

Student Success at KIPP North Star

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Abstract

The focus of our research was to understand the definition of student success to staff at KIPP North Star, what current tools they hold that contribute to student success, and ideas they may have to promote student success outcomes to help close the achievement gap. To learn more about the significance of student success at KIPP a qualitative study was conducted with four staff members through in-person interviews. The interview process consisted of eight open-ended questions which all centered around the current students at KIPP North Star and the status of their progression within the school environment. After all interviews concluded the student researchers transcribed and coded the data collected to identify common themes in each discussion. The findings from the study indicate that student success at KIPP is measured beyond just academic achievement, also there is a strong value placed on viewing success in the form of personal growth within students as well. In addition, key points were made on how teachers and staff can start working to close the achievement gap and what KIPP has that sets them apart from other schools in contributing to creating a positive learning environment which in the end helps foster overall student success.

Keywords: African American, student success, achievement gap.

Introduction

This research study is designed to understand how student success may be measured within underserved populations such as within the black community. Looking at data collected from 2021-2022 Minnesota Comprehensive Assessments showed that 31% of black students are competent in reading which is a significantly lower percentage in comparison to white peers at 59%. Additionally, competence in math was recorded at 20% for black students compared to white students who were at 54%. (Hayes, 2022) This communicates a concerning level of disparity in Minnesota's academic achievement among black and white students. KIPP North Star located in North Minneapolis, Minnesota largely serves an African American student population and puts emphasis on the importance of building the confidence of their students within the context of academics as well as in striving for success. Addressing this concern is relevant to the field of social work as it is the aim and goal of school social workers across the country to address barriers to education for children of color and find solutions so that every child can receive a quality education.

The purpose of this qualitative study is to understand what KIPP does to foster student success and specifically how they are active in fighting education disparities that exist among students of color in Minnesota. To gain this insight, we spent time alongside KIPP North Star Elementary School staff and then conducted a research study that was structured around staff experience, current tools, ideas they have, and examples of success in their school.

Research methodology

The goal of this research project was to explore the teaching methods or strategies of core staff who work with students at KIPP North Star who are impacted by the national achievement gap. This project was completed in partnership with the African American Community Learning

Center. The CLC consists of three students from the part-time Social Work program at Metropolitan State University who completed a junior field practicum at KIPP North Star charter school and observed school social workers, lead classroom teachers, and paraprofessionals.

Research question

KIPP North Star Elementary and Middle School is a tuition-free K-8 public charter school in North Minneapolis that was founded in 2008. KIPP aims to partner with families and communities to create academically excellent schools that prepare students with skills and confidence to pursue higher education or the paths of their choosing. In our study, we explored how and/or what KIPP does to foster student success. We aimed to gain more knowledge relating to student academic performance at KIPP North Star and the question guiding our research was, “How does KIPP foster student success?”

Research design and data collection procedures

Our research used a qualitative, exploratory study focusing on the personal opinions and experiences of the participants. Once we began our study, we decided our participants were going to be staff members at KIPP who worked closely with the students on a consistent basis. Therefore, our research also focused on the roles our participants held at KIPP. Once the participants were established, we created eight explorative questions that would guide an open discussion with the participants and were designed to gain more insight into the first-hand perspectives of educators involved with the hands-on work with students. Following that, we sent email letters requesting to interview the desired participants at KIPP. All participants who chose to participate in the study had audio-recorded face-to-face meetings with the researchers. Once the data was collected, we transcribed each interview, grouped together similarities among the various discussions, and addressed findings/ further implications of our research.

Characteristics of subjects

The targeted population for this study included individuals who identified as working primarily in the classroom setting within KIPP North Star, spanning from kindergarten to 8th-grade classes. The four subjects who participated in the study were 18 years of age or older and were all African American. Three participants were females, and one participant was male. The roles of these four participants included a 2nd-grade teacher, an elementary social worker, a middle school paraprofessional, and a special education team lead.

Sampling design

The research sample was a non-probability sample consisting of four staff members. This purposive sample and subject participants were selected based on exclusionary criteria the researchers had. We selected participants who were returning staff entering the current academic school year. We chose this as a requirement because we believed that staff newly entering KIPP did not have experience at the school long enough for the data we were looking to collect. The chosen participants were also at least 18 years of age or older as the researchers were seeking the perspectives of educators involved in running the school and implementing the curriculum rather than the students. Once the desired sample was determined individual recruitment emails were sent to the staff members' work emails. The researchers then waited a week to hear back from willing participants, and after that, each interview took between 10-15 minutes per participant.

