far 98-100% in 3rd grade, 65 (only one year in math) to 91% in 6th grade. This is a matter of public record in H.I.S.D. and TEA. Mike Feinberg and I met at Garcia Elementary in 1992 and worked a couple of projects together: his fifth graders and my 3rd graders. We saw education through the same scope: hard work, dedication, high expectations, excellence, student-teacher-parents committed to the same goal. Mike and I stayed in touch. In 1994, I met David Levin, with whom Mike had started KIPP. I should have come to work here in 1995, however some aspects of logistics were not all that clear to me, so I declined that year. But we kept in touch hoping that all their dreams would find the most needed support of the HISD.

So, here I am today, 1996, with the other "Dreamers of Dreams" and "Music Makers," educating the future of America, and still fighting for the kids.

Orlando Eli Flores

One glorious March day in Rio Grande City, I was born, [REDACTED]. My parents named me Orlando Eli Flores. I was the first son and eldest of 6 children. Both of my parents were immigrants from different countries. My father was an immigrant from Italy, and my mother was an immigrant from Spain. My father works as a welder, and my mother is employed by Continental Airlines. The majority of my life I have lived in Houston, Texas. I graduated from Sam Houston High School with top honors and later pursued studies in Accounting at Mansfield Business School. Currently, I am enrolled in Houston Community College.

At the age of fifteen I had my first part-time job working at White's Auto Store. I was very privileged to work and go to school at the same time. My boss was very understanding. He always emphasized the importance of education. Later, I pursued a career in modeling, encouraged and supported by my parents. At the age of sixteen, two months away from my seventeenth birthday, I was in a harsh and fast paced environment. The modeling experience gave me inspiration, confidence, and high self-esteem. I had the opportunity to travel on several occasions. One of my most remarkable adventures was living and working in Rome, Italy for a year. Here I reunited with my relatives and finish a photo shoot campaign for an Italian Cosmetic firm. At the age of twenty, I finished my contract as a model and decided pursue a career in education.

My first job in education was working for Houston Community College as clerical supervisor for the Eligibility Legalize Alien Program (ELAP). Then I decided that I wanted a more gratifying job where I could make a difference in children's lives. I was recommended by a former boss for a job at W. G. Love Elementary School in the Heights. I was amazed at the unity of Love's staff. We, as a staff, had decided that we wanted to be an accelerated school. The school's philosophy is one that was created by Henry Levin who encourages schools to accelerate students' learning instead of remediate. I was determined to change the tarnished perspective that the school had. One day I spoke to the principal. I told her I wanted to coordinate an International Festival to unite the parents, students, school, and the business community. She told me it was fine. After tremendous success, the International Festival was an annual event in the Heights. The International Festival reached its height of success with a neighborhood parade, entertainment from various cultural groups, food/game booths, entertaining rides, and a museum of all the students' cultural work pieces on display for the community to observe. I also headed the Project 2001, Love as a Caring Community which consisted of various architectural structures at Love. One of the projects which was accomplished was Cafe Love, a conversion of the cafeteria into a tropical rainforest. Murals were painted on the walls of Love by community artists. After five years of working at Love, I knew I had impacted the students, staff, parents, and community members. Now, it was time to leave the school and the people I loved. I was leaving behind my accomplishments and encountering a new challenge. The voices beyond the office walls held a special poignancy.

I also founded a non-profit organization called F.A.I.T.H. (For A.I.D.S. Infant Treatment and Healthcare). I knew that simply being in the educational field was not enough; I had to do more. I was outraged with all the social problems our children have to face compared to my childhood. I would constantly ask, "What about the children?" If it weren't for those who held our little hands and cared for us, where would WE be today? I found myself in another arena. I had been motivated by bosses, principals, students, and community members to pursue the vision that all children deserve to have a better life and education. I volunteer at the Northwest Y.M.C.A. teaching tolerance through art. I teach ESL to parents at the Houston Community College on Tuesday/Thursday nights and Saturdays. I also have established a mentor program for students at-risk in the Houston metropolitan area. I spend time with my students who are in the mentor program on Sundays. I am always available for them when they need to speak to me. I even adopted one of the students in the mentor program as my ■■■ due to ■■■ difficult upbringing.

