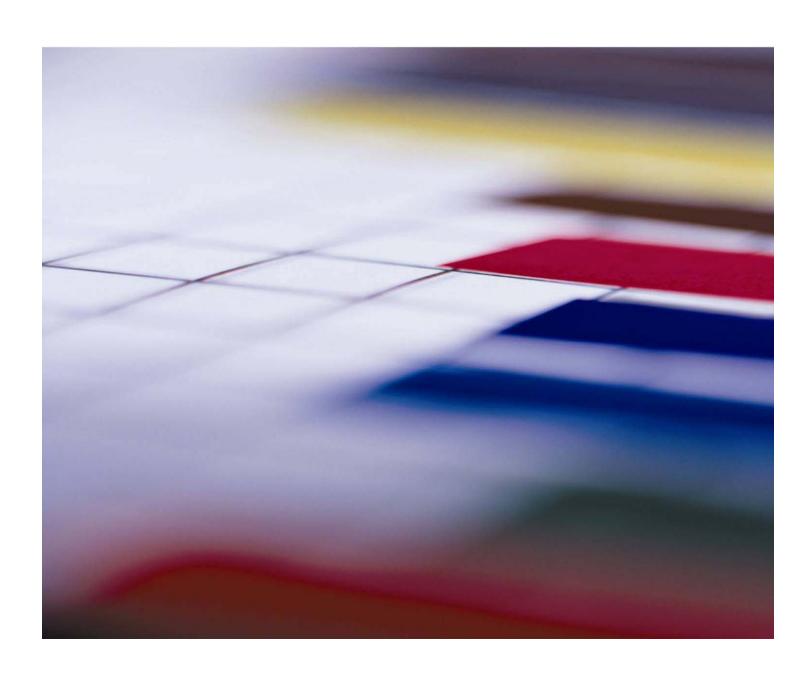# CREP
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KIPP DIAMOND ACADEMY

Year Three (2004-2005)
Evaluation Report

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EXECUTIVE SUMMARY

The purpose of the present evaluation study was to examine the progress made in program implementation, school climate, and student achievement by the KIPP DIAMOND Academy (KIPP:DA). The school began operation during the 2002-2003 academic year. This report provides longitudinal findings from all three academic years in which the KIPP:DA has operated. The following questions guided the evaluation methodology. The impact on student achievement will be addressed in a supplementary report following receipt of student-level achievement data.

1. What are the immediate and long-term impacts of KIPP on student achievement?
2. What is the school climate at KIPP?
    a. Does school climate improve over time?
    b. How do KIPP climate outcomes compare to national norms?
3. What is the frequency of usage of various traditional and alternative (student-centered) instructional strategies?
    a. What is the quality of usage of selected instructional strategies associated with best practices?
    b. How do KIPP outcomes compare to teaching practices documented in national norms?
4. To what degree and level of quality are the goals and strategies of KIPP being implemented?
5. What are teacher reactions to and experiences in KIPP?
    a. What are the adequacy and quality of professional development and necessary resources?
6. What are parent (caregiver) reactions to and experiences with KIPP?
    a. To what degree and in what ways are caregivers involved with KIPP?

Method

A mixed-methods design, encompassing both qualitative and quantitative data, was employed. The instruments used in the data collection were: (1) School Observation Measure (SOM©), (2) Rubric for Student Centered Activities (RSCA©), (3) School Climate Inventory (SCI©), (4) principal interview, (5) teacher focus group, (6) student focus group, (7) Comprehensive School Reform Teacher Questionnaire (CSRTQ©), (8) Parent Questionnaire, and (9) Program Implementation Benchmarking.

A faculty researcher from CREP was assigned major data collection responsibility. This individual and support research staff visited the school several times during the year to conduct the observation visits, administer the questionnaires, and conduct the interview and focus groups. In addition, the site researcher worked with the school leadership team to assess progress on "implementation benchmarks" describing beginning, intermediate, and full implementation phases for programmatic goals. Data from all instruments were then used to prepare a formative evaluation report for the school leadership team as well as the present evaluation report.

Results

What are the immediate and long-term impacts of KIPP on student achievement?

Student achievement is addressed in a separate report (Gallagher & Ross, 2005). Perceptual results are discussed in this section.

The principal, faculty, parents, and the students themselves perceive that students are achieving at KIPP:DA. All stakeholders mentioned that achievement, motivation, and attitudes towards learning appear to be increasing.

Despite these positive perceptions, the most marked change was in the behavior of the KIPP students. The Order dimension received the lowest rating in the School Climate Inventory, and student misbehavior was a clear theme in the interviews. Inappropriate behavior from the Cypress Middle School students continued to be a problem. Upon the arrival of the new principal, Ms. Landrum, discipline issues reportedly improved. She helped the teachers with discipline and began setting a more rigorous discipline policy. KIPP now has in-house suspension which is managed by a permanent teacher. Plans are being made to create a formal discipline management system to improve the behavior of the KIPP students, which will ultimately impact achievement.

What is the school climate at KIPP?; Does school climate improve over time?; How do KIPP climate outcomes compare to national norms?

Climate has declined slightly over the past three years, but remains very positive overall, with six of the seven dimension means over 4.0 (based on a 1 – 5 scale). The Order dimension received the lowest mean (3.25). KIPP teachers were significantly less likely to agree with items on the Order dimension than they were in Year 1 (ES=-1.02) or in Year 2 (ES=-1.24). One teacher noted that "all of the students are not from this surrounding area – students are here from Whitehaven, Millington, Cordova, and South Memphis. The different demographic locations affect student behavior."

Encouragingly, the climate averages for KIPP:DA remain above the averages for other secondary schools. KIPP respondents were significantly more likely to agree with items on the Collaboration (*ES*=+0.87), Environment (*ES*=+0.93), Expectations (*ES*= +0.97), and Involvement (*ES*=+1.35) dimensions in comparison with national norms. The positive climate is reflected in respondent comments such as "the new administrator has made many positive changes and this school feels more like a KIPP school everyday" and "it is a blessing to be here!"

What is the frequency of usage of various traditional and alternative (student-centered) instructional strategies?; What is the quality of usage of selected instructional strategies associated with best practices?; How do KIPP outcomes compare to teaching practices documented in national norms?

In Year 3, KIPP teachers tended to employ traditional instructional strategies such as direct instruction and independent seatwork. Teachers supplemented these practices with items including

higher-level feedback and questioning. Additionally, the teachers also transitioned to a facilitator role during lessons. There was some evidence of student centered strategies such as cooperative learning and student discussion, but these strategies were not utilized extensively. Technology was observed rarely or not at all during the visits. The level of academically focused class time was high during the majority of visits. High levels of student attention and engagement were observed occasionally during the majority of visits.

Inferential results revealed that that teachers were observed using independent seatwork significantly less often in Year 1 than they were in Year 2 (ES=-0.50) or in Year 3 (ES=-2.66). Along with this, in comparison with SOM norms for secondary schools, KIPP teachers were observed using significantly less team teaching (ES=-0.98), but more independent seatwork (ES=1.46) in Year 3.

Teachers are optimistic regarding instructional and curricular changes that are planned for the next year. Similarly, the grade level planning system and other methods such as Kiva that allow teachers to have a voice in academic planning have been well received, and have the potential to positively impact instruction at KIPP:DA.

To what degree and levels of quality are the goals and strategies of KIPP being implemented?

The instability in school leadership led to an uneven year in program implementation. The hiring of a new principal, however, did result in progress during the 04-05 academic year and also laid the foundation for positive changes during the coming school year. It is clear that KIPP:DA will need to continue focusing on its goals of diversifying instructional strategies, using technology, and developing and consistently implementing student behavior plans. Success was realized this year in bolstering the mathematics and language arts curriculums, developing formats for teacher input in program decision making (and intra-school communication in general), and implementing grade-level and cross-curricular planning. Furthermore, while parental involvement remains a challenge, KIPP:DA has taken steps to enhance parental and student involvement in school decision through activities such as the Leadership Council, Kiva, and a Student Government.

Positive steps have also been taken for the coming year by developing pupil assistance teams and adopting the Voices of Love and Freedom program, which are aimed at addressing student behavior and social skill issues. Along with this, in contrast to this year when there was concern that new teachers did not receive adequate training or were not "bought into" the KIPP philosophy, plans have already been made to hire and train new faculty members early in the summer. Additionally, there is excitement regarding courses such as ballet, chess, orchestra and other elective classes that will be offered next year. Looping will also be employed for the first time next year, which may use the rapport between students and teachers as a solid foundation for learning.

What are teacher reactions to and experiences in KIPP? What are the adequacy and quality of professional development and resources?

Teachers remain generally positive regarding their KIPP experiences. Most teachers appear to be dedicated to the students at KIPP:DA as well as the extended hours that are a part of the program. There was concern that some new faculty members did not fully support or initially understand the KIPP philosophy or requirements. The faculty members are content, however, that the new hiring and initial training procedures that have been established will alleviate this problem. Teachers remain satisfied overall with the professional development they have received. All teachers were able to attend KIPP Summits and workshops throughout the year. The professional development was specifically geared to individual subject areas and the KIPP:DA teachers found this to be a plus.

Lower levels of agreement were seen this year with survey items pertaining to sufficiency of planning time, addressing the requirements of children with special needs, and student behavior. Encouragingly, the new principal, in collaboration with faculty and staff members, has taken steps to address these areas of concern.

In terms of comparison with other secondary teachers, KIPP:DA teacher perceptions are generally on par with national norms for the CSRTQ. KIPP teachers were significantly more likely, however, to agree with items on the Outcomes dimension (ES=+0.68).

What are parent (caregiver) reactions to and experiences with KIPP?

Parents remain positive regarding KIPP:DA. Parents cited the "innovative ways of teaching" along with smaller classes where teachers pay more attention to students as positive aspects. Parents viewed the discipline at KIPP as one of the best things about the school, commenting that it was a safe school. The respondents liked the structure of the school where students are held responsible for their actions. Parents also appreciated the level of involvement and communication that they were afforded at KIPP:DA. Parents indicated that not having a building of their own was a disadvantage along with the fact that there were no athletics. Some parents found the lack of transportation and the distance they had to travel as a problem.

As with many urban schools, especially secondary schools, actual parental involvement remains a challenge. The school has taken steps toward establishing an effective two-way communication system, which is often the precursor toward involvement. Similarly, the newly established Leadership Council will provide another mechanism for parents to be involved with KIPP:DA.

Recommendations

- Implement professional development that targets the use of student-centered instructional strategies. Similarly, focus on better use of the available technological resources within the school. Having students use technology as a tool to facilitate content-area knowledge is highly recommended.

