

Georgia Race to the Top Innovation Fund

KIPP Teacher Fellows Program Proposal

June 30, 2011

KIPP: Metro Atlanta

MERCER
UNIVERSITY


GeorgiaState
University

Table of Contents

Application Face sheet	1
Proposal Narrative	3
Budget	23
Budget Narrative	24
Memorandum of Understanding (Mercer University).....	26
Memorandum of Understanding (Georgia State University).....	28
Assurances.....	30
Non-Supplanting Certification.....	32
Immigration and Security Form	33
Certification Regarding Lobbying	34
Other Certifications.....	35
Scope of Work	36
Approach to Project Evaluation	40
Financial Statements	42
KIPP Framework for Excellent Teaching.....	92
KIPP Teacher Performance Review	104

**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCYApplicant Agency (Legal Name): KIPP Metro Atlanta CollaborativeLegal Mailing Address: 98 Anderson Ave. NWCity: Atlanta County: Fulton State: GA Zip: 30314Federal Employer I.D. #: 11-3723114 DUNS #: 035506581Congressional District #: 5Executive Officer Name: David Jernigan Title: Executive DirectorStreet Address: 98 Anderson Ave. NW City: Atlanta State: GA Zip: 30314Telephone: 404.924.6310 FAX: 404.924.6315 Email: djernigan@kippmetroatlanta.org**SECTION 2: PARTNERSHIP LEAD CONTACT**Contact Name: Elizabeth Sharp Broderick Title: Director of DevelopmentStreet Address: 98 Anderson Ave. NWCity: Atlanta State: GA Zip: 30314Telephone: 404 924 6310 FAX: 404 924 6315 Email: ebroderick@kippmetroatlanta.org**SECTION 3: FISCAL CONTACT**Contact Name: Troy Wright Title: Director of FinanceStreet Address: 98 Anderson Ave. NWCity: Atlanta State: GA Zip: 30314Telephone: 404 924 6310 FAX: 404 924 6315 Email: twright@kippmetroatlanta.org**SECTION 4: GRANT AMOUNT REQUESTED: \$1,050,000****SECTION 5: APPLICANT AGENCY FISCAL INFORMATION**

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO YES If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO

YES If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 6: PARTICIPANT DATA:

Approximate number of students served: 1,200
Population of focus (i.e. age, gender, race): K-12, 75% poverty, 95% African American

SECTION 7: SERVICE DELIVERY AREA

Primary county or counties to be served: Fulton
List other counties to be served (if any): _____
Congressional District(s) to be served: 5

SECTION 8: PROGRAM ACTIVITIES

It is the mission of KIPP Metro Atlanta to prepare students for top quality high schools, colleges, and the competitive world beyond. To achieve this mission, we partner with local school districts to increase the number of college graduates and to challenge the mindset of what is possible in public education. KIPP Metro Atlanta currently operates four public, charter middle schools and KIPP Through College (our alumni support and mentorship program), serving 1,300 students. In July, we will open our first high school, KIPP Atlanta Collegiate.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

 Executive Director 6/30/11
Signature and Title Date

Proposal Narrative

Executive Summary

We respectfully request that the Georgia Race to the Top Innovation Fund consider a grant of \$1,050,000 to help create the KIPP Teacher Fellows Program at KIPP Metro Atlanta Collaborative (“KIPP Metro Atlanta” or “KIPP MAC”). Working in close collaboration with Georgia State University and Mercer University, the program will help recruit and retain highly effective teachers to work at KIPP Metro Atlanta and traditional public schools throughout the region.

Multiple studies on teacher effectiveness have shown that many new teachers struggle to be effective in their first few years of teaching. In fact, some studies have shown that new teachers can actually have a negative impact on student achievement during their first two years of teaching. Although a novice teacher is a necessary starting point for any potential high quality veteran teacher, *students in high poverty schools are almost twice as likely to be assigned a novice or inexperienced teacher as those on the lowest poverty schools.*¹ Given that new teachers entering the profession are often serving students with the highest needs, it is imperative that we invest in their preparation if we are to ensure that teachers in urban settings will develop the knowledge, skills, and dispositions to be effective teachers of high poverty students who are counting on educational attainment to shape their life prospects.

The KIPP Teacher Fellows Program will address this problem by making a significant investment in new, promising teachers who are committed to teaching in high-poverty urban schools. The program will provide an intense year-long residency for new high-potential teachers who are mission-aligned and show great promise to be ready for a full-time teaching position within a year. KIPP Teacher Fellows will be full-time school-based employees, compensated as first-year teachers, with significant responsibilities, including:

- Assisting with planning/implementing lessons through co-teaching and/or small group instruction

¹ Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality: A Report and Recommendation by the Education Trust” (p. 4), by H. G. Peske, and K. Haycock, 2006, Washington, DC: The Education Trust

- Providing support with student discipline and parent communication
- Assisting with tutoring students during and/or after school
- Chaperoning/planning local and out of state trips
- Assisting with bus, lunch, and detention duties
- Teaching non-core classes as needed (life skills, enrichment, study skills, electives, etc.)
- Planning, organizing, and/or sponsoring extracurricular activities
- Serving as a substitute in the absence of a teacher

While getting hands-on experience, KIPP Teacher Fellows will receive ongoing training through a series of workshops delivered by master teachers and leaders, coaching by an experienced KIPP master teacher, and growing responsibilities through a “gradual release” approach. In addition to providing a recruitment source for teaching positions in Metro Atlanta, KIPP Teacher Fellows will provide significant support to KIPP teachers and students requiring additional one-on-one support, thus strengthening our instructional program’s efficacy and sustainability. Upon successfully completing the program, the KIPP Teacher Fellows program will facilitate fellows securing a teaching position in Metro Atlanta schools. We are confident that the training provided by the KIPP Teacher Fellows program will greatly increase the efficacy of new teachers pursuing teaching positions in the Atlanta area, while also strengthening the collaboration among KIPP Metro Atlanta, local teacher education programs, and the local districts.

We will use the 2011-2012 school year as planning year, with the goal of implementing the full program for the 2012-13 school year. A program director will be hired by January 2012 to oversee the planning, recruiting, and implementation of the program. We anticipate having six teacher fellows in the first year of the program and growing the program incrementally in the years that follow. Should funding allow, we would gladly grow the program to twenty teachers by our third year of operation.

KIPP Teacher Fellows are expected to have a wide-ranging impact on high-needs students as Fellows and then as full-time teachers of record at KIPP or other public schools. During their fellowship year, program participants will directly or indirectly serve the entire student body at their KIPP placement school. Their participation in school community activities, along with their instructional responsibilities, will provide opportunities for them to interact with students on every grade level and in every subject area. Upon successfully completing the program and becoming full-time teachers, their impact will be felt throughout the Atlanta Metro region as they effectively navigate their teacher careers in high-

needs, urban schools. It is our expectation that they will have a direct impact on the students they teach, the faculty with which they serve, and overall success of their schools throughout their careers.

We are confident that the successful implementation of the KIPP Teacher Fellows program will serve the dual purpose of creating a highly effective teacher induction program while increasing the pipeline of highly-effective teachers in underserved communities. Support from the Innovation Fund will help ensure that we have the resources necessary to successfully implement the program and ensure that more students will have the opportunity to “climb the mountain to college.”

Section 1: Partnership Overview

The KIPP Teacher Fellows Program will be a joint partnership between KIPP Metro Atlanta, Mercer University’s Tift College of Education, and Georgia State University’s Teacher Education Program. The primary administration of the program will be executed by KIPP Metro Atlanta. The partnerships with Mercer and Georgia State will help provide a pipeline of qualified candidates for the program as well as expertise in teacher preparation and induction.

It is the mission of KIPP Metro Atlanta to prepare students for top quality high schools, colleges, and the competitive world beyond. To achieve this mission, we partner with local school districts to increase the number of college graduates and to challenge the mindset of what is possible in public education. KIPP Metro Atlanta currently operates four public, charter middle schools and KIPP Through College (our alumni support and mentorship program), serving 1,300 students. In July, we will open our first high school, KIPP Atlanta Collegiate.

KIPP schools are dedicated to students who live in educationally under-resourced areas. At KIPP Metro Atlanta, our students draw from Atlanta’s West End, Northwest Atlanta, Southeast Atlanta, and the East Point section of South Fulton County. We serve a student population that is more than 95% African-American and approximately 75% of families qualify for the Federal Free and Reduced Meals program. Typically, our fifth grade students enter KIPP scoring in the bottom third of their peers across the nation on the Iowa Test of Basic Skills (ITBS), a national norm referenced test. After spending four years at our schools, the students finish 8th grade scoring well above the national average.

Across the nation, only 20% of low-income students matriculate college. By comparison, approximately 85% of students graduating from KIPP schools matriculate college. Locally, college matriculation rates are difficult to obtain, however, local high school graduation rates do not suggest high college enrollment. According to the Georgia Report Card, Fulton County Schools has a graduation rate of approximately 80%, but the rate shrinks to only 63% for students from low-income backgrounds. Atlanta Public Schools has a graduation rate of 68%. In the 2011-12 school year, KIPP Metro Atlanta saw its first class of alumni graduate high school. We are pleased to report that 96% of our alumni graduated high school and 85% were accepted to colleges and universities throughout the country.

To help our students "climb the mountain to college," KIPP subscribes to three key principles: 1) a shared commitment that all students WILL (not can) learn; 2) high quality, well-trained teachers and school leaders; and 3) a "no excuses" approach to education emphasizing hard work, long hours, and high expectations. Students attend school from 7:30 a.m. to 5:00 p.m. every day, every other Saturday, and for three weeks each summer. We embrace a rigorous, college-preparatory curriculum accompanied by strong character education and consistent discipline.

It is our goal that by ensuring that all of our students have the option to attend college, we are able to change the life trajectory of our students. By doing so, we hope to fundamentally transform the families and neighborhoods that we serve. Ultimately, we hope to serve as an example for what is possible in public education.

Mercer and Georgia State are each natural partners to help establish the KIPP Teacher Fellows Program. Each has a mission that complements the goals we set forth to accomplish in this proposal and each has demonstrated a high level of enthusiasm for the mission and vision of the program.

Mercer University's Tift College of Education is committed to preparing candidates to serve as teachers and educational leaders in the schools of our state, nation, and world, and is committed to the pursuit of excellence in every aspect of educator preparation. Its mission is to prepare students to blend theory with practice, to think critically, and to interact effectively in a technologically complex, global society. To accomplish this mission, the Tift College of Education offers undergraduate and graduate degree programs and educational services designed to meet the needs of diverse students and of the professional education community.

Georgia State University also believes investment in teacher quality is an investment in a quality education for the students of Georgia. Their mission states, "It is our mission to develop educational leaders and scholars through innovative strategies with a foundation built upon relevant knowledge and effective practice. Our research will inform the policy-making process of our diverse constituencies at all levels of decision making. Our leadership programs and policy analyses will be characterized by the linking of theory, research and practice, and will be evident in our publications, our teaching, and our service to educational institutions and other public and private entities."

The KIPP Teacher Fellows Program's mission is to provide a comprehensive teacher induction program that increases the pipeline of highly-effective teachers for high-needs students in the Metro Atlanta region. Our vision is to ultimately increase the number of students in Metro Atlanta who receive a rigorous, college-preparatory education and who are prepared to successfully complete a college education and become effective citizens.

KIPP Metro Atlanta has an eight-year history of successfully implementing large, complex, and rapidly growing projects. In 2003, we opened our first two middle schools, KIPP WAYS Academy and KIPP South Fulton Academy. These two schools have grown to serve 320 students in grades five through eight, with 30+ faculty and staff, and budgets of over \$3 million each. KIPP WAYS and KIPP South Fulton have achieved great academic success and are setting the standard for public middle school education in the Georgia. In 2009 and 2010, the Georgia Public Policy Foundation named KIPP WAYS and KIPP South Fulton the two highest performing middle schools in Georgia serving a majority low-income population.

With a history of academic success and growing waitlists, it was decided to expand the reach of KIPP schools in the Metro Atlanta area. In 2007, the KIPP Metro Atlanta Collaborative was formed to oversee expansion and support existing KIPP schools in the region. Through a comprehensive strategic planning process, a short-term growth plan was created with the goal of building a pod of seven schools (three elementary, three middle, and one high school) within Atlanta Public Schools (in addition to our existing middle school in Fulton County). When fully enrolled, the pod will offer a seamless, rigorous K-12 KIPP education to 3,300 students each year.

Since committing to the plan, KIPP MAC has opened two additional middle schools, KIPP STRIVE Academy and KIPP Vision Academy. While still early in their development, each of these schools has

already demonstrated the strong culture of achievement that defines a KIPP school. This summer we will open our first high school, KIPP Atlanta Collegiate, and intend to open one elementary school each year for the following three years.

In order to ensure that our schools have the support needed to reach their academic goals, KIPP MAC created the Shared Services team in 2008. Led by Executive Director David Jernigan, the Shared Services team provides operating support to all KIPP MAC schools. Functions include finance, operation, human resources, fundraising, communications, facilities, technology, recruiting, and curriculum and instructional support. By providing this level of support, school leaders are free to focus on fulfilling the academic missions of their schools.

As our organization grows rapidly, KIPP Metro Atlanta has maintained a relentless focus on results. Our students regularly outperform their local district, state, and national peers on standardized tests, including the Georgia Criterion Referenced Competency Test and the Iowa Test of Basic Skills. Equally important, we have maintained a strong school culture, with 93% of parents indicating that they would recommend KIPP to another family. Additionally, we enjoy strong relationships with our local community, including the school district, funders, and other community partners.

Since its inception in 2007, KIPP Metro Atlanta Collaborative has managed multiple partnerships aimed to both engage the community and harness the talents and expertise of local stakeholders in supporting the educational attainment of KIPP Metro Atlanta students. Through the facilitation of both our regional office and school administrators, we have partnerships with the following organizations:

- ***Mercer University***: This partnership serves as a foundation to the future work we will accomplish through our KIPP Teacher Fellows Program. Mercer teacher candidates complete their spring and/or fall Initial Field Experience and Practicum requirements while paired with a KIPP cooperating teacher within one of our four grade 5-8 middle schools. This partnership requires the collaboration of multiple stakeholders in the ongoing development, support, and evaluation of a new teacher, including school leaders, deans, KIPP teachers, and university-based supervisors.
- ***The Rollins Center for Language and Learning***: The Rollins Center serves as a resource for education professionals by sharing research-based language and reading approaches for the benefit of children and their families, schools, and communities. The Rollins Center faculty work

as partners with teachers, parents, individual schools, and school systems to provide high quality professional development experiences. We partner with The Rollins Center to facilitate ongoing professional development for KIPP Metro Atlanta teachers. Training priorities are determined by our Director of Curriculum and Instruction, Katie Rigby, who also facilitates monthly meetings with Rollins to evaluate the effectiveness of each professional development experience.

- **Teach For America:** Teach for America (“TFA”) is a non-profit organization that asks recent college graduates to commit to ending educational inequity by committing at least two years to teaching in a low-income community. We coordinate corps member placements in our schools and also provide specialized new teacher support through our Instructional Specialist for TFA teachers. In addition, we collaborate with TFA to promote education reform conversations and initiatives throughout the region and to provide a pipeline of TFA alumni to teach in our KIPP schools.
- **The Wrens Nest:** The Wrens Nest, located in the historic West End of Atlanta, serves as an education resource for the community and the greater Atlanta area. The Wrens Nest preserves the legacy of Joel Chandler Harris and the heritage of African American folklore through storytelling, tours, and student publishing. The Wrens Nest helped to coordinate over 20 volunteers to assist KIPP Scribes from KIPP STRIVE Academy publish their own stories, resulting in the 2010 publication of *Don’t Forget That Day* and its release at the Decatur Book Festival. This partnership continued in the 2010-11 school year and the second KIPP Scribes book will be published in fall 2011.
- **Talk Black Atlanta:** TalkBlack Atlanta is committed to intellectual exchange and dialogue that prompts active and consistent community involvement and inspires personal change and growth. TalkBlack has adopted the Class of 2018 at KIPP VISION Academy. Members actively engage with these 80 students and will support them on their educational journey from 5th grade to their 2018 graduation. TalkBlack also provides support to KIPP Vision’s school administration and parents.
- **Buckhead Rotary:** A subsidiary of Rotary International, Buckhead Rotary works to encourage and foster the ideal of service as a basis of worthy enterprise. The Buckhead Rotary supports many initiatives at KIPP South Fulton Academy, including funding for computers, career days, and sponsorship of student activities.

- **LukeSports:** LukeSports operates flag football, basketball and soccer leagues within KIPP Metro Atlanta schools, with the mission of using sports as a tool to enhance the student's academic performance while developing their character, attitude and athletic skills. Over 600 students, parents, faculty, and volunteers in Metro Atlanta participate in LukeSports on a weekly basis.
- **The Bonner Foundation/Morehouse and Spelman Colleges:** The Bonner Foundation provides four-year community service scholarships to approximately 1,500 students annually at Morehouse and Spelman College. KIPP Metro Atlanta partners with the Foundation to assign volunteer placements within our schools. The scholarship serves those individuals who have high financial need and a commitment to service.
- **Emory University:** Emory University partners with KIPP Through College to help expose students to college life. Through campus visits and other programming, Emory students, faculty, and staff educate KIPP students about the college enrollment process and the joys and challenges of day-to-day college life. Starting this year, Emory will host KIPP Atlanta Collegiate's inaugural freshman class for a three day on-campus retreat at the start of the school year.

Section 2: Need for Project

It is no secret that students living in high-poverty urban areas are significantly less likely to perform on grade-level, graduate from high school, matriculate college, or graduate from college than their higher-income peers. In this day and age, where a college education is increasingly necessary to attain and maintain a viable career, a lack of quality education makes it increasingly difficult for low-income students to break the cycle of poverty. At KIPP Metro Atlanta, we believe that providing a high-quality, rigorous, college-preparatory education is the best way to help fundamentally transform the lives of our students and their families.

Overcoming the challenges of poverty requires a significant investment on our part. First and foremost, it requires exceptional, talented teachers who are willing to go above and beyond for our students. We actively seek teachers who have a proven ability to get academic results as well as the ability to connect with and support our students on an emotional level. This is a rare combination to begin with, and it is exceptionally rare to find this combination in a new teacher. Thus, we believe it is our responsibility to help prepare high-potential new teachers to meet the challenges of teaching in high-poverty, urban environments so that they have the opportunity to make a lasting impact on the lives of students.

New teachers, regardless of the type of school they are teaching in, face an up-hill battle during their first few years. This battle is only intensified in high-needs urban school settings. Multiple studies on teacher effectiveness have shown that many new teachers struggle to be effective in their first few years of teaching. In fact, some studies have shown that new teachers can actually have a negative impact on student achievement during their first two years of teaching. Although a novice teacher is a necessary starting point for any potential high quality veteran teacher, students in high poverty schools are almost twice as likely to be assigned a novice or inexperienced teacher as those on the lowest poverty schools.² Given that new teachers entering the profession are often serving students with the highest needs, it is imperative that we invest in their preparation to ensure that teachers in urban settings will develop the knowledge, skills, and dispositions to be effective teachers of high poverty students who are counting on educational attainment, and not poverty, to shape their life prospects.