Description of instrumentation

Our data collecting instrument was the use of interviews that aimed to gather open-ended responses relating to student success. We chose to use this instrument because it was the most open format to use in allowing the participants to answer questions. When thinking of student success, the researchers concluded that it could take on many different forms and we wanted to

give our participants the ability to share their experiences freely and in their own words. Most of our interview questions involved measuring progress, factors that contribute to success, and strategies to close the achievement gap for African American students. The data was collected through one-on-one in-depth interviews between an individual participant and one researcher. Each researcher was responsible for conducting at least one interview and one researcher completed two separate ones. The data was collected via audio recordings of each interview and stored securely by each interviewer who was responsible for conducting it.

Measures for protection of human rights

At the beginning of each interview, each participant was given, an ID number associated with their name in relation to this research report to maintain and ensure confidentiality in relation to the information used in this research report. The researchers kept all the audio recordings on a USB drive that only we had secure access to. The researchers also assured each participant that none of their answers would be shared with their fellow colleagues (both those who did and did not participate in the study.) Finally, all the data collected will be destroyed within two weeks of the completion of the study which will be on or before 12/25/2023.

Data analysis procedures

Interviews were conducted with a total of four participants from KIPP North Star. The interviews took place at KIPP North Star in rooms of the participants choosing. The interviews began with the reading of a consent script and led into a set of eight questions that were created with the assistance of social research professor Robert Wilson. Questions delved into personal definitions of student success, instruments used to guide student success, and firsthand experiences with student success. The interviews were recorded via a voice memo to be later transcribed via Microsoft Word and coded for common themes. The themes were then

determined by the researchers if there was a similar topic/idea among at least two or more of the participants.

Findings

Success is measured in the growth of maturity.

It was determined that success can be measured in a variety of ways, but when talking about student success you can witness it occurring within the development of certain characteristics and or a growth in mindset as well as the progress they make academically. Success is something that is ever evolving throughout the lifespan and school is a place where success can be measured and mastered at the highest level of achievement. However, many of the participants mentioned noticing success through the increase in maturity levels displayed over time for their students.

“You can also see the success growing from just being more mature. You can also see them start to handle and get through different challenges. You know you can watch them grow in that area.”

“I see them progressing better than they have last year like with their characteristics and as people like with their maturity.”

Overall, many of the participants believed that they see their students thrive as people and not just as students. This represents that success may in part be determined based on cultural views of what that looks like to various populations in the United States. Therefore, success can

be measured in more than just grades or test scores which have historically represented European values but can also be represented in the personal development of life skills for students.

Closing the Achievement Gap involves offering more 1:1 time with teachers/staff.

Many of the participants mentioned it would be beneficial for the students to have more one-on-one time with the teachers or to set aside a block during the school day to help those students who needed more attention academically. Currently the lack of staff and high rate of teacher turnover impacts this from happening. The 2nd-grade teacher, that was a participant, is currently teaching a combined classroom of two classes because of the teacher shortage. This makes it harder to focus on those students who need more help in class.

"If I could implement something I would love to implement a time of day with the kids who are lower academically who could possibly go to a different classroom and just work on their weaknesses. Maybe they're working on reading or math, but it's kind of open-ended and I feel like we can sit there and kind of close the gap."

"I feel like the students would mainly benefit from you know one-on-one or small groups so that way they can you know, know they're looking directly at me and I'm paying direct attention to them."

"They deal with a lot, so I feel like we have to be gracious to the kids and have open door policies for them to come in and express their thoughts and feelings"

Based on the discussions with the participants a common goal is to provide their students with more individual time to make sure they understand current lessons or concepts that they are being taught. It was also determined that this could be a keep strategy for closing the achievement gap as often children of color fall behind academically in comparison to their white peers and are never quite able to get caught up. However, with more time with teachers or more work being done in small groups within the classroom, this could help these children never fall behind in the first place.

African American Representation is influential in student success at KIPP.

Lastly the researchers discovered that by the students at KIPP seeing multiple positions being held by African American adults it gives them insight and a vision to see that you can be successful no matter which avenue you choose. Three out of four participants agreed that representation in the classroom does have an influence on the students, meaning they are more comfortable when needing to speak to the teacher or ask questions. Having that connection on all levels with the students who are majority African American themselves, gives them hope that they too can become a successful, working adult as well.

"I think that they're seeing people of color as teachers, assistant teachers, janitors, I think they see us in different roles here and I think that helps them sit there and succeed in different ways. I think that it helps us connect to them in many different ways."

"I can't say that for all cultures, but I do feel like it's important for ours and I feel like there is a better impact as far as the learning and the building of respect goes."

Therefore, the researchers discovered that having African American representation at KIPP North Star is impactful in creating a positive learning environment for their students which in turn improves student success. This is something that KIPP as a school takes pride in as many schools within the community and state can't say they have a majority of educators of color or even a diverse breakdown of teachers/staff. Representation in the classroom is an advantage that sets KIPP apart from the rest in working to close the achievement gap.