- Address student misbehavior. Review the existing plans such as "dug-out" and the paycheck system. Revise, establish, and consistently enforce a school-wide discipline plan. Ensure all stakeholders (faculty, parents, students, administrators) have input into the plan and clearly understand expectations, rewards, and sanctions.

  o Ensure teachers have options and training to use positive reinforcement.

  o Focus on developing students' social and coping skills. The Voices of Love and Freedom program will likely be an effective tool toward realizing this goal. To the extent possible, hire a fulltime guidance counselor.

  o Continue organizations such as the Student Government and pupil assistance teams that will enhance esprit de corps, self-efficacy, and responsibility.

- The shared space with Cypress is one of the largest concerns. The best-case scenario is for KIPP:DA to have its own building. Given that this is out of the school's control, however, work with Cypress administrators to see if a consistent behavior plan can be implemented. Continue to work with Cypress staff to share school resources. Work to adjust respective school schedules so unsupervised contact between students is minimized. If fiscally possible, consider developing a library and part-time librarian for KIPP:DA.

- Establish more effective procedures for transitions (i.e., changing classrooms) and for management tasks within the classroom (i.e., attendance, homework collection) so as to use that time more efficiently.

- Review the use of the extended day as a study hall period. Ensure that this time is meeting students' academic needs and also being used efficiently. Similarly, implement an evaluation system to look at the impact of the after-school tutoring program.

- Continue efforts to involve parents with KIPP:DA. The Leadership Council appears to be well received. Revisit the parent contracts to ensure that they are reasonable and can be adequately enforced.

**KIPP DIAMOND ACADEMY THIRD YEAR
IMPLEMENTATION PROGRESS AND EDUCATIONAL OUTCOMES**

Introduction

This report is a summary of the 2004-2005 academic year evaluation results for the KIPP Diamond Academy (KIPP:DA) in Memphis, Tennessee. The purpose of the evaluation study was to examine the progress made in program implementation, school climate, and student achievement.

School Description

The KIPP (Knowledge Is Power Program) Diamond (Daring Individual Achievers Making Outstanding New Dreams) Academy, housed in Cypress Junior High School in Memphis, Tennessee, opened in the summer of 2002. KIPP goals include enhancement of academic achievement and promotion of positive student leadership through an innovative redesign of traditional junior high and middle school structures. KIPP's foundation is based on the five "pillars" which are part of all KIPP Academies nationwide. The five pillars include: 1) establishing a culture of high expectations for academic performance and behavior; 2) promoting choice and commitment on the part of students and their families; 3) increasing the time for learners via extensions in the school day, week, and year; 4) establishing strong and supportive leadership by the school director and district administrators; and, 5) focusing on results, regardless of students' personal backgrounds.

The 2004-2005 academic year marked the third year of operation for the school. During this year, KIPP:DA was staffed with three fifth grade teachers, three sixth grade teachers, three seventh grade teachers, one special education teacher, one physical education teacher, one art teacher, the Dean of Student Affairs, along with a new principal, and two administrative staff personnel. Student enrollment was 156 students with an average daily attendance (ADA) of 94%. Students enrolled in KIPP:DA came from a variety of schools in the Memphis area, with many students from surrounding elementary feeder schools. There are no intellectual or achievement requirements for admission to KIPP:DA. Parents or caregivers must sign commitment forms that signify agreement with the educational mission of KIPP and indicate willingness to support KIPP's requirements for academic engagement and exemplary conduct. The Hyde Foundation, Sprint, Sam's Wholesale Club, The University of Memphis, Memphis University School, and Memphis Challenge support KIPP Diamond Academy.

Research Questions

The Center for Research in Educational Policy (CREP) at The University of Memphis has conducted the evaluation of program implementation and educational outcomes since the school's inception. The research questions that guide the evaluation are:

1. What are the immediate and long-term impacts of KIPP on student achievement?
2. What is the school climate at KIPP?

> a. Does school climate improve over time?
>
> b. How do KIPP climate outcomes compare to national norms?

3. What is the frequency of usage of various traditional and alternative (student-centered) instructional strategies?

> a. What is the quality of usage of selected instructional strategies associated with best practices?
>
> b. How do KIPP outcomes compare to teaching practices documented in national norms?

4. To what degree and levels of quality are the goals and strategies of KIPP being implemented?

5. What are teacher reactions to and experiences in KIPP?

> a. What are the adequacy and quality of professional development and resources needed?

6. What are parent (caregiver) reactions to and experiences with KIPP?

> a. To what degree and in what ways are caregivers involved with KIPP?

Method and Instrumentation

Both quantitative and qualitative data were collected by trained site researchers. The researchers conducted formal classroom observations as well as informal case study observations, facilitated a benchmark review session, administered surveys to teachers and parents, and conducted interviews/focus groups with the school principal, teachers, and students. The instrumentation is described below.

School Climate Inventory—Revised (SCI-R©). Researchers at the Center for Research in Educational Policy developed the SCI in 1989 (Butler & Alberg, 1991) and revised the instrument in 2001. The main purpose of the instrument is to assess perceptions of seven dimensions that are logically and empirically linked with effective school organizational climates. The inventory contains 49 items, with seven items comprising each dimension. Responses are scored through the use of Likert-type ratings ranging from strong disagreement (1) to strong agreement (5). Each scale yields scores ranging from 1 to 5, with higher scores being more positive. Additional items solicit basic demographic information. Face validity of the school climate items and logical ordering of the items by scales were established during the development of the inventory. Subsequent analysis of responses collected through administration of the inventory in a variety of school sites substantiated validity of the items. Scale descriptions and current internal reliability coefficients obtained using Cronbach's alpha are as follows:

Scale	Internal Reliability	Description
Order	$\alpha=.8394$	The extent to which the environment is ordered and appropriate student behaviors are present
Leadership	$\alpha=.8345$	The extent to which the administration provides instructional leadership
Environment	$\alpha=.8094$	The extent to which positive learning environments exist
Involvement	$\alpha=.7582$	The extent to which parents and the community are involved in the school
Instruction	$\alpha=.7453$	The extent to which the instructional program is well developed and implemented
Expectations	$\alpha=.7275$	The extent to which students are expected to learn and be responsible
Collaboration	$\alpha=.7417$	The extent to which the administration, faculty, and students cooperate and participate in problem solving

Comprehensive School Reform Teacher Questionnaire (CSRTQ©). The CSRTQ was designed to gather teacher perceptions of their school's reform initiative. The questionnaire contains 28 items to which teachers respond using a five-point Likert-type scale ranging from strongly agree to strongly disagree. In a second section, teachers report their perceived progress toward program implementation benchmark goals. In a third section, teachers provide open-ended comments regarding the positive and negative aspects of their school's change initiative/program. Face validity of the items and logical ordering of the items by scales were established by the research team during the development of the inventories. Principle component analyses of responses collected through administration of the inventories in multiple restructuring and control sites substantiated the instrument's five scales. The scales are as follows:

Scale	Internal Reliability	Description
Support	$\alpha=.82$	The extent to which the school receives effective professional development and support to implement its program.
Capacity/Resources	$\alpha=.70$	The extent to which planning time, materials, technology, and faculty are available at the school.
Pedagogy	$\alpha=.75$	The extent to which classroom practices, materials, and technology use have changed at the school
Outcome	$\alpha=.90$	The extent to which positive student, faculty, and parent/community outcomes have occurred.
Focus	$\alpha=.83$	The extent to which elements of the school's educational program are integrated, evaluated, and supported by stakeholders.

School Observation Measure (SOM©). The SOM was developed to determine the extent to which different common and alternative teaching practices are used throughout an entire school (Ross, Smith, & Alberg, 1998). The standard, or whole-school, SOM© procedure involves observers visiting 10-12 randomly selected classrooms, for 15 minutes each, during a three-hour visitation period. The observer examines classroom events and activities descriptively, not judgmentally. Notes are taken relative to the use or nonuse of 24 target strategies. At the conclusion of the three-hour visit, the observer summarizes the frequency with which each of the strategies was observed across all classes in general on a data summary form. The frequency is recorded via a 5-point rubric that ranges from (0) Not Observed to (4) Extensively. Two global items are used to rate, respectively, the level of academically-focused instructional time and degree of student attention and interest.

The SOM strategies include traditional practices (e.g., direct instruction and independent seatwork) and alternative, predominantly student-centered, methods associated with educational reforms (e.g., cooperative learning, project-based learning, inquiry, discussion, using technology as a learning tool). The strategies were identified through surveys and discussions involving policy makers, researchers, administrators, and teachers, as those most useful in providing indicators of schools' instructional philosophies and implementations of commonly used reform designs (Ross, Smith, Alberg, & Lowther, 2004).

To ensure the reliability of data, observers receive training, a manual providing definitions of terms, examples and explanations of the strategies, and a description of procedures for completing the instrument. After receiving the manual and instruction in a group session, each observer participates in sufficient practice exercises to ensure that his/her data are comparable with those of experienced observers. In a reliability study (Lewis, Ross, & Alberg, 1999), pairs of trained observers selected the identical overall response on the five-category rubric on 67% of the items and were within one category on 95% of the items. Further results establishing the reliability and validity of *SOM©* are provided in the Lewis et al. (1999) report. In a reliability study using Generalizability Theory, Sterbinsky (2003) found reliability at the .74 level for 5 SOMs conducted at a school. Reliability increased to .82 with 8 SOMs and to .85 with 10 SOMs conducted at a school.

Rubric for Student-Centered Activities (RSCA). The Rubric for Student-Centered Activities was developed by CREP (Lowther, Ross, & Plants, 2000) as an extension to SOM. The RSCA was used by observers to more closely evaluate the degree of learner engagement in seven selected areas considered fundamental to the goals of increasing student-centered learning activities (cooperative learning, project-based learning, higher-level questioning, experiential/hands-on learning, student independent inquiry/research, student discussion, and students as producers of knowledge using technology). These strategies reflect an emphasis on higher-order learning and attainment of deep understanding of content and whether or not technology was utilized as a component of the strategy. Such learning outcomes seem consistent with those likely to be engendered by well-designed, real-world linked exercises, projects, or problems utilizing technology as a learning tool. Each item includes a two-

part rating scale. The first is a four-point scale, with 1 indicating a very low level of application, and 5 representing a high level of application. The second is a Yes/No option to the question: "Was technology used?" with space provided to write a brief description of the technology use. The RSCA was completed as part of SOM observation periods.

To ensure the reliability of data, observers receive training consisting of terms, examples and explanations of the target strategies, and a description of procedures for completing the instrument. After receiving the manual and instruction in a group session, each observer participates in sufficient practice exercises to ensure that his/her data are comparable with those of experienced observers.

