

KIPP KING COLLEGIATE HIGH SCHOOL School Model Programs and Practices

School Information

CDS (County District School) Code: 01 61309 0114421
County: Alameda District
(Local Educational Agency): KIPP Bay Area Public schools
School: KIPP King Collegiate High School
Enrollment: 642 students
Location Description: Urban
Title I Funded: Yes
Type of Program: School-wide
School Calendar: Traditional
Charter: Yes

Overview

KIPP King has enjoyed significant success over the course of the past nine and a half years. When we reflect upon the fact that we have increased the student population and added new demands to the school each year, we stand very proud of how strong the school has become in such a short period of time.

In addition, when we look at our own performance in comparison to similar schools throughout the state we are extraordinarily proud of our performance in every area across all demographics. Our students are achieving at tremendously high levels when framed in that comparison. However, excelling compared to similar schools has never been our standard. We are seeking to close the achievement gap between our students of color and low income students, and we have continued opportunities to grow in this regard.

At the same time, we are gratified by the school's academic culture and instructional focus. We set out to build a rigorous academic college preparatory high school that focuses on developing within our students extraordinary critical thinking and argumentative skills. We do not focus on test preparation with the expectation that our students will do very well on the Smarter Balanced Assessment and ACT Tests and still, in turn, acquire the skills and knowledge most highly leveraged in a college environment. We believe we have made tremendous strides toward that very elusive end that has culminated in a 95% college matriculation rate amongst our students.

Model Program and Practices

Name of Model Program/Practice: Data Driven Instruction & Restorative Practices

Length of Model Program/Practice: 4-8 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): Black or African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Data-Driven Decision Making, Social/Emotional/Behavioral Support

DESCRIPTION

Beginning in 2015, we began the steps necessary to adopt a mastery-based grading system, and to leverage data more consistently to measure academic progress of our students. This process began by benchmarking our students' progress towards college readiness, including the Measures of Academic Progress (MAP) test given in the Fall, and Spring of 9th grade (and to Special Education and RTI students in 10th, 12th grade), the Explore, PLAN and ACT system (given 5 times throughout the year), and region wide (across KIPP Bay Area Schools) Smarter Balanced Assessment Consortium aligned performance tasks for Math and English in grades 9-11. We decided to begin work that ensure the of use formative and summative assessments within the class period and unit to assess students' progress towards standards mastery. Our grading system is mastery based, meaning that all grades are summative and demonstrative of standards mastery.

We also began to use culture data around suspension rates, attrition and retention to assess our progress as a school towards our goals, and adopted a restorative program to address the underlying school culture issues that impeded academic success. The aim of the restorative program was to decrease our suspension rate and improve students' judgment and understanding of the choices they make. In conjunction with comprehensive policy review, the creation of a student honor council and efforts to build a more positive and inclusive environment, we felt that we could develop a holistic response to addressing the inequities in our school

IMPLEMENTATION & MONITORING

We have gone through several key steps to implement this program beginning with our approach to professional development. First, teachers were tasked with realigning long-term scopes and sequences and unit plans to include the integration of Career and College Readiness Skills Standards present in the ACT exam. Additionally, teachers were trained and received on-going

coaching and support in best practices for Data Driven Instruction to ensure a greater likelihood of student mastery of Common Core and NGSS standards.

In addition to our curricular work, Assistant Principals created performance development plans with explicit equity goals that focused on improving student academic performance by racial subgroups, teachers were held accountable to quarterly data reviews with their coach/manager to ensure equitable outcomes in their classrooms by subgroups, and course offerings were revised to ensure that students had more consistent access to elective offerings to support their overall happiness and well-being.

With respect to our restorative program, we eliminated several policies that were disproportionately impacting certain subgroups, and began to use practices that would build community and lessen the likelihood of student misbehaviors. A social-emotional learning program was adopted that asked students to reflect more on their identity and their relationship to their community, and adults were trained in leading circles. Additionally, a student honor council was created to bring more student voice into the restorative work in our community. Lastly, KIPP King Collegiate High School began using Dean's List, a behavior tracking software that also distributes weekly progress reports to parents/guardians with updates on behavior, academic progress and attendance to ensure stronger family engagement.

RESULTS & OUTCOMES

As a result of these efforts, we saw a significant decrease in the number of African American and Latino Students failing a course from 45% in 2015-2016 to 23% in 2016-2017. We have also seen critical growth by subgroup on the ACT in 10th Grade English English and in Algebra 2, but have seen marginal growth in other areas. We have also seen increased performance on standardized testing: our average ACT scores for our graduating students have increased from a 19 to a 22, and our SBAC proficiency in both English and Math have increased by double digits.

As a result of our restorative work, we have also seen significant and positive changes in our school culture outcomes. Our suspension rate has dropped from 12% to 2.9% in the last 3 years, while increasing the student population overall by nearly 100 students. The number of 9th graders retained has also dropped from 6% to 4% from 2012 to 2017, and the attrition rates of our school have dropped during that time from 9% to 4%.

Moving forward, we will continue to review student achievement data regularly in a variety of ways: instructional coaching conversations, department meetings, grade level meetings, leadership team meetings, instructional leadership team meetings and KIPP Family Association meeting. Teachers will also continue to be responsible for reviewing daily, quarterly and semester performance outcomes for students that are disaggregated by race, ELL status, IEP status and

gender. We believe that this continued focus on data will allow us to ensure that we can fulfill our mission and ultimately become a more equitable community.