Discussion

Application to Practice

To improve student success, our findings suggest that we improve the achievement gap and look more carefully at each student individually. As social workers, we are going to work with this population a lot, and it is important to understand how students can become successful academically and emotionally. It is imperative that we advocate for these students as social work professionals, by understanding their background, culture, and the challenges that they face daily in the school setting. It needs to be remembered that these students depend on us as adults and professionals to help them navigate through their personal success.

Weaknesses or Limitations of Research

The strength of this study is that the interviewee's data provided insight into impacting how KIPP can improve the success of their students. A limitation is that the findings of this study

never turned up any aspect of the student's academic progress, but instead focused on how the students could be taught differently. Therefore, there are no implications that can be made to apply to student success in that regard. The study is also limited in that it is not generalizable among all KIPP charter schools located across the country, but only the location where the study took place.

Suggestions for Future Research

We recommend for future research that the invitation to participate be given in the form of in-person flyers rather than through e-mail communication. We also realize that our interviews were only conducted with staff that were all African American rather than having a more diverse breakdown among our participants. Lastly, future researchers may seek to collect data from an equal number of participants from both elementary and middle school staff which would include staff who work with various age groups who may have different insights.

References

Hayes, L. (2022). Only Black parents can close Minnesota's achievement gap. *Minnpost*.

Appendix

Participant 1 Transcript

00:00:00 Speaker 1

How long have you worked at Kip and what is kind of your experience in education?

00:00:09 Speaker 2

I have worked at Kip. This would be my fifth year and I have been a teacher for seven years.

00:00:20 Speaker 2

And I have been an assistant teacher for 14 years, so I've been doing this for over 20 years for a while.

00:00:39 Speaker 1

Let me just pull up this other one. You said hit this one had the wrong second question and one second, I'm sorry. Like I said, we revised questions. We added a question so much and you are the first one to.

00:00:53 Speaker 1

Participate in the.

00:00:55 Speaker 1

Actually, so this is kind of a kind of a trial run.

00:00:55 Speaker 2

This is good.

00:01:00 Speaker 2

You can definitely use me as the.

00:01:02 Speaker 2

Guinea pig.

00:01:02 Speaker 1

Thank you. Let me see. I just want to make sure that.

00:01:05 Speaker 1

They ask all the right questions.

00:01:08 Speaker 1

OK, Open this one.

00:01:33 Speaker 1

From your personal experience and from your own background, how would you define student success in your own words? Like what does that look?

00:01:41 Speaker 1

Like for you.

00:01:44 Speaker 2

It can be measured in a couple of ways. It could be measured in academics where you can actually see the grades physically, but you can also see the success growing being just being more mature. You can also see them start the handle and.

00:02:02 Speaker 2

And get through different challenges. You know you can watch them grow in that area. You can also watch them grow from being.

00:02:12 Speaker 2

You know a younger kid to kind of.

00:02:14 Speaker 2

A little bit.

00:02:14 Speaker 2

More mature, so it's different ways to gauge, to measure. Thank you, to measure their success.

00:02:25 Speaker 1

So what tools or reset resources have you found personally that work to help students be successful at Kip?

00:02:33 Speaker 1

And that could be a.

00:02:34 Speaker 1

Lot of different things.

00:02:37 Speaker 2

Tools would be, I feel like just giving them strategies. If you give them strategies and different kind of work forms and things that they all feel like they kind of it helps them, it helps them.

00:02:49 Speaker 2

In more ways.

00:02:51 Speaker 1

Helps them feel like they have.

00:02:53 Speaker 2

Options. Yeah, yeah, you're. You're perfect. I don't know, I guess. Yeah. Yeah. Because I feel like once you teach them certain strategies, then they can use that for when they're, like, more when they're more, like, independent and they don't have someone else.

00:03:01 Speaker 1

Strategies you know, like they have options they don't.

00:03:03 Speaker 1

Have to do.

00:03:12 Speaker 2

Around and kind of young, young and it also sits there and helps them get through different challenges and different things if they have at least something they can kind of fall back on.

00:03:24 Speaker 1

And when you say straight?

00:03:29 Speaker 1

Like emotional strategies for how to like navigate.

00:03:30 Speaker 2

I think all kind of strategies. So yeah, when I think of strategies I think of like, you know, yeah, yeah, as well as like, you know, obviously you know academic.

00:03:36 Speaker 1

Coping mechanisms as well.

00:03:46 Speaker 2

Academically, seeing that giving them strategies you know of different ways to sit there and succeed, but I think strategies just through giving them, like you said, whether it's got to do with social relationships or anything, just strategies to try to help them do.

00:04:00 Speaker 2

Like yo.

00:04:04 Speaker 1

This one. What impact do you think representation in the classroom has on student success at and what we mean by that is it's something that we know Kip is really known for, especially Kip, Northstar is that there is a lot of representation in the classrooms like African American.