KIPP Diamond Academy Parent Questionnaire. A questionnaire was designed specifically to gather parent perceptions of and reactions to the KIPP Diamond Academy. The questionnaire included twelve closed-ended questions to which parents responded using a five point Likert-type scale ranging from strongly agree to strongly disagree. Additionally, four open-ended items were provided so that parents could provide more in-depth responses. Areas examined on the questionnaire included general perceptions of KIPP Diamond Academy, parent involvement, parent and student adjustments to the KIPP program, outcomes, and strengths and weaknesses.

Implementation Benchmarks. The benchmark development process:

1. Documents the primary operational components of a whole-school program to increase understanding of both the overall program and individual school goals relative to implementation rate and scope.
2. Engages the entire school staff in discovering, developing, reflecting on and refining the school's programs.
3. Provides framework for evaluating progress from beginning to full implementation.
4. Provides a tool for communicating implementation status and progress.

A specific Indicator and Evidence accompany each Benchmark Statement for implementation Phases I (Beginning), II (Intermediate), and III (Full). The draft benchmarks are then shared with the entire faculty for review. Typical timelines are to complete the implementation benchmarks by mid-October, refine them if needed during the year, and then, by early May, engage the entire faculty in evaluating progress and specifying program goals for the following year. Based on those goals, the Benchmarks are continually revised and refined. Consequently, participating schools are continually aware of all programs, implementation progress, and directions for school improvement directed by data and shared faculty-administrator decision-making. Researchers met with KIPP teachers on May 22, 2005 for the purpose of gaining insights into levels of program implementation. Benchmark ratings were determined through consensus of teachers. The principal was not involved in this final process in order to provide confidentiality to teachers.

Teacher Focus Group Interview. The Teacher Focus Group questions were based on CREP's structured interview guides used with schools undergoing comprehensive school reform or the implementation of school-wide programs. The focus group is used to gather in-depth perspectives from

the faculty regarding the KIPP program in general and the Diamond Academy specifically. The questions focused on areas including program implementation, professional development, resources, pedagogical change, support, outcomes, and suggestions for improvement. A trained researcher conducted an approximately one-hour long focus group interview with five teachers on April 28, 2005.

Principal Interview. The Principal Interview questions were based on CREP's library of interview guides and protocols, and were parallel to those asked during the Teacher Focus Group. This interview was conducted on May 2, 2005 with Melanie Landrum, principal of KIPP Diamond Academy.

Student Focus Group Interview. Modified versions of CREP's student focus group interview guides and protocols were used. Areas addressed included students' reactions to KIPP Diamond Academy with regard to environment, adaptation, teaching and learning, social climate, and comparison to their former school experiences. A trained researcher conducted three 30-minute focus group interviews on April 14, 2005. Each focus group consisted of five randomly selected students from fifth, sixth and seventh grade.

Results

School Climate Inventory – Descriptive results

Climate at the school remains very positive, with six of the seven dimension means over 4.0 (based on a 1 – 5 scale). The Order dimension received the lowest mean ($M = 3.25$). See table 1.

Collaboration Dimension. The dimension mean for collaboration was 4.16. Teachers and staff view KIPP Diamond Academy as collaborative in nature. Faculty and staff commitment to school goals increased slightly from 88.9% to 90.9% in comparison with last year. Agreement that teachers actively participate in decision making at KIPP decreased from 88.9% in Year 2 to 54.5% in Year 3, the sharpest decline in this dimension. Agreement that students participate in solving school-related problems increased from 66.7% to 72.7%.

Environment Dimension. The mean for the environment dimension was 4.26, a slight increase from Year 2. One hundred percent of faculty and staff believed that they make important contributions to the school and that the varied learning environments of the school accommodate diverse teaching and learning styles. Respect for both school employees and students increased from 66.7% in Year 2 to 81.8% in Year 3. Trust among all faculty and staff increased slightly from 66.7% to 72.7% for the third year.

Expectations Dimension. The mean for the expectation dimension was 4.49. All who responded to the survey agreed that (a) low achieving students are given opportunity for success at KIPP, (b) students participate in classroom activities regardless of sex, ethnicity, religion, socioeconomic status, or academic ability, and (c) teachers hold high expectations for all students. Decreasing slightly were the ratings that school rules and expectations are clearly communicated (from 88.9% to 72.7%), students share responsibility for keeping the school attractive and clean (from 77.8% to 72.7%), and that all students at KIPP are expected to master basic skills at each grade level (from 100% to 81.8%).

Instruction Dimension. The mean for this dimension was 4.25. As with Year 2, respondents for Year 3 unanimously agreed that teachers use a variety of teaching strategies, design learning activities to

support curriculum and student needs, and use appropriate evaluation methods to determine student achievement. There was a slight increase in the rating for teachers providing opportunities for students to develop higher-order skills (from 88.9% to 90.9%). The largest decrease in agreement, from 100% in Year 2 to 72.7% in Year 3, was for teachers using a wide range of teaching materials and media.

Involvement Dimension. The dimension mean for involvement is 4.21. All respondents reported that parents are treated courteously when they call or visit the school, that parents are invited to serve on the school advisory committee, and that parents are invited often to visit classrooms. Agreement that parents actively support school activities increased from 55.6% in Year 2 to 81.8% in Year 3. Agreement that community businesses are active in the school decreased from 88.9% last year to 54.5% this year.

Leadership Dimension. The dimension mean for leadership decreased slightly from 4.30 to 4.16. The only increase was in the agreement that the principal is highly visible throughout the school (from 77.8% to 81.8%). The biggest decrease in agreement from last year was that the principal does a good job of protecting instruction time (100% to 72.7%). The leadership dimension still received positive ratings, which is notable because of a change in principals at the school, including an interim principal.

Order Dimension. The mean for this dimension was 3.25. There was a general decrease in agreement with items in the order dimension. Most notably, no respondents agreed that student misbehavior in the school does not interfere with teaching. Less than one-half (45.5%) agreed that student tardiness or absence is not a major problem. Encouragingly, most respondents (81.8%) agreed that the school is a safe place to work and that teachers, administrators, and parents assume joint responsibility for student discipline.

Teacher Comments. Three respondents provided comments for the open-ended question on the SCI-R, which asks "Please provide any additional comments you may have pertaining to your school's climate." One respondent commented that "the new administrator has made many positive changes and this school feels more like a KIPP school everyday." Another respondent noted that "it is a blessing to be here!" and that "we are continually growing." A concern was also expressed when one respondent said "all of the students are not from this surrounding area – students are here from Whitehaven, Millington, Cordova, and South Memphis. The different demographic locations affect student behavior."

Table 1.

KIPP School climate dimension means during the last three academic years and national average (norm) for secondary schools

Dimension	Spring 2003	Spring 2004	Spring 2005	National Norm
Collaboration	4.48	4.22	4.16	3.71
Environment	4.60	4.10	4.26	3.73
Expectations	4.71	4.40	4.49	3.82
Instruction	4.76	4.32	4.25	4.06
Involvement	4.62	4.29	4.21	3.63
Leadership	4.69	4.30	4.16	3.94
Order	4.26	3.87	3.25	3.26
OVERALL	4.59	4.19	4.10	3.73
Number of Respondents	6	9	11	

School Climate Inventory – Inferential Results

Responses from all three years were compared using a Multivariate Analysis of Variance (MANOVA) with Year as the independent variable (three levels) and the seven SCI-R dimensions as the dependent variables. At the multivariate level, there were significant differences [F(14,22)=2.62, p=.021] between years. At the univariate level there were no significant differences between years for any of the seven dimensions. The significance level for the order dimension, however, was .053. Exploratory analysis (pairwise comparisons) revealed that in Year 3, KIPP teachers were significantly less likely to agree with items on the Order dimension than they were in Year 1 (p=.050, ES=-1.02) or in Year 2 (p=.034, ES=-1.24).

KIPP responses were also compared to SCI-R averages for other secondary schools. Comparisons of KIPP responses in Year 1 with the SCI-R norms revealed no significant differences at the multivariate level (F(7,4138)=1.97, p=.056], but at the univariate level, KIPP respondents were significantly more likely to agree with items on the Collaboration (p=.030, ES=+1.16), Environment (p=.016, ES=+1.21), Expectations (p=.004, ES=+1.39), Instruction (p=.004, ES=+1.59), Involvement (p=.001, ES=+1.86), Leadership (p=.036, ES= +1.07), and Order (p=.034, ES=+0.98) dimensions.

Comparisons of KIPP responses in Year 2 with the SCI-R norms indicated no significant differences at the multivariate level [F(7,4140)=1.96, p=.056]. At the univariate level, however, KIPP respondents were significantly more likely to agree with items on the Collaboration (p=.014, ES=+1.07), Expectations (p=.002, ES=+1.43), Involvement (p=.005, ES=+1.35), and Order (p=.013, ES=+1.20) dimensions.

Finally, comparisons were made between Year 3 KIPP responses and the SCI-R norms. There were significant differences at the multivariate level [F(7, 4142)=5.92, p<.000]. At the univariate level, KIPP respondents were significantly more likely to agree with items on the Collaboration (p=.015, ES=+0.87),

Environment (p=.016, *ES*=+0.93), Expectations (p=.003, *ES*= +0.97), and Involvement (p=.001, *ES*=+1.35) dimensions.

Comprehensive School Reform Teacher Questionnaire – Descriptive Results

The majority of responding teachers agreed that they received adequate professional development (73% agreement) and that professional development provided by external partners has been valuable (81.8%). Both of these items increased in agreement from last year (both were 66.7% in 2004). Notable decreases in agreement were seen in items pertaining to teachers given sufficient planning time (decreased from 83.3% in 2004 to 27.3% in 2005); the program adequately addressing the requirements of special needs children (66.7% to 27.3%); and satisfaction that federal, state, local and private resources are being effectively coordinated (66.7% to 27.3%). In terms of the dimensions measured on the CSRTQ, teachers were most positive regarding Outcomes (*M* = 3.72) and Support (*M* = 3.71) (see Table 2). Teachers were less positive regarding Capacity/Resources (*M* = 3.14) and Focus (*M* = 3.47). Despite a lower mean in the Focus dimension, one teacher commented "Students are beginning to believe in our vision and we're beginning to see a clearer path to success. There is a positive/optimistic vibe here." The primary areas of concern in the open-ended comments involved student misbehavior (two related comments) and being housed at Cypress Jr. High (one comment).