In 1996, I took another gigantic step into education by joining the world of KIPP Academy, where I presently reside and work. Many times I think of the analogy between the butterflies and the children. I imagine the students as awkward caterpillars going into their cocoons and later struggling out as beautiful butterflies. I can imagine feeding them sugar water (knowledge) to nurture them. I worry about the sugar water (education) we feed them and about the possibility of a butterfly that could not unfurl its wings properly or lose its balance and fall into the sugar water. What happens to those who don't quite develop that last wing or who keep falling into the water? And what about the metamorphosis of the school itself? After all of the falling and struggling, are we strong enough for the next challenge? These are questions that occasionally arise in my head. I know my journey will never be accomplished for I am only one of many who believe in the new revolution for education. I will arise with and set with the sun, until truly every child has the Dedication, Discipline, and Desire to empower themselves with KNOWLEDGE.

Samuel Lopez

I grew up in Alamo, Texas. I attended public schools in the nearby city of Donna until graduation, then I attended the University of Texas-Pan American. After graduating from the University of Texas - Pan American in 1992 with a B.B.A. in Accounting, I decided to enroll in the Alternative Certification Program in 1993. I worked as a fifth grade teacher for the next three years at M. Rivas elementary in Donna, Texas. I started working on my Master in Education Administration in the Fall of 1994. In the early part of 1996 I visited KIPP and became interested in a teaching position with them. I liked the fact that both the students and parents were making a commitment in the education of the child. KIPP, also provided me with the opportunity to do what I most enjoy and that is to teach creatively and freely. I agreed with the mission statement of KIPP, and with the program itself.

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Marsha Belgrave

I was born in Chicago, IL on the south side. I graduated from Roosevelt University in 1993, where I majored in Music Education. I began teaching for the Chicago Public School System in 1993. Then I attended graduate school at Howard University and taught in Washington, D.C. at Holy Trinity School in Georgetown. I moved to Houston, Texas in 1997 to teach general elementary music and middle school band. I am a member of Phi Delta Kappa, Inc.

Dan Caesar

Dan was born in Philadelphia, Pennsylvania, and was raised in Horshan, right outside the city. He graduated from Tufts University in 1995, where he majored in History and Clinical Psychology. Upon graduation, Dan was accepted into Teach for America. He served his two-year commitment by teaching fifth grade at M. Rivas Elementary School in Donna, Texas. In 1997, Dan joined KIPP Academy to teach 6th grade Mathematics and Thinking Skills.

Colleen Dippel

Colleen was born and raised in New Paltz, New York. She graduated from the University of New York (SUNY) at Albany, where she double majored in political science and women's studies, and graduated with honors. Upon graduation, Colleen joined the staff of Teach For America (TFA). After working in their national office as Director of Technical Support, Colleen applied and was accepted to be a TFA corps member. For the past two years, Colleen has taught at Port Houston Elementary School as an upper-elementary teacher and the lead math teacher of the school. In addition, she serves as the technology coordinator at KIPP Academy.

Walt Evanosky

Walt was born in New Castle, Pennsylvania and grew up in Youngstown, Ohio. He received a degree in Elementary Education, History, and Language Arts from Youngstown State University in 1979. Walt taught at an elementary school in Youngstown before moving to Houston, where he taught at Cullen M.S. and Long M.S. In 1997, Walt began teaching 7th and 8th grade History at KIPP Academy

Dena Garcia

Dena was born and raised in Corpus Christi, Texas. She attended Rice University and graduated with a B.A. in 1996. She moved to Dallas and was accepted into Dallas ISD's Alternative Certification Program. In 1997, Dena accepted a position at KIPP Academy to teach Language Arts to the 6th grade.

Tom Goldsbury

Tom was born in New London, Connecticut and grew up in Bloomington, Minnesota. He received his B.A.S. in Earth Science from the University of Minnesota. Tom completed three years of graduate studies in Theology at Luther Northwestern Seminary in St. Paul, Minnesota before moving to Mexico. From Mexico, he moved back to the United States, where he served as Director of the Central American Refugee Center in Houston. He then moved to El Salvador where he lived from 1989 - 1992. Tom moved back to Texas in 1995, where he began teaching science in a middle school in the Rio Grande Valley. He moved to Houston to be a high school science teacher at Lee High School the following year. In 1997, Tom returned to the middle school level to teach Earth Science and Physical Science at KIPP Academy.