KIPP Schools are dedicated to students who live in educationally under-resourced areas. The communities in which our schools are located (Northwest Atlanta, Southwest Atlanta, Southeast Atlanta, and the East Point section of South Fulton County) have not demonstrated a history of strong, college-preparatory education and have traditionally struggled to attract and retain highly-effective teachers. Thus, the cycles of poor educational attainment and poverty are perpetuated in these neighborhoods.

The majority of our schools are located within Atlanta Public Schools. Within APS, the student body is 89% minority and 78% qualify for the Federal free and reduced price lunch. In the 2010-11 school year, eighth grade student performance on the Georgia Criterion Referenced Competency Test was as follows:

Subject	% meeting or exceeding standards		
	Atlanta Public Schools	State of Georgia	KIPP Metro Atlanta
Reading	92%	96%	98%
English Language Arts	89%	93%	99%
Math	66%	74%	96%
Science	51%	66%	84%
Social Studies	61%	70%	96%

² Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality: A Report and Recommendation by the Education Trust” (p. 4), by H. G. Peske, and K. Haycock, 2006, Washington, DC: The Education Trust

In 2010, Atlanta Public Schools had a graduation rate of only 66% and only 61% of schools made Adequate Yearly Progress. Together, these statistics indicate a body of students for whom there is a great need for exceptional teachers. The KIPP Teacher Fellows Program will help ensure that there is a pipeline of highly-qualified teachers flowing into the local public school system and significantly impacting the lives of these students.

The KIPP Teacher Fellows program represents an exceptional approach to teacher induction because it strengthens the link among KIPP Metro Atlanta, local teacher preparation programs, and local school districts. New teachers who engage in this fellowship have a supported avenue in which to transition from formal education, to practical application, to full-time classroom teaching within an authentic context of educating high needs students. KIPP Metro Atlanta is the right place to provide that context because of our history of superior academic results with students who have historically underperformed. In addition, to our knowledge, there few teacher fellowship programs in Georgia or throughout the country that are specifically focused increasing the pipeline of highly-qualified teachers in urban areas. Nor are we aware of many other programs that, through the implementation of strict qualifications and compensation of Fellows as full-time first-year teachers, ensure that the highest-quality candidates will be attracted to the program.

The fellowship is also a promising approach to teacher recruitment because alumni of the program add to a vetted talent pool that can contribute to the quality of instruction in classrooms across the Metro Atlanta region. It is our hope that this talent pool will increase the flow of highly-qualified teachers into schools across the district.

Lastly, the KIPP Teacher Fellows Program will serve as a replicable model for other school districts throughout the state. By carefully tracking progress and outcomes of the program and building additional expertise in successful teacher induction, we hope to serve as a resource for other public education entities wishing to implement a similar program and have a similar impact.

Section 3: Quality of Project Design

The KIPP Teacher Fellows Program will make a significant investment in new, promising teachers who are committed to teaching in high-poverty urban schools. The program will provide an intense year-long

residency for new high-potential teachers who are mission-aligned and show great promise to be ready for a full-time teaching position within a year. KIPP Teacher Fellows will be full-time school-based employees, compensated as first-year teachers, with significant responsibilities, including:

- Assisting with planning/implementing lessons through co-teaching and/or small group instruction
- Providing support with student discipline and parent communication
- Assisting with tutoring students during and/or after school
- Chaperoning/planning local and out of state trips
- Assisting with bus, lunch, and detention duties
- Teaching non-core classes as needed (life skills, enrichment, study skills, electives, etc.)
- Planning, organizing, and/or sponsoring extracurricular activities
- Serving as a substitute in the absence of a teacher

Through a hands-on approach, KIPP Teacher Fellows will receive ongoing training through a series of workshops delivered by master teachers and leaders, coaching by an experienced KIPP master teacher, and growing responsibilities through a “gradual release” approach. In addition to providing a recruitment source for teaching positions in Metro Atlanta, KIPP Teacher Fellows will provide significant support to teachers and students requiring additional one-on-one support, thus strengthening our instructional program’s efficacy and sustainability. Upon successfully completing the program, the KIPP Teacher Fellows program will facilitate fellows securing a teaching position in Metro Atlanta schools. We are confident that the training provided by the KIPP Teacher Fellows program will greatly increase the efficacy of new teachers pursuing teaching positions in the Atlanta area, while also strengthening the collaboration among KIPP Metro Atlanta, local teacher education programs, and the local districts.

We will use the 2011-12 school year as planning year, with the goal of implementing the full program for the 2012-13 school year. A program director will be hired by January 2012 to oversee the planning, recruiting, and implementation of the program. We anticipate having six teacher fellows in the first year of the program (one at each of our schools) and growing the program incrementally in the years that follow. Should funding allow, we would gladly grow the program to twenty teachers over time.

The partnership among KIPP Metro Atlanta, Mercer, and Georgia State will have a profound impact on the students we serve. We will maximize our impact by coordinating a minimum of one development

year for Mercer and Georgia State teacher candidates prior to their year-long residency. During the development year, the teaching candidates will complete pre-service requirements such as an initial field experience, practicum, and student teaching. Our partnering universities have specific goals around using this time to expose new teachers to both elementary and secondary, as well as the two content areas in which they are seeking dual certification. This model works well with our region because KIPP Metro Atlanta will consist of both elementary, middle, and high schools, and candidates will benefit from placements within a region that has strong instructional vertical alignment and uniting principles that contribute to an overarching cohesive culture.

We believe it is beneficial to begin the KIPP Teacher Fellows program with a small number of new teachers so that we can refine the program over time and protect the quality of the teachers' induction experience; however, even with the humble beginning of just six teaching fellows, the impact on Metro Atlanta students is noteworthy. If we grow the program to twenty Fellows by our third year, within five years the KIPP Teacher Fellows Program will have graduated 78 fellows who will be well prepared to meet the needs of high-needs students in Metro Atlanta. If each of those teachers teaches approximately 90 students a year, in their first post-fellowship year the fellows will collectively provided an excellent education to over 7,000 Metro Atlanta students. Furthermore, if the fellows, due to the excellent induction they received into the teaching field, remain in the profession for at least five years, a yearly cohort of five fellows will collectively impact approximately 35,000 students. This is a baseline of what is possible in a five-year period through the partnership of KIPP Metro Atlanta, Mercer University, and Georgia State University.

Research supports the efficacy of this approach to increasing and sustaining a high-quality teacher pipeline. Implementation of a fellowship in which teacher candidates engage in a guided, gradual-release residency alongside a mentor teacher is a growing practice for preparing quality teachers to meet the social and academic needs of high needs students. An increasing number of teacher preparation programs are recognizing the need for simultaneous theoretical and practical training and an extended phase of well-supervised clinical practice before becoming the teacher of record. Although strategies for increasing teacher effectiveness traditionally exist at each of the three phases of a teacher's career (pre-service, induction, and after three years of teaching) statistics suggest that the current level of support for teachers, new teachers especially, is not enough. Approximately one-third of K-12 teachers leave the profession within the first three years of teaching, and almost half of K-12

teachers leave by their fifth year, debatably before the teacher has had adequate practical experience and feedback to truly garner effectiveness.³

Research also states that teacher residencies significantly impact not only teacher quality, but also teacher retention. For instance, teachers who have had applicable coursework paired with extensive practical experience alongside a mentor teacher in an urban classroom are more likely to teach with adaptable, student-centered strategies that support learning when teaching high needs students.⁴ Furthermore, teachers who engage in a residency program as part of their preparation for the classroom are more likely to stay in the profession than those who have limited training before solo teaching.⁵ The KIPP Teacher Fellows Program will replicate the above results because it targets the root causes that lead to teachers' potential negative impact on student learning during their first few years of teaching, as well as the attrition that often follows.

Since residencies intertwine education theory and classroom practice, this mode of learning enables teacher candidates to develop an understanding of theory in the context of the classroom, school, community, and region in which the residency takes place. Darling-Hammond notes that this approach to preparation allows teacher candidates to grow 'roots' on their practice.⁶ Residents learn to teach in the same district in which they will work, so coursework is more intentionally tailored to the district's demographic; likewise, new teachers' pre-service activities, which in the KIPP Teacher Fellowship will include an initial field placement, practicum, student teaching, and fellowship year, allows new teachers to engage in meaningful practice that will directly correlate to their experience as a teacher of record.

³ *High Impact Philanthropy to Improve Teaching Quality: Focus on High Needs Secondary Students*, The Center for High Impact Philanthropy, April 9, 2010, part 1

⁴ Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314

⁵ Berry, B. (2001). No shortcuts to preparing good teachers. *Educational Leadership*, 58(8), 32-36.; Darling-Hammond, L. (2003); Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6-13; Darling-Hammond, L., Hudson, L. & Kirby, S. (1989); *Redesigning teacher education: Opening the door for new recruits to science and mathematics teaching*. Santa Monica, CA: RAND; Henke, R. R., Chen, X., & Geis, S. (2000), *Progress through the teacher pipeline: 1992-93 college graduates and elementary/ secondary school teaching as of 1997*. Washington, DC: U.S. Department of Education, National Center for Education Statistics; Humphrey, D.C. & Weschler, M. E. (2005). Insights into alternative certification: Preliminary findings from a national study. *Teachers College Record*, September 2, 2005. Retrieved September 30, 2005 from <http://www.tcrecord.org>

⁶ Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314

The residency model is grounded in the situative perspective of cognition⁷ which argues that learning cannot be separated from the context and activities in which it occurs, or from how it is learned.⁸ We believe that this approach to teacher preparation will ensure that new teachers in Atlanta develop the knowledge, skills, and mindsets that are integral to our students' success prior to entering the classroom as the teacher of record.

Furthermore, the residency model highlights the reciprocal nature of teaching. As residents learn from an experienced, trained mentor teacher, the mentor teacher will also benefit from examining his or her own practices. Residencies create opportunities for master teachers to take on roles as instructional leaders while maintaining their status as a classroom teacher. Grooming new highly-effective teachers while simultaneously creating a pipeline for leadership for successful veteran teachers will ensure we recruit potential, develop talent, and retain expertise.

The above evidence and research provides extensive support as to how this proposal will improve the quality of teacher induction. We can curtail the negative impact of a new teacher's "growing pains" on student achievement by establishing a coached, gradual release of responsibility while simultaneously capitalizing on the talent, enthusiasm, and dedication of new teachers to reduce student-teacher ratios. Through a grant from the Innovation Fund, we can essentially have a new teacher enter year one of the profession having surpassed the point in the learning curve when most teachers are lost.

This program will also improve our ability to recruit and retain high quality teachers in Atlanta, as previously mentioned, by closely linking preparation and practice within the context of Atlanta schools. Teachers are more likely to accept positions as the teacher of record in Atlanta Public Schools having had multiple opportunities to engage in both the curriculum and community during their pre-service preparation. Likewise, school leaders are more likely to hire, with confidence, locally prepared teacher candidates. Having had multiple opportunities to coach, provide feedback, and build relationships with these potential new hires, KIPP Metro Atlanta school leaders and school leaders throughout Metro Atlanta will have a vetted interest in hiring from a vetted pool of applicants.

⁷ Putnam, R.T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4-15

⁸ Borko, H. & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching and Teacher Education*, 11(5), 501-518

Scope of Work: See Appendix

Section 4: Quality of Project Evaluation

At KIPP Metro Atlanta, we believe there are four core elements to excellent teaching: interpersonal awareness, a classroom culture that supports achievement, planning for and execution of the teaching cycle, and the desire to be a life-long learner of one's craft. Throughout the course of the fellowship, we will provide ongoing training and professional development centered on these four principles.

We will utilize multiple data points to evaluate not only the successful development of our fellows, but also the efficacy of the KIPP Teacher Fellows Program overall. Central to the success of the program is the development of strong new teachers who are prepared to meet the educational needs of students in low-income communities. The KIPP Framework for Excellence in Teaching and Teacher Performance Review will provide Master Teachers, University Supervisors, and other staff involved in supporting the Fellows a comprehensive understanding of each new teacher's acquisition of the knowledge and skills necessary for strong instruction and management. The KIPP Framework for Excellence in Teaching provides clarity around what each of these four elements looks and sounds like in the classroom, and also supports a community of practice in which there is a common language to discuss teacher actions that lead to student success. Furthermore, the Teacher Performance Review is the basis on which our teachers set their goals for the year and subsequently monitor their progress over time. The data and performance feedback garnered from this system of evaluation will provide a wealth of information to facilitate the recruitment of new teachers who will successfully transition to the role of the teacher of record in Atlanta schools. A copy of the Framework and Performance Review has been included in the appendix.

Student achievement will be measured through a variety of means, including daily classroom assessments, four regional assessments KIPP administers to all students quarterly, and also district assessments such as the ITBS, CRCT, and EOCT. The Fellowship Director and Master Teachers will analyze classroom data to determine daily efficacy in the teaching of specific standards and objectives, which is a critical interim step to monitoring the long term development of students. Student achievement data will provide insight on the performance of fellows, and in turn, their coaches, as well as inform the effectiveness of the implementation of the fellowship program.

Feedback on the program experience from Master Teachers and the Fellows will also be a critical data point to determine the success of the program. We will utilize satisfaction surveys at the midpoint of each academic quarter to gauge what is contributing to positive experiences in the fellowship for stakeholders and also any pain points that need problem solving.

We are confident that we have developed a robust method of evaluation that will measure the degree to which the KIPP Fellows Program has been successfully implemented, and also inform interim steps we should take to strengthen the program over time. Evaluation is truly reciprocal, and our students' achievement in the classroom will be the ultimate indicator of whether our teaching fellows are developing into successful new teachers, which will inform whether our Master teachers are effectively supporting and coaching our fellows, which will inform whether the Director of the KIPP fellowship Program has adequately trained Master teachers and provided ongoing feedback and leadership development. The core elements of the evaluation system mentioned above (teacher effectiveness through the KIPP Framework for Excellence in Teaching, quantifiable student achievement data, and program experience metrics derived from surveys) provide meaningful data on how to replicate positive results in other educational settings.

A grant from the Innovation Fund will help ensure that we have sufficient resources to implement this program. As mentioned previously, we will use the 2011-12 school year as a planning period for the program. This portion of the program will be funded through the KIPP Metro Atlanta operations budget. Funding for the first three years of the KIPP Teacher Fellows program will be provided by both the Innovation Fund and private funding secured through the KIPP Metro Atlanta Development Department. Our ability to grow the program will be dependent on our ability to secure the necessary funding. However, our history of fundraising success suggests that we will be able to source the private funds necessary to sustain the program at a minimum of eight teachers after the first three years.

Project Evaluation Table: See Appendix

Section 5: Quality of Project Management Plan

KIPP Metro Atlanta has a long history of effectively implementing, managing, and growing large, multi-faceted programs. KIPP Metro Atlanta provides financial and operational support and oversight to KIPP

Metro Atlanta schools, develops instructional initiatives designed to strengthen the schools' academic programs, and implements each school's high school placement and alumni services through the KIPP Through College Program. Within this entity there are a number of stakeholders that will collaboratively support a success partnership between KIPP Metro Atlanta and our partnering institutions – Mercer University and Georgia State University.

Our Executive Director, David Jernigan, provides overarching leadership for all KIPP Metro Atlanta initiatives. As the founding principal of KIPP WAYS Academy, David has a wealth of experience in overseeing the development of both new and veteran teachers, and his expertise has been and will continue to be a great resource in development the KIPP Teacher Fellows program. In addition, David has overseen the growth and development of the KIPP Metro Atlanta region from two schools to five over the last three years, while meeting all academic, operational, and financial objectives. David is a Morehead Scholar and graduate of the University of North Carolina. He received his teaching certification through Georgia State University's Urban Alternative Teacher Certification Program and his Masters in Educational Administration from National Louis University in Chicago.

Our Director of Curriculum and Instruction, Katie Rigby, leads our region in instructional professional development and oversees curricular decisions. As a former Teach For America corps member, teacher at KIPP WAYS academy, Curriculum Specialist, and Instructional Specialist, Katie uses her abundance of experience to inform professional development and instructional initiatives within the region. Katie will directly manage the Director of the KIPP Teacher Fellow Program in establishing sustainable systems of professional development, evaluation, and coaching. Katie holds a degree in Communication and Religion from Wake Forest University and a Masters in Education Policy and Management from Harvard's Graduate School of Education.

Our Curriculum Specialist, Monica Groves, will play an integral part in facilitating ongoing conversation between KIPP Metro Schools and the partnering institutions. This role currently coordinates initial field experience placements and practicum placements and will continue to execute this function for teacher fellows during their development year at KIPP prior to residency. Additionally, this role will provide operational support to the Program Director to coordinate program logistics and pair fellows with Master teachers throughout the region. Monica holds a dual degree in English Language and Literature

and Spanish from the University of Virginia and a Masters in Teaching and Curriculum from Harvard's Graduate School of Education.

Kaye Thomas, Director of Field Placement, will be our primary partner at Mercer University. Ms. Thomas oversees the coordination of all field experiences for Undergraduate, MAT, and Holistic Child Program. Under the direction of Ms. Thomas, students are exposed to a variety of field experience settings to complete their program of study. In addition to her work with Mercer, Ms. Thomas has experience in public school settings as a teacher and administrator and Teacher Induction Initiatives.

Gwendolyn Benson, Associate Dean of School and Community Partnerships, will be our primary partner at Georgia State University. She joined Georgia State University from the Georgia Department of Education where she served as Coordinator of the Low Incidence Disabilities Unit, Division for Exceptional Students. Previously she served as Director of Educator Preparation for the Georgia Professional Standards Commission and Director of the Program for Exceptional Children with the Atlanta Georgia Public Schools. She was an associate professor at Southern University at Baton Rouge, Louisiana, assistant professor at Louisiana State University and has taught graduate courses at Clark-Atlanta University as an adjunct professor. Dr. Benson holds a doctorate from the University of Kansas. Dr. Benson also serves as the Director of the Alonzo A. Crim Center for Urban Educational Excellence.

The Director of The KIPP Teacher Fellows Program will be a strong instructional leader. This person will be charged with developing and managing the Teacher Fellows Program, including delivering professional development, coaching and evaluating fellows, and interfacing with school leaders to ensure satisfaction with performance. We will start actively seeking candidates in September 2011 with the intent of having a Program Director in place by January 2012. His or her qualifications will include the following:

- Bachelor's degree is required; Masters degree is preferred
- Proven track record as classroom teacher
- Experience coaching and developing successful teachers
- Strong analytical ability and experience using data to inform decision-making
- Strategic thinker; ability to think critically about issues and solutions
- Excellent organizational skills and attention to detail
- Team-player capable of working both collaboratively and independently

- Flexible and strong ability to multi-task and prioritize
- Thrives in entrepreneurial start-up environment and working conditions; can work within an ambiguous, fast-moving environment while also driving toward clarity and solutions
- Self-starter with demonstrated resourcefulness
- Strong interpersonal and communication skills
- Personal qualities of integrity, credibility, and commitment to the mission of KIPP Metro Atlanta

At the organizational level, KIPP Metro Atlanta is well-qualified to oversee the KIPP Teacher Fellows Program. In each year of operation, we have successfully met our financial and operational goals. These include operating within our budgets, building sufficient financial reserves to weather any unforeseen circumstances, and meeting or exceeding all fundraising goals. We are confident that we have the resources and expertise necessary to sustain the KIPP Teacher Fellows Program in the same fashion.

