

APPENDIX

DATA DEFINITIONS AND METHODOLOGY

The KIPP Foundation collects a wide range of information from each locally-run KIPP school to provide a full picture of the achievements of the KIPP network. Our results reported on www.kipp.org/results feature data for all KIPP schools open in 2015–16 aggregated by each of our KIPP regions. The methodology behind the data presented is explained in this document.

This chart shows which school year each data set pertains:

KIPP Results Category	School Year
Q1: Demographic data	As of October 2016
Q2: Student Attrition	2015-16
Q3: MAP test results	2015-16
Q3: % of Classes Outperforming Local Districts & States (State Test Scores)	2015-16
Q3: AP/ACT/SAT test results	2015-16
Q4: High school graduation and college enrollment	Cumulative for students through class of 2014
Q4: College graduation data	Cumulative for students through class of 2010
Q5: Teacher & Leader Retention	2015-16
Q6: Financial Sustainability	2016-17

ENROLLMENT

Enrollment figures are provided as of October 2016, for each school.

FRPL/CEP (Free and Reduced Price Lunch/Community Eligibility Program)
This year, 77 schools did not collect FRPL data because those schools are enrolled in the federal Community Eligibility Program (CEP), which qualifies 100% of their students for free lunch through other federal programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). FRPL data is not collected and therefore is not available for schools enrolled in CEP. On school pages, these schools are marked as “CEP Eligible” in the place of an FRPL rate. On regional pages, regions in which any schools are enrolled in CEP are marked “CEP Eligible” in place of an FRPL rate. CEP schools are also excluded from the national FRPL rate calculation.

RACE/ETHNICITY

Race/ethnicity percentages may not add up to 100 due to rounding. The “Other” percentage includes multi-ethnic students and all races other than Black/African American, Hispanic/Latino, White, and Asian.

SPECIAL EDUCATION SERVICES

We define special needs students as those who have Individualized Education Plans (IEPs). In consultation with parents and other school staff, a special needs teacher prepares an IEP document that outlines the learning goals for the students and the ways in which the school will accommodate and support the student’s special needs.

STUDENT ATTRITION

Student attrition data is provided from the 2015–16 school year. KIPP defines attrition as the percentage of students who leave a school (for reasons other than completing the highest grade or transferring to another KIPP school) in one annual cycle between October 1 of 2015 and October 1 of 2016, which is the date that most states close their enrollment. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year. Network-wide statistics are based on the 183 KIPP schools that were open in October 1, 2015 and still open on October 1, 2016.

STUDENT ACHIEVEMENT—STATE EXAMS

The state tests profiled are criterion-referenced exams, which means that the content reflects the academic standards set by each state. KIPP presents school- and regional-level achievement data for each test required by the state, and compares the percentage of KIPP students that pass the test to the state and district passing rates for each test. These tests do not measure growth over time. End-of-course (EOC) tests are subject tests taken by students in multiple grades. EOC performance levels displayed on regional pages are an aggregate of all EOC scores in either Mathematics or English/Language Arts, and may encompass several subject-based EOC tests.

STUDENT ACHIEVEMENT—NATIONALLY NORM-REFERENCED EXAMS

All KIPP students take Measures of Academic Progress (MAP), a norm-referenced achievement exam, in reading and mathematics from kindergarten through eighth grade. Norm-referenced tests allow us to track the performance and growth of students while enrolled in KIPP as compared to their grade-level peers nationally. They also provide a way to monitor student achievement longitudinally and to see the progress our students are making on the road to grade and college-ready levels.

The average American student who takes a nationally norm-referenced exam in any given grade level will score at the 50th percentile. This student is outperforming 50% of grade-level students nationally. From one year to the next, the average student will make one year of typical growth and not gain any percentile points, meaning that he or she will stay at the 50th percentile from year to year. If a student’s percentile increases on a nationally norm-referenced exam from year to year, it means that the student has made more than one year of typical growth relative to his or her peers.

The norm-referenced test quartile graphs on each school’s page depict the percentage of students in each percentile range (1st–24th, 25th–49th, 50th–74th, 75th–99th) on the norm-referenced test that were administered during the 2015–16 school year. These graphs include all students who tested in the given season. Percentages for norm-referenced tests may not add up to 100 due to rounding.