Terry Nylan

Terry was born on Chicago's south side on [REDACTED]. He attended Southern Illinois University at Carbondale and graduated in August, 1992 with a major in Zoology and additional studies in education and outdoor recreation. In September of 1992, he moved to Trinity, Texas to teach at the Houston ISD Outdoor Education Center. Terry was both a teacher and later served in a managerial role. In 1997, Terry moved to Houston, Texas to teach for the hardest working fifth graders in the country at KIPP Academy.

Janet Sefert

Janet Sefert is a graduate of the University of North Texas with a Bachelor of Arts in Interior Design. She currently teaches fifth grade Language Arts and Reading at KIPP Academy. Janet entered Houston ISD's Alternative Certification Program in 1989 as an ESL teacher, and has been teaching in HISD for nine years. She taught at Garcia Elementary in 1992 with Mike Feinberg, and kept in touch with him, as he and David Levin starting creating KIPP. Janet has always been interested in teaching Language Arts to children who are learning English as a second language. She was drawn to KIPP by observing the students and seeing first hand how the students responded positively to the dedicated efforts of the teachers and staff. The teachers at KIPP strive to educate the students and also to instill the love of learning for its own sake. This is possible because of their dedication to the students, willingness to try new ideas, and high expectations.

Monica Silver

Monica was born in Detroit, Michigan, where she only lived for one year. She was raised in Maine and New Jersey. Monica graduated from The George Washington University in Washington, D.C. in May, 1993. She majored in Elementary Education, with a minor in Psychology. Monica began her teaching career at Bret Harte Elementary where she taught sixth grade for four years. In 1997, Monica changed her life drastically by leaving the east coast for the Lone Star State. She started teaching at KIPP Elementary as the middle school Language Arts instructor.

Irma Valdez

Irma was a born and raised in Weslaco, Texas. She attended the University of Pan American and graduated in August, 1992. Irma majored in Spanish and had a minor in Political Science. She began teaching at Mary Hog Middle School in Weslaco as an ESL teacher. Later, she moved to Weslaco High School, where she taught Spanish for three years. In 1997, Irma moved to Houston with her husband, Fernando, who attends the University of Texas Medical School. Irma took the position as Spanish teacher for the 7th and 8th grades at KIPP Academy.

On May 12, 2000, the State Board of Education (SBOE) adopted changes to Policy 4.3, Disclosure of Campaign Contributions and Gifts. These changes require expanded reporting from those who wish to enter into a contract, grant, or charter with the SBOE. A continuing duty to report exists after the grant, charter, or contract is issued.

INITIAL REPORT
OF
BENEFITS OR CAMPAIGN CONTRIBUTIONS CONFERRED
ON
MEMBERS OF OR CANDIDATES FOR THE STATE BOARD OF EDUCATION
For the period May 12, 2000, to the present

Individual making report: Sam Lopez

Employer or Company represented: KIPP, Inc Charter School

Position: School Director

Services rendered to SBOE or contract, grant, or charter issued by SBOE:

NO services rendered to SBOE

Transaction 1.

DATE: _____ AMOUNT: _____

NAME OF PERSON(S) RECEIVING BENEFIT OR CONTRIBUTION:

DETAILED DESCRIPTION OF EXPENDITURE: _____

Transaction 2.

DATE: _____ AMOUNT: _____

NAME OF PERSON(S) RECEIVING BENEFIT OR CONTRIBUTION:

DETAILED DESCRIPTION OF EXPENDITURE: _____

Transaction 3.

DATE: _____ AMOUNT: _____

NAME OF PERSON(S) RECEIVING BENEFIT OR CONTRIBUTION:

DETAILED DESCRIPTION OF EXPENDITURE: _____



February 24, 1998

Mr. Brooks Flanister
Texas Education Agency
William B. Travis Building
Document Control Center
1701 North Congress Avenue
Austin, Texas 78701-1494

VIA FACSIMILE: (512)-463-9732

RE: KIPP, Inc.
Facility Options

Dear Mr. Flanister:

I enjoyed speaking with you last week and appreciate your clarifying exactly what the Committee would like to see with respect to KIPP Inc.'s options for facilities in the event that a charter is granted. I have attached a copy of a fully executed letter of intent outlining all of the essential terms and conditions which have been agreed to for a lease agreement between KIPP, Inc. and Avi Ron, Trustee.