Comprehensive School Reform Teacher Questionnaire – Inferential Results

Teacher responses to the CSRTQ across the three years were compared using a Multivariate Analysis of Variance (MANOVA) with Year as the independent variable (three levels) and the five CSRTQ dimensions as the dependent variables. At the multivariate level, there were no significant differences between years [F(10,22)=1.88, p=.104]. Tests at the univariate level evidenced significant differences between years on the Outcomes (p=.028) and Focus (p=.035) variables. Pairwise comparisons between years revealed that in Year 1, KIPP teachers were significantly more likely to agree with items on the Outcomes (p=.009, *ES*=+1.87) and Focus (p=.014, *ES*=+1.68) dimensions than they were in Year 3. There were no other significant differences between years for any of the other pairwise comparisons.

Comparisons between each year of KIPP operation and the norms for the CSRTQ used a MANOVA with Year and Norm as two levels of the independent variable and the five CSRTQ dimensions as the dependent variables. Results indicated significant differences between KIPP Year 1 responses and the norm at the multivariate level [F(5,2228)=4.29, p=.001]. At the univariate level, significant differences existed for the Support (p=.013, *ES*= +1.60), Capacity (p=.050, *ES*=+1.23), Pedagogy (p=.019, *ES*=+1.25), Outcomes (p<.000, *ES*=+2.97), and Focus (p=.002, *ES*= +1.89) dimensions, with KIPP teachers being significantly more likely to agree with these items than were teachers in the norm.

For Year 2, there were significant differences at the multivariate level [F(5,2229)=3.10,p=.009]. At the univariate level, KIPP teachers were significantly more likely to agree with items on the Pedagogy (p=.040, *ES*=+1.09) and Outcomes (p=.008, *ES*=+1.66) dimensions.

For Year 3, there were also significant differences at the multivariate level [$F(5,2234)=5.10$, $p<.000$]. At the univariate level, KIPP teachers were significantly more likely to agree with items on the Outcomes variable ($p=.026$, $ES=+0.68$).

Table 2.

KIPP CSRTQ Dimension means during the last three academic years and national average (norm) for secondary schools

Scale: (1 = Strongly Disagree to 5 = Strongly Agree)

Scale	Spring 2003	Spring 2004	Spring 2005	Norm
	Mean	Mean	Mean	Mean
Support	4.55	3.70	3.71	3.59
Capacity / Resources	4.19	3.45	3.14	3.38
Pedagogy	4.10	3.93	3.62	3.26
Outcomes	4.86	4.07	3.72	3.26
Focus	4.65	4.03	3.47	3.54
Number of Respondents	4	6	11	

School Observation Measure – Descriptive Results

Direct instruction was the predominant instructional orientation observed (see Table 3). There was also use of cooperative learning and individual tutoring, but to a lesser extent than direct instruction. In terms of instructional strategies, the use of higher-level instructional feedback and questioning, as well as the teacher acting as a coach were the most prevalent strategies observed. Integration of subject areas, project-based learning, and parent/community involvement in learning activities were observed less often during the visits.

In the category of student activities, independent seatwork was the most extensively observed activity. Planned student discussion and experiential learning were also observed during the majority of observation visits, though not extensively. Sustained reading and writing along with independent inquiry were the least frequently observed items. Technology usage was not prevalent either, with computers being used for instructional delivery and technology used as a learning tool both observed rarely during the observation visits.

High academically-focused class time was frequently or extensively observed during the majority of visits. High levels of student attention and engagement were observed occasionally during the majority of visits.

Table 3.

School Observation Measure results for the last three academic years

Number of School Observation Visits for Year 1 – 2002-2003 – N = 6
Number of School Observation Visits for Year 2 – 2003-2004 – N = 6
Number of School Observation Visits for Year 3 – 2004-2005 – N = 6

The extent to which each of the following was used or present in the school...	Percent None			Percent Rarely			Percent Occasionally			Percent Frequently			Percent Extensively		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instructional Orientation															
Direct instruction (lecture)	0.0	0.0	0.0	16.7	33.3	0.0	33.3	50.0	16.7	16.7	16.7	50.0	33.3	0.0	33.3
Team teaching	100.0	83.3	100.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cooperative/collaborative learning	0.0	16.7	16.7	50.0	16.7	50.0	33.3	33.3	33.3	16.7	0.0	0.0	0.0	33.3	0.0
Individual tutoring (teacher, peer, aide, adult volunteer)	83.3	66.7	66.7	0.0	33.3	33.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classroom Organization															
Ability groups	83.3	33.3	33.3	16.7	66.7	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multi-age grouping	100.0	33.3	66.7	0.0	66.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Work centers (for individuals or groups)	66.7	66.7	66.7	16.7	16.7	33.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructional Strategies															
Higher-level instructional feedback (written or verbal) to enhance student learning	50.0	33.3	0.0	0.0	33.3	33.3	33.3	16.7	50.0	16.7	16.7	0.0	0.0	0.0	16.7
Integration of subject areas (interdisciplinary/thematic units)	66.7	100.0	66.7	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0
Project-based learning	50.0	33.3	50.0	0.0	0.0	50.0	33.3	16.7	0.0	16.7	16.7	0.0	0.0	33.3	0.0
Use of higher-level questioning strategies	16.7	33.3	0.0	33.3	33.3	33.3	33.3	33.3	50.0	16.7	0.0	0.0	0.0	0.0	16.7
Teacher acting as a coach/facilitator	0.0	0.0	0.0	33.3	16.7	16.7	16.7	50.0	66.7	50.0	16.7	0.0	0.0	16.7	16.7
Parent/community involvement in learning activities	83.3	83.3	83.3	16.7	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Activities															
Independent seatwork (self-paced worksheets, individual assignments)	0.0	0.0	0.0	50.0	16.7	0.0	16.7	50.0	0.0	33.3	16.7	16.7	0.0	16.7	83.3
Experiential, hands-on learning	66.7	33.3	33.3	33.3	66.7	33.3	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
Systematic individual instruction (differential assignments geared to individual needs)	100.0	66.7	50.0	0.0	33.3	33.3	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Sustained writing/composition (self-selected or teacher generated topics)	33.3	83.3	66.7	33.3	16.7	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 3, continued

The extent to which each of the following was used or present in the school...	Percent None			Percent Rarely			Percent Occasionally			Percent Frequently			Percent Extensively		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Student Activities, continued															
Sustained reading	83.3	100.0	83.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0
Independent inquiry/research on the part of students	83.3	100.0	66.7	16.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student discussion	66.7	66.7	33.3	33.3	16.7	50.0	0.0	0.0	16.7	0.0	16.7	0.0	0.0	0.0	0.0
Technology Use															
Computer for instructional delivery (e.g., CAI, drill & practice)	83.3	100.0	83.3	0.0	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Technology as a learning tool or resource (e.g., Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	66.7	33.3	50.0	33.3	0.0	50.0	0.0	16.7	0.0	0.0	33.3	0.0	0.0	16.7	0.0
Assessment															
Performance assessment strategies	83.3	100.0	83.3	16.7	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student self-assessment (portfolios, individual record books)	83.3	100.0	83.3	16.7	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0
Summary Items															
High academically focused class time	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	16.7	83.3	16.7	66.7	16.7	33.3	16.7
High level of student attention/interest/engagement	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	66.7	16.7	16.7	16.7	83.3	33.3	16.7

NOTE: One school observation visit equals approximately 10 classroom visits.

School Observation Measure – Inferential Results

Classroom observations at KIPP were analyzed via a series of Analysis of Variance (ANOVA) procedures. Comparisons included an independent variable of three levels (Year 1, Year 2, and Year 3) and a dependent variable of each SOM item. To prevent inflation of the overall Type I error rate, a Bonferroni adjustment was made to the alpha level, reducing it from .05 to .002. Comparisons were also made between each year and the SOM norms.

Comparisons of Year 1 and Year 2 SOMs yielded no significant differences between the years for any of the SOM items. Comparisons of Year 1 and Year 3 revealed no significant differences, with the exception that the main effect for independent seatwork approached the adjusted significance level [$F(15,2)=8.86$, $p=.003$]. Post tests on this SOM item revealed that teachers were observed using independent seatwork significantly less often in Year 1 ($p=.001$, $ES=-0.50$) than they were in Year 2 or in Year 3 ($p=.008$, $ES=-2.66$).

Comparisons of classroom observations each year with the SOM norms indicated that in Year 1, KIPP teachers used significantly less team teaching ($p=.000$, $ES=-0.98$), ability groups ($p=.001$, $ES=-1.04$), multi-age grouping, ($p<.000$, $ES=-1.15$], systematic individual instruction ($p<.000$, $ES=-0.74$) than did teachers in the norm group, but had significantly higher levels of student attention ($p=.001$, $ES=+2.20$].   In Year 2, KIPP teachers were observed using less integration of subject areas ($p<.000$, $ES=-0.84$), sustained reading ($p<.000$, $ES=-1.19$), independent inquiry ($p<.000$, $ES=-0.88$), computer for instructional delivery ($p<.000$, $ES=-1.23$), performance assessment ($p<.000$, $ES=-1.02$), and student self-assessment ($p<.000$, $ES=-0.69$). On the other hand, KIPP teachers were observed using significantly more cooperative learning than the norm ($p=.001$, $ES=+0.93$). By Year 3, KIPP teachers were observed using significantly less team teaching ($p<.000$, $ES=-0.98$), but more independent seatwork ($p=.001$, $ES=+1.46$).

Rubric for Student-Centered Activities – Descriptive Results

As noted in the SOM results, the use of student-centered strategies was not prevalent during the observation visits. Cooperative learning and higher-level questioning were the two most often observed strategies. When the strategies included on the RSCA were observed, higher-level questioning was noted to be "somewhat strong" during 10% of the visits (see Table 4). Experiential learning was noted to be strong during 1.7% of the visits and somewhat strong during 6.7%.   Independent inquiry was also noted to be somewhat strong during 6.7% of the visits.

Table 4.