Section 6: Quality of Sustainability Plan

A three year, \$1,050,000 grant from the Innovation Fund will provide necessary start-up funding for the Teacher Fellows program. When the grant term is complete, we will use a variety of resources to sustain the program. As public schools, we receive per pupil allocations from the school districts in which we operate. Should public funding stay at a sustainable level, we will be able to use some of these funds to support the program. Additional funding will come from private sources.

KIPP Metro Atlanta employs a multi-pronged approach to fundraising, focusing on cultivating and stewarding foundation, corporate, and individual donors. A current strategic focus of the development program is the identification and engagement of a broad individual donor base to support annual fundraising needs. The Development Committee of the Board of Directors, supported by the Director of Development, works diligently to expand our outreach in Metro Atlanta and add to our funding base. Board and Committee members host "gatherings" throughout the year to help increase awareness and introduce their friends and colleagues to our work. Additionally, we host regular tours of our schools to give potential donors the opportunity to see our scholars in action. We have successfully met or exceeded our fundraising goals in each year of operation and anticipate that this will continue in the future. We also anticipate that the unique and impactful nature of the Teacher Fellows program will have a special draw for donors looking to invest in something critical to our long-term success.

To date, we have not approached any of our funders with a specific request to support the Teacher Fellows Program. However, we have already secured a significant amount of unrestricted operating funds for the coming years that could be directed to support the program. We have \$1.7 million in unrestricted operating funds committed for the 2011-12 fiscal year, which will be the planning year for the program. For Fiscal Years 2013-2015, we have \$2.4 million in unrestricted operating funds committed.

There are a number of internal stakeholders who are committed to the successful launch of the KIPP Teacher Fellows Program. Our school leaders, for whom a stronger teacher pipeline will have the greatest impact, are eager to help develop more highly-effective teachers. We have heard from a number of our senior teachers that the opportunity to grow professionally in the role of Master Teacher would be welcome. Lastly, our organizational leadership and Board of Directors, recognizing how critical effective teaching is to the health and vitality of our organization, are also committed to the success of the KIPP Teacher Fellows Program.

As we have grown our region, KIPP Metro Atlanta has benefitted from broad community support and we anticipate these same partners will be supportive of the Teacher Fellows program. We enjoy strong partnerships with Atlanta Public and Fulton County school districts, as evidenced by the granting and renewal of our charter applications. Our partner organization, Teach for America, has supported us since our founding, assisting with professional development for our teachers and helping to place competitive teacher candidates in our talent pool. We expect TFA's knowledge and expertise in teacher training to be a valuable resource to us as we build the Teacher Fellows program. The Rollins Center is eager to work with us to further develop the professional development offerings for the program. Lastly, as evidenced by their willingness to serve as partners in this endeavor, Georgia State and Mercer have also committed to seeing the program thrive.

IV. Proposal Budget

GOVERNOR'S OFFICE OF PLANNING AND BUDGET RACE TO THE TOP INNOVATION FUND BUDGET FORM				
Name of Partnership:		Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.		
SECTION A - BUDGET SUMMARY INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	270,870	276,135	275,763	822,768
2. Fringe Benefits	60,035	61,594	61,821	183,450
3. Travel	4,583	4,817	4,926	14,326
4. Equipment	6,874	1,032	924	8,830
5. Supplies	3,055	1,604	1,640	6,300
6. Contractual				
7. Construction				
8. Other	4,583	4,817	4,926	14,326
9. Total Direct Costs (lines 1-8)	350,000	350,000	350,000	1,050,000
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)	350,000	350,000	350,000	1,050,000
SECTION B - BUDGET SUMMARY NON-INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	83,766	361,975	735,341	1,181,081
2. Fringe Benefits	18,565	82,180	168,809	269,554
3. Travel	1,417	6,848	14,603	22,868
4. Equipment	2,126	5,136	8,762	16,024
5. Supplies	945	2,280	4,863	8,088
6. Contractual				
7. Construction				
8. Other	1,417	6,848	14,603	22,868
9. Total Direct Costs (lines 1-8)	108,236	465,268	946,980	1,520,404
10. Indirect Costs*				
11. Training Stipends				
12. Total Costs (lines 9-11)	108,236	465,268	946,980	1,520,404

Section C – BUDGET NARRATIVE

Fiscal responsibility for the KIPP Teacher Fellows Program is divided between the Innovation Fund and private funds raised by KIPP Metro Atlanta. We are requesting a total of \$1,050,000 from the Innovation Fund to help start the program. Remaining funds will be the responsibility of KIPP Metro Atlanta.

We will formally launch the program in the 2012-13 school year with 6 fellows and grow it to twenty fellows by the 2014-15 school year.

Personnel costs: Includes salaries for the Program Director (\$75,000/year) and each of the Teacher Fellows (\$46,606/year). As stated previously, the Teacher Fellows will be paid at the salary level of a KIPP first-year teacher, as a reflection of their level of education and experience as well as the time commitment and variety of duties that will be expected of them. At KIPP Metro Atlanta, teachers are paid approximately 10% more than the local school district to compensate them for the extended day and extended school year.

Fringe Benefits: Includes the portion paid by KIPP Metro Atlanta for medical, dental, and vision insurance, Medicare, and the Teachers Retirement System of Georgia retirement plan. These fees equal a maximum of \$6,200 per employee plus 10.28% of the employee's base salary.

Travel: Each summer, teachers and staff from across the nationwide KIPP network gather for the annual KIPP School Summit (KSS). KSS is a unique opportunity to meet and share experiences and best practices with colleagues from across the country and provides a powerful professional development experience for all involved. We have budgeted for the Teacher Fellows to attend KSS during their fellowship year and estimate the cost of attendance at \$1,000 per fellow (this may vary depending on that year's KSS location).

Equipment: We will be providing each Teacher Fellow with a laptop computer to use during the duration of their fellowship. We have budgeted \$1,500 for each computer and plan to reuse each machine for at least three years.

Supplies: We have budgeted \$333 per Fellow each year for supplies. Items purchased may include (but are not limited to) office supplies, teaching supplies, and professional development materials.

Other: We intend to pay each Master Teacher a stipend of \$1,000 to compensate them for the extra responsibility and time they will be expected to contribute.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and KIPP Teacher Fellows Program Partnership). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects.

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) OPB and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from OPB and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures

that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74,75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

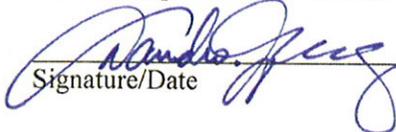
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

 6/24/11

Signature/Date

David W. Jernigan / Executive Director

Print Name/Title

Partnership Member

Partnership Member – required:
 6/10/11

Signature/Date

D. Scott Davis, Senior Vice Provost for Research and Dean of Graduate Studies, Mercer University
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

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- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
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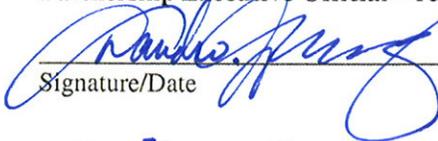
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V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:



Signature/Date

David W. Ternigan Executive Director

Print Name/Title

Partnership Member

Partnership Member – required:

Gwen Benson 6/29/11

Signature/Date

Gwendolyn Benson / Associate Dean Georgia State University

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply will all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

 Executive Director 6/30/11
Signature and Title Date

NON-SUPPLANTING CERTIFICATION

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:


Signature

Executive Director 6/30/11
Title Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

 Executive Director 6/30/11
 Signature and Title Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

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

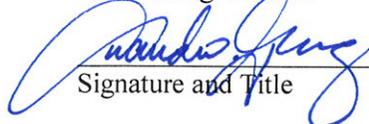
- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

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

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

Authorizing Official:

 Executive Director 6/30/11
Signature and Title Date

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:



 Signature

Executive Director

 Title

6/30/11

 Date

RACE TO THE TOP INNOVATION FUND

SCOPE OF WORK

NAME OF PARTNERSHIP: KIPP TEACHER FELLOWS PROGRAM

GOAL 1: CREATE A PIPELINE OF TEACHER FELLOW CANDIDATES THROUGH PRE-SERVICE ACTIVITIES DURING A DEVELOPMENT YEAR

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Determine teacher candidate selection criteria	Create a "menu" of characteristics of the ideal teacher candidate/teacher fellow to share with partnering institutions to facilitate the selection of a candidate pool for pre-service requirements in KIPP Metro Atlanta schools	Summer 2011	Director of Curriculum and Instruction, Georgia State, Mercer	KIPP MAC
Determine ideal placements for teacher candidates-ongoing	Request feedback from school leaders and deans regarding master teachers who are excellent candidates for cooperating teachers completing pre-service requirements Capture teachers' grade-levels and subject areas to determine potential openings for Mercer and Georgia State students.	Summer 2011 - ongoing	Curriculum Specialist	KIPP MAC
Coordinate Placements - ongoing	Meet with placement coordinators at partnering institutions to secure tentative placements in preparation for the following semester – ongoing.	Summer 2011 - ongoing	Curriculum Specialist, Georgia State, Mercer	KIPP MAC

GOAL 2: HIRE NEW STAFF TO SUPPORT THE KIPP TEACHER FELLOWS PROGRAM

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Advertisement	Post job description on KIPP Metro Atlanta website	September 2011	Director of Curriculum and Instruction	KIPP MAC
Recruitment	Utilize KIPP Metro Atlanta Recruitment Director to source potential applicants	September-December 2011	Recruitment Director	KIPP MAC
Training	Determine a training scope and sequence; begin one-on-one coaching	January 2012	Director of Curriculum and Instruction	KIPP MAC

GOAL 3: PROFESSIONAL DEVELOPMENT OF MASTER TEACHERS FOR FELLOWSHIP YEAR				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Selection	Determine selection criteria and interview protocol	Winter 2012	Director of KIPP Teacher Fellows Program	KIPP MAC
Training	Determine a professional development scope and sequence Establish a Teacher Mentor cohort to collaboratively engage in initial and ongoing professional development sessions	Fall 2012	Director of KIPP Teacher Fellowship Program	KIPP MAC
GOAL 4: SELECTION OF KIPP TEACHER FELLOWS				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Determine ideal placements for teacher fellows	Request feedback from school leaders and deans regarding mentor teachers who are excellent candidates for teacher fellows Capture teachers' grade-levels and subject areas to determine potential openings for Mercer and Georgia State students.	Spring 2012	Director of Teacher Fellowship Program	KIPP MAC
Selection Process	Review performance evaluations of teaching candidates conducted during pre-service activities Conduct interview process to evaluate teacher readiness and mission alignment	Spring 2012	Director of Teacher Fellowship Program, Georgia State, Mercer	KIPP MAC
Coordinate Placements	Provide an offer letter to teacher fellow candidates based on the availability of mentor teachers and the certification fields of the teacher candidate	Spring 2012	Director of KIPP Teacher Fellowship Program	KIPP MAC

GOAL 5: EFFECTIVELY PLAN FOR PROGRAM IMPLEMENTATION				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Weekly Check-ins	Develop check-in protocol and training of Master Teachers	Spring 2012	Director of Teacher Fellowship Program	KIPP MAC
Cohort PD	Develop a professional development scope and sequence	Spring 2012 – ongoing	Director of Teacher Fellowship Program	KIPP MAC
Weekly Observations	Secure professional development resources Train Master Teachers on how to implement KIPP Framework for Excellence in Teaching	Spring 2012	Director of Teacher Fellowship Program	KIPP MAC
GOAL 6: SUCCESSFUL IMPLEMENTATION OF THE KIPP TEACHER FELLOWS PROGRAM				
ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY	ACTIVITY
Fellows engage in school placement activities	Co-teaching and small group instruction; discipline and parent communication support; tutoring; field lessons; bus, lunch, and detention duties; teach non-core classes; plan, organize, and/or sponsor extracurricular activities; serve as substitute teacher as needed	2012-13 school year – ongoing	Teaching Fellows, Director of Teacher Fellowship Program	Innovation Fund/ KIPP MAC
Fellows engage in cohort professional development activities	Weekly observations and check-ins with Master Teacher Participate in cohort professional development activities	2012-13 school year – ongoing	Teaching Fellows, Director of Teacher Fellowship Program	Innovation Fund/ KIPP MAC
GOAL 7: ONGOING IMPROVEMENT TO THE KIPP TEACHER FELLOWS PROGRAM				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Quarterly Feedback Surveys	Implemented in conjunction with satisfaction surveys	Quarterly beginning fall 2012	Director of Teacher Fellowship Program, Georgia State, Mercer	Innovation Fund/ KIPP MAC
Monthly Reviews with Fellowship Staff	Review evaluation data with stakeholders: Teaching Evaluation, Student Achievement Data, Satisfaction Surveys	Monthly beginning fall 2012	Director of Teacher Fellowship Program, Georgia State, Mercer	Innovation Fund/ KIPP MAC

GOAL 8: FACILITATING PLACEMENT INTO TEACHING POSITIONS IN ATLANTA FOLLOWING THE FELLOWSHIP YEAR					
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE	
Promote awareness of Job Fairs in Metro Atlanta	Create job fair calendar	Spring 2011 - ongoing	Director of Teacher Fellowship Program	Innovation Fund/ KIPP MAC	
Equip fellows with the knowledge and skills to be successful in the interview process	Implement professional development workshops: <ul style="list-style-type: none"> - Cover Letter and Resume Writing - Creating a teaching portfolio 	Fall 2012 – ongoing	Director of Teacher Fellowship Program	Innovation Fund/ KIPP MAC	
Teacher Fellows Hiring Tracking Tool	Schedule Mock Interviews Develop a tracking tool to monitor the rate at which fellows accept teaching positions in high needs placements in Atlanta	Fall 2012	Director of Teacher Fellowship Program	Innovation Fund/ KIPP MAC	

APPROACH TO PROJECT EVALUATION FOR ENTERPRISE GRANT APPLICANTS

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative	KIPP MAC fundraising progress	Review quarterly during KIPP MAC Board of Directors meetings
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Number of people served each year by the proposed initiative	Number of fellows Number of students served by fellows Number of fellows successfully completing program Number of fellows accepting full-time teaching positions in underserved communities Estimated number of students served by Fellowship alumni	Data gathered annually at start and end of program
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Number and percentage of teachers and/or school leaders that earned specified TEM or LEM score	To be determined when State of Georgia establishes TEM and LEM measures and process	To be determined when State of Georgia establishes TEM and LEM measures and process
90% of KIPP Teacher Fellows will accept teaching positions in high needs Atlanta schools	Online Survey KIPP information data base tracking tool	Annually
90% of KIPP Teacher Fellows will remain the classroom for at least five years	Online Survey	Annually

90% of KIPP Teacher Fellows will agree or strongly agree that the KIPP Teacher Fellows Program adequately prepares them to be a successful new teacher	Online Survey	Annually
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Students will achieve at least one year of progress on the ITBS during the course of the school year	ITBS National Percentile Rankings	Fall and spring
Students will outperform the State of Georgia average on the Georgia Criterion Referenced Competency Test	CRCT score reports	Spring

KIPP METRO ATLANTA
COLLABORATIVE, INC.

FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

KIPP METRO ATLANTA COLLABORATIVE, INC.

**FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

CONTENTS

INDEPENDENT AUDITOR'S REPORT

FINANCIAL STATEMENTS:

Consolidated Statement of Financial Position

Consolidated Statement of Activities

Consolidated Statement of Cash Flows

Notes to Financial Statements

SUPPLEMENTAL SCHEDULES:

Supplemental Consolidating Statements of Financial Position – June 30, 2010
Supplemental Consolidating Statements of Financial Position – June 30, 2009

Supplemental Consolidating Statement of Activities – June 30, 2010
Supplemental Consolidating Statement of Activities – June 30, 2009

Supplemental Consolidating Statement of Cash Flows – June 30, 2010
Supplemental Consolidating Statement of Cash Flows – June 30, 2009

Supplemental Fund Level Balance Sheet – KIPP
WAYS Academy - June 30, 2010

Supplemental Fund Level Activities Income Statement
- KIPP WAYS Academy – Year Ended June 30, 2010

Supplemental Fund Level Balance Sheet – KIPP
STRIVE Academy - June 30, 2010

Supplemental Fund Level Activities Income Statement
- KIPP STRIVE Academy – Year Ended June 30, 2010

Schedule of Findings and Questioned Costs

Schedule of Federal Awards

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

McKelvey & Russell, LLC

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Directors
KIPP Metro Atlanta Collaborative, Inc.

We have audited the accompanying consolidated statements of financial position of KIPP Metro Atlanta Collaborative, Inc. (a nonprofit corporation) as of June 30, 2010 and 2009, and the related consolidated statements of activities and cash flows for the year then ended. These financial statements are the responsibility of KIPP Metro Atlanta Collaborative, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP Metro Atlanta Collaborative, Inc. as of June 30, 2010 and 2009, and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 15, 2010, on our consideration of KIPP Metro Atlanta Collaborative, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over the financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

McKelvey-Russell, LLC

Certified Public Accountants

January 15, 2011

Post Office Box 1026
Decatur, Georgia 30031-1026
Phone: (404) 378-9077
Fax: (404) 378-9736

KIPP METRO ATLANTA COLLABORATIVE, INC.

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2010 and 2009

	<u>ASSETS</u>	
	<u>2010</u>	<u>2009</u>
CURRENT ASSETS:		
Cash in banks	\$ 2,944,402	\$ 2,771,194
Grants receivable	4,706,604	799,774
Accounts receivable	5,258	14,137
Receivable from affiliate	17,897	33,759
Prepaid expenses	<u>9,947</u>	<u>28,390</u>
Total Current Assets	7,684,108	3,647,254
GRANT RECEIVABLE - long term	2,283,333	1,000,000
FURNITURE AND COMPUTERS at remaining cost	<u>2,265,234</u>	<u>1,648,721</u>
Total Assets	<u>\$ 12,232,675</u>	<u>\$ 6,295,975</u>
	<u>LIABILITIES AND NET ASSETS</u>	
CURRENT LIABILITIES:		
Accrued liabilities	\$ 172,206	\$ 543,873
Unearned revenue	3,028	-
Pass-through grants payable	<u>168,150</u>	<u>200,000</u>
Total Current Liabilities	<u>343,384</u>	<u>743,873</u>
NET ASSETS:		
Unrestricted	4,625,372	3,098,614
Temporarily restricted	<u>7,263,919</u>	<u>2,453,488</u>
Total Net Assets	<u>11,889,291</u>	<u>5,552,102</u>
Total Liabilities and Net Assets	<u>\$ 12,232,675</u>	<u>\$ 6,295,975</u>

The accompanying notes are an integral part of these financial statements.

KIPP METRO ATLANTA COLLABORATIVE, INC.