00:04:23 Speaker 1

But there's also equally staff that is also African American, which is not something that you can find in like any school public or charter. So do you think that representation has an impact on student success?

00:04:38 Speaker 2

I do. I think that they're seeing.

00:04:41 Speaker 2

People of color as teachers, assistant teachers, janitor. I think they see us in their different roles here and I think that that.

00:04:53 Speaker 2

I think that helps them sit there, succeed in many different ways. I think that helps us connect them different, many different.

00:05:00 Speaker 2

Things and and I think that helps them see success in different levels here. They know that we're all working here but they also know that we're all, you know keeping the building clean or we're also sitting there doing the best we can.

00:05:14 Speaker 2

To keep them safe.

00:05:15 Speaker 1

Keeping the things going in the school running.

00:05:16 Speaker 2

To keep things going, yeah.

00:05:19 Speaker 2

There's so many different levels, right? Yeah.

00:05:23 Speaker 1

All right, so this is.

00:05:25 Speaker 1

A fun one.

00:05:26 Speaker 1

Since you've been here, do you see a positive change in a particular student or a?

00:05:33 Speaker 1

Classroom of students.

00:05:35 Speaker 1

And then that kind of opens up if you want to share like stories or about one student or?

00:05:40 Speaker 1

The students.

00:05:41 Speaker 2

So the group of students I started with, I started here, they were in second grade. They're in 6th grade now, so they're they're up there. So watching them grow, come and go obviously cause.

00:05:47 Speaker 1

OK, well.

00:05:54 Speaker 2

You know, some kids come and go, but just watching them make sure we're watching them grow, I think was really cool.

00:06:06 Speaker 2

What's the question I was thinking about the kids from 2nd grade.

00:06:07 Speaker 1

Yes, I can always if you want always repeat it since you've been here at Kip. Have you seen a positive change in a particular student or classroom?

00:06:18 Speaker 2

Particular students. Yeah. OK, so particular student I would say can.

00:06:22 Speaker 2

I say their name.

00:06:23 Speaker 2

So I would say the particular student I've seen, I'll say I've seen in more than one, but would be Keanu ransom. He's 4th grade now.

00:06:33

Thank you.

00:06:34 Speaker 2

And to make a very long story short, when I first met Keanu, he was just when he get upset.

00:06:41 Speaker 2

He would just turn into like, incredible hulk. So he's like flipping tables. Like he didn't have.

00:06:48 Speaker 1

Coping skills or.

00:06:49 Speaker 2

He didn't have coping skills and he wasn't very good at using his words to say, you know, just like, yeah, you know, that kid was bothering cause. Usually it'd be something simple, right? Like the kid did something to him and then he just throw it and.

00:06:54 Speaker 1

To communicating what he needs.

00:06:59 Speaker 1

Yeah, because that's the mom.

00:07:07 Speaker 2

Throughout the years, he's learned to.

00:07:10 Speaker 2

Not be as aggressive. He's just he's a really like, he's a bigger kid, but you would never know because he doesn't really, you know, turn up like that anymore and then academically.

00:07:26 Speaker 2

He grew, but I think that his social part grew more than anything. Like he he used to really knock heads with like when I'm not saying a lot of kids, but he used knock heads with kids in his class.

00:07:33 Speaker 1

OK.

00:07:40 Speaker 2

And now I feel like he has more strategies where he uses more.

00:07:44 Speaker 2

Better ways not to sit there. So he's come a long way.

00:07:47 Speaker 2

Just make a.

00:07:48 Speaker 2

Long story short, I mean academically, and so she.

00:07:51 Speaker 1

And do you think Kip might played a big part in that like his time here?

00:07:53 Speaker 1

And Kip played a big part in that.

00:07:54 Speaker 2

I did a couple of teachers that are no longer with us just by moving around.

00:08:00 Speaker 2

They really helped him grow, I feel especially.

00:08:05 Speaker 1

Do they work with him like one-on-one?

00:08:07 Speaker 2

Yeah, he's a he's a special Ed student and he he has more one-on-one, not like. So pull out. So they, you know, pull him to the to the. And I feel like.

00:08:16 Speaker 1

Yeah. OK.

00:08:22 Speaker 2

Unfortunately, those teachers is is gone, but I feel like he took big leaps with them. Thing. Yeah, I don't know if it was just that year or that group, but that group of teachers did a really good job of of helping him.

00:08:42 Speaker 2

The role academically and definitely socially, because that's kind of where.

00:08:46 Speaker 2

He went from being aggressive to being a little bit more verbal and it it. It helped. Yeah it did.

00:08:51 Speaker 1

That's awesome. It's always tough when you have turned over to actually have.

00:08:55 Speaker 2

Yeah. Yes.

00:08:57 Speaker 1

Because certain teachers who can kind of speak to certain kids or, you know, just that connect connection that like report that you build is not something that you can easily like transfer to other teachers with that same.