Mr. Ron is the owner of a building located in the heart of a redevelopment district located immediately south of downtown Houston. This area of Houston, known as Midtown, is one of Houston's most successful Tax Increment Reinvestment Zones and through this creative financing mechanism, the City has replaced the antiquated infrastructure, including the streets and utilities, in order to make development economically feasible. In just the past six months, the area has attracted the attention of Houston's most successful, high-end apartment developers as well as the attention of numerous national retailers, all of whom have either purchased and begun construction, or are in the process of securing locations for their developments or retail outlets.

Elgin, also known as Westheimer, dissects the northern and southern halves of Midtown. Main Street is one of Houston's most historic thoroughfares, carrying traffic between downtown, Hermann Park, the medical center and beyond. KIPP's proposed site, located at the corner of Main and Elgin, was home to Woolworth's in the 1940's. Around that time, the building was designated as a fallout shelter, as evidenced by its strength and structural integrity. The Landlord, Mr. Ron, is excited about the possibility of leasing to KIPP and their taking advantage of the prominent building to publicize the school and its mission.

Commercial • Retail Real Estate

Eleven Greenway Plaza, Suite 1700

Houston, Texas 77046-1104

(713) 621-1700

(713) 621-3244 (Fax)

I hope this information is of value to the Committee and I urge you or anyone on the Committee to call me if there are any questions with respect to our facility options for next year. Thank you for your assistance.

Yours very truly,



Kenneth S. Katz, CCIM
Associate

KSK:vr



HOUSTON INDEPENDENT SCHOOL DISTRICT

3233 Westlawn * Building C * Suite 174
Mailing Address: Hattie Mae White Administration Building
3830 Richmond Avenue - Houston, TX 77027-5838

ROD PAIGE
Superintendent of Schools

(512) 463-9732

ROBERT R. STOCKWELL
Director - Strategic Management and Quality Improvement

ROBERT C. FARQUHARSON II
Director - MEM Systems Administration

TEL (713) 892-6497 FAX (713) 892-6534

FAX COVER SHEET

DATE: 2/24 NUMBER OF PAGES (including this cover page) 0

TO: B. Flemmister

FROM: C. Barbic

SUBJECT: Charter School Facility Letter of Intent

COMMENTS:

Ken Brooks,
Here is the letter of intent you requested. If you need any additional information let me know. Thanks for working w/us and answering all of our questions. The fun is just beginning. Talk to you soon!
Chris

Thank you.



February 19, 1998

Mr. Gregory Lewis
6524 San Felipe, Suite 412
Houston, Texas 77057

LETTER OF INTENT

RE: KIPP, Inc.
3232 Main Street

Dear Greg:

This letter is for your consideration and is intended to outline the general terms proposed by KIPP, Inc. for a Lease Agreement with Avi Ron, Trustee.

It is specifically agreed and understood that no party hereto shall have any obligations hereunder until a Lease Agreement is fully executed.

<u>Tenant:</u>	KIPP, Inc.		
<u>Landlord:</u>	Avi Ron, Trustee		
<u>Property:</u>	Main Elgin Center ("Shopping Center") located on the southwesterly corner of Main Street and Elgin in Houston, Texas.		
<u>Initial Premises:</u>	Approximately 47,800 square feet, or the approximate square footage an architect deems necessary to accommodate the attached, projected number of students. (See attached expansion schedule)		
<u>Lease Term:</u>	Ten (10) years		
<u>Renewal Option(s):</u>	Two (2), Five (5) year renewal options		
<u>Minimum Rent:</u>	Year	1	\$6.00 psf/year
	Year	2	\$6.25 psf/year
	Year	3	\$6.50 psf/year
	Year	4	\$6.75 psf/year
	Year	5	\$7.00 psf/year
	Year	6	\$7.25 psf/year
	Year	7	\$7.50 psf/year
	Year	8	\$7.75 psf/year
	Year	9	\$8.00 psf/year
	Year	10	\$8.25 psf/year
	Years	11 - 15	\$6.50 psf/year (Option)
	Years	16 - 20	\$7.50 psf/year (Option)