**CONSOLIDATED STATEMENT OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2010 and 2009**

UNRESTRICTED NET ASSETS:	<u>2010</u>	<u>2009</u>
REVENUE AND SUPPORT:		
Government grants	\$ 812,586	\$ 445,617
Atlanta Public School district funding	4,293,423	3,235,074
Foundation grants	1,039,081	631,659
Contributions and grants	254,952	357,440
Academic and management services	130,129	48,404
Student meal income	16,053	24,370
Interest income	14,601	5,574
Other income	26,035	50,164
Net assets released from restrictions:		
Capital campaign	1,763,237	334,712
Other restrictions	270,000	498,320
Total Revenue and Support	<u>8,620,097</u>	<u>5,631,334</u>
EXPENSES:		
Program services	6,216,371	4,315,897
Management and general	713,242	578,853
Fundraising	152,063	133,294
Total Expenses	<u>7,081,676</u>	<u>5,028,044</u>
Increase in Unrestricted Net Assets	<u>1,538,421</u>	<u>603,290</u>
TEMPORARILY RESTRICTED NET ASSETS:		
Foundation grants:		
Capital campaign	4,028,668	1,300,000
Other restrictions	2,809,000	1,383,320
Contributions and grants	6,000	3,200
Net assets released from restrictions:		
Capital campaign	(1,763,237)	(334,712)
Other restrictions	(270,000)	(498,320)
Increase in Temporarily Restricted Net Assets	<u>4,810,431</u>	<u>1,853,488</u>
CHANGE IN NET ASSETS	6,348,852	2,456,778
PRIOR PERIOD ADJUSTMENT	(11,663)	-
NET ASSETS AT BEGINNING OF YEAR	<u>5,552,102</u>	<u>3,095,324</u>
NET ASSETS AT END OF YEAR	<u>\$ 11,889,291</u>	<u>\$ 5,552,102</u>

The accompanying notes are an integral part of these financial statements.

KIPP METRO ATLANTA COLLABORATIVE, INC.

**CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2010 and 2009**

CASH FLOW FROM OPERATING ACTIVITIES	<u>2010</u>	<u>2009</u>
Change in net assets	\$ 6,348,852	\$ 2,456,778
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	131,458	123,285
Prior period adjustment	(11,663)	-
Change in:		
Grants receivable - current	(5,427,142)	(397,010)
Accounts receivable	(25,310)	(14,137)
Receivable from affiliate	(4,552)	(36,517)
Receivable - Federal Food program	-	50,738
Prepaid expenses	18,443	(6,936)
Grant receivable - long term	-	(775,000)
Accrued liabilities	(371,667)	368,304
Unearned revenue	3,028	(45,048)
Due to affiliate	20,414	18,235
Pass-through grants payable	239,318	(60,000)
Net Cash Provided By Operating Activities	<u>921,179</u>	<u>1,682,692</u>
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	<u>(747,971)</u>	<u>(463,512)</u>
Net Cash Used In Investing Activities	<u>(747,971)</u>	<u>(463,512)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	173,208	1,219,180
CASH IN BANKS, BEGINNING OF YEAR	<u>2,771,194</u>	<u>1,552,014</u>
CASH IN BANKS, END OF YEAR	<u>\$ 2,944,402</u>	<u>\$ 2,771,194</u>

The accompanying notes are an integral part of these financial statements.

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 and 2009

1. ORGANIZATION

KIPP Metro Atlanta Collaborative, Inc. (the Organization) is a not-for-profit organization whose mission is to prepare students within the City of Atlanta, Georgia and Fulton County, Georgia for top quality high schools, colleges, and the competitive years beyond. The Organization is made up of five divisions: 1) KIPP Metro Atlanta shared services division which provides academic and management services to the KIPP charter middle schools in the City of Atlanta, Georgia and Fulton County, Georgia as well as seeks and develops the funding sources to support the KIPP middle schools, 2) KIPP STRIVE Academy – a KIPP charter public middle school 3) KIPP WAYS Academy – a KIPP charter public middle school and 4) KIPP Vision – a KIPP charter public middle school and 5) KIPP through College – provides scholarships, academic support, social services and high school/college placement services for KIPP alumni.

The Organization formed as a non-profit corporation under the laws of the state of Georgia in March 2007 and is exempt from federal income taxes under the provision of Section 501(c) (3) of the Internal Revenue Code. Accordingly, the Organization is not required to pay federal taxes on income, and contributions to the Organization qualify for the charitable contributions deduction to the extent provided by Section 170 of the Internal Revenue Code.

Effective January 1, 2009, KIPP WAYS Academy, Inc. and KIPP STRIVE Academy, Inc. merged into KIPP Metro Atlanta Collaborative, Inc. and became a division of KIPP Metro Atlanta Collaborative, Inc. Effective July 1, 2009, KIPP STRIVE Academy opened up starting with the fifth grade. Effective July 1, 2010, KIPP Vision Academy opened up starting with the fifth grade.

KIPP South Fulton Academy, Inc. is a separate associated entity, also a KIPP charter public middle school. The Organization provides academic and management services to KIPP South Fulton Academy.

The financial statements presented include the pre-merger activity for KIPP WAYS Academy and KIPP STRIVE Academy for the six months ending December 31, 2008 as well as the post-merger activity for the six months ending June 30, 2009.

During the years ended June 30, 2010 and 2009, the shared services division of KIPP Metro Atlanta Collaborative charged KIPP South Fulton Academy, Inc. and KIPP WAYS Academy a fixed academic and management services fee for shared services provided by the Organization.

Upon the merger, liabilities in the amount of \$16,709 were transferred from KIPP WAYS Academy, Inc. to KIPP Metro Atlanta Collaborative. The liabilities represent accrued leave for employees that transferred from KIPP WAYS Academy to KIPP Metro Atlanta Collaborative.

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The consolidated statement of financial position and statement of activities includes a column for inter-division eliminations. These eliminations include inter-division loans, pass through grants and academic and management services income.

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. In preparing the financial statements, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and revenue and expenses for the year. Actual results could differ significantly from those estimates.

The Organization has implemented the provisions of SFAS No. 117, *Financial Statements of Not-for-Profit Organizations*, as promulgated by the Financial Accounting Standards Board. Under SFAS No. 117, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted or permanently restricted based on stipulations made by the donor.

The Organization has also implemented Statement of Financial Accounting Standards (SFAS) No. 116, *Accounting for Contributions Made*, as promulgated by the Financial Accounting Standards Board. In accordance with SFAS No. 116, unconditional promises to give and contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of donor restrictions that limit the use of the donated assets. Accordingly, the Organization reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restrictions are accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. All contributions and unconditional promises to give which do not have donor restrictions as to purpose or time are classified as unrestricted contributions. When temporarily restricted pledges are received and the restrictions are met in the same accounting period, they are reported as unrestricted support.

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

The Organization records gifts of land, buildings, and equipment as unrestricted support unless donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with restrictions that specify how the assets are to be used, as well as gifts of cash or other assets that must be used to acquire long-lived assets, are reported as restricted support. Absent donor stipulations regarding how long those long-lived assets must be maintained, the Organization reports expirations of donor restrictions when the donated long-lived assets are placed in service.

Land held for sale, other assets and marketable securities acquired by gift are recorded at their fair market value on the date of receipt. No amounts have been reflected in the financial statements for donated services; however, a substantial number of volunteers have donated significant amounts of their time to the Organization's programs and supporting services. If material donated services received either created or enhanced non-financial assets or required specialized skills which would need to be purchased if not donated, the value of those donated services would be recorded in accordance with SFAS No. 116.

Effective January 1, 2009, the Organization adopted the recognition requirements for uncertain income tax positions as required by generally accepted accounting principles, with no cumulative effect adjustment required. Income tax benefits are recognized for income tax positions taken or expected to be taken in a return, only when it is determined that the income tax position will more-likely-than-not be sustained upon examination by taxing authorities. The Organization has analyzed tax positions taken for filing with the Internal Revenue Service and all state jurisdictions where it operates. The Organization believes that income tax filing positions will be sustained upon examination and does not anticipate any adjustments that would result in a material adverse affect on the Organization's financial condition, results of operations or cash flows. Accordingly, the Organization has not recorded any reserves, or related accruals for interest and penalties for uncertain income tax positions at June 30, 2010. The Organization is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress.

The Organization is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. The Organization believes it is no longer subject to income tax examinations for years prior to the year ended June 30, 2007.

For purposes of reporting cash flows, the Organization considers all checking and money market accounts to be cash equivalents.

The Organization's bank accounts were placed in Private Advisory accounts which insure the entire balance in the account.

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

Grants and accounts receivable are stated at face value with no allowance for doubtful accounts. An allowance for doubtful accounts is not considered necessary since all receivables are considered collectible.

Property and equipment are stated at cost less accumulated depreciation. Depreciation is being provided using the straight-line method over the estimated useful lives of the related assets. The Organization follows the practice of capitalizing all expenditures for property and equipment in excess of \$1,000.

3. GRANTS RECEIVABLE

The Organization has recorded grants receivable of \$6,989,937 and \$1,799,774 as of June 30, 2010 and 2009.

	<u>2010</u>	<u>2009</u>
Capital campaign	\$ 2,880,000	\$ 3,200
Operations - time restricted	3,760,000	1,735,000
Teacher recruitment/support	150,000	-
Title 1	<u>199,937</u>	<u>61,574</u>
	6,989,937	1,799,774
Less long-term	<u>(2,283,333)</u>	<u>(1,000,000)</u>
Current	<u>\$ 4,706,604</u>	<u>\$ 799,774</u>

KIPP METRO ATLANTA COLLABORATIVE, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

4. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at cost as of June 30, 2010 and 2009:

	<u>2010</u>	KIPP				<u>Total</u>
	<u>Useful Lives</u>	<u>Metro Atlanta</u>	<u>KIPP STRIVE</u>	<u>KIPP Vision</u>	<u>KIPP WAYS</u>	
Computers	5	\$ 10,093	\$ 12,492	\$ 2,044	\$ 92,028	\$ 116,657
Leasehold Improvements	10-15	-	721,515	-	1,563,335	2,284,850
Construction in progress		-	290,957	-	-	290,957
Furniture	5	8,655	15,538	2,175	1,325	27,693
Vehicle	5	-	3,830	-	15,560	19,390
Assets not in service		<u>14,154</u>	<u>8,000</u>	<u>4,242</u>	<u>-</u>	<u>26,396</u>
		32,902	1,052,332	8,461	1,672,248	2,765,943
Less accumulated depreciaton		<u>(8,742)</u>	<u>(29,946)</u>	<u>(422)</u>	<u>(461,599)</u>	<u>(500,709)</u>
Property and equipment, net		<u>\$ 24,160</u>	<u>\$ 1,022,386</u>	<u>\$ 8,039</u>	<u>\$ 1,210,649</u>	<u>\$ 2,265,234</u>

	<u>2009</u>	KIPP				<u>Total</u>
	<u>Lives</u>	<u>Metro Atlanta</u>	<u>KIPP STRIVE</u>	<u>KIPP Vision</u>	<u>KIPP WAYS</u>	
Computers	5	\$ 10,093	\$ 5,005	\$ -	\$ 86,156	\$ 101,254
Leasehold Improvements	10-15	-	-	-	1,553,521	1,553,521
Construction in progress		-	311,063	-	-	311,063
Furniture	5	7,630	-	-	-	7,630
Vehicle	5	-	-	-	15,560	15,560
Assets not placed in service		-	-	-	-	-
		17,723	316,068	-	1,655,237	1,989,028
Less accumulated depreciaton		<u>(5,095)</u>	<u>(501)</u>	<u>-</u>	<u>(334,711)</u>	<u>(340,307)</u>
Property and equipment, net		<u>\$ 12,628</u>	<u>\$ 315,567</u>	<u>\$ -</u>	<u>\$ 1,320,526</u>	<u>\$ 1,648,721</u>

Depreciation expense for the year ended June 30, 2010 and 2009 was \$160,402 and \$123,285.

KIPP METRO ATLANTA COLLABORATIVE, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

5. PASS THROUGH GRANTS PAYABLE AND EXPENSE

The Organization receives grants from foundations on behalf of KIPP WAYS Academy, KIPP Vision Academy, and KIPP South Fulton Academy, Inc. During the years ended June 30, 2010 and 2009, the Organization received grants that were to be passed through to the schools in the amount of \$1,524,581 and \$1,273,320 respectively. As of June 30, 2009, the Organization held \$200,000 in pass through grants that were payable to KIPP South Fulton Academy, Inc.

6. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are comprised of funds the Organization has received subject to donor-imposed restrictions consisting of the following at June 30, 2010 and 2009:

<u>2010</u>	KIPP Metro <u>Atlanta</u>	KIPP <u>STRIVE</u>	KIPP <u>WAYS</u>	<u>Total</u>
Capital campaign	\$ 3,483,919	\$ -	\$ -	\$ 3,483,919
Time restrictions	3,595,000	30,000	5,000	3,630,000
Academic	<u>150,000</u>	<u>-</u>	<u>-</u>	<u>150,000</u>
Total	<u>\$ 7,228,919</u>	<u>\$ 30,000</u>	<u>\$ 5,000</u>	<u>\$ 7,263,919</u>

<u>2009</u>	KIPP Metro <u>Atlanta</u>	KIPP <u>STRIVE</u>	KIPP <u>WAYS</u>	<u>Total</u>
Capital campaign	\$ 503,200	\$ 468,999	\$ -	\$ 972,199
Time restrictions	1,235,000	-	-	1,235,000
Academic	<u>-</u>	<u>246,289</u>	<u>-</u>	<u>246,289</u>
Total	<u>\$ 1,738,200</u>	<u>\$ 715,288</u>	<u>\$ -</u>	<u>\$ 2,453,488</u>

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

6. COMMITMENTS

The Organization leased office space for \$3,498 per month under a lease that expired in June 2010. Total rent expense under this lease for the years ended June 30, 2010 and 2009 was \$41,976 and \$41,976 respectively.

The Organization also leases school space for KIPP STRIVE Academy, Inc. charter school under a lease that expires in May 2014. There are no monthly lease payments; however, the School must pay all operating expenses. The Organization has the ability to extend the lease up to ten more years. Subsequent to year end, the Organization filed a letter of intent to purchase the building for \$600,000 and the owners have verbally agreed.

The Organization also leases school space for KIPP WAYS Academy charter school under a lease that expires in 2015. Total rent expense under this lease was \$22,245 for 2010 and \$22,069 for 2009. The following summarized the future minimum lease payments required under the non-cancelable lease for the year ended June 30:

2011	\$ 23,357
2012	24,525
2013	25,751
2014	27,039
2015	28,391
Thereafter	<u>14,905</u>
Total Minimum Future Rentals	<u>\$ 143,968</u>

The Organization has a verbal commitment from Atlanta Public Schools to lease school space for KIPP Vision Academy which opened up on July 1, 2010 and to lease the building where the Organization's offices are now locate. Both leases are expected to have no monthly lease payments; however KIPP Vision Academy and the Organization must pay all operating expenses.

The Organization received approval from Atlanta Public Schools to open a KIPP high school which will open in July 2011.

The Organization entered into a school bus transportation service agreement in July 2009 through June 30, 2014. The daily rate is \$220 with additional charges being incurred for time and distance overages.

KIPP METRO ATLANTA COLLABORATIVE, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

7. RELATED PARTY TRANSACTIONS – DUE TO/FROM INTER-DIVISION AND AFFILIATES

KIPP Metro Atlanta Collaborative shared services division, KIPP WAYS Academy, KIPP STRIVE Academy, KIPP Vision Academy KIPP South Fulton Academy, Inc. incur expenses on behalf of each other. Due to/from inter-division and due to/from affiliates are paid off monthly.

8. REISSUANCE OF FINANCIAL STATEMENTS

The financial statements have been reissued to properly reflect \$1,500,000 of temporarily restricted net assets that were inadvertently released from restrictions for the year ended June 30, 2010. The temporarily restricted contribution of \$1,500,000 is restricted for capital purposes. Footnote 6 has been updated to properly reflect the temporarily restricted assets.

KIPP METRO ATLANTA COLLABORATIVE, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

9. FUNCTIONAL EXPENSES

The cost of providing the various programs and other activities are summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the various programs and supporting services benefited. The following are expenses incurred during the year ended June 30, 2010:

	<u>Program</u>	<u>General and Administrative</u>	<u>Fundraising</u>	<u>Total</u>
Payroll expenses	\$ 3,090,238	\$ 430,499	\$ 98,899	\$ 3,619,636
Payroll taxes and benefits	469,740	64,482	14,658	548,880
Direct student expenses	1,031,550	1,075	-	1,032,625
Board and community development	-	-	10	10
Common area furniture and signage	755	-	-	755
Depreciation	125,066	35,336	-	160,402
Development and marketing	-	-	38,021	38,021
Equipment rental	16,341	4,085	-	20,426
Insurance	51,228	23,345	-	74,573
License fee	39,215	-	-	39,215
Occupancy	50,414	12,603	-	63,017
Office and computer supplies	26,979	11,862	-	38,841
Other general expenses	30,208	9,562	2	39,772
Pass through grants	1,003,413	-	-	1,003,413
Postage	2,497	726	137	3,360
Printing	1,180	315	100	1,595
Professional fees	11,787	29,600	-	41,387
Repair and maintenance	112,653	30,312	-	142,965
Staff development and recruitment	58,977	35,763	236	94,976
Staff travel	-	-	-	-
Support services	800	200	-	1,000
Telephone	31,695	8,068	-	39,763
Utilities	61,635	15,409	-	77,044
Total	<u>\$ 6,216,371</u>	<u>\$ 713,242</u>	<u>\$ 152,063</u>	<u>\$ 7,081,676</u>

Continued

KIPP METRO ATLANTA COLLABORATIVE, INC.

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

9. FUNCTIONAL EXPENSES - Continued

The cost of providing the various programs and other activities are summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the various programs and supporting services benefited. The following are expenses incurred during the year ended June 30, 2009:

	<u>Program</u>	<u>General and Administrative</u>	<u>Fundraising</u>	<u>Total</u>
Payroll expenses	\$ 2,609,360	\$ 352,281	\$ 90,255	\$ 3,051,896
Payroll taxes and benefits	391,343	55,558	16,356	463,257
Direct student expenses	779,953	-	-	779,953
Common area furniture and signage	-	1,384	-	1,384
Depreciation	95,481	27,804	-	123,285
Development and marketing	-	-	26,200	26,200
Equipment rental	12,216	4,054	-	16,270
Insurance	41,110	16,894	-	58,004
License fee	59,484	-	-	59,484
Occupancy	54,489	13,623	-	68,112
Office and computer supplies	13,594	4,282	-	17,876
Other general expenses	22,467	5,636	-	28,103
Postage	2,195	586	147	2,928
Printing	5,034	1,342	336	6,712
Professional fees	6,084	29,003	-	35,087
Repair and maintenance	80,201	20,050	-	100,251
Staff development and recruitment	68,579	26,628	-	95,207
Staff travel	8,133	2,033	-	10,166
Telephone	20,122	6,182	-	26,304
Utilities	46,052	11,513	-	57,565
	<u>\$ 4,315,897</u>	<u>\$ 578,853</u>	<u>\$ 133,294</u>	<u>\$ 5,028,044</u>
Total	<u>\$ 4,315,897</u>	<u>\$ 578,853</u>	<u>\$ 133,294</u>	<u>\$ 5,028,044</u>

McKelvey & Russell, LLC

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors
KIPP Metro Atlanta Collaborative

We have audited the financial statements of KIPP Metro Atlanta Collaborative, Inc. as of and for the years ended June 30, 2010 and 2009, and have issued our separate report thereon dated January 15, 2011. The audits were made for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying supplemental consolidating statements of financial position, activities and cash flows, comparative statements of financial position and activities, and fund level activities balance sheet and income statement are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of Federal awards and findings and questioned costs are presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Such information has been subjected to the auditing procedures applied in the audits of the 2010 and 2009 financial statements and, in our opinion, is fairly stated in all material respects in relation to those financial statements taken as a whole.

McKelvey & Russell, LLC

Certified Public Accountants

January 15, 2011

KIPP METRO ATLANTA COLLABORATIVE, INC.