00:09:07 Speaker 2

Agreed agreement.

00:09:11 Speaker 1

Alright, So what ideas, if any, do you have or have thought of? For how to foster continue student success at Kip?

00:09:21 Speaker 1

Or anything that you would implement or any ideas that you've got, if any. If not, that's OK.

00:09:28 Speaker 2

I'll be honest, the if I could implement something I would love to implement a time of day with the kids.

00:09:39 Speaker 2

Who are lower academically could possibly go to a different classroom and just work on their kind of their weaknesses. It doesn't have to be like a everyday thing, but I'm thinking maybe like maybe two times out of the week.

00:09:59 Speaker 2

30 minutes.

00:10:00 Speaker 2

They go over to.

00:10:00 Speaker 2

This class maybe they're working on reading or math, but you know it's kind of open-ended and I feel like we can we can sit there and.

00:10:10 Speaker 2

Kind of close the gap. If the kids were able to kind of do like a Montessori thing where, like, if they walked in, maybe they don't want to work on leave and they maybe they want to work on math. But if they still working on something that.

00:10:11 Speaker 1

Yeah, yeah.

00:10:23 Speaker 2

They feel they can get better at.

00:10:25 Speaker 1

Something really cool and that kind of leads me to like a follow-up question that I just thought. So this is something that you were implementing that you opened that up to all students or just students because.

00:10:34 Speaker 1

I know there's a lot of.

00:10:35 Speaker 1

Different opportunities for kids instead who need the help, who need extra. Is this something that you think would be beneficial to open up to all students?

00:10:42 Speaker 2

I think it definitely be beneficial for all students because obviously academically, all students need some help in some area, so it wouldn't be too necessarily get a grade for it, but it would be something that where they could go.

00:10:57 Speaker 2

They could go away from the class for a minute, maybe work with a friend or something and they could kind.

00:11:02 Speaker 2

Of work with maybe.

00:11:02 Speaker 2

A smaller group or and then you know.

00:11:07 Speaker 2

Maybe just sit there and kind of work on something where they they feel stronger and whatever it may be.

00:11:13 Speaker 1

They want. That's something that I think would be super awesome because I mean, I just see even like sitting in the Hamptons class like, yeah, they're kindergarteners. So they have a long way to go. Yeah. You know, but a lot of them do need extra help. And it's very hard. And there's this Hampton and Mr. legend. And there's so many of them. And I know I kept a lot.

00:11:30 Speaker 2

Right.

00:11:31 Speaker 1

Of the classrooms are just.

00:11:33 Speaker 1

Really big, very heavy. And so having no space.

00:11:35 Speaker 2

Right, yes.

00:11:36 Speaker 1

Where the kids could have some more one-on-one time or just like so like the small groups. So where maybe even they could be in groups with like if those kindergarten like some second graders or first graders or kind of utilize kids that are out in other stages of development that can maybe help too, could be something that would be.

00:11:54 Speaker 2

Awesome. Yeah. Because, I mean, you could do all kinds of stuff.

00:11:57 Speaker 2

I mean, you could have the older kids come to the read to the littler kids. You know, you could come have the older kids like you just said, maybe help them. It's something they're stronger at. Maybe they can kind of help give some strategies or something to the young kids.

00:12:11 Speaker 1

Because also I.

00:12:12 Speaker 1

Feel like I've learned with kids.

00:12:13 Speaker 1

Like sometimes they just want to learn from, like their peers, like from from kids that are like the.

00:12:19 Speaker 1

Same as them.

00:12:20 Speaker 1

Yeah. And so sometimes not wanting to listen to an adult is their thing, but listening to like a peer or a classmate is sometimes something that they're more open to or they and they are willing. Yeah. Yeah.

00:12:30 Speaker 2

Loving each other. Yeah. Yeah. You know, somebody may have something cooler or a different way that they saw or do something. Then the average teacher. So I completely agree. I just think that would just be beneficial to sit there and build relationships with older, younger kids. And it also would give them time.

00:12:48 Speaker 2

That's the.

00:12:49 Speaker 2

Work on things that they don't get time to work on.

00:12:52 Speaker 1

In the classrooms now, if this was like your proposition, would you want to start with certain grades or to open it up to all?

00:13:03 Speaker 2

Open to all and just have a section of the school where they they where this is just.