Rubric for Student Centered Activities results for the last three academic years

Number of Rubrics for Year 1 – 2002-2003 – N = 59
Number of Rubrics for Year 2 – 2003-2004 – N = 57
Number of Rubrics for Year 3 – 2004-2005 – N = 60

Percentages Indicating Observed Levels of Application

Student-Centered Activities	Not Observed			Limited Application			Somewhat Limited Application			Somewhat Strong Application			Strong Application			Technology Use (% Yes) *		
	Year			*Year*			*Year*			*Year*			*Year*			*Year*		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Cooperative Learning	66.1	63.2	78.3	6.8	14.0	8.3	6.8	7.0	10.0	13.6	7.0	3.3	5.1	8.8	0.0	1.7	22.8	3.3
Project-Based Learning	78.0	66.7	90.0	10.2	8.8	3.3	11.9	7.0	3.3	0.0	8.8	3.3	0.0	8.8	0.0	3.4	22.8	1.7
Higher-Level Questioning Strategies	64.4	84.2	65.0	5.1	3.5	15.0	10.2	1.8	10.0	10.2	3.5	10.0	5.1	7.0	0.0	1.7	1.8	0.0
Experiential Hands-on Learning	93.2	89.5	85.0	0.0	3.5	5.0	0.0	3.5	1.7	5.1	3.5	6.7	0.0	0.0	1.7	0.0	0.0	1.7
Independent Inquiry/Research	93.2	98.2	88.3	0.0	0.0	3.3	5.1	0.0	1.7	0.0	1.8	6.7	0.0	0.0	0.0	1.7	1.8	3.3
Student Discussion	91.5	87.7	81.7	1.7	5.3	8.3	5.1	3.5	5.0	0.0	1.8	3.3	0.0	1.8	1.7	0.0	0.0	0.0
Students as Producers of Knowledge Using Technology	96.6	96.5	96.7	0.0	0.0	0.0	0.0	0.0	0.0	3.4	3.5	3.3	0.0	0.0	0.0	*Same as "observed" for this strategy*		

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Rubric for Student Centered Activities – Inferential Results

The RSCA was analyzed via a MANOVA, with Years 1, 2, and 3 as three levels of the independent variable and RSCA items as the dependent variables. The RSCA items related to technology use had a different response scale (yes/no) than did the remaining items (not observed to strong application), therefore two MANOVAs were conducted, one for each type of response scale.

Results from the first MANOVA (not including the technology use items) indicated significant differences between the three years at the multivariate level [$F(14,322)=2.5$, $p=.002$]. At the univariate level, there were significant differences for the project-based learning item ($p=.001$) but not for the other items. Pairwise comparisons revealed that in Year 2, teachers were observed using a higher level of application of project-based learning than they were in Year 1 ($p=.008$, $ES=+0.45$). The level at which teachers were observed using project-based learning in Year 3 was significantly lower than it was in Year 2 ($p<.000$, $ES=-0.49$). There were no significant differences between Year 1 and Year 3.

Results from the second MANOVA (items related to technology use) indicated significant differences at the multivariate level [$F(10,324)=2.9$, $p=.002$]. At the univariate level, there were significant differences for cooperative learning technology use ($p<.000$) and project-based learning technology use ($p<.000$), but not for the other three RSCA technology use items (student discussion – technology was not included in the analysis due to lack of variance because it was never observed during any of the three years). Pairwise comparisons revealed that for cooperative learning technology use, KIPP teachers were significantly more likely to be observed using it in Year 2 than in Year 1 ($p<.000$, $ES=+0.64$) and Year 3. ($p<.000$, $ES=+0.59$). There were no significant differences between Year 1 and Year 3.

For project-based learning technology use, the same pattern occurred. In Year 2, KIPP teachers were more likely to be observed using it than in Year 1 ($p<.000$, $ES=+0.55$) and Year 3 ($p<.000$, $ES=+0.64$). There were no significant differences between Year 3 and Year 1.

Observation Field Notes

Along with collecting formal SOM and RSCA data, observers included qualitative notes during the observation visits. One area that was noted for improvement was the periods of wait time in between classes (transitions) and when teachers collected papers and took roll. For example, students in all grades change classes and bells are not used. While teachers attempt to set a time limit (i.e., 2 minutes) for students to stop working, clean work areas, and gather supplies, this often takes five minutes or more. As a result, students are occasionally lined up in the hall and must wait until the classroom which they are entering is emptied. This led to student behavior problems and reduced efficiency during transitions. Another example is that some teachers collect homework at the beginning of class by calling on each student individually. While students are supposed to complete an assigned board problem during this time, many finish in ample time and are left waiting for instructions. As a result of their wait time, students become disruptive.

A positive area from the field notes is that when teachers act as monitors and coaches, they use higher order questioning strategies to build students' thinking processes and ask for emotional, affective responses as well. The quality of these conversations is often excellent.

Parent Questionnaire – Descriptive Results

It is important to note that only 16 surveys were returned. The sample of parents returning questionnaires may or may not be representative of all parents of KIPP:DA students.

Overall, parents were positive regarding KIPP:DA (see table 5). Few parents believed that it was difficult for them (12.5% agreement) or their child (25.1% agreement) to adjust to the Academy. When asked if they felt welcome when they go to the school, 100% agreed or strongly agreed. The percentage of parents who answered the survey and volunteered at KIPP increased from 35.2% in Year 2 to 68.8% in Year 3. Approximately one-half of the responding parents agreed that they give their opinions to the Academy to help plan for the future (50.1% agreement) and that they participate in parent education and training activities sponsored by the Academy (56.3% agreement).

Table 5.

Parent Questionnaire results for the last three academic years

Number of Respondents for Year 1 – 2002-2003 – N = 29
Number of Respondents for Year 2 – 2003-2004 – N = 54
Number of Respondents for Year 3 – 2004-2005 – N = 16

	Parent Questionnaire Items	Percent Strongly Agree and Agree			Percent Neutral			Percent Disagree and Strongly Disagree		
		1	2	3	1	2	3	1	2	3
1.	It was hard for me to adjust to the differences between the Academy and a traditional school.	34.5	33.3	12.5	10.3	14.8	37.5	55.1	51.9	50.1
2.	It was hard for my child to adjust to the differences between the Academy and a traditional school.	24.1	44.5	25.1	13.8	14.8	37.5	62.1	40.7	37.5
3.	I feel welcome whenever I go to the Academy.	93.1	92.6	100.0	0.0	7.4	0.0	6.8	0.0	0.0
4.	The Academy expects students to perform at a high level.	96.5	88.9	93.8	3.4	9.3	6.3	0.0	1.9	0.0
5.	My child feels safe at the Academy.	96.6	90.8	87.6	0.0	7.4	12.5	3.4	1.9	0.0
6.	I am satisfied with what my child is learning at the Academy.	96.6	87.0	87.5	3.4	3.7	6.3	0.0	5.6	6.3
7.	I give my opinions to the Academy to help them plan for the future.	65.5	50.0	50.1	24.1	22.2	31.3	10.3	24.1	18.8
8.	I volunteer at the Academy.	55.2	35.2	68.8	27.6	27.8	18.8	17.2	31.5	12.5
9.	I participate in parent education and training activities sponsored by the Academy.	65.5	44.5	56.3	20.7	37.0	31.3	13.8	18.5	12.5
10.	I participate in special community events sponsored by the Academy.	75.8	57.4	62.6	10.3	25.9	31.3	13.8	16.7	6.3
11.	My child's teacher(s) shows me how to help my child learn.	82.7	79.6	87.6	10.3	11.1	0.0	6.8	9.3	12.5
12.	My child's teacher(s) always tells me how my child is doing in school.	93.1	85.2	93.8	3.4	7.4	0.0	0.0	7.4	6.3

NOTE: Item percentages may not total 100% because of missing input from some respondents.

Parent Questionnaire – Inferential Results

Results from all three years were analyzed using a MANOVA, with Year as the independent variable and the twelve questionnaire items as the dependent variables. Results indicated no significant differences between years at the multivariate level [$F(24,156)=1.15$, $p=.296$]. At the univariate level, there were no significant differences between years for any of the items.

Parent Questionnaire - Comments

In addition to answering the closed-ended items, several respondents provided responses to the open-ended questions. A summary is provided in this section; see Appendix B for the transcribed list of responses. When asked what they thought were the best things about KIPP DA Academy, parents were positive. They liked "innovative ways of teaching" along with smaller classes where teachers pay more attention to students. Parents wrote that the teachers, principal, dean, and office personnel were helpful and caring. The KIPP teachers "have their hearts in teaching the kids. They go above and beyond the call of duty…" Additionally, parents liked that teachers were available 24 hours a day to assist them.

Parents addressed the environment of KIPP in a positive way. They described the environment as "loving," where there is respect for each other and a "team and family" philosophy. Parents viewed the discipline at KIPP as one of the best things about the school, commenting that it was a safe school where there was less pressure on students and less gang activity. The respondents liked the structure of the school where students were held responsible for their actions. Parents also appreciated the level of involvement of parents in the KIPP:DA Academy.

The respondents were asked to address areas of needed improvement regarding KIPP:DA. Parents wrote that not having a building of their own was a disadvantage along with the fact that there were no athletics. Some parents found the lack of transportation and the distance they had to travel to be problems. Other respondents believed that their children had too much homework and that the extended day prevented students from having any time to themselves. Respondents also suggested that the school should remove students who are discipline problems.

Parents were asked to describe the differences in how their child acts or performs in school since going to KIPP. All comments were positive with the exception of two statements. Parents responded that children generally have a more positive attitude about school and are happier. They are determined to achieve and get excited about school projects. Self-esteem increased and students seem more responsible. Grades have improved and children talk positively about the future and about going to college. The two negative comments were that one parent's daughter's reading scores dropped and another parent said that her child "at times appears to be exhausted."

Parents described ways in which the school communicated with them. Communication was viewed positively. Parents receive information by phone, in person, by letters sent home, and conferences. Many respondents commented that they were informed of problems very quickly and felt that they knew what was going on with their child while he or she was in school.

Program Implementation Benchmarking

Teachers were generally positive about the progress of KIPP:DA during the past year. During the first half of the year, a search was conducted for a new principal because the previous principal was no longer serving in that capacity as a result of health problems. Several KIPP National administrators came to the school to assist in the day-to-day operations of the school but there was no true leadership, and as a result, teachers were having a difficult time, especially with student discipline. The new principal, Melanie Landrum, was hired in January and since that time, the culture of the school is reported to be steadily improving. This situation had bearing on the benchmarks because policies and procedures are in place and there is now someone to enforce them, which the teachers feel has allowed KIPP:DA to move forward with many goals.

Contrary to Year 2, the participants believed that they have fully moved out of Phase I and are in Phase II, moving to Phase III, or fully in Phase III in some areas. The curriculum has improved with the implementation of a specifically designed KIPP curriculum for Mathematics and Language Arts. Teachers were excited about plans to introduce new curriculum components for Year 4. Those components include: *Voices of Love and Freedom*, a performing arts curriculum, applied mathematics in the arts, chess class, orchestra, ballet, engineering, and robotics. There has not been a lot of progress in implementing technology goals, with the exception of using River Deep, a self-paced tutorial program used to improve computer skills.