SUPPLEMENTAL CONSOLIDATING STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2010

ASSETS

	KIPP Metro Atlanta Shared Services	KIPP Through College	KIPP WAYS Academy	KIPP STRIVE Academy	KIPP Vision Academy	Elimination	Total
CURRENT ASSETS:							
Cash in banks	\$ 1,417,376	\$ 134,309	\$ 1,033,837	\$ 359,120	\$ (240)	\$ -	\$ 2,944,402
Grants receivable	4,506,667	-	165,748	305,357	-	(271,168)	4,706,604
Accounts receivable	-	-	1,709	3,549	-	-	5,258
Receivable from affiliate	64,361	-	6,112	-	-	(52,576)	17,897
Prepaid expenses	-	-	1,947	8,000	-	-	9,947
Total Current Assets	5,988,404	134,309	1,209,353	676,026	(240)	(323,744)	7,684,108
GRANT RECEIVABLE - long term	2,283,333	-	-	-	-	-	2,283,333
FURNITURE AND COMPUTERS, at remaining cost	24,160	-	1,210,649	1,022,386	8,039	-	2,265,234
Total Assets	\$ 8,295,897	\$ 134,309	\$ 2,420,002	\$ 1,698,412	\$ 7,799	\$ (323,744)	\$ 12,232,675

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:							
Accrued liabilities	\$ 31,819	\$ 6,145	\$ 98,235	\$ 28,478	\$ 7,529	\$ -	\$ 172,206
Due to affiliate	-	360	24,385	6,482	21,349	(52,576)	-
Unearned grant revenue	-	-	-	3,028	-	-	3,028
Pass-through grants payable	439,318	-	-	-	-	(271,168)	168,150
Total Current Liabilities	471,137	6,505	122,620	37,988	28,878	(323,744)	343,384
NET ASSETS:							
Unrestricted	595,841	127,804	2,292,382	1,630,424	(21,079)	-	4,625,372
Temporarily restricted	7,228,919	-	5,000	30,000	-	-	7,263,919
Total Net Assets	7,824,760	127,804	2,297,382	1,660,424	(21,079)	-	11,889,291
Total Liabilities and Net Assets	\$ 8,295,897	\$ 134,309	\$ 2,420,002	\$ 1,698,412	\$ 7,799	\$ (323,744)	\$ 12,232,675

KIPP METRO ATLANTA COLLABORATIVE, INC.

SUPPLEMENTAL CONSOLIDATING STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2009

	KIPP Metro Atlanta Shared Services		KIPP Through College	KIPP WAYS	KIPP STRIVE	Elimination	Total
ASSETS							
CURRENT ASSETS:							
Cash in banks	\$ 726,998	\$ 62,891	\$ -	\$ 929,730	\$ 1,051,575	\$ -	\$ 2,771,194
Grants receivable	730,000	-	-	69,774	-	-	799,774
Accounts receivable	14,137	-	-	-	-	-	14,137
Receivable from affiliate	8,569	-	-	57,352	-	(32,162)	33,759
Prepaid expenses	13,602	-	-	14,788	-	-	28,390
Total Current Assets	1,493,306	62,891	-	1,071,644	1,051,575	(32,162)	3,647,254
GRANT RECEIVABLE - long term	1,000,000	-	-	-	-	-	1,000,000
FURNITURE AND COMPUTERS, at remaining cost	12,628	-	-	1,320,526	315,567	-	1,648,721
Total Assets	\$ 2,505,934	\$ 62,891	\$ -	\$ 2,392,170	\$ 1,367,142	\$ (32,162)	\$ 6,295,975
LIABILITIES AND NET ASSETS							
CURRENT LIABILITIES:							
Accrued liabilities	\$ 42,532	\$ 7,796	\$ -	\$ 182,482	\$ 311,063	\$ -	\$ 543,873
Due to affiliate	-	-	-	-	32,162	(32,162)	-
Pass-through grants payable	200,000	-	-	-	-	-	200,000
Total Current Liabilities	242,532	7,796	-	182,482	343,225	(32,162)	743,873
NET ASSETS:							
Unrestricted	525,202	55,095	-	2,209,688	308,629	-	3,098,614
Temporarily restricted	1,738,200	-	-	-	715,288	-	2,453,488
Total Net Assets	2,263,402	55,095	-	2,209,688	1,023,917	-	5,552,102
Total Liabilities and Net Assets	\$ 2,505,934	\$ 62,891	\$ -	\$ 2,392,170	\$ 1,367,142	\$ (32,162)	\$ 6,295,975

KIPP.METRO.ATLANTA.COLLABORATIVE, INC.

SUPPLEMENTAL CONSOLIDATING STATEMENTS OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2010

	KIPP Metro Atlanta Shared Services	KIPP Through College	KIPP WAYS Academy	KIPP STRIVE Academy	KIPP Vision Academy	Elimination	Total
UNRESTRICTED NET ASSETS							
REVENUE AND SUPPORT							
Government grants	\$ -	\$ -	\$ 442,979	\$ 369,697	\$ -	\$ -	\$ 812,586
Atlanta Public School district funding	-	-	3,320,619	972,804	-	-	4,293,423
Foundations grants	1,030,249	380,000	150,000	-	-	(521,168)	1,039,081
Contributions and grants	137,764	12,778	63,137	39,098	2,175	-	254,952
Academic and management services	339,786	-	-	-	-	(209,657)	130,129
Student meal income	-	-	6,599	9,454	-	-	16,053
Interest income	7,491	671	4,148	2,291	-	-	14,601
Other income	-	-	19,896	6,139	-	-	26,035
Net assets released from: restrictions							
Capital campaign	676,781	-	1,086,456	-	-	-	1,763,237
Other	255,000	-	15,000	-	-	-	270,000
Total Revenue and Support	2,447,971	393,449	4,022,378	2,485,849	2,175	(730,825)	8,620,997
EXPENSES							
Program services	1,974,678	295,769	3,700,369	976,380	-	(730,825)	6,216,371
Management and general	298,124	24,971	205,134	163,452	21,561	-	713,242
Fundraising	103,630	-	22,518	24,222	1,693	-	152,063
Total Expenses	2,376,432	320,740	3,928,021	1,164,054	23,254	(730,825)	7,081,676
Increase (Decrease) in Unrestricted Net Assets	70,639	72,709	94,357	1,321,795	(21,079)	-	1,538,421
TEMPORARILY RESTRICTED NET ASSETS							
Foundation grants							
Capital campaign	3,657,500	-	-	371,168	-	-	4,028,668
Other	2,765,000	-	14,000	30,000	-	-	2,809,000
Contributions and grants	-	-	6,000	-	-	-	6,000
Net assets released from restrictions:							
Capital campaign	(676,781)	-	-	(1,086,456)	-	-	(1,763,237)
Other	(255,000)	-	(15,000)	-	-	-	(270,000)
Increase in Temporarily Restricted Net Assets	5,490,719	-	5,000	(685,288)	-	-	4,810,431
CHANGE IN NET ASSETS	5,561,358	72,709	99,357	636,507	(21,079)	-	6,348,852
TRANSFER OF LIABILITIES							
PRIOR PERIOD ADJUSTMENT							
NET ASSETS AT BEGINNING OF YEAR	2,263,402	55,095	2,209,688	1,023,917	-	-	5,552,102
NET ASSETS AT END OF YEAR	\$ 7,824,760	\$ 127,804	\$ 2,297,382	\$ 1,660,424	\$ (21,079)	\$ -	\$ 11,889,291

KIPP METRO ATLANTA COLLABORATIVE, INC.

SUPPLEMENTAL CONSOLIDATING STATEMENTS OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009

	KIPP Metro Atlanta Shared Services	KIPP Through College	KIPP WAYS	KIPP STIRIVE	Elimination	Total
UNRESTRICTED NET ASSETS, REVENUE AND SUPPORT:						
Government grants	\$ -	\$ -	\$ 445,617	\$ -	\$ -	\$ 445,617
Atlanta Public School district funding	-	-	3,235,074	-	-	3,235,074
Foundation grants	539,884	55,095	310,080	-	(273,320)	631,659
Contributions and grants	287,626	-	62,663	7,151	-	357,440
Academic and management services	97,981	-	-	-	(49,577)	48,404
Student meal income	-	-	24,376	-	-	24,376
Interest income	2,390	-	3,189	4	-	5,574
Other income	666	-	49,498	-	-	50,164
Net assets released from restrictions	-	-	-	334,712	-	334,712
Capital campaign	498,320	-	-	-	-	498,320
Other	-	-	-	-	(322,897)	-
Total Revenue and Support	1,426,867	55,095	4,130,402	341,867	(322,897)	5,631,334
EXPENSES:						
Program services	1,050,183	-	3,587,431	1,180	(322,897)	4,315,897
Management and general	226,779	-	320,326	31,748	-	578,853
Fundraising	104,898	-	27,395	1,001	-	133,294
Total Expenses	1,381,860	-	3,935,152	33,929	(322,897)	5,028,044
Increase in Unrestricted Net Assets	45,007	55,095	195,250	307,938	-	603,290
TEMPORARILY RESTRICTED NET ASSETS:						
Foundation grants:						
Capital campaign:	-	-	-	800,000	-	800,000
Other	1,633,320	-	-	250,000	-	1,883,320
Contributions and grants	3,200	-	-	-	-	3,200
Net assets released from restrictions	-	-	-	(334,712)	-	(334,712)
Capital campaign	(498,320)	-	-	-	-	(498,320)
Other	-	-	-	-	-	-
Increase in Temporarily Restricted Net Assets	1,138,200	-	-	715,288	-	1,853,488
CHANGE IN NET ASSETS	1,183,207	55,095	195,250	1,023,226	-	2,456,778
TRANSFER OF LIABILITIES	(16,709)	-	16,709	-	-	-
NET ASSETS AT BEGINNING OF YEAR	1,096,904	-	1,997,729	691	-	3,095,324
NET ASSETS AT END OF YEAR	\$ 2,263,402	\$ 55,095	\$ 2,209,688	\$ 1,023,917	\$ -	\$ 5,552,102

KIPP METRO ATLANTA COLLABORATIVE, INC.

**SUPPLEMENTAL CONSOLIDATING STATEMENTS OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2010**

	KIPP Metro Atlanta Shared Services	KIPP Through College	KIPP WAYS Academy	KIPP STRIVE Academy	KIPP Vision Academy	Total
CASH FLOW FROM OPERATING ACTIVITIES						
Change in net assets	\$ 5,561,358	\$ 72,709	\$ 99,357	\$ 636,507	\$ (21,079)	\$ 6,348,852
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:						
Depreciation	3,647	-	126,888	501	422	131,458
Prior period adjustment	-	-	(11,663)	-	-	(11,663)
Change in:						
Grants receivable current	(5,060,000)	-	(95,974)	(271,168)	-	(5,427,142)
Accounts receivable	14,137	-	(1,709)	(37,738)	-	(25,310)
Receivable from affiliate	(55,792)	-	51,240	-	-	(4,552)
Prepaid expenses	13,602	-	12,841	(8,000)	-	18,443
Grant receivable - long term	-	-	-	-	-	-
Accrued liabilities	(18,509)	6,145	(84,247)	(282,585)	7,529	(371,667)
Unearned revenue	-	-	-	3,028	-	3,028
Due to affiliate	-	360	24,385	(25,680)	21,349	20,414
Pass-through grants payable	239,318	-	-	-	-	239,318
Net Cash Provided By (Used In) Operating Act	697,761	79,214	121,118	14,865	8,221	921,179
CASH FLOW FROM INVESTING ACTIVITIES:						
Purchase of property and equipment	(15,179)	-	(17,011)	(707,320)	(8,461)	(747,971)
Net Cash Used In Investing Activities	(15,179)	-	(17,011)	(707,320)	(8,461)	(747,971)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	682,582	79,214	104,107	(692,455)	(240)	173,208
CASH IN BANKS, BEGINNING OF YEAR	734,794	55,095	929,730	1,051,575	-	2,771,194
CASH IN BANKS, END OF YEAR	\$ 1,417,376	\$ 134,309	\$ 1,033,837	\$ 359,120	\$ (240)	\$ 2,944,402

KIPP METRO ATLANTA COLLABORATIVE, INC.

**SUPPLEMENTAL CONSOLIDATING STATEMENTS OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009**

	KIPP Metro Atlanta Shared Services	KIPP Through College	KIPP WAYS	KIPP STRIVE	Total
CASH FLOW FROM OPERATING ACTIVITIES					
Change in net assets	\$ 1,183,207	\$ 55,095	\$ 195,250	\$ 1,023,226	\$ 2,456,778
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:					
Depreciation	3,433		119,351	501	123,285
Transfer of liabilities from KIPP WAYS Academy	(16,709)		16,709	-	-
Change in:					
Grants receivable current	(505,000)		107,990	-	(397,010)
Accounts receivable	(14,137)		-	-	(14,137)
Receivable from affiliate	15,748		(52,265)	-	(36,517)
Receivable Federal Food program	-		50,738	-	50,738
Prepaid expenses	(2,438)		(4,498)	-	(6,936)
Grant receivable - long term	(775,000)		-	-	(775,000)
Accrued liabilities	33,192		24,049	311,063	368,304
Unearned revenue	-		-	(45,048)	(45,048)
Due to affiliate	(9,641)		(4,286)	52,162	18,235
Pass through grants payable	(60,000)		-	-	(60,000)
Net Cash Provided By (Used In) Operating Activities	(147,345)	55,095	453,038	1,321,904	1,682,692
CASH FLOW FROM INVESTING ACTIVITIES:					
Purchase of property and equipment	(1,108)		(146,336)	(316,068)	(463,512)
Net Cash Used In Investing Activities	(1,108)	-	(146,336)	(316,068)	(463,512)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(148,453)		306,702	1,005,836	1,219,180
CASH IN BANKS, BEGINNING OF YEAR	883,247		623,028	45,739	1,552,014
CASH IN BANKS, END OF YEAR	\$ 734,794	\$ -	\$ 929,730	\$ 1,051,575	\$ 2,771,194

KIPP WEST ATLANTA YOUNG SCHOLARS ACADEMY

SUPPLEMENTAL FUND LEVEL - BALANCE SHEET
JUNE 30, 2010

ASSETS

Cash and cash equivalents	\$ 1,033,837
Due from other governments	165,749
Due from other organizations	<u>7,820</u>
Total Assets	<u>\$ 1,207,406</u>

LIABILITIES AND FUND BALANCES

Accrued liabilities	<u>\$ 122,620</u>
Total Liabilities	<u>122,620</u>

FUND BALANCES

Unrestricted	1,084,786
Restricted for Capital Projects	<u>-</u>

Total Fund Balances	<u>1,084,786</u>
Total Liabilities and Fund Balances	<u>\$ 1,207,406</u>

KIPP WEST ATLANTA YOUNG SCHOLARS ACADEMY

SUPPLEMENTAL FUND LEVEL - ACTIVITIES INCOME STATEMENT
FOR THE YEAR ENDED JUNE 30, 2010

Revenues:

Federal Funds:

State Apportionments/Title I funding \$ 442,979

State Funds:

Atlanta Public School district funding 3,320,619

Other Local Funds:

Foundation 164,000

Contributions 69,137

Student meal income 6,599

Interest income 4,148

Other revenue 19,896

Total Revenues 4,027,378

Expenditures:

Instruction 3,535,802

General administration 229,973

Other expenses 22,517

Acquisition of capital assets 17,011

Interest payments -

Principal payments -

Total Expenditures 3,805,303

Excess of revenue over expenditures 222,075

Fund Balances, Beginning of Year 874,374

Prior period adjustment - accounts receivable (11,663)

Fund Balances, End of Year \$ 1,084,786

KIPP STRIVE ACADEMY

SUPPLEMENTAL FUND LEVEL - BALANCE SHEET
JUNE 30, 2010

ASSETS

Cash and cash equivalents	\$ 359,120
Due from other governments	37,738
Due from other organizations	<u>271,168</u>
Total Assets	<u>\$ 668,026</u>

LIABILITIES AND FUND BALANCES

Accrued liabilities and unearned revenue	<u>\$ 37,988</u>
Total Liabilities	<u>37,988</u>

FUND BALANCES

Unrestricted	630,038
Restricted for Capital Projects	<u>-</u>

Total Fund Balances	<u>630,038</u>
Total Liabilities and Fund Balances	<u>\$ 668,026</u>

KIPP STRIVE ACADEMY

**SUPPLEMENTAL FUND LEVEL - ACTIVITIES INCOME STATEMENT
FOR THE YEAR ENDED JUNE 30, 2010**

Revenues:

Federal Funds:

State Apportionments/Title I funding \$ 369,607

State Funds:

Atlanta Public School district funding 972,804

Other Local Funds:

Foundation 401,168

Contributions 39,098

Student meal income 9,454

Interest income 2,291

Other revenue 6,139

Total Revenues 1,800,561

Expenditures:

Instruction 954,935

General administration 163,452

Other expenses 24,222

Acquisition of capital assets 736,264

Interest payments -

Principal payments -

Total Expenditures 1,878,873

Excess of expenditures over revenue (78,312)

Fund Balances, Beginning of Year 708,350

Fund Balances, End of Year \$ 630,038

KIPP METRO ATLANTA COLLABORATIVE, INC.

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2010**

Section I – Summary of Auditor’s Results

	<u>Yes</u>	<u>No</u>	<u>None Reported</u>
<u>Financial Statements</u>			
Type of auditor's report issued:			Unqualified
Internal control over financial reporting:			
Material weakness(es) indentified?		X	
Reportable condition(s) identified that are not considered to be material weakness(es)?			X
Noncompliance material to financial statements noted?		X	
 <u>Federal Awards</u>			
Internal control over major programs:			
Material weakness(es) indentified?		X	
Reportable condition(s) identified that are not considered to be material weakness(es)?			X
Type of auditor's report issued on compliance for major programs:			Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?		X	

- 10.555 U.S. Department of Agriculture - National School Lunch Program
- 84.01 U.S. Department of Education - Title 1 Grants to Local Educational Agencies
- 84.282 U.S. Department of Education - Charter Schools

KIPP METRO ATLANTA COLLABORATIVE, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2010

Dollar threshold used to distinguish between type A and
type B programs:

\$300,000

Yes No

Auditee qualified as low-risk auditee?

X

Section II – Financial Statement Findings

This section identifies the reportable conditions, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with paragraphs 5.18 through 5.20 of *Government Auditing Standards*. Auditors should refer to those paragraphs, as well as the reports content section of Chapter 7 of *Government Auditing Standards*, for additional guidance on preparing this section of the schedule.

There were no matters to report.

Section III – Federal Awards Findings and Questioned Costs

This section identifies the audit findings required to be reported by Section 510(a) of Circular A-133 (for example, reportable conditions, material weaknesses, and instances of noncompliance, including questioned costs).

There were no matters to report.

Section IV – Prior Audit Findings

None.

KIPP METRO ATLANTA COLLABORATIVE, INC.