Participant 2 Transcript

1. OK so the first question is how long have you worked at Kipp um one year and what is your experience in education how much experience or what grades have you taught or so I went to school for four years obviously I need to get my undergrad elementary education and I student taught my senior year at a elementary school in Burnsville and it was second grade so I have year there of a student teaching and then a whole year here OK was second grade OK but is you for your education can you get teach through like K through five or three I think its K through 8

2. OK yeah and then how do you define student success in your own words soon success yeah OK I would identify success student success if I were like observing in a room or even in my own classroom students that can work independently OK I think it really comes down to like can the student do the work on their own or try to do the work on their own like a lot of kids will just give up really really easily right excuse me then look for us to kind of help them and like guide them which is OK but at the end of the day if we're sitting there holding their hand there we think they're not learning independence is like the most important thing for they're you know academics because once they get older grades they're not going to be getting as much help as actually now right so that's really like my main thing that I you know look for is can they do it independently

3. all right and then what tools or resources have you found that help students be successful like is it like one on ones or it's definitely one-on-one of the smaller groups when we do a whole class it's easy for them to get distracted because I'm not looking at just one person I'm looking at the whole class so I feel like the students would mainly benefit from you know one-on-one or small groups so that way they can you know they're looking directly at me and I'm paying direct attention to them OK there's the whole class where I'm talking at the majority

4. OK and then what impact do you think representation in the classroom has on student success so my take on this is like do you think being a person of color has an impact on how the students respond to you as a teacher or does that not matter being as most students here are also I don't think it really matters because we have other teachers here that are you know different races and I see like across the board the kids generally respond the same OK which I mean most of the times it's not how we want them to respond but it's just the way that they are responding OK so whether you know you're black white whatever yeah I think they're going to respond pretty much the same

5. all right and then since you've been here do you see a positive change in a particular student or a classroom of students so far or is it still working progress I think I would say it's still a work in progress even though we've been in school for what 3 1/2 months now for I think there's still a lot of room for improvement um unfortunately like we're still getting inside the groove everyday things and being consistent and that falls on me too with my consistency I feel like across more consistent I receive more improvement within the students but yeah I think I'll have to keep an eye out for it but actually no for example like Ivonte yeah today he never like the beginning he would never want to participate would be doing whatever but today he was really engaged which and I think with having miss sipes pull him so often I feel like that's helped him a lot with engaging yeah sure he's usually not here for those lessons either which is kind of interesting OK

he usually before like right away in the morning for reading OK so I think maybe that's kind of why he was so engaged today because like that's something he misses out on he wanted to be a part of part of it and he did a great job he wrote the word

6. yeah and then do you have any ideas on how to can have continued student success is there anything like you'd want to change about how you teach or how they're learning that would make it more successful I really want to do more small groups like right now we do a lot of our I do a lot of whole teaching and then we do a whole classroom activities I think it would be more beneficial to start breaking the kids up and doing like stations so like yes I'll do like the whole you know teach the class as a whole and then I'll have some kids go on the computer some kids work on a worksheet and then some kids work on what I just taught with me and rotating right but again staff not enough staff for that OK and then lastly is there anything else you wanted to add anything of importance you wanted to share nope that's it.

Participant 3 Transcript

00:00:01 Speaker 1

All right. How long have you worked at Kip? I worked at Kip for over a little over a year. I started October.

00:00:13 Speaker 1

2022, OK.

00:00:15 Speaker 2

What is your experience in education?

00:00:19 Speaker 2

Within this field.

00:00:21 Speaker 2

Or did it really start with Kim? Yes. OK, started.

00:00:25 Speaker 1

With Kim I I work generally customer service. This is my first time in the field.

00:00:31 Speaker 1

So I just took little interest as far as entry level, which they advised me was a peer educator.

00:00:39 Speaker 2

How do you define student success?

00:00:43 Speaker 1

Soon success to me is.

00:00:47 Speaker 1

When you are equipped with all the the you know like the utensils, everything that you need to learn and grow, which means starting from your environment, your home setting is what is your school.

00:01:02 Speaker 1

Functioning successfully.

00:01:07 Speaker 2

What tools or resources have you found that work to help students be successful at KIT?

00:01:14 Speaker 2

And if you want me to repeat questions or say them again, just let me know.

00:01:19 Speaker 1

Over up the.

00:01:23 Speaker 1

Slightly. The mother nurturing attempt.

00:01:28 Speaker 1

Simply meeting and greeting the students, letting them know that you care and you are available if they need any other resources while they're in the building other than their teachers.

00:01:40 Speaker 2

What impact does representation in the classroom have on student success at Kit and so kind of like what we mean by that is something that, like KIT, promotes a lot, and it's like well known for. Is that like?

00:01:52 Speaker 2

The ratio, like there's a lot of African American students, but there's equally a number of African American like teachers, paras. So do you think that plays like a role in having that representation in their success?

00:02:05 Speaker 1

Yes, ma'am, I do. I believe it would be important for African American children to be in an environment where teachers of their color.

00:02:13 Speaker 1

I can't say that for all cultures, but I do feel like it's important for ours and I feel like it is a better impact as far as the learning and the respect.

00:02:25 Speaker 2

Since you've been here, do you see a positive change in a particular student or classroom of students?