Commercial • Retail Real Estate

Eleven Greenway Plaza, Suite 1700

Houston, Texas 77046-1104

(713) 621-1700

(713) 621-5244 (Fax)

Mr. Gregory Lewis
February 19, 1998
Page 2

Real Estate Taxes:

Tenant shall reimburse Landlord for Tenant's pro-rata share of real estate taxes. Notwithstanding, Landlord will cooperate with Tenant in any efforts to reduce the ad velorum taxes on the property as a result of Tenant's 501 (C3) status. For purposes of determining pro-rata share, with respect to ad velorum taxes, all upstairs and mezzanine space shall be equally responsible for forty percent (40%) of the ad velorum taxes. All downstairs space shall be responsible for sixty percent (60%) of the ad velorum taxes.

Insurance:

Tenant shall reimburse Landlord for Tenant's pro-rata share of property damage, rental and public liability insurance relative to the Shopping Center.

Common Area Maintenance:

Tenant shall reimburse Landlord for Tenant's pro-rata share of all reasonable common area maintenance costs relative to the Shopping Center.

Landlord's Improvements:

Upon the final execution of the Lease Agreement between Landlord and Tenant, Landlord shall promptly commence the process of building out the Premises, which shall be completed and turned over to Tenant by July 15, 1998. Landlord's work shall include: removal of all asbestos in the building, providing new HVAC units with tonnage and quality normally found in public middle schools. Removing the existing escalators and replacing them with a large entry staircase, replacing the roof and finishing with a surface acceptable for use as a playground, installing fencing around the perimeter of the roof satisfactory to create a safe environment for the roof to be used as a playground, building a covered recreational space on the roof, enlarging and replacing upstairs windows, increasing exterior lighting, replacing passenger elevators, complying with all local, state and federal laws pertaining to public school facilities, including compliance with The Americans with Disabilities Act, constructing a kitchen of sufficient size and capacity to prepare meals for the student body, and the construction of two, two bedroom apartment units in the building. In addition, Landlord shall construct the interior of the premises as outlined in the attached Exhibit "A". Additionally, Landlord's work shall include the turn key delivery of all expansion space.

Plans and Specifications:

Landlord, at Landlord's cost, shall prepare Interior Plans and Specifications utilizing Landlord's building shell drawings. These Interior Plans and Specifications shall include among other items, demising walls, electrical conduit and wiring from the electrical meter gutter in the rear of the Shopping Center to the Premises, a hollow metal rear service door and distribution of the sprinkler system in the Premises. The Interior Plans and Specifications shall be mutually approved by Landlord and Tenant.

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WOLFE & CO

02/19/98 14:53 E 0047045

Mr. Gregory Lewis
February 19, 1998
Page 3

Building Maintenance:

Landlord shall maintain the roof, foundation and structure of the Premises, while Tenant shall maintain the remainder of the Premises including HVAC system, glass and doors. Landlord shall warrant the HVAC systems for a period of five (5) years.

Signage:

With the exception of reasonable exterior signage for other tenants in the building, Tenant shall have the exclusive right to all exterior signage.

Rent Commencement:

Tenant shall commence paying Minimum Rent and all additional charges the first day classes are held.

Cancellation Clause:

Tenant shall have a one time option to terminate this lease at the end of the fifth (5th) year. Such termination shall only be permissible if Tenant's charter to operate a school is not renewed by the appropriate agency. If Tenant exercises its option to terminate, Tenant shall be responsible to Landlord for the payment of all unamortized, incremental build-out costs specific to a school as opposed to a standard office setting (i.e. HVAC tonnage over and above of what is customary for office space, electrical and plumbing expenses over and above what is customary for an office building). As a response to this letter of intent, please provide the exact amount that will be outstanding at the end of year five.

Expiration:

The general terms proposed herein shall expire twenty-one (21) days from the date of this letter.

If these business terms are acceptable, please sign in the space designated below and return one copy of this letter to me as soon as possible. Naturally, if you should have any questions, please feel free to call

Sincerely,



Kenneth S. Katz, CCIM
Associate

AGREED AND ACCEPTED this 24 day of Feb, 1998.