SCHEDULE OF FEDERAL AWARDS
For The Year Ended June 30, 2010

	<u>Federal CFDA Number</u>	<u>Award Amount</u>	<u>Grant Revenue Received</u>	<u>Grant Expenditures</u>	
U.S. Department of Agriculture:					
National School Lunch Program:					
KIPP WAYS Academy	10.555	\$ 156,043	\$ 156,043	\$ 156,043	*
KIPP STRIVE Academy	10.555	48,182	<u>44,633</u>	<u>48,182</u>	*
Sub-total			<u>200,676</u>	<u>204,225</u>	
U.S. Department of Education:					
Charter Schools:					
KIPP STRIVE Academy	84.282	200,000	200,000	196,972	* **
Title I Grants to Local Educational Agencies					
KIPP WAYS Academy	84.01	132,825	-	128,677	* **
KIPP STRIVE Academy	84.01	40,470	-	24,400	* **
Title I Grants to Local Educational Agencies ARRA					
KIPP WAYS Academy	84.01	37,077	-	37,072	* **
KIPP STRIVE Academy	84.01	11,075	<u>-</u>	<u>9,789</u>	* **
Sub-total			<u>200,000</u>	<u>396,910</u>	
Total			<u>\$ 400,676</u>	<u>\$ 601,135</u>	

* Pass through grants

** Tested as major program

KIPP METRO ATLANTA COLLABORATIVE, INC.

**NOTES TO SCHEDULE OF EXPENDITURES OF
FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2010**

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of KIPP Metro Atlanta Collaborative, Inc. and is presented on GAAP. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

McKelvey & Russell, LLC

Certified Public Accountants

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
KIPP Metro Atlanta Collaborative, Inc.:

We have audited the financial statements of KIPP Metro Atlanta Collaborative, Inc. as of and for the year ended June 30, 2010, and have issued our report thereon dated January 15, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered KIPP Metro Atlanta Collaborative, Inc.'s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP Metro Atlanta Collaborative Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of KIPP Metro Atlanta Collaborative, Inc.'s internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP Metro Atlanta Collaborative, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Finance Committee, Board of Directors, management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

January 15, 2011

McKelvey Russell, LLC

Certified Public Accountants

McKelvey & Russell, LLC

Certified Public Accountants

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Directors
KIPP Metro Atlanta Collaborative, Inc.

Compliance

We have audited the compliance of KIPP Metro Atlanta Collaborative, Inc. (a nonprofit organization) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2010. KIPP Metro Atlanta Collaborative, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of KIPP Metro Atlanta Collaborative, Inc.'s management. Our responsibility is to express an opinion on KIPP Metro Atlanta Collaborative, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about KIPP Metro Atlanta Collaborative, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of KIPP Metro Atlanta Collaborative, Inc.'s compliance with those requirements.

In our opinion, KIPP Metro Atlanta Collaborative, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2010.

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Internal Control Over Compliance

Management of KIPP Metro Atlanta Collaborative, Inc. is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered KIPP Metro Atlanta Collaborative, Inc.'s internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of KIPP Metro Atlanta Collaborative, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.



Certified Public Accountants

January 15, 2011

**KIPP SOUTH FULTON
ACADEMY, INC.**

**FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

KIPP SOUTH FULTON ACADEMY, INC.

FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009

CONTENTS

INDEPENDENT AUDITOR'S REPORT

FINANCIAL STATEMENTS:

Statements of Financial Position

Statements of Activities

Statements of Cash Flows

Notes to Financial Statements

McKelvey & Russell, LLC

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Directors
KIPP South Fulton Academy, Inc.

We have audited the accompanying statement of financial position of KIPP South Fulton Academy, Inc. (a nonprofit corporation) as of June 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of KIPP South Fulton Academy, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of KIPP South Fulton Academy, Inc. as of June 30, 2009 were audited by other auditors. Those auditors expressed an unqualified opinion on those financial statements in their report dated September 30, 2009.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KIPP South Fulton Academy, Inc. as of June 30, 2010, and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

McKelvey & Russell, LLC
Certified Public Accountants

September 28, 2010

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KIPP SOUTH FULTON ACADEMY, INC.

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2010 AND 2009

	<u>ASSETS</u>	
	<u>2010</u>	<u>2009</u>
CURRENT ASSETS:		
Cash in banks	\$ 623,417	\$ 288,350
Grants/fees receivable	191,651	211,983
Prepaid expenses	<u>8,394</u>	<u>19,628</u>
Total Current Assets	823,462	519,961
PROPERTY AND EQUIPMENT at remaining cost	<u>2,144,732</u>	<u>1,943,631</u>
Total Assets	<u>\$ 2,968,194</u>	<u>\$ 2,463,592</u>
	<u>LIABILITIES AND NET ASSETS</u>	
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	\$ 102,470	\$ 179,529
Current portion of long-term debt	<u>315,500</u>	<u>47,899</u>
Total Current Liabilities	417,970	227,428
LONG-TERM DEBT	<u>1,343,531</u>	<u>1,628,897</u>
Total Liabilities	1,761,501	1,856,325
NET ASSETS:		
Unrestricted	1,206,693	607,267
Temporarily restricted	<u>-</u>	<u>-</u>
Total Net Assets	<u>1,206,693</u>	<u>607,267</u>
Total Liabilities and Net Assets	<u>\$ 2,968,194</u>	<u>\$ 2,463,592</u>

The accompanying notes are an integral part of these financial statements.

KIPP SOUTH FULTON ACADEMY, INC

**STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

UNRESTRICTED NET ASSETS:	<u>2010</u>	<u>2009</u>
REVENUE AND SUPPORT:		
Government grants	\$ 419,971	\$ 528,142
Fulton County district funding	2,639,375	2,590,182
Foundation grants	524,000	388,830
Contributions and grants	21,586	-
Student fees	66,228	64,011
Interest income	2,862	2,417
Other revenue	-	1,581
Net assets released from restrictions	<u>448,280</u>	<u>291,845</u>
Total Revenue and Support	<u>4,122,302</u>	<u>3,867,008</u>
EXPENSES:		
Program services	3,185,509	3,316,306
Management and general	322,652	242,812
Fundraising	<u>14,715</u>	<u>54,307</u>
Total Expenses	<u>3,522,876</u>	<u>3,613,425</u>
Increase in Unrestricted Net Assets	<u>599,426</u>	<u>253,583</u>
TEMPORARILY RESTRICTED NET ASSETS:		
Grants and contributions	448,280	75,500
Net assets released from restrictions	<u>(448,280)</u>	<u>(291,845)</u>
Increase (Decrease) in Temporarily Restricted Net Assets	<u>-</u>	<u>(216,345)</u>
CHANGE IN NET ASSETS	599,426	37,238
NET ASSETS AT BEGINNING OF YEAR	607,267	571,773
PRIOR PERIOD ADJUSTMENT	<u>-</u>	<u>(1,744)</u>
NET ASSETS AT END OF YEAR	<u>\$ 1,206,693</u>	<u>\$ 607,267</u>

The accompanying notes are an integral part of these financial statements.

KIPP SOUTH FULTON ACADEMY, INC.

**STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES: CHANGE IN NET ASSETS	\$ 599,426	\$ 37,238
ADJUSTMENT TO RECONCILE CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
Depreciation	145,255	134,243
Change in:		
Grants/fees receivable	20,332	(81,982)
Prepaid asset	11,235	(10,941)
Accounts payable and accrued liabilities	(77,059)	(99,324)
Prior period adjustment	-	(1,744)
Total Adjustments	99,763	(59,748)
Net Cash Provided By (Used In) Operating Activities	699,189	(22,510)
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(346,356)	(69,188)
Net Cash Used In Investing Activities	(346,356)	(69,188)
CASH FLOW FROM FINANCING ACTIVITIES:		
Repayment of loan	(17,765)	(46,566)
Net Cash Provided By (Used In) Financing Activities	(17,765)	(46,566)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	335,068	(138,264)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	288,350	426,614
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 623,418	\$ 288,350
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:</u>		
Interest paid	\$ 100,262	\$ 100,514

The accompanying notes are an integral part of these financial statements.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

1. ORGANIZATION

KIPP South Fulton Academy, Inc. (the School) operates as a public charter middle school under the laws of the state of Georgia in the city of Atlanta. The School commenced its first year of teaching in the 2003/2004 academic school year. The school's mission is to create an atmosphere in which educationally underserved students develop knowledge, skills, physical fitness, and character, thereby creating opportunities for success and leadership in top quality high schools, colleges, and in the competitive world beyond. The current school enrollment is approximately 300 students in grades 5 through 8. The School is a member of the Knowledge is Power Program (KIPP), which is a national not-for-profit organization whose mission is to train and support educational leaders who are opening high-performing public middle schools across the country. The main operating philosophy of the KIPP organization and its members is enveloped in five operating principles or "pillars" which are: 1) High Expectations, 2) Choice and Commitment, 3) More Time, 4) Power to Lead and 5) Focus on Results.

The School formed as a non-profit corporation under the laws of the state of Georgia in October 2002 and is exempt from federal income taxes under the provision of Section 501(c) (3) of the Internal Revenue Code. Accordingly, the School is not required to pay federal taxes on income, and contributions to the School qualify for the charitable contributions deduction to the extent provided by Section 170 of the Internal Revenue Code.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

In preparing the financial statements, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and revenue and expenses for the year. Actual results could differ significantly from those estimates.

The School has adopted Statement of Financial Accounting Standards No 117 in reporting its activities. This statement establishes standards for reporting certain basic information in the financial statements applicable to not-for-profit organizations. These standards require the School to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted or permanently restricted based on stipulations made by the donor.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Accordingly, the school reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restrictions is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. All contributions and unconditional promises to give which do not have donor restrictions as to purpose or time are classified as unrestricted contributions.

The School records gifts of land, buildings, and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used, as well as gifts of cash or other assets that must be used to acquire long-lived assets, are reported as restricted support. Absent explicit donor stipulations regarding how long those long-lived assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Land held for sale, other assets and marketable securities acquired by gift are recorded at their fair market value on the date of receipt. No amounts have been reflected in the financial statements for donated services; however, a substantial number of volunteers have donated significant amounts of their time to the School's programs and supporting services. If material donated services received either created or enhanced non-financial assets or required specialized skills which would need to be purchased if not donated, the value of those donated services would be recorded in accordance with SFAS No. 116.

Effective January 1, 2009, the Organization adopted the recognition requirements for uncertain income tax positions as required by generally accepted accounting principles, with no cumulative effect adjustment required. Income tax benefits are recognized for income tax positions taken or expected to be taken in a return, only when it is determined that the income tax position will more-likely-than-not be sustained upon examination by taxing authorities. The Organization has analyzed tax positions taken for filing with the Internal Revenue Service and all state jurisdictions where it operates. The Organization believes that income tax filing positions will be sustained upon examination and does not anticipate any adjustments that would result in a material adverse affect on the Organization's financial condition, results of operations or cash flows. Accordingly, the Organization has not recorded any reserves, or related accruals for interest and penalties for uncertain income tax positions at June 30, 2010. The Organization is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The Organization is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. The Organization believes it is no longer subject to income tax examinations for years prior to the year ended June 30, 2007.

The Organization considers cash and cash equivalents and other demand deposits to be cash equivalents, as well as highly liquid investments purchased with a maturity date of three months or less to be cash equivalent

The Organization's bank accounts were placed in Private Advisory accounts which insure the entire balance in the account.

Grants and accounts receivable are stated at face value with no allowance for doubtful accounts. An allowance for doubtful accounts is not considered necessary since all receivables are considered collectible.

Property and equipment are stated at cost less accumulated depreciation. Depreciation is being provided using the straight-line method over the estimated useful lives of the related assets ranging from five to fifteen years straight-line method. The School capitalizes all expenditures for property and equipment in excess of \$1,000. Capital expenditures made under the terms of a federal contract are expensed.

Advertising and development costs are expensed as incurred.

Interest costs are charged to operations as incurred.

Subsequent events have been evaluated through September 28, 2010, which is the date the financial statements were available to be issued.

For the fiscal years ended June 30, 2010 and 2009, the School received approximately 64% and 67%, respectively, of its annual revenue from the Fulton County Board of Education in the form of a yearly grant which is paid to the School in monthly installments.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

3. PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at cost as of June 30, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Building and improvements	\$ 2,223,887	\$ 1,964,515
Land	240,000	240,000
Computer equipment	122,928	125,390
Furniture	7,548	7,548
Assets not placed in service	9,228	-
Construction in progress	<u>168,150</u>	<u>88,179</u>
	2,771,741	2,425,632
Accumulated depreciation	<u>(627,009)</u>	<u>(482,001)</u>
Property and equipment, net	<u>\$ 2,144,732</u>	<u>\$ 1,943,631</u>

Depreciation expense for the year ended June 30, 2010 and 2009 was \$144,255 and \$134,243.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

4. NOTES PAYABLE

The following is a summary of the notes payable incurred by the School as of June 30, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Note payable with insurance company, due in monthly installments of \$8,183 through July 2020 at 6% interest. A balloon payment is due in July 2020. The note is secured by the real property.	\$ 1,367,880	\$ 1,390,834
Note payable with seller, interest only at 7% with payments of \$1,458.34 due monthly through April 2012 with a balloon payment due in May 2012. The note is unsecured.	195,151	189,962
Note payable with seller, interest only at 7% with payments of \$560.00 due monthly through April 2012 with a balloon payment due in May 2012. The note is unsecured.	<u>96,000</u>	<u>96,000</u>
	1,659,031	1,676,796
Less amount included in current liabilities	<u>(315,500)</u>	<u>(47,899)</u>
Long-term debt	<u>\$ 1,343,531</u>	<u>\$ 1,628,897</u>

Aggregate maturities of these loans at June 30 are as follows:

2011	\$ 315,500
2012	25,851
2013	27,445
2014	29,138
2015	30,935
Thereafter	<u>1,230,162</u>
Total	<u>\$ 1,659,031</u>

The Organization paid off the two notes payable with seller in September 2010; therefore they are included in current liabilities.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

5. NET ASSETS RELEASED FROM RESTRICTIONS

Net assets in the amount of \$448,280 and \$291,845 were released from donor restrictions during the years ended June 30, 2010 and 2009 by incurring expenses related to various academic programs satisfying the donor restrictions.

6. RETIREMENT PLAN

The School participates in the Teachers Retirement System of Georgia (TRS), a public retirement system that provides retirement benefits to Georgia public school teachers. Contributions to TRS during the years ended June 30, 2010 and 2009 were \$141,801 and \$158,735 respectively.

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

7. FUNCTIONAL EXPENSES

The cost of providing the various programs and other activities are summarized on a functional basis in the statement of activities accordingly, certain costs have been allocated among the various programs and supporting services benefited. The following are expenses incurred during the year ended June 30, 2010.

	<u>Program Services</u>	<u>General and Administrative</u>	<u>Fundraising</u>	<u>Total</u>
Salaries	\$ 1,698,110	\$ 186,926	\$ 9,362	\$ 1,894,398
Fringe benefits and payroll taxes	256,905	28,280	1,416	286,601
Total salaries and benefits	1,955,015	215,206	10,778	2,180,999
Direct student expenses	632,159	-	-	632,159
Board development/marketing	2,718	2,718	3,551	8,987
Depreciation	116,204	29,051	-	145,255
Equipment rental	9,467	2,366	-	11,833
Insurance	32,214	8,053	-	40,267
Interest expense	85,758	21,439	-	107,197
KIPP MAC contribution	130,129	-	-	130,129
License fee	26,394	-	-	26,394
Miscellaneous	7,914	1,982	-	9,896
Office and computer supplies	12,166	3,041	-	15,207
Postage	1,575	420	105	2,100
Printing	4,217	1,124	281	5,622
Professional fees	6,488	1,622	-	8,110
Repair and maintenance	44,497	11,124	-	55,621
Staff recruitment/development	36,751	4,045	-	40,796
Telephone	6,168	1,542	-	7,710
Utilities	75,675	18,919	-	94,594
Total Expenses	<u>\$ 3,185,509</u>	<u>\$ 322,652</u>	<u>\$ 14,715</u>	<u>\$ 3,522,876</u>

KIPP SOUTH FULTON ACADEMY, INC.

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010 and 2009**

7. FUNCTIONAL EXPENSES - Continued

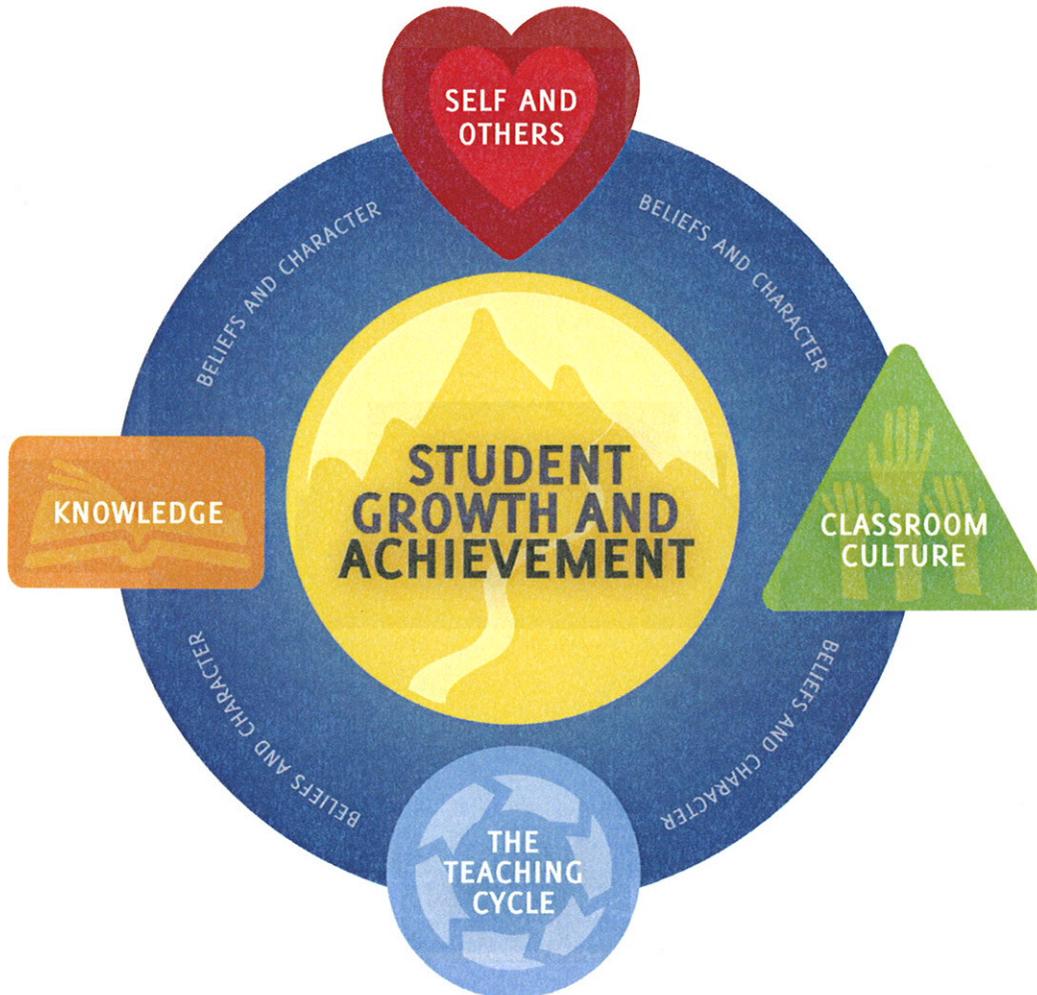
The cost of providing the various programs and other activities are summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the various programs and supporting services benefited. The following are expenses incurred during the year ended June 30, 2009.