00:02:33 Speaker 2

And that can kind of like open up like dialogue if you want to like share stories or like a student you personally feel like you've seen a lot.

00:02:40 Speaker 2

Of growth in.

00:02:42 Speaker 1

So I started with 8th graders last year.

00:02:49 Speaker 1

And now have pretty much the same 7th graders that are not 8th graders in my class for 8th grade this year.

00:02:59 Speaker 1

Essentially, they kind of grew themselves over the summer. I don't know what that is about. Kids that like it seems like the summer they just.

00:03:07 Speaker 1

They change a little. Yeah, they get.

00:03:09 Speaker 1

You even like weight.

00:03:12 Speaker 1

Everything's high. Just all those things but.

00:03:17 Speaker 1

I could say.

00:03:19 Speaker 1

I see them progressing better than they have last year.

00:03:26 Speaker 2

Like academically or like.

00:03:28 Speaker 2

Their characteristics. They mature personally as people like maturing and stuff like that.

00:03:29 Speaker 1

I think the characteristics, there's yeah.

00:03:37 Speaker 2

Slightly yes. Yeah. What ideas do you have, if any, for how to Foster continued student?

00:03:48 Speaker 1

Anything you would implement or I would say being consistent them having a consistent learning environment that sticks to.

00:03:58 Speaker 1

Addressing behaviors right away.

00:04:04 Speaker 1

I think it would be good to also show their progress, which I don't believe they see that.

00:04:08 Speaker 1

Much so I.

00:04:09 Speaker 2

It's like great.

00:04:10 Speaker 1

They they see their grades, but I mean like, you know, like if we show the chart of their.

00:04:14 Speaker 1

Part progression each.

00:04:15 Speaker 2

Throughout the year. Oh.

00:04:16 Speaker 1

Quarter. You know what I mean. So they could see exactly where they're and.

00:04:18 Speaker 1

How high? How?

00:04:19 Speaker 2

Much higher. They got, yeah. Because then they're able to like.

00:04:22 Speaker 2

Right. And internalize it, that's a good idea, I.

00:04:25 Speaker 2

Didn't know they didn't do that.

00:04:28 Speaker 2

Then this is like our conclusion question. Is there anything else you would like to add or something else of importance you want to share with us?

00:04:41 Speaker 2

In regard to student success.

00:04:42 Speaker 1

I would like.

00:04:43 Speaker 1

In regards to student success or in general.

00:04:46 Speaker 2

About Kip as a whole, it's all connected, yeah.

00:04:50 Speaker 1

In general, I would like to see some changes made higher above, and I can't pinpoint where it would begin, but it just feels like there's a little something off in regards to

00:05:06 Speaker 1

The accountability and.

00:05:10 Speaker 1

More resources being available and.

00:05:14 Speaker 1

More student success.

00:05:17 Speaker 1

And maybe not necessarily like we could revamp the handbook, some things that have worked before previously may not work anymore, right? And that just comes with times changing.

Yeah, so.

00:05:32 Speaker 1

I'd like to see a difference in in management and I just, I don't know exactly where, if that makes any sense, but.

00:05:39 Speaker 2

That's weird because it all starts at.

00:05:40 Speaker 2

The top like.

00:05:42 Speaker 1

That's where the yeah, if it's not.

00:05:43 Speaker 2

You can't make real change happen unless you're assessing the people at the top, and if it's working or if it's not working. And if you kind of just say like, oh, it's worked in the past, we'll we'll keep going. We'll figure it out. That's not necessarily the way stuff works. Sometimes you have to be willing to look at people or people in certain positions and be like, is this working? It's just not. And be open to that.

00:06:04 Speaker 1

We keep having teachers, you know what I mean? The high turn rate, high turnover rate for us.

00:06:04 Speaker 2

Love ourselves.

00:06:09 Speaker 1

Users and pair educators, but not in management.

00:06:13 Speaker 2

Do you see a pattern as to why?

00:06:16 Speaker 1

I don't. That's why I can't really pinpoint.

00:06:20 Speaker 2

It's different reasons.

00:06:21 Speaker 1

For the feedback that I get for people that come and go, his management is something like it's there's something with the management.

00:06:23 Speaker 2

But the turnover rate you see, OK.

00:06:26 Speaker 2

OK.

00:06:29 Speaker 2

OK.

00:06:30 Speaker 1

Something it can be as little as not feeling valued as far as their pay.

00:06:37 Speaker 1

We all know that pay is.

00:06:40 Speaker 2

And that's a valid thing though, because a part of student success is having that I think you said earlier like that consistency with teachers and the teachers aren't happy for.

00:06:41 Speaker 1

It's like a main.

00:06:49 Speaker 2

Then they're not going to give any good feedback to the kids. Yeah. So let's starts with. I feel like it always starts with keeping your teachers happy, keeping your, keeping the people who are with the.