The teachers indicated that Instruction is moving to Phase III but they are not completely there. Discussion about changes in instruction and the requirement to use more varied instruction was positive. When asked to discuss the organizational leadership of the school, the teachers were very positive about the new principal and the procedures she has implemented since she arrived at KIPP. As evidence, the teachers listed the establishment of the Leadership Council, Kiva (daily general assembly meeting for the entire school), regularly scheduled staff meetings and grade level meetings, daily email communiqués, and a published monthly calendar of all KIPP events and schedules. Teachers were also pleased with the process for hiring new teachers for the following year (unlike previous years, teachers have already been hired for next year and will be able to participate in KIPP training during the summer) and the fact that there will be looping for the first time.

Funding issues were perceived positively as indicated by movement from Phase II to Phase III for benchmarks relating to Resources. Funding is now available for science classes (the science teacher did not indicate how the funds were allocated for science) and a health clinic to be housed on campus. Funds were also received from Leadership Memphis, an Exxon grant, donations from various community agencies, and increased per pupil expenditure from Memphis City Schools. Ms. Landrum was also able to secure Title I funding that had not been available to KIPP:DA in the past.

Professional Development is moving to Phase III but is not yet fully implemented. The teachers gave evidence of their professional development as attendance at KIPP core subject retreats throughout the

year, attendance at the TSTA/NSTA conference, and planned attendance at the National Conference of Christian and Jews in addition to KIPP Summits.

The benchmark goal for Annual Evaluation is fully implemented and teachers indicated that KIPP would participate in the SACS Review process in Year 4. Assessment was also improving with required weekly exams and the administration of the Stanford 10 academic achievement test. Finally, the KIPP teachers indicated that they were moving to Phase III of their goal to implement Strategies that Improve Achievement, and were anxiously awaiting the results of their TCAP scores.

Principal Interview Summary

Melanie Landrum was hired as the principal of KIPP Diamond Academy on January 24, 2005 and was interviewed on May 5, 2005. She received induction to the KIPP program upon being hired and attended training in Oklahoma and New York.

Ms. Landrum's initial impression of KIPP Diamond Academy was that the physical plant was depressing and the teachers were "fragmented and frazzled." She reported that the students appeared nervous and generally not happy. She found an abundance of student fighting and a school with little structure. She attributed the atmosphere to the fact that teachers and students were very insecure about the future of KIPP:DA because there were rumors of closing the school. Ms. Landrum brought with her many years of experience as a successful principal in the Memphis City School system and had a clear vision of her role as principal. She clearly assumed the leadership role at the school and began working towards a more positive future.

The principal stated that the goal of KIPP:DA is to prepare children for college. She explained her role as one that makes sure that there are systems in place for communication on grade level and grade level teams. As principal, she ensured that teachers were using state-of-the-art instructional techniques. The principal also worked on designing developmentally-appropriate learning environments for middle school students. She also viewed her responsibility as helping teachers to deliver instruction in developmentally appropriate ways. The principal personally monitored what was being taught and how it was being taught. Together with her teachers, she developed a vision and mission for KIPP which, in part, reads that the principal, teachers, and students will "cohesively work to create an instructionally inviting environment with consistent expectations, behavior, and common language that promotes academic excellence and collaboration across the grade levels."

When asked to describe the most effective elements of KIPP, Ms. Landrum replied it was the level of expertise of the teachers. While two teachers will be replaced for the next school year, the remaining teachers have content knowledge and strategies to teach students to excel. She indicated that if a teacher could not teach for success, then he or she would be removed from KIPP:DA. Additionally, the principal believed that the extended time on task through the extended day and Saturday school were most effective in helping students learn. The principal was also asked to discuss her opinion of the least effective elements of KIPP:DA. She reported that, in general, the school was not addressing the social development aspect of children as much as the cognitive development and that the KIPP curriculum was

antiquated in cognitive development strategies. Lessons were too fragmented and not as application-based as they needed to be. She believed that KIPP, as a whole, was struggling with the character development and social development of its students.

Ms. Landrum complimented the KIPP program in that it provides ample support for the teachers and that teachers are now trained by KIPP in each of their respective subject areas. To further support teachers, the principal added weekly grade-level meetings. She initiated a School Leadership Council where teachers, parents, and community leaders have input in policy setting for KIPP. Further, when asked to compare KIPP to other schools with which she is familiar, Ms. Landrum noted two specific areas. She said that the teachers at KIPP have a higher understanding of and more appropriate use of instructional strategies than she has seen at other schools. Also, students at KIPP are more familiar with and have many opportunities to use technology as part of their everyday school work.

Since coming to KIPP, Ms. Landrum has added a daily school-wide meeting for all students and teachers called Kiva. During Kiva, students and teachers can bring up any topic for discussion. Kiva also is a time for the KIPP chants and for building a positive relationship with students as well as to help them develop socially. Additionally, she increased interschool communication by adding scheduled grade-level and team meetings for teachers, daily emails to and from teachers, and the posting of all schedules of events along with her calendar. Looking to the future, she has formulated plans to add grades six through twelve through a KIPP charter high school plan and is negotiating with a local private college to house the school on their campus. She believes that students at KIPP need more choice in their academic opportunities. Next year, the KIPP curriculum will be enhanced with more elective choices for students so that the school design is more closely aligned to the middle school model. She will add such classes as Applied Mathematics in the Arts, Chess, Orchestra, Ballet, Engineering, Robotics, and Performing Arts.

Teacher Focus Group Summary

Teachers were first asked about the program mission, goals, and progress toward goal attainment. The participants reported that all teachers and administrators at KIPP:DA attended KIPP Summits throughout the year. They believed that KIPP:DA is more aligned with KIPP National and also that mathematics and language arts are being emphasized in the curriculum. Other changes that occurred during Year 3 included hiring a new principal and changing lesson planning. The planning changes were difficult to implement, but the teachers noted that the purpose was to have a "rigorous curriculum" to enhance student learning. The new plan required teachers in mathematics and language arts to divide instructional time into three separate and unrelated components. Teachers stated that they did not like this method because it lacks continuity in lesson instruction and is contrary to research. Another change was that planning time was increased three-fold. Teachers seemed to resent this new policy as it was dictated to them by the KIPP consultant, with no teacher input into the process. When the new principal arrived, she recognized their frustration and made modifications to the planning requirements. Other changes from Year 2 were the addition of after-school tutoring held from 5:00 – 6:30 each day, the

development of pupil assistance teams for struggling students, and the requirement to give weekly exams.

The teachers discussed at length the new principal. It is their belief that she has had a very positive impact on the students, the teachers, and the school. Teachers perceive that the culture of the school has generally improved and that the school is more cohesive. The principal offered solid, stable leadership with a very positive tone. She introduced school-wide morning meetings, called Kiva, for all students and teachers, and now requires team meetings with grade-level teachers, the entire staff, and across core subjects. She improved communication with daily emails to faculty and encouraged them to respond. Teachers described her as a "trail blazer" and an excellent role model for them and the students. The principal also established a Leadership Council that included two teachers and she included teachers in school-wide planning for the next year. She initiated a teacher panel to deal with school issues.

Teachers were somewhat concerned about staffing changes and the future in general because they have not known the principal long and were still learning to trust her. They reported that students like the principal, and come to talk with her about many issues. She formed a student government and appears to be very student-oriented. She is bringing in a new curriculum, *The Voices of Love and Freedom*, along with many other options in the curriculum for next year. Teachers perceived that school-wide behavior has improved although this remains the number one issue with teachers and students alike.

The focus group was asked to describe the instructional strategies that they use on a regular basis. A seventh grade teacher reported that she used novels to teach, and involved her students in group discussion, group work, project-based learning, and one-on-one and small group instruction. The other teachers reported that they use a variety of instructional strategies other than direct instruction.

The group discussed the use of technology in their classrooms. Each classroom has five computers and students have learned to use PowerPoint for presentations, to conduct research on the Internet, and to use word processing tools. The teachers provided students with access to TCAP preparation programs, Accelerated Reader, and Accelerated Math. Teachers use River Deep.

Professional development grew from Year 2 to Year 3. All teachers at KIPP:DA were able to attend the KIPP National Summit in Florida. The interim principal from Baltimore KIPP, Mrs. Brown, provided two weeks of in-service training. The mathematics and language arts teachers attended professional development workshops in both New York and North Carolina. One observation made by teachers during their professional development visits to other KIPP sites was the difference in KIPP:DA students and other KIPP students. Teachers reported that KIPP New York does not have discipline problems and that they have an administrative discipline policy. They did not describe the policy but noted that "students do not want to go there." The KIPP:DA teachers stated that KIPP:DA is too lax in its discipline procedures and that the consequences for inappropriate behavior are not severe enough.

The focus group participants were asked about support received from parents and the community. They replied that support is going to get better now that they have a stable leader, explaining that parents didn't see a clear line of command or a place to go to discuss issues. The new principal is pulling parents

on board by being available to them. The teachers struggle to have parents attend meetings or return calls. The group discussed the fact that more clarity about commitment and expectations needed to be addressed with parents. They spoke positively about the fact that parents now sit on the Leadership Council and that parents are required to attend certain events. The teachers noted that parents are hearing the message that educating their child at KIPP:DA is a team effort and if parents are not in attendance to support the teachers and their child, their child could be put out of the program.

The participants find many effective elements of the KIPP program. The special education teacher reported that student academic achievement for students with special needs has improved, and in some instances their special education designation (i.e., mildly retarded, etc.) has improved. In general, the group found that the extended school hours has helped with improving academic achievement. Teachers have seen a positive change in the attitudes of students. Over time students begin to believe that they can achieve and they are beginning to see themselves differently from their reality outside of school where many live in substandard conditions. The teachers perceived that more students are trying to succeed and that the students believe that they can have a choice in their futures. Teachers have told the students that they are somebody and now the students expect to be treated that way, which enhances their self-efficacy. Students are learning to be polite and developing social skills and social awareness that will allow them to function better in society. Additionally, students are learning to problem solve as opposed to the "fight or flight" tactics they relied on in the past. The group also spoke about the fact that students will seek help from any of the teachers at KIPP:DA when they have a problem academically or personally and do not limit themselves to just their grade-level teachers. Teachers gave positive feedback about the improvement in discipline methods and registration criteria becoming more rigorous.

When asked about the least effective elements of the KIPP:DA program, teachers explained that using the more traditional ways of teaching do not work well because students have been exposed to mnemonics, project based learning, open discussion, computer technology, and other instructional strategies and become dissatisfied when direct instruction is used. The use of these more traditional methodologies was more prevalent by those teachers who have not fully bought into the KIPP program. Finally, the group again emphasized that the discipline system in place was not effective but noted that the new principal was working to resolve that issue.