By WOHLSTEIN JOSHUA
Name
SECRETARY
Title

*** TX REPORT ***

Kipp

TRANSMISSION OK

TX/RX NO 0558
CONNECTION TEL 917138927006
SUBADDRESS
CONNECTION ID
ST. TIME 02/18 14:25
USAGE T 04'38
PGS. 4
RESULT OK

TEA/FAX TRANSMITTAL FORM

CHARTER SCHOOLS

**TEXAS EDUCATION AGENCY
DEPARTMENT OF SCHOOL/COMMUNITY SUPPORT
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701-1494
Phone: (512) 463-9575
Fax: (512) 463-9732**

DATE: February 18, 1998

TO: Charter School Applicant

FAX NUMBER: 713 892 7006

FROM: Brooks Flemister

Total Number of Pages Including Cover Page: 4

If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.

TEA/FAX TRANSMITTAL FORM

CHARTER SCHOOLS

**TEXAS EDUCATION AGENCY
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1701 NORTH CONGRESS AVENUE
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Total Number of Pages Including Cover Page: 4

If there are problems with this fax, please call Glenda Lackey at (512) 463-9575.

COMMENTS: URGENT MEMO



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES
COMMISSIONER OF EDUCATION

URGENT MEMO

TO:

Kipp Inc. Charter

DATE: February 17, 1998

FROM:

Brooks Flemister *BF*
Senior Director

After review of the open-enrollment charter school application submitted by your organization, staff at the Texas Education Agency has determined that your application is incomplete or proposes a policy or practice that is inconsistent with State or Federal laws. **Your application is not eligible for consideration by the State Board of Education until the following items (indicated by a check mark) are supplied to the Agency. Except as provided below, the items must be addressed in writing and submitted to the Agency no later than 5:00 p.m., Tuesday, February 24, 1998.** The items, other than those requiring an original signature, may be faxed to the attention of Brooks Flemister at (512) 463-9732. Items requiring an original signature may be delivered to the above address. Applicants who have not yet submitted a signed lease agreement, as described below, or evidence of ownership of a facility may submit such agreement or evidence no later than 5:00 p.m., Friday, February 27, 1998.

Please supply the following:

_____ Assurance that the proposed charter school will provide a curriculum designed to address the requirements of Section 28.002, including Texas Essential Knowledge and Skills.

_____ Assurance that the applicant has the ability to compile baseline performance data for students served by the proposed open-enrollment charter school on the assessment instruments adopted under Chapter 39, Subchapter B, including the Texas Assessment of Academic Skills.

_____ Evidence that the sponsoring entity of the proposed charter is an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code or has applied for such status. Note that the sponsoring entity must itself be tax exempt or have applied for such status. It is not sufficient that the sponsoring entity belongs to or be associated with a tax-exempt organization.

_____ A copy of the last tax return filed by the sponsoring entity.

_____ A list of the board members of the sponsoring organization. The list must identify the officers of the sponsoring organization.

Evidence that a facility has been secured for use by the proposed charter school. If the school will be housed in a leased facility, the applicant must supply a copy of a lease agreement signed by the owner of the facility, the president or chair of the governing body of the proposed open-enrollment charter school (if members of the governing body have been identified), and the chief operating officer of the proposed charter. Note that the agreement may be structured as an option to lease the facility upon award of a charter. Any agreement provided must, however, be enforceable. It must contain all essential terms of a lease agreement, including the location of the property, the rental amount, and the term of the lease (i.e., number of months or years.) If the charter school will be housed in a building owned by the sponsoring entity, the applicant must provide an enforceable agreement between the owner and the chief operating officer of the proposed charter providing for use of the facility by the school.

_____ Evidence of parent/community support.

_____ Four complete copies of the Assurances provided in the application packet, each with an original signature.

_____ A description of the geographical area to be served. Note that this description must be specific and definite. For example, descriptions such as "the southwest portion of the city," or the "greater metropolitan area" are insufficient. Acceptable descriptions include those defining the area in terms of city or county limits, street names, boundaries of school districts, or zip codes.

_____ Clarification that the proposed charter school will admit and fully serve eligible students with disabilities or handicapping conditions. This clarification must include an assurance that the charter school will provide transportation to a disabled student when required by the student's Individual Education Plan. This clarification must also include an assurance that certified teaching personnel would be employed when required by law.