	<u>Program Services</u>	<u>General and Administrative</u>	<u>Fundraising</u>	<u>Total</u>
Salaries	\$ 1,778,101	\$ 116,616	\$ 48,878	\$ 1,943,595
Fringe benefits and payroll taxes	270,952	17,295	-	288,247
Total salaries and benefits	2,049,053	133,911	48,878	2,231,842
Direct student expenses	699,585	-	-	699,585
Board development/marketing	2,194	2,193	5,125	9,512
Depreciation	107,394	26,849	-	134,243
Equipment rental	26,207	6,551	-	32,758
Grant refund	90,065	-	-	90,065
Insurance	20,368	5,092	-	25,460
Interest expense	80,412	20,103	-	100,515
KIPP MAC contribution	48,878	-	-	48,878
License fee	20,721	5,180	-	25,901
Miscellaneous	17,251	4,313	-	21,564
Office and computer supplies	14,415	3,604	-	18,019
Postage	1,621	432	108	2,161
Printing	2,934	782	196	3,912
Professional fees	6,624	1,656	-	8,280
Repair and maintenance	23,604	5,901	-	29,505
Staff recruitment/development	37,016	9,254	-	46,270
Telephone	7,250	1,813	-	9,063
Utilities	60,714	15,178	-	75,892
Total Expenses	<u>\$ 3,316,306</u>	<u>\$ 242,812</u>	<u>\$ 54,307</u>	<u>\$ 3,613,425</u>

● KIPP FRAMEWORK FOR
● EXCELLENT TEACHING

SPRING 2011

KIPP FRAMEWORK FOR EXCELLENT TEACHING



There is a wealth of knowledge about what works in great classrooms. There are inspiring frameworks—Saphier’s pyramid to Lemov’s taxonomy, Teach For America’s rubric, Hunter’s lesson plan—that describe great teaching. We draw from all of these amazing resources to develop this vision. We believe that excellent teaching at KIPP means...

- A commitment to long-term transformative outcomes for kids. We know the ultimate measure of our success is the lives our kids are able to lead.
- Teaching is not an individual endeavor. We teach as part of a team. Recognizing our collective effort, a student’s family must also teach our kids as well.
- Joy. We are lucky enough to do the hardest, most fun work imaginable. People should have their noses pressed up against the glass, begging for our jobs. Our students and their parents should know that we absolutely love what we do. More important, our students should revel in the joy of learning, struggling, and growing every day.

KIPP FRAMEWORK FOR EXCELLENT TEACHING

AT THE CENTER OF OUR WORK IS:

Student Growth and Achievement

Excellent teaching means students learn, grow, and achieve transformative life outcomes.

THE FOUR ELEMENTS OF EXCELLENT TEACHING ARE LINKED THROUGH OUR:

Beliefs and Character

An excellent KIPP teacher is committed to KIPP's mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

THE FOUR ELEMENTS OF EXCELLENT TEACHING ARE:

Self and Others

Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.

Classroom Culture

In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.

The Teaching Cycle

Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.

Knowledge

Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.



BELIEFS AND CHARACTER

Beliefs and Character: An excellent KIPP teacher is committed to KIPP’s mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

BELIEFS

I believe that...

- A. With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.
- B. I am accountable for my students’ learning despite external factors out of my control.
- C. Success is measured by our short-term results and ultimately by the lives our kids choose to lead.
- D. With unwavering diligence every problem that exists in a school can and should be solved.
- E. Teaching is not finite. It requires continuous learning, reflection, and problem-solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.
- F. The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.

CHARACTER

An excellent KIPP teacher...

- A. Demonstrates grit through challenges to ensure that all of her students learn and grow. She never gives up on students, and supports students in responding to life’s challenges.
- B. Approaches all aspects of life and teaching with zest, energetically giving his all.
- C. Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students’ best interests in mind.
- D. Uses her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn.
- E. Demonstrates self-control that supports a stable mood and follows through on all commitments.
- F. Takes time to thank the students for hard work and results, the families for supporting their kids, and colleagues for great teamwork, showing gratitude every day.
- G. Expresses hope about his students’ future thanks to their hard work, and expresses hope for the constant improvement of his own practice, the school, and the broader movement.
- H. Brings humor to her relationships with students and colleagues and to her teaching to engage students and make learning fun.
- I. Lives and models the school’s values and norms.

SELF AND OTHERS



Self and Others: Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.

1.1 SELF-AWARENESS AND SELF- ADJUSTMENT	An excellent teacher... <ul style="list-style-type: none">A. Demonstrates a growth mindset about self.B. Monitors and maintains emotional composure even in difficult situations.C. Seeks to understand how his tone, actions, and comments are perceived, and adjusts as needed.D. Manages time and takes care of self so she can take care of students.
1.2 CONTINUOUS LEARNING	<ul style="list-style-type: none">A. Takes responsibility for results, mistakes, and behavior.B. Seeks feedback, proactively uses data, and immediately adapts practice to improve as a teacher and person.C. Researches, observes others, experiments, shares, and collaborates on new practices.D. Sets and relentlessly makes progress toward goals for professional improvement.E. Analyzes how her teaching impacts the PreK-16 continuum and makes appropriate changes
1.3 BUILDING RELATIONSHIPS	<ul style="list-style-type: none">A. Makes students, families, and colleagues feel known, loved, and valued in and out of the classroom.B. Keeps commitments made to: students, families, and colleagues.C. Engages in genuine conversations with colleagues and families to achieve common goals.
1.4 CULTURAL COMPETENCE	<ul style="list-style-type: none">A. Considers cultural connections and differences between himself, students, families, and colleagues when making decisions.B. Labels personal biases and seeks to overcome those biases.C. Gains understanding of and respect for student culture, social context, and community in order to build relationships and drive learning.D. Adjusts communication in order to improve connection with students, parents, and colleagues.
1.5 COMMUNICATION	<ul style="list-style-type: none">A. Actively listens to others, with effective eye contact and non-verbals, and confirms understanding.B. Communicates with genuine warmth and maintains rigorous expectations for behavior and results.C. Responds to students and adults with positive tone, clarity, and enthusiasm. Does not use negative language such as sarcasm, or engage in gossip.D. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.E. Communicates feedback, concerns, and praise directly to students, colleagues, and families, matching the means to the purpose.F. Seeks to understand and gain context.G. Describes instead of interprets behavior when giving feedback.
1.6 CRITICAL THINKING AND PROBLEM- SOLVING	<ul style="list-style-type: none">A. Notices what is happening in the classroom and in students' work and uses the data gathered to match the teacher to the student and situation.B. Anticipates and identifies problems with students, colleagues, or families in a timely manner and generates multiple approaches that either prevent or solve the problem.C. Breaks down complex content and thinking processes into accessible parts for students.D. Breaks down complex student data to help drive student achievement and growth.

CLASSROOM CULTURE



Classroom Culture: In an excellent classroom culture the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.

2.1 Excellent teaching means that the teacher...

EXPECTATIONS

- A. Communicates four key messages to all students all of the time: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other.
- B. Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes,.
- C. Clearly and repeatedly uses criteria for success to communicate what he wants students to accomplish and how he expects them to behave.
- D. Upholds challenging but realistic expectations for performance and behavior by providing prompt, specific affirmations and adjusting feedback to students.
- E. Constantly pushes student work toward college readiness.

2.2

ENGAGEMENT

- A. Utilizes engagement for the purposes of mastery and meaning.
- B. Ensures that students are engaged with the task, the teacher, each other, and independently.
- C. Seeks external indicators that the brain is on task at hand (i.e., nodding, tracking, note-taking, independent work.)
- D. Constantly checks student engagement and appropriately adjusts the format and execution of the class to increase engagement.
- E. Hooks students into the lesson in multiple ways, intellectually and emotionally.

2.3

ROUTINES AND SYSTEMS

- A. Models, teaches, and practices efficient behavioral and academic systems until they are mastered by students with minimal prompting and re-direction in order to increase learning time.
- B. Quickly addresses challenges with routines or systems through a variety of appropriate strategies.
- C. Organizes the physical space, seating arrangements, materials, and displays to meet the needs of instruction, maximize the flow of activities and students' learning, and reflect KIPP's college preparatory focus.
- D. Anticipates challenges that students with special needs may have with some routines and systems, strategizes to minimize problems, and proactively prepares those students for success.
- E. Provides students with opportunities to influence and take responsibility for classroom routines, rewards, and consequences.
- F. Builds students buy-in to an effective system of incentives linked to intrinsic rewards.

CLASSROOM CULTURE

2.4 MANAGEMENT AND DISCIPLINE

Excellent teaching means that the teacher...

- A. Recognizes and addresses the root causes of student disruption or inattention.
- B. Reacts with speed and decisiveness when behavior is disruptive or does not meet expectations. Promptly notes the behavior to the student and delivers the consequence.
- C. Ensures consequences are logically connected to the behavior, fit the infraction, and that there are a range of consequences for any rule.
- D. Uses a calm but firm and convincing tone when addressing inappropriate behavior.
- E. Acknowledges expectations met and thanks students for exceeding expectations with positive consequences.
- F. Uses confident, assertive body language to maintain respect and attention from students in and out of the classroom.

2.5 JOY!

- A. Exudes a love of teaching and learning through facial expressions, tone, and actions.
- B. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
- C. Celebrates individual and group efforts and successes when students exceed academic, behavioral, and character expectations.

THE TEACHING CYCLE



The Teaching Cycle: Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, and using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.

3.1

BIG GOALS

Excellent teaching means that the teacher...

- A. Establishes measurable, challenging, and realistic goals that drive planning and assessment and cultivate the classroom and school community.
- B. Uses student achievement data to establish long-term goals and regularly track progress, and has students track their own progress toward the big goals.
- C. Breaks big goals into manageable chunks.
- D. Invests in the students, their families, and their communities in an effort required to achieve the goals.
- E. Communicates regularly with students and their families about their individual progress toward big goals.
- F. Connects big goals to student experiences or future opportunities.

3.2

LONG-TERM AND UNIT PLANNING

- A. Unpacks all state and college preparatory standards to be mastered, then backwards plans, sequencing them into manageable units of learning.
- B. Designs and assesses goals, enduring understandings and essential questions, and objectives for each unit.
- C. Creates and sequences objectives required to master the goals of the unit.
- D. Develops or adopts assessments that indicate level of mastery of objectives for each student as the unit progresses, and at the end of each unit of study.

3.3

LESSON PLANNING

- A. Plans a daily objective that is achievable, rigorous, and measurable.
- B. Chooses materials/explanatory devices, and demonstrates pacing, sub-grouping, before differentiation to meet objectives and needs of students.
- C. Develops hooks (at different points in the lesson) that engage students in the lesson.
- D. Designs opportunities for students to connect the lesson to prior knowledge.
- E. Sets up multiple ways to assess student understanding and mastery.
- F. Writes an aligned, interactive agenda that provides opportunities for introduction of new material, guided practice, and independent practice.
- G. Plans dual-purpose lessons when possible, addressing content and character objectives in one lesson.

3.4

RIGOR

- A. Ensures that students “sweat” every day with an aim that is at the highest logical level for students, differentiated for all student groups.
- B. Insists on all-the-way correct answers from students; does not accept partial answers.
- C. Has a clear idea of what mastery or excellence looks like, differentiated for all student groups, and communicates the expectations for mastery clearly to all students.
- D. Provides each student with structured, deliberate, and rigorous timely feedback on academic progress.
- E. Uses questions to push students to apply knowledge in skills in ways up and down Bloom’s Taxonomy.

THE TEACHING CYCLE

- 3.5
LESSON
EXECUTION
- Excellent teaching means that the teacher...
- A. Posts and communicates clear objectives and an engaging agenda for the lesson so kids know what is to be learned, how it is to be learned, and why it is to be learned.
 - B. Delivers content in a well-organized, clear, accessible manner.
 - C. Pre-assesses knowledge and activates current knowledge.
 - D. Executes lessons that include a hook as well as modeled, guided, and independent practice, and a closing that ties them together to ensure students achieve the objectives.
 - E. Ensures that sustained, structured, and rigorous Independent practice builds upon the guided practice.
 - F. Provides opportunities for clear, organized student note-taking after the primary level.
 - G. Circulates and responds to student work in real-time, working as needed with individual students and small groups during independent practice to differentiate teaching and ensure student mastery.
 - H. Ensures that nearly all students can complete independent work independently.
 - I. Uses a variety of fun methods to review and practice skills already mastered.
- 3.6
RATIO
- A. Lowers the ratio of student-teacher: student talk by fostering student dialogue and evaluating one another's ideas.
 - B. Develops cooperative learning and partner structures that allow for students to dialogue, debate, and create without the teacher's presence.
 - C. Employs economy of language and action to maximize the amount of time students think and work.
 - D. Uses a variety of wait times to increase student talk and thinking.
- 3.7
PACING AND
TIMING
- A. Moves students briskly from each part of the agenda to the next, with smooth transitions and a sense of urgency and purpose, maximizing each moment of instructional time.
 - B. Sets and communicates clear guidelines for how long activities will take, and uses timers or countdowns to keep up pace.
 - C. Adjusts lesson timing as appropriate to meet needs of all students.
 - D. Plans for periods of active and passive engagement.
- 3.8
CHECKING FOR
UNDERSTANDING
- A. Checks for understanding using a variety of individual and whole group methods.
 - B. Asks a variety of types of questions, moving students across the levels of Bloom's Taxonomy critical thinking.
 - C. Makes students explain, defend, and revise their answers, even when they are correct.
 - D. Checks for understanding and mastery of the objective by all students throughout each lesson, using the data to correct misconceptions immediately, and to inform what she will do next to help them learn.
 - E. Decisively responds to gaps in understanding, knowing whether to re-teach the entire class or to target a smaller group of students within the class.
- 3.9
ASSESSMENT AND
ANALYSIS
- A. Creates or obtains a standards-aligned diagnostic, as well as formative and summative assessments to determine where students are in relation to the big goals.
 - B. Plans regular and unit assessments that are appropriately spiraled, scaffolded, and differentiated.
 - C. Assesses all students against learning objectives each day to inform teaching daily.
 - D. Communicates performance and progress to families.
 - E. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation.

KNOWLEDGE



Knowledge: Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.

4.1 Excellent teaching means that the teacher...

**CHILD
DEVELOPMENT**

- A. Uses knowledge of children’s cognitive development, cognition, and behavior to plan, motivate, engage, discipline, and teach.
- B. Uses knowledge to support emotional needs of students and develop their ability to self-regulate.
- C. Uses knowledge of the appropriate level of skills, knowledge, and language acquisition for students in the age range to develop effective plans.
- D. Uses knowledge of how students in a particular age range form relationships, communicate, and interact with others to cultivate classroom community.
- E. Uses his knowledge of child development to strike a balance in how he exercises authority and how he interacts with and engages students.

**4.2
CONTENT
KNOWLEDGE**

- A. Develops deep, up-to-date knowledge of the essential concepts in the discipline and how they relate to one another.
- B. Builds strong knowledge of state and national standards for the discipline.
- C. Breaks the content down into accessible skills, procedures, and ideas for students while maintaining content at a college preparatory level.
- D. Matches the content to an excellent strategy for presentation.
- E. Has knowledge of what comes before and after in the curriculum (i.e., the third grade teacher knows what a second and fourth grade curriculum looks like, the Algebra II teacher is familiar with Algebra I and Pre-calculus.)

**4.3 LITERACY FOR
EVERYONE**

- A. Models thoughtful and joyful reading, writing, and speaking.
- B. Deliberately and frequently expands students’ vocabulary.
- C. Uses knowledge of students’ reading levels and interests to plan lessons regardless of the subject.
- D. Models pre-reading, reading, and post-reading strategies.
- E. Models, teaches, and reinforces fluent and expressive reading aloud.
- F. Provides students with varied opportunities to express their thinking in writing and to engage the writing process.
- G. Upholds high standards for the 6+1 Traits of writing in all circumstances.

KNOWLEDGE

4.4

DIFFERENTIATION

Excellent teaching means that the teacher...

- A. Challenges students at their level and brings them to the level required to meet learning objectives and big goals for the class.
- B. Varies teaching strategies, styles and activities (despite personal style preferences) to help all students master objectives.
- C. Knows the learning styles, academic strengths and weaknesses of each individual student, and does not get hung up on categories or labels.
- D. Plans questions, activities, and assignments that adequately spiral and differentiate by level of difficulty, depth, and learning style to ensure that all students master the objectives.
- E. Uses independent practice and peer groupings to allow time in class to work with specific groups of students and individuals.
- F. Pre-teaches skills to the lowest skilled students regularly and re-teaches learning objectives to specific students as needed.
- G. Uses peer tutors and groups, other teachers, parents, and outside tutors for out-of-class remediation and enrichment.
- H. Provides lowest skilled students the time and/or other resources needed in and out of class to be successful.
- I. Challenges the higher skilled students using independent practice and time in and out of class to tackle more challenging material.
- J. Differentiates behavioral consequences.



OUR BELOVED RESOURCES

<i>The Skillful Teacher</i> by Jon Saphier	Achievement First
Kim Marshall's Rubrics	YES
<i>Star Teachers</i> by Martin Haberman	KIPP DC
<i>Teaching as Leadership</i> from Teach for America	KIPP Austin
<i>Teach Like a Champion</i> by Doug Lemov	KIPP NYC
<i>Character Strengths and Virtues</i>	TEAM Schools
by Martin Seligman and Chris Peterson	Teacher U

OUR TEAM

Sebha Ali, Laura Bowen, Aaron Brenner, Sarah Campbell, Mikara Davis, Andrea DeAngelo, Carolyn Diers-Kaneda, Caleb Dolan, Steven Epstein, Erin Ewart, Amber Field, Shayna Hammond, Jen Keyte, Dave Levin, Vince Marigna, Heidi Moore, Joe Negron, Brad Nornhold, Todd Purvis, Nate Smalley, Quinton Vance, Elliott Witney, and Maddie Witter.



**Teacher Performance Review
2011-2012**

Instructions

Teacher:

1. Please complete the self-assessment portion of this review template, using the following as reference:
 - a. Your 2011-12 performance goals
 - b. The KIPP Framework for Teaching Excellence
2. Please send this completed document to your manager by the designated due date.

Manager:

1. Please reflect on your evaluation of this teacher's performance *before* receiving his/her self-assessment.
2. Use the self-assessment as *one* input into your evaluation of his/her performance and behavior. Your review of his/her results, of student work, and your ongoing observations provide an essential foundation for your review.
3. Complete your written evaluation for the teacher in advance of your review discussion. Please send him/her your written evaluation at least 24 hours before the meeting.
4. Conduct the review discussion, taking the time to recognize successful performance, to discuss any performance gaps, and to provide feedback on strengths and areas of growth. This discussion should feed future, ongoing conversations about performance and development.

For more detailed suggestions about conducting a performance review, please refer to the *Guide to Teacher Performance Reviews*.