The focus group was asked to make suggestions to improve the program in the future. First they suggested that there should be more careful screening of students. They emphasized that some parents wanted their students at KIPP only because of the longer school hours which were more convenient for the parents. The group stressed the importance of hiring teachers who are interested in being at KIPP:DA and buy-into the KIPP philosophy. Some of the new teachers that were hired the previous year did not fit that criteria and were being removed from the school. They highlighted the fact that teachers should follow the policies and procedures of KIPP. The teachers explained that students are limited in their contact with other ethnic groups and that there is an immediate need to integrate and develop a more diverse student body. The teachers are also interested in improving the "paycheck system," a reward

system used to reinforce appropriate behavior, and emphasized that it must be used consistently throughout the school. The group suggested that there be more collaboration with planning across curriculum and grades. Finally, the teachers were looking forward to moving toward inclusion and looping for the entire student body.

Student Focus Group Summary

Student focus group interviews took place in the Community Room at KIPP:DA on April 14, 2005. Three groups of five students each from grades 5, 6, and 7 were interviewed.

In contrast to the previous year's interview where students were concerned about academics, students had very real concerns about the behavior of students in the KIPP Academy and with students in the school with which KIPP shares a building.

Students also reported that some teachers just let students fight and that discipline had gotten worse as the school year progressed. However, students noted that discipline overall had improved since Ms. Landrum, the new principal, arrived in January and initiated a stricter discipline program for the school. Students told stories of "10 seconds" in the bathroom where students (KIPP vs. KIPP or KIPP vs. Cypress) fight for 10 seconds in the bathroom. Other incidents involved students urinating in the soap receptacles or putting excrement in backpacks, Cypress students in the halls and cafeteria, Cypress boys going into the girls' restrooms, and students smoking, particularly cigars. Students were also concerned about some gang activities such as "throwing up" signs and wearing colors. Even though students must wear uniforms they sometimes add a small piece of color such as a bandana hanging out of their shoe. Students said that teachers focused on the students' academic progress rather than the students who were doing wrong. Some students perceived that teachers were ignoring some of the inappropriate behaviors. When specifically asked if students felt safe at KIPP, the students responded no.

On a positive note, seventh grade students reported that the time at KIPP:DA flies because they are so busy that they just don't notice time going by. Students indicated that KIPP was a good school because of the extended hours and helpful teachers who are interested in them. Students believe that at KIPP:DA they learn more and "better things." One student explained that if you were having trouble academically, teachers were helpful and students were not afraid to ask teachers for extra help. Further, KIPP teachers worked with students to solve personal problems as well as have fun and learn. The program at KIPP:DA helped students concentrate and get along with others. The students who participated in the focus group generally agreed that teachers were more professional than at other schools they had attended.

The focus groups were asked how KIPP was different from the other schools they had attended. Students spoke positively about those differences. Students believe that they can learn better at KIPP. Singing chants, which is part of the KIPP program, helps students learn and remember information. Teachers at KIPP ensure that students understand and keep helping until they "get it" rather than just going on as they did at other schools. The focus group students reported that the field trips were better than at other schools (i.e., Washington, DC). Students liked the paycheck system incorporated into the

KIPP program—a positive reinforcement system that includes "paychecks" where students earn "money" that allows them privileges such as going on field trips. Students noted that KIPP had extended hours and beginning at 4:00 students participate in sustained silent reading and then study hall where they complete homework. Students believe that they are doing more advanced work than students at other schools (i.e. seventh grade students believe they are doing eighth grade work). Students found the environment at KIPP more organized and orderly than other schools they previously attended.

Students reported that they focus on improving their behavior and were encouraged by faculty and peers to work hard. The KIPP students were encouraged to carry "Life Binders" which have personal notes to help them remember information. While students acknowledged that teachers yelled when students misbehaved, they also noted that teachers cheered when students were doing well. Teachers sometimes talked with students about behavior instead of paddling them and students appreciated that fact. Through the KIPP:DA program, students understand about being respectful and helpful to others.

Support classes such as P.E. and Art were favorites of some students because the teachers of those classes conduct structured classes (i.e., the art teacher gives step-by-step instructions for creating an art piece rather than just giving a piece of paper and telling them to draw something; in physical education, students learn about sports and health). Some students reported that they liked being able to be helpers to teachers. One way they helped was to take attendance for the teachers. Another aspect of KIPP that the students liked was that teachers were fair and helped the students to learn and to deal with their feelings. Students enjoyed Fun Fridays where they could bring snacks for their classes. They also liked the field trips for each grade level. In a contradiction of earlier statements, students reported that they liked the discipline at KIPP because some students were sent to behavior management classes. The group actually liked that teachers "fussed" at students to encourage students to perform better and that teachers made up songs to help students learn, provided study notes, and helped students visualize information.

As with Year 2, the focus group stated that their main dislike about KIPP:DA was their connection with Cypress students and the condition of the physical plant. Cypress students tease and harass KIPP students. Additionally, KIPP:DA does not have its own building, cafeteria, science lab, or gym. Bathrooms are reported to be in disrepair. As noted earlier, students reported some signs of gang involvement such as students holding/throwing up signs and wearing gang colors.

While students found the long hours difficult to deal with when they knew that other children were out playing, they generally felt good about going to KIPP:DA because of the different learning experiences, the ability to discuss and work out their problems, and the chants. Students most often describe KIPP as "fun." One focus group student did not like KIPP. This student came from a county school and found KIPP policies rather restrictive and she did not have as many opportunities to make choices.

Conclusions

The conclusions of this study will be presented in association with each of the major research questions:

What are the immediate and long-term impacts of KIPP on student achievement?

Student achievement is addressed in a separate report (Gallagher & Ross, 2005). Perceptual results are discussed in this section.

The principal, faculty, parents, and the students themselves perceive that students are achieving at KIPP:DA. All stakeholders mentioned that achievement, motivation, and attitude towards learning appear to be increasing. Not only are students achieving academically, they seem to be growing in their self-confidence and positive attitudes.

Despite these positive perceptions, the most marked change was in the behavior of the KIPP students. The Order dimension received the lowest rating in the School Climate Inventory, and student misbehavior was a clear theme in the interviews. Inappropriate behavior from the Cypress Middle School students continued to be a problem. Upon the arrival of the new principal, Ms. Landrum, behavior of the students reportedly improved. She helped the teachers with discipline and began setting a more rigorous discipline policy. KIPP now has in-house suspension which is managed by a permanent teacher. Plans are being made to create a formal discipline management system to improve the behavior of the KIPP students, which will ultimately impact achievement.

What is the school climate at KIPP?; Does school climate improve over time?; How do KIPP climate outcomes compare to national norms?

Climate has declined slightly over the past three years, but remains very positive overall, with six of the seven dimension means over 4.0 (based on a 1 – 5 scale). The school remains "above average" in comparison with other secondary schools.

The Order dimension received the lowest mean (3.25), with student misbehavior and inconsistent enforcement of discipline policies cited as the biggest problems. The lack of a principal from August until January, and subsequent hiring of a new principal appeared to have had a major impact on the climate at KIPP. With the presence of the new principal, the Academy appeared to re-emerge as a cohesive unit that was moving forward in a positive direction.

What is the frequency of usage of various traditional and alternative (student-centered) instructional strategies?; What is the quality of usage of selected instructional strategies associated with best practices? How do KIPP outcomes compare to teaching practices documented in national norms?

In year 3, KIPP teachers tended to employ traditional instructional strategies such as direct instruction and independent seatwork. Teachers supplemented these practices with strategies including higher-level

feedback and questioning. Additionally, the teachers transitioned to a facilitator role during lessons. There was some evidence of student-centered strategies such as cooperative learning and student discussion, but these strategies were not utilized extensively. While there was evidence of projects, these projects were more often individually based. Technology was observed rarely at most during the visits. The level of academically-focused class time was high during the majority of visits. High levels of student attention and engagement were observed occasionally during the majority of visits.

Teachers are optimistic regarding instructional and curricular changes that are planned for the next year. Similarly, the grade level planning system and other methods such as Kiva that allow teachers to have a voice in academic planning have been well received, and have the potential to positively impact instruction at KIPP:DA.

To what degree and levels of quality are the goals and strategies of KIPP being implemented?

The instability in school leadership led to an uneven year in program implementation. The hiring of a new principal, however, did result in progress during the 04-05 academic year and also laid the foundation for positive changes during the coming school year. It is clear that KIPP:DA will need to continue focusing on its goals of diversifying instructional strategies, using technology, and developing and consistently implementing student behavior plans. Success was realized this year in bolstering the mathematics and language arts curricula, developing formats for teacher input in program decision making (and intra-school communication in general), and implementing grade-level and cross-curricular planning. Furthermore, while parental involvement remains a challenge, KIPP:DA has taken steps to enhance parental and student involvement in school decisions through activities such as the Leadership Council, Kiva, and a Student Government.

Positive steps have also been taken for the coming year by developing pupil assistance teams and adopting the Voices of Love and Freedom program, which are aimed at addressing student behavior and social skill issues. Along with this, in contrast to this year when there was concern that new teachers did not receive adequate training or had not "bought into" the KIPP philosophy, plans have already been made to hire and train new faculty members early in the summer. Additionally, there is excitement regarding courses such as ballet, chess, orchestra and other elective classes that will be offered next year. Looping will also be employed for the first time next year, which may use the rapport between students and teachers as a solid foundation for learning.

What are teacher reactions to and experiences in KIPP?; What are the adequacy and quality of professional development and resources needed?

Teachers remain generally positive about their KIPP experiences. Most teachers appear to be dedicated to the students at KIPP as well as the extended hours that are a part of the program. There was concern that some new faculty members did not fully support or initially understand the KIPP philosophy or requirements. The faculty members are content, however, that the new hiring and initial

training procedures that have been established will alleviate this problem. Teachers remain satisfied overall with the professional development they have received. All teachers were able to attend KIPP Summits and workshops throughout the year. The professional development was specifically geared to individual subject areas and the KIPP:DA teachers found this to be a plus.

Lower levels of agreement were seen this year with survey items pertaining to sufficiency of planning time, addressing the requirements of children with special needs, and student behavior. Encouragingly, the new principal, in collaboration with faculty and staff members, has taken steps to address these areas of concern.

In terms of comparison with other secondary teachers, KIPP:DA teacher perceptions are generally on par with national norms for the CSRTQ. KIPP teachers were significantly more likely, however, to agree with items on the Outcomes dimension (*ES*=+0.68).

What are parent (caregiver) reactions to and experiences with KIPP?; To what degree and in what ways are caregivers involved with KIPP?