_____ Clarification that the admission policy of the proposed charter school will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

____ Clarification that the policies of the proposed charter school will not provide for segregation or discrimination on the basis of sex except where required or allowed by federal law. (Title IX applies to open-enrollment charters)

____ Assurance that the admission policy of the proposed charter will not condition admission into the charter school on the promise of a student or parent that the student will meet certain attendance requirements.

____ Assurance that the admission policy of the proposed charter school will not favor students currently attending a predecessor or affiliated school. In other words, once a school or organization receives an open-enrollment charter, it may not give preference to students affiliated with the school or organization prior to the grant of the charter. A charter school may in its second year, however, give enrollment priority to students and siblings of students who attended the school in its first year of operation as a charter school.

____ Assurance that the proposed charter school will not withhold student records in violation of state or federal law.

____ Assurance that the proposed charter school will not charge tuition or impermissible fees, including fees charged as penalties for the failure of a student or parent to comply with the school's requirements.

____ Assurance none of the members of the governing body, personnel, or students of the proposed charter school will be required to subscribe to particular religious beliefs or belong to a particular church or denomination.

____ Clarification that the applicant assures compliance with the Texas Open Meetings Act and the Texas Public Information Act. Note that in some instances the applicant will be required to delete or revise statements in the application that are inconsistent with these acts.

____ Clarification that students will be provided due process prior to expulsion.

____ Completed application form (provided by TEA in application packet).

____ Assurance that the governing body of the sponsoring entity will retain authority to ensure that the policies and operation of the school comply with all applicable laws and requirements of the charter contract.

CONTRACT FOR CHARTER

This contract is executed the 10th day of June 1998 between the Texas State Board of Education (the "Board") and KIPP, Inc. ("Charterholder") for an open-enrollment charter to operate a Texas public school.

General

1. **Definitions.** As used in this contract:
"Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.
"Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.
"Agency" means the Texas Education Agency.
2. **The Charter.** This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-97-028; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board and (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d).
3. **Authority Granted by Charter.** The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.
4. **Alienation of Charter.** The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school.
5. **Term of Charter.** The charter shall be in effect from August 1, 1998 through July 31, 2003, unless renewed or terminated.
6. **Renewal of Charter.** On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by

written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. As explained in the expansion plans set forth in Charterholder's application for charter, total enrollment shall not exceed 1400 students. Annual enrollment limits shall be established by the governing board of the charter school. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:

- (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.
- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.

13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee or volunteer at the school. Charterholder further represents that the Board and the agency shall be notified immediately of such information and the measures taken.
14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall state that no employee, volunteer or agent of Charterholder or the charter school can be required to report child abuse or neglect to Charterholder or the charter school. Rather, such reports must be made directly by the person suspecting child abuse or neglect to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the agency in the management and operation of the charter school.
19. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the agency not later than the 120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.

20. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the agency at six-week intervals or as directed by the agency.
21. Foundation School Program. Funds distributed to the charter school under Section 12.106, TEC shall be calculated and distributed by the agency at six-week intervals. Distribution of funds to the charter school is contingent upon charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to September 1, 1998. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
22. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
23. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
24. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
25. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
26. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

27. **Non-Profit Status.** Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
28. **Records Retention and Management.** Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001 et seq., Local Government Code, and rules adopted thereunder, provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
29. **PEIMS Reporting.** Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
30. **Conflict of Interest.** Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
31. **Disclosure of Campaign Contributions.** Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
32. **Indemnification.** Charterholder shall hold the Board and agency harmless from and shall indemnify the Board and agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.
33. **Failure to Operate.** Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on

which operations shall resume and any applicable conditions. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

34. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board.

Enforcement

35. Agency Investigations. The commissioner may in his sound discretion direct the agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in Sections 39.074 and 39.075, Subchapter D, Chapter 39, TEC or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
36. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC or Chapter 29, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
37. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraph 2; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

38. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

- 39. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
- 40. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-97-028; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
- 41. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
- 42. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
- 43. Governing Law. In any suit arising under this contract, Texas law shall apply.
- 44. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the charter school or Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 10th day of June, 1998.

Texas State Board of Education

Jack Christie
By Dr. Jack Christie
Chairman

Charterholder

KIPP, Inc.
By MWJ [Signature]