00:06:57 Speaker 1

Right.

00:07:00 Speaker 2

Kids that want.

00:07:01 Speaker 2

You 48, keeping them happy, yeah.

00:07:04 Speaker 2

That's where it starts. They're they're with them all the time. You have to keep them happy before things work. That's what how I see it.

00:07:12 Speaker 2

I think that's the.

00:07:13 Speaker 2

Only other question.

Participant 4 Transcript

00:00:01 Speaker 1

All right. So how long have you worked at Kip?

00:00:04 Speaker 2

Well, I started working at keep beginning of the school year and adjust so August. So now is for four months.

00:00:13

OK.

00:00:15 Speaker 1

What is your experience in education and or maybe you could speak to like just social work in general because I know this is education is newer for you, right? Like working in schools?

00:00:25 Speaker 2

Yes, yes. So before coming to Kiev, I was a case manager.

00:00:32 Speaker 2

For four years doing case management waiver services.

00:00:37 Speaker 2

For the county, county contracted and then I got my Tier 3 lines.

00:00:46 Speaker 2

In education so.

00:00:48 Speaker 2

Keep gave me the opportunity to come help out here, so that's my first year being education and I'm very grateful that they've given me this opportunity to impact life, especially black and brown children, which I'm passionate about.

00:01:05 Speaker 1

Yeah, that's awesome.

00:01:08 Speaker 1

UM.

00:01:09 Speaker 1

How do you define students success?

00:01:13 Speaker 2

For me it means like getting connected to the right people, the children developing high emotional intelligence, attending classes, coming to school regularly and being on time and not missing classes because when they do miss.

00:01:31 Speaker 2

Class then they are missing a lot of information at school which is not going to help them. So that's what success means to me student services.

00:01:44 Speaker 1

And then what tools or resources have you found that work to help students

00:01:49 Speaker 1

Successful at kipp?

00:01:51 Speaker 2

Well, I feel like.

00:01:55 Speaker 2

This case, they deal with a lot, so I feel like we have to be gracious to the kids and have opened up policies for them to come in and express their thoughts and feelings, especially being a social worker.

00:02:11 Speaker 2

Without judging them.

00:02:18 Speaker 1

OK and.

00:02:21 Speaker 1

All right. So we'll skip. You wanted to skip #5. So number six is since you've been here, do you see a positive change that you can speak to in a particular student or just like a certain classroom of students here at Kip?

00:02:36 Speaker 2

Yeah, since I started keep I've seen.

00:02:40 Speaker 2

Change in students.

00:02:46 Speaker 2

That, like we were dealing with stuff, but like personal issues that were like after talking to me and able to navigate.

00:02:57 Speaker 2

Whatever emotions they are going through, they feel they are feeling much better because they are able to vent their frustration. They have somebody who is hearing The Who is.

00:03:08 Speaker 2

There for them to support them emotionally because.

00:03:13 Speaker 2

Not everybody like go, like I said, goes home to love, you know, they have a a safe space where they are able to talk about their frustration like.

00:03:26 Speaker 2

Emotional everything that they are dealing with and.

00:03:30 Speaker 2

They live here.

00:03:32 Speaker 2

There we leave that somebody.

00:03:34 Speaker 2

Is here to hear them out and can't relate to what they.

00:03:40 Speaker 2

Are going through.

00:03:42 Speaker 1

Yeah, that's awesome.

00:03:45 Speaker 1

And then the last bit is just, is there anything else that you would like to add or something that you feel is important that you want to share?

00:03:54 Speaker 2

I think teachers and staff should be gracious.

00:03:58 Speaker 2

To the kids.

00:04:01 Speaker 2

Because like.

00:04:03 Speaker 2

Farmer, because adding the farmer.

00:04:08 Speaker 2

Some people are displaced. They are having a hard time and.

00:04:13 Speaker 2

They need love because from like my other experiences here.

00:04:21 Speaker 2

Not everyone will seem to love, you know, from, like, personal stories that I've heard from the kids.

00:04:28 Speaker 2

We just have to be gracious and.

00:04:31 Speaker 2

Be gentle.

00:04:32 Speaker 1

Yeah, gentle and, like, compassionate and kind.

00:04:39 Speaker 1

Cool. Well, thank you so much for doing.

00:04:41 Speaker 1

This welcome.

00:04:42

There you go.

Interview Questions

1. How long have you worked at KIPP?
2. What is your experience in education?
3. How do you define student success?
4. What tools or resources have you found that work to help students be successful at KIPP?
5. What impact does representation in the classroom have on student success at KIPP?
6. Since you've been here do you see a positive change in particular student or classroom of students?
7. What ideas do you have for how to foster continued student success?
8. Is there anything else you would like to add/or something else of importance you want to share?