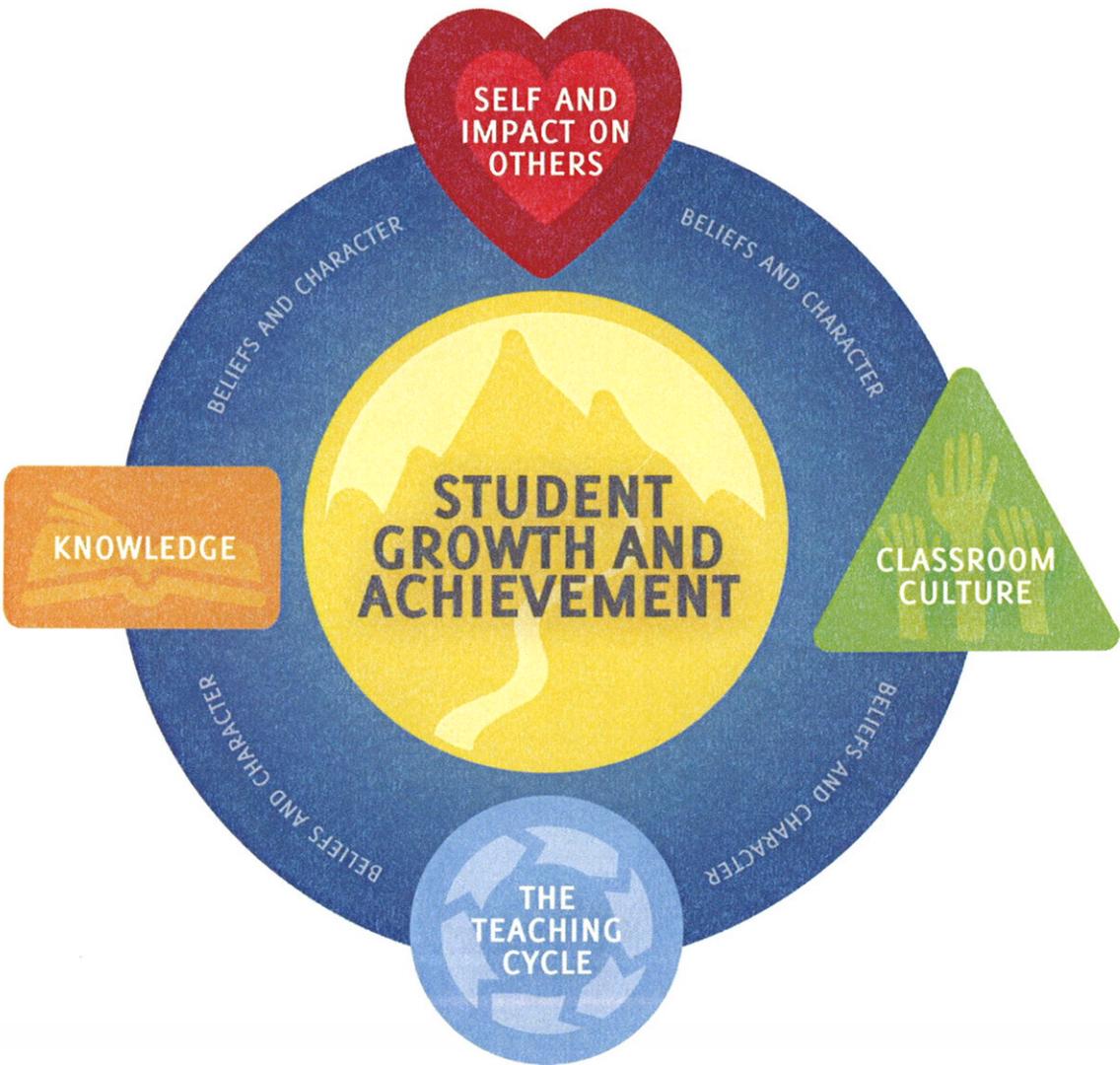
Rating Scale

When rating performance goals, competencies, and overall performance, please use the following scale:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations	Not Enough Information
1	2	3	4	5	NEI

*When rating performance goals, a 3 indicated that you have met the goal or are on track, at mid-year, to meet the goal. A 4 indicates that you have slightly exceeded the goal or are on track to slightly exceed it at mid-year. A 5 indicates that you have far exceeded the goal or are on track to do so. A 2 indicates that you have fallen just short of the goal or are on track to do so at mid-year. And a 1 indicates that you have fallen far short of the goal or are on track to fall far short of it at mid-year. Use NEI when you do not have observation data to support a rating.

The KIPP Framework for Excellent Teaching



Ratings – Performance Goals

Performance Goals <i>Please copy and paste your performance goals and rate each. Please add or delete rows as needed</i>	Mid Year Rating (1 – 5)		Year-End Rating (1 – 5)	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	

Ratings – Teaching Competencies Beliefs and Character

Beliefs	
I believe that...	
A. With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.	
B. I am accountable for my students' learning despite external factors out of my control.	
C. Success is measured by our short-term results and ultimately by the lives our kids choose to lead.	
D. With unwavering diligence every problem that exists in a school can and should be solved.	
E. Teaching is not finite. It requires continuous learning, reflection, and problem-solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.	
F. The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.	
Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year
Character	
An excellent KIPP teacher...	
A. Demonstrates grit through challenges to ensure that all of her students learn and grow. She never gives up on students, and supports students in responding to life's challenges.	
B. Approaches all aspects of life and teaching with zest, energetically giving his all.	
C. Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students' best interests in mind.	
D. Uses her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn.	
E. Demonstrates self-control that supports a stable mood and follows through on all commitments.	
F. Takes time to thank the students for hard work and results, the families for supporting their kids and colleagues for great teamwork, showing gratitude every day.	
G. Expresses hope about his students' future thanks to their hard work, and expresses hope for the constant improvement of his own practice, the school, and the broader movement.	
H. Brings humor to her relationships with students and colleagues and to her teaching to engage students and make learning fun.	
I. Lives and models the school's values and norms.	
Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year



Self and Impact on Others

Self-awareness and self-adjustment

An excellent KIPP teacher...

- A. Demonstrates a growth mindset about self.
- B. Monitors and maintains emotional composure even in difficult situations.
- C. Seeks to understand how his tone, actions, and comments are perceived, and adjusts as needed.
- D. Manages time and takes care of self so she can take care of students.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Continuous Learning

- A. Takes responsibility for results, mistakes, and behavior.
- B. Seeks feedback, proactively uses data, and immediately adapts practice to improve as a teacher and person.
- C. Researches, observes others, experiments, shares, and collaborates on new practices.
- D. Sets and relentlessly makes progress toward goals for professional improvement.
- E. Analyzes how her teaching impacts the PreK-16 continuum and makes appropriate changes

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Building Relationships

- A. Makes students, families, and colleagues feel known, loved, and valued in and out of the classroom.
- B. Keeps commitments made to: students, families, and colleagues.
- C. Engages in genuine conversations with colleagues and families to achieve common goals.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Cultural Competence

- A. Considers cultural connections and differences between himself, students, families, and colleagues when making decisions.
- B. Labels personal biases and seeks to overcome those biases.
- C. Gains understanding of and respect for student culture, social context, and community in order to build relationships and drive learning.
- D. Adjusts communication in order to improve connection with students, parents, and colleagues.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Communication

- A. Actively listens to others, with effective eye contact and non-verbals, and confirms understanding.
- B. Communicates with genuine warmth and maintains rigorous expectations for behavior and results.
- C. Responds to students and adults with positive tone, clarity, and enthusiasm. Does not use negative language such as sarcasm, or engage in gossip.
- D. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.
- E. Communicates feedback, concerns, and praise directly to students, colleagues, and families, matching the means to the purpose.
- F. Seeks to understand and gain context.
- G. Describes instead of interprets behavior when giving feedback.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Communication

- A. Actively listens to others, with effective eye contact and non-verbals, and confirms understanding.
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- F. Seeks to understand and gain context.
- G. Describes instead of interprets behavior when giving feedback.

Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year

Critical Thinking and Problem-solving

- A. Notices what is happening in the classroom and in students' work and uses the data gathered to match the teacher to the student and situation.
- B. Anticipates and identifies problems with students, colleagues, or families in a timely manner and generates multiple approaches that either prevent or solve the problem.
- C. Breaks down complex content and thinking processes into accessible parts for students.
- D. Breaks down complex student data to help drive student achievement and growth.

Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year



Classroom Culture

Expectations

Excellent teaching means that the teacher:

- A. Communicates four key messages to all students all of the time: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other.
- B. Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes.
- C. Clearly and repeatedly uses criteria for success to communicate what he wants students to accomplish and how he expects them to behave.
- D. Upholds challenging but realistic expectations for performance and behavior by providing prompt, specific affirmations and adjusting feedback to students.
- E. Constantly pushes student work toward college readiness.

Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year

Engagement

- A. Utilizes engagement for the purposes of mastery and meaning.
- B. Ensures that students are engaged with the task, the teacher, each other, and independently.
- C. Seeks external indicators that the brain is on task at hand (i.e., nodding, tracking, note-taking, independent work.)
- D. Constantly checks student engagement and appropriately adjusts the format and execution of the class to increase engagement.
- E. Hooks students into the lesson in multiple ways, intellectually and emotionally.

Self-rating mid-year	Self rating end-of-year
Manager rating mid-year	Manager rating end-of-year

Routines and Systems

- A. Models, teaches, and practices efficient behavioral and academic systems until they are mastered by students with minimal prompting and re-direction in order to increase learning time.
- B. Quickly addresses challenges with routines or systems through a variety of appropriate strategies.
- C. Organizes the physical space, seating arrangements, materials, and displays to meet the needs of instruction, maximize the flow of activities and students' learning, and reflect KIPP's college preparatory focus.
- D. Anticipates challenges that students with special needs may have with some routines and systems, strategizes to minimize problems, and proactively prepares those students for success.
- E. Provides students with opportunities to influence and take responsibility for classroom routines, rewards, and consequences.
- F. Builds students buy-in to an effective system of incentives linked to intrinsic rewards.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Management and Discipline

- A. Recognizes and addresses the root causes of student disruption or inattention.
- B. Reacts with speed and decisiveness when behavior is disruptive or does not meet expectations. Promptly notes the behavior to the student and delivers the consequence.
- C. Ensures consequences are logically connected to the behavior, fit the infraction, and that there are a range of consequences for any rule.
- D. Uses a calm but firm and convincing tone when addressing inappropriate behavior.
- E. Acknowledges expectations met and thanks students for exceeding expectations with positive consequences.
- F. Uses confident, assertive body language to maintain respect and attention from students in and out of the classroom.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Joy!

- A. Exudes a love of teaching and learning through facial expressions, tone, and actions.
- B. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
- C. Celebrates individual and group efforts and successes when students exceed academic, behavioral, and character expectations.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year



The Teaching Cycle

Big Goals

Excellent teaching means that the teacher...

- A. Establishes measurable, challenging, and realistic goals that drive planning and assessment and cultivate the classroom and school community.
- B. Uses student achievement data to establish long-term goals and regularly track progress, and has students track their own progress toward the big goals.
- C. Breaks big goals into manageable chunks.
- D. Invests in the students, their families, and their communities in an effort required to achieve the goals.
- E. Communicates regularly with students and their families about their individual progress toward big goals.
- F. Connects big goals to student experiences or future opportunities.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Long-term and Unit Planning

- A. Unpacks all state and college preparatory standards to be mastered, then backwards plans, sequencing them into manageable units of learning.
- B. Designs and assesses goals, enduring understandings and essential questions, and objectives for each unit.
- C. Creates and sequences objectives required to master the goals of the unit.
- D. Develops or adopts assessments that indicate level of mastery of objectives for each student as the unit progresses, and at the end of each unit of study.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Lesson Planning

Excellent teaching means that the teacher...

- A. Plans a daily objective that is achievable, rigorous, and measurable.
- B. Chooses materials/explanatory devices, and demonstrates pacing, sub-grouping, before differentiation to meet objectives and needs of students.
- C. Develops hooks (at different points in the lesson) that engage students in the lesson.
- D. Designs opportunities for students to connect the lesson to prior knowledge.
- E. Sets up multiple ways to assess student understanding and mastery.
- F. Writes an aligned, interactive agenda that provides opportunities for introduction of new material, guided practice, and independent practice.
- G. Plans dual-purpose

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Rigor

- A. Ensures that students "sweat" every day with an aim that is at the highest logical level for students, differentiated for all student groups.
- B. Insists on all-the-way correct answers from students; does not accept partial answers.
- C. Has a clear idea of what mastery or excellence looks like, differentiated for all student groups, and communicates the expectations for mastery clearly to all students.
- D. Provides each student with structured, deliberate, and rigorous timely feedback on academic progress.
- E. Uses questions to push students to apply knowledge in skills in ways up and down Bloom's Taxonomy.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Lesson Execution

Excellent teaching means that the teacher...

- A. Posts and communicates clear objectives and an engaging agenda for the lesson so kids know what is to be learned, how it is to be learned, and why it is to be learned.
- B. Delivers content in a well-organized, clear, accessible manner.
- C. Pre-assesses knowledge and activates current knowledge.
- D. Executes lessons that include a hook as well as modeled, guided, and independent practice, and a closing that ties them together to ensure students achieve the objectives.
- E. Ensures that sustained, structured, and rigorous Independent practice builds upon the guided practice.
- F. Provides opportunities for clear, organized student note-taking after the primary level.
- G. Circulates and responds to student work in real-time, working as needed with individual students and small groups during independent practice to differentiate teaching and ensure student mastery.
- H. Ensures that nearly all students can complete independent work independently.
- I. Uses a variety of fun methods to review and practice skills already mastered.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Ratio

- A. Lowers the ratio of student-teacher: student talk by fostering student dialogue and evaluating one another's ideas.
- B. Develops cooperative learning and partner structures that allow for students to dialogue, debate, and create without the teacher's presence.
- C. Employs economy of language and action to maximize the amount of time students think and work.
- D. Uses a variety of wait times to increase student talk and thinking.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Pacing and Timing

- A. Moves students briskly from each part of the agenda to the next, with smooth transitions and a sense of urgency and purpose, maximizing each moment of instructional time.
- B. Sets and communicates clear guidelines for how long activities will take, and uses timers or countdowns to keep up pace.
- C. Adjusts lesson timing as appropriate to meet needs of all students.
- D. Plans for periods of active and passive engagement.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Assessment and Analysis

- A. Creates or obtains a standards-aligned diagnostic, as well as formative and summative assessments to determine where students are in relation to the big goals.
- B. Plans regular and unit assessments that are appropriately spiraled, scaffolded, and differentiated.
- C. Assesses all students against learning objectives each day to inform teaching daily.
- D. Communicates performance and progress to families.
- E. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching and differentiation.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Knowledge

Child Development

Excellent teaching means that the teacher...

- A. Uses knowledge of children's cognitive development, cognition, and behavior to plan, motivate, engage, discipline, and teach.
- B. Uses knowledge to support emotional needs of students and develop their ability to self-regulate.
- C. Uses knowledge of the appropriate level of skills, knowledge, and language acquisition for students in the age range to develop effective plans.
- D. Uses knowledge of how students in a particular age range form relationships, communicate, and interact with others to cultivate classroom community.
- E. Uses his knowledge of child development to strike a balance in how he exercises authority and how he interacts with and engages students.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Content Knowledge

- A. Develops deep, up-to-date knowledge of the essential concepts in the discipline and how they relate to one another.
- B. Builds strong knowledge of state and national standards for the discipline.
- C. Breaks the content down into accessible skills, procedures, and ideas for students while maintaining content at a college preparatory level.
- D. Matches the content to an excellent strategy for presentation.
- E. Has knowledge of what comes before and after in the curriculum (i.e., the third grade teacher knows what a second and fourth grade curriculum looks like, the Algebra II teacher is familiar with Algebra I and Pre-calculus.)

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Literacy for Everyone

- A. Models thoughtful and joyful reading, writing, and speaking.
- B. Deliberately and frequently expands students' vocabulary.
- C. Uses knowledge of students' reading levels and interests to plan lessons regardless of the subject.
- D. Models pre-reading, reading, and post-reading strategies.
- E. Models, teaches, and reinforces fluent and expressive reading aloud.
- F. Provides students with varied opportunities to express their thinking in writing and to engage the writing process.
- G. Upholds high standards for the 6+1 Traits of writing in all circumstances.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Differentiation

Excellent teaching means that the teacher...

- A. Challenges students at their level and brings them to the level required to meet learning objectives and big goals for the class.
- B. Varies teaching strategies, styles and activities (despite personal style preferences) to help all students master objectives.
- C. Knows the learning styles, academic strengths and weaknesses of each individual student, and does not get hung up on categories or labels.
- D. Plans questions, activities, and assignments that adequately spiral and differentiate by level of difficulty, depth, and learning style to ensure that all students master the objectives.
- E. Uses independent practice and peer groupings to allow time in class to work with specific groups of students and individuals.
- F. Pre-teaches skills to the lowest skilled students regularly and re-teaches learning objectives to specific students as needed.
- G. Uses peer tutors and groups, other teachers, parents, and outside tutors for out-of-class remediation and enrichment.
- H. Provides lowest skilled students the time and/or other resources needed in and out of class to be successful.
- I. Challenges the higher skilled students using independent practice and time in and out of class to tackle more challenging material.
- J. Differentiates behavioral consequences.

Self-rating mid-year

Self rating end-of-year

Manager rating mid-year

Manager rating end-of-year

Performance and Development Narrative

Mid-Year Self Comments

What goals would you characterize as “on track” at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you bring to life daily to contribute to your successes? Which competencies or behaviors have contributed most to your success, and how have you leveraged them? Please be specific.

Which goals would you characterize as “not on track” at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you struggle to bring to life, and hold you back from meeting your goals? Which competencies and behaviors do you need to focus on to better accomplish your goals? Please be specific.

Mid-Year Manager Comments

What goals would you characterize as “on track” for the teacher at this point in the year, and why? Which beliefs, character strengths, competencies and behaviors have contributed most to that success, and how has he/she leveraged them? Please be specific.

Which goals would you characterize as “not on track” for the teacher at this point in the year, and why? Which beliefs, character strengths, competencies and behaviors does he/she need to continue to focus on to better accomplish goals? Please be specific.

Agreed-upon Action Steps:

Year-End Self Comments

What goals have you reached or exceeded this year, and why? Which beliefs, character strengths, competencies and behaviors have contributed most to that success, and how have you lived them day-to-day? Please be specific.

Which goals did not get achieved this year and why? Which beliefs, character strengths, competencies and behaviors do you need to continue to focus on in the upcoming year to better achieve goals? Please be specific.

Year-End Manager Comments

What goals did the teacher reach or exceed this year, and why? Which beliefs, character strengths, competencies, and behaviors have contributed most to that success, and how has he/she lived them? Please be specific.

Which goals did not get achieved this year and why? Which beliefs, character strengths, competencies, and behaviors does he/she need to continue to focus on in the upcoming year to better achieve goals? Please be specific.

Agreed-upon Action Steps:

Overall Rating Please rate overall performance, considering progress against goals and behaviors relative to beliefs, character strengths, and competencies. Performance on goals is typically weighted far more heavily overall.

Mid-Year Rating (1 – 5)		Year-End Rating (1 – 5)	
Manager		Manager	

Signatures

Teacher

I participated in discussion of this review with my manager on the date indicated. My signature indicates knowledge and understanding of the contents of this document and does not necessarily imply agreement or disagreement.

Signature (mid-year):	Signature (year-end):
Date:	Date:

Manager

I participated in discussion of this review with the Teacher above on the date indicated.

Signature (mid-year):	Signature (year-end):
Date:	Date:

Next Steps

- Based on this review discussion, please determine what next steps you can take to ensure success in your role.
- Please review your Individual Development Plan (IDP) and consider how these actions can be incorporated/ how you may want to re-set development goals.
- Check in regularly about the progress you’re making against your performance and development goals, communicating any support you may need.