APPENDIX

STUDENT ACHIEVEMENT— NATIONALLY NORM-REFERENCED EXAMS (CONTINUED)

We are committed to having at least one annual growth data point per student in grades K-8 so we report the percentage of students who made one year or more of typical growth. To avoid over-testing and to account for state test timing differences across regions we allow regions to determine which season to test their schools and whether their reported growth cycle is fall-to-fall, fall-to-spring, or spring-to-spring. All MAP data in the Results reflect the 2015 student norms.

STUDENT ACHIEVEMENT— HIGH SCHOOL PERFORMANCE DATA

In addition to state test data, for high schools with senior classes, we also include participation and performance data for college entrance exams (ACT or SAT) as well as Advanced Placement (AP) exams for all graduating seniors in the class of 2016. As a measure of college readiness, we report the percentage of KIPP high school seniors who have scored 3 or above on at least one AP exam. This percentage is again based on all graduating seniors in the class of 2016.

ATTAINMENT DATA— HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

KIPP regional pages include high school graduation and college matriculation data. High school pages also include school-level high school graduation data. All high school graduation, college matriculation, and college graduation data was tracked and verified by the region or school in the fall of 2016. At the regional level, we report the cumulative high school graduation and college matriculation data for students who completed eighth-grade at a KIPP middle school five or more years ago, and/or graduated from a KIPP high school.

On high school pages, we report the percentage of students completing high school in four years, based on the National Governor's Association (NGA) definition, which divides the number of students graduating with a diploma within four years by the number of first-time entering ninth graders four years prior, after adding students who transfer into the graduating class and subtracting any students who transfer out.

For comparative figures about the percentage of students graduating from high school, percentage of students who start college, and the percentage of students who complete four-year college, we use the Pell Institute (2016) definition for low-income and the U.S. Census for U.S. Average figures.

SCHOOL LEADER RETENTION

School leaders considered as retained include: those who were leading a KIPP school as of September 1st, 2015 and as of the following September 1st, 2016, either returned to continue running any KIPP school or continued working within the KIPP Network in a different position.

TEACHER RETENTION

The education community lacks a common standard for defining and reporting teacher retention. The National Center for Education Statistics (NCES) defines all cases in which a teacher stops teaching at a particular school as turnover, regardless of whether a teacher switches schools, moves into a non-teaching position within his or her current school, or leaves the field of education altogether. KIPP adopts this framework, defining “retained within position” as cases where a teacher who is teaching at a school in one school year continues teaching at the same school as of the fall (September 1) of the following year. Any teacher who begins teaching at a school during the academic year (September 1 to April 30), regardless of whether he or she joined at the beginning, middle, or end of the year, is considered part of the denominator that is utilized in calculating “retained within position” rates. At the same time, because KIPP is a rapidly growing network of schools, many KIPP teachers leave to teach at another KIPP school or transition to a non-teaching capacity within the KIPP network. Current KIPP teachers are an important source for future KIPP leaders, which is why we also report “retained within KIPP,” a metric that counts these teachers as staying within the KIPP Team & Family. We only display retention metrics when we have at least two schools per region reporting. Regional teacher counts reflect the 2016–17 school year and represent the number of individuals rather than the full-time equivalency (FTE).

SOURCES

For the KIPP Foundation’s audited financials, visit www.kipp.org/support. The 2015–16 financials will be posted by Friday, May 19th, 2017.

For more information about the MAP 2015 norms, see NWEA 2015 Normative Data Report. Retrieved from:
<https://www.nwea.org/content/uploads/2015/08/2015-MAP-Normative-Data-NOV15.pdf>

Cahalan, Margaret, Perna, Laura, Yamashita, Mika, Ruiz, Roman, Franklin, Khadish. 2016. Indicators of Higher Education Equity in the United States: 2016 Historical Trend Report, Washington, DC: Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE) and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD). Retrieved from:
http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2016_Historical_Trend_Report.pdf

United States Census Bureau. 2016. Educational Attainment in the United States: 2016 – Detailed Tables. Retrieved from:
<https://www.census.gov/data/tables/2016/demo/education-attainment/cps-detailed-tables.html>