Parents remain positive regarding KIPP:DA. Parents cited the "innovative ways of teaching" along with smaller classes where teachers pay more attention to students as positive aspects. Parents viewed the discipline at KIPP as one of the best things about the school, commenting that it was a safe school. The respondents liked the structure of the school where students are held responsible for their actions. Parents also appreciated the level of involvement and communication that they were afforded at the KIPP:DA Academy. Parents indicated that not having a building of their own was a disadvantage along with the fact that there were no athletics. Some parents found the lack of transportation and the distance they had to travel as problems.

As with many urban schools, especially secondary schools, actual parental involvement remains a challenge. The school has taken steps toward establishing an effective two-way communication system, which is often the precursor toward involvement. Similarly, the newly established Leadership Council will provide another mechanism for parents to be involved with KIPP:DA.

Recommendations

- Target professional development on the use of student-centered instructional strategies. Similarly, focus on better using the available technological resources within the school. Having students use technology as a tool to facilitate content-area knowledge is highly recommended.
- Address student misbehavior. Review the existing plans such as "dug-out" and the paycheck system. Revise, establish, and consistently enforce a school-wide discipline plan. Ensure all stakeholders (faculty, parents, students, administrators) have input into the plan and clearly understand expectations, rewards, and sanctions.
  - Ensure teachers have options and training to use positive reinforcement.
  - Focus on developing students' social and coping skills. The Voices of Love and Freedom program will likely be an effective tool toward realizing this goal. To the extent possible, hire a fulltime guidance counselor.
  - Continue organizations such as the Student Government and pupil assistance teams that will enhance esprit de corps, self-efficacy, and responsibility.
- The shared space with Cypress is one of the largest concerns. The best-case scenario is for KIPP:DA to have its own building. Given that this is out of the school's control, however, work with Cypress administrators to see if a consistent behavior plan can be implemented. Continue to work with Cypress staff to share school resources. Work to adjust respective school schedules so unsupervised contact between students is minimized. If fiscally possible, consider developing a library and part-time librarian for KIPP:DA.
- Establish more effective procedures for transitions (i.e., changing classrooms) and for classroom "administration" (i.e., attendance, homework collection) so as to use that time more efficiently.
- Review the use of the extended day as a study hall period. Ensure that this time is meeting students' academic needs and also being used efficiently. Similarly, implement an evaluation system to look at the impact of the after-school tutoring program.
- Continue efforts to involve parents with KIPP:DA. The Leadership Council appears to be well received. Revisit the parent contracts to ensure that they are reasonable and can be adequately enforced.

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APPENDICES

A   SOM Norms

B   Parent Comments

Appendix A

SOM National Norms for Secondary Schools

Number of School Observation Visits for N = 370

The extent to which each of the following was used or present in the school...	Percent None	Percent Rarely	Percent Occasionally	Percent Frequently	Percent Extensively
Instructional Orientation					
Direct instruction (lecture)	1.6	8.7	19.0	44.0	26.6
Team teaching	64.1	30.3	5.4	0.3	0.0
Cooperative/collaborative learning	35.7	36.5	23.2	4.4	0.3
Individual tutoring (teacher, peer, aide, adult volunteer)	76.5	17.8	1.9	3.0	0.8
Classroom Organization					
Ability groups	40.1	29.8	13.3	7.3	9.5
Multi-age grouping	53.7	10.6	8.9	17.1	9.8
Work centers (for individuals or groups)	69.4	23.0	7.3	0.3	0.0
Instructional Strategies					
Higher-level instructional feedback (written or verbal) to enhance student learning	25.1	24.9	25.7	18.1	6.2
Integration of subject areas (interdisciplinary/thematic units)	66.1	21.7	8.9	1.4	1.9
Project-based learning	51.1	35.1	10.6	2.4	0.8
Use of higher-level questioning strategies	19.2	29.0	32.8	17.1	1.9
Teacher acting as a coach/facilitator	3.8	16.3	27.9	28.5	23.6
Parent/community involvement in learning activities	93.0	6.0	1.1	0.0	0.0
Student Activities					
Independent seatwork (self-paced worksheets, individual assignments)	1.1	9.8	26.0	39.6	23.6
Experiential, hands-on learning	44.0	36.4	14.7	4.6	0.3
Systematic individual instruction (differential assignments geared to individual needs)	76.1	20.9	2.7	0.3	0.0
Sustained writing/composition (self-selected or teacher-generated topics)	54.5	33.2	10.4	1.6	0.3
Sustained reading	52.5	36.0	10.7	0.8	0.0
Independent inquiry/research on the part of students	67.7	24.5	7.1	0.8	0.0
Student discussion	65.7	17.2	8.7	4.6	3.8

Appendix A, continued

The extent to which each of the following was used or present in the school...	Percent None	Percent Rarely	Percent Occasionally	Percent Frequently	Percent Extensively
Technology Use					
Computer for instructional delivery (e.g. CAI, drill & practice)	49.6	40.1	8.1	2.2	0.0
Technology as a learning tool or resource (e.g., Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	45.5	37.9	11.9	4.6	0.0
Assessment					
Performance assessment strategies	59.2	26.3	11.8	2.7	0.0
Student self-assessment (portfolios, individual record books)	77.7	17.1	4.1	1.1	0.0
Summary Items					
High academically focused class time	0.0	1.6	23.4	59.4	15.5
High level of student attention/interest/engagement	0.0	3.3	42.0	46.9	7.9

Note: One school observation visit equals approximately 10 individual classroom visits.

Appendix B

KIPP DIAMOND Academy Parent Questionnaire Comments

Number of respondents = 16

What do you think are the best things about the Academy?

- The innovative ways of teaching the children.
- Loving environment.
- A strong disciplinary (plan).
- Encouraging the children.
- I think the best thing about the Academy is the 24-hour student, parent, and teacher communication. To be able to call your teacher if you are having problems is great. That lets the student know that they (teachers) are there to help.
- KIPP cares about the children and their success.
- KIPP encourages parental involvement.
- Smaller class rooms.
- The teacher pays more attention to the students.
- School hours.
- Saturday school.
- Discipline.
- Respect for each other.
- Team and family.
- Teachers, principal, dean of students, office personnel.
- The educating and caring about every child in the school.
- The teachers have their heart in teaching the kids. They go above and beyond the call of duty. Their teaching techniques are wonderful.
- The small classrooms and the fact that each grade level has teams for the classes.
- The detail that is given to educational training; and also the life skills that are taught.
- I like the way our children are learning.
- Controlled environment.
- Less pressure and gang activity.
- Safety.
- Friendly atmosphere.
- Teachers are available 24 hours per day to assist with all needs.
- It is a very structured school.
- The children are held responsible for their actions.
- Parent-teacher-student relationships.
- Shoot for long term goals.
- The teachers seem to care about the children and how they are learning.
- The Academy expects each student to be responsible for their own actions.
- Great teachers.
- Small classroom setting.
- Parental involvement.
- I believe that some of the teachers actually have a passion for teaching the children.
- Open door policy anytime is always great.
- How the teachers and other staff think so highly of the children and work with them.

What do you think are the worst things about the Academy?

- The lack of parental participation with the staff.
- The worst thing about the Academy is not having its' own building. It is hard trying to drop my child off and parents from the school next door are blocking my way.
- No athletic department.
- Too far away from my house.
- The lack of transportation to the school. Even if they had a 15 passenger van or a small school bus, (it) would help get (sic) students to the school.
- When they get home they don't have anytime for themselves.
- Each class should limit their homework because some classes are giving too much homework.
- Not enough parent cooperation/involvement.
- The Academy needs full support for our children and staff at all levels (fundraising, classrooms).
- The new principal Ms. Landrum. She is not KIPP material.
- The worst thing to me is when the children are put in dugout. To me, it seems the children are down-graded.
- School hours.
- Get rid of children with discipline problems.
- Sometimes the teachers wait until a child's behavior has affected their conduct grade before notifying the parent.
- Some teachers are not stern and effective in helping children to learn; not keeping their end of the agreement.
- (Some teachers are) Not doing whatever it takes to make sure my child understands.
- Nothing, but I think all parents should look into sending their child to KIPP.

Describe the differences in how your child acts or performs in school since going to the Academy.

- He is determined to achieve and excited about school projects.
- The difference in my child is his reading and spelling grades; to see an "A" was GREAT! And to know he really tries and enjoys coming to school.
- Her reading scores dropped tremendously.
- She has expressed an interest in being on stage performing.
- At times she appears to be exhausted.
- His grades have gone up.
- He is happier.
- His attitude toward getting up and going to school is better.
- He has learned so much that he didn't know that he should have known.
- His vocabulary has gotten bigger. At his last school, when I asked what he learned at school, he couldn't tell me. Since (he has been) at KIPP, I don't have to ask.
- Before attending KIPP, my child had a problem with comprehension, writing, and spelling, as well as with reading. All of these areas have been greatly developed (sic) in her and for her.
- They have very good manners.
- I really, strongly agree with the overall learning, behavior, and guidance my child receives, which is above regular MCS's.
- More responsible.

- Higher goals about the future.
- My child can use better problem solving methods.
- To me, he is not acting better than he was in public school.
- More responsible. A different attitude.
- Willing to learn.
- Well behaved.
- My child's behavior has changed since the 5th grade. She is now in the 7th grade. As a result she has come from honor roll to sometimes a "D".
- They are more focused.
- (My children are) Already talking about college.
- They don't use the word "can't".
- They have good self esteem.

Describe the ways in which the Academy communicates with you.

- The Academy communicates by phone and through parent/teacher conferences.
- The Academy communication is great. My child's teacher knows that they can call me any time if they are having a problem or if they need my help. I love my child's teachers!
- By phone, by letters sent home via child, and or verbal communication.
- By phone, in person, and by letters.
- Parent/teacher meetings.
- Parent meetings, home calls, monthly calendar of all upcoming events, one-on-one conferences if needed, and progress reports sent out weekly.
- They call me as soon as he steps out of line and I LOVE IT!
- I receive notes, phone calls, and I visit the school; as well and volunteer at Saturday school.
- They are on the children's level. The young teacher know, because they have been there.
- The communication is great, open, and responsive to problems/situations presented.
- I get a first hand daily report on negatives or positives.
- I am in the school every AM or PM.
- Phone, letters, PTO meetings.
- 24-hour on call help.
- As soon as there is a problem, I'm notified immediately.
- By phone and also during conferences.
- The teacher always keeps me informed with good and bad news about my child.
- Phone calls, news letters, in-person, and through my child.
- Sometimes by fliers, PTO meetings, through my child, and on an occasion or two by the phone.
- By helping me to understand what is going on and teaching me the new skill that the students learn.