KIPP:

2012 REPORT CARD

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CHILDREN FROM LOW-INCOME COMMUNITIES GRADUATES FROM A FOUR-YEAR COLLEGE.

CO
EDUCA

ALL CHILDREN DESERVE A COLLEGE-PREPARATION

RISING TO THE CHALLENGE

Each year for the past 10 years, KIPP has published an annual Report Card to share how our schools are doing—individually, at a regional level, and across the KIPP network as a whole. The Report Card reflects our collective commitment to transparency and accountability. In addition to reporting our progress, the Report Card also provides a unique space to reflect on where we have been, where we are today, and the work ahead.

In 2012, we continued to experience the impact of globalization as young Americans struggled to gain employment in an economy undergoing dramatic shifts. In the midst of these shifts, the gap in the employment rate between college graduates and non-college graduates continued to widen. What is more clear than ever is that the future of our country—and all of us who enjoy the incredible freedoms that come with it—depends upon our collective commitment to providing all children with access to a great education. And, while we need this to happen for every child, there is a level of urgency when we consider the challenges faced by the one in five children living in poverty in America. In the greatest country on earth, we live with the reality that a child in a more affluent community is seven times more likely to graduate from college than a child growing up in poverty.

While recognizing the challenges we face, we remain optimistic. When Mike Feinberg and Dave Levin founded KIPP, there were few examples of schools serving low-income students with success. That picture has changed. Today, there are hundreds of transformational schools operating in underserved communities across the country. This growth has, in large part, been achieved by building the talent pipeline necessary to fuel these efforts. In more than a few cities, the odds are increasing that a child will wake up in the morning and head off to a school that will prepare him or her for this incredibly competitive world. In a number of communities, from Houston to Newark, and from New Orleans to Washington, D.C., the results of nearly two decades of hard work are evident.

In this year's Report Card, we step back to ask: *What will it take to build systems of high-performing schools that prepare all students for success in college and in life?* In doing so, we hope to move the conversation beyond what it takes to create one great school to how to tackle the challenge of building entire systems of great schools. We share our thoughts on this with great humility, as our beliefs on what it takes to build a great system of schools will continue to evolve, informed by the experience of our KIPPsters and by the shifts in the world taking place all around us today.

This year, the KIPP network grew to include 125 schools in 20 states and the District of Columbia that collectively serve more than 41,000 students. As we open each new school and are joined by others who are innovating and continuously learning, we are optimistic that together we can rise to the challenge of overcoming educational inequity and create a better tomorrow for all children.

John Fisher
Chairman of the Board
KIPP Foundation

Richard Barth
Chief Executive Officer
KIPP Foundation

The people I love the best
jump into work head first
without dallying
in the shallows
and swim off
with sure strokes
almost out of sight.

. . . who strain in the
mud and the muck
to move things
forward,
who do what
has to be done,
again and again.

— BORROWED WITH GRATITUDE FROM "TO BE OF USE," A POEM BY MARGE PIERCY

RISING TO THE CHALLENGE

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WHAT DOES IT TAKE TO BUILD A SYSTEM OF HIGH-PERFORMING SCHOOLS?

When Mike Feinberg and Dave Levin set out to start KIPP, they wrestled with the question, "What will it take to build a high-performing school that serves all students with excellence?" Their answers—empowered leaders, a culture of high expectations and a focus on results, choice and commitment, and more time in school to offer rich academics, character development, as well as extracurricular opportunities—became known as the Five Pillars. These operating principles guide all KIPP schools, and increasingly have been adopted by others seeking to build schools where all students achieve.

Nearly two decades later, KIPP has grown to include 125 schools, and in the next four years that number will increase to nearly 200 schools. As we have grown, we have continued to grapple with tough questions. Today, our questions have moved beyond what it takes to build just one or two great schools. Instead, we are asking: *What will it take to build a system of high-performing schools that prepare all students for success in college and in life?* While we are still learning and do not have all of the answers, we have come to believe that, just like individual schools, systems of high-performing schools share a set of common elements that, when implemented together, create an environment where all students can succeed.

OUR APPROACH

A BELIEF IN ALL STUDENTS

Our work at KIPP is built on the most basic of beliefs: that all students will learn and achieve.

COLLEGE GRADUATION AS THE GOAL

Grounded in this belief, teachers, leaders, and staff at KIPP are united around a shared end goal: to prepare KIPP students to succeed in college and lead choice-filled lives.

ACADEMICS AND CHARACTER

In order to truly prepare students for college, we must create classrooms and schools that not only deliver rigorous academics but also help students develop their character.

VISIONARY LEADERS

Outstanding schools—those that offer rigorous academics and character development—are built, led, and sustained by empowered leaders.

EXCELLENT TEACHERS

Supported by a great leader, it is the teacher in the classroom who helps students develop the character, knowledge, habits of mind, and skills needed to be successful in college and the competitive world.

STRIKING THE BALANCE

The path to success starts with a fundamental conviction that empowered leaders and teachers are best positioned to make the decisions that impact students. This belief is balanced with the idea that leveraging the knowledge and resources of a broader system also helps everyone succeed.

A CULTURE OF CONTINUOUS LEARNING

In an environment where leaders and teachers are empowered to make decisions, a culture of innovation is fostered. By measuring what matters and having a mind-set of continuous learning, those innovations having the greatest impact on students can be surfaced and widely disseminated for the benefit of all.

A BELIEF IN ALL STUDENTS

FAMILY AFFAIR
Galessa, valedictorian of KIPP Delta Collegiate's class of 2012, is a freshman at Vanderbilt. Back in Helena, a small rural town in the Arkansas Delta, she left big shoes for her brothers to fill.

All of her brothers are enrolled in the KIPP elementary, middle, and high schools in the Delta. And they are all climbing the mountain to and through college.

KIPP WORKS BECAUSE WE ALL HAVE THE SAME BELIEF: THAT ALL STUDENTS CAN AND WILL LEARN.

— MITCH BRENNER, KIPP TEACHER

WHAT DOES IT TAKE FOR ALL CHILDREN TO LEARN AND ACHIEVE?

Since our founding, it has been our core belief that all students, regardless of their zip code or demographics, will learn and achieve. We are committed to serving the students who need us most and refuse to accept anything less than an excellent college-preparatory education for students from low-income communities. This year, KIPP grew to serve more than 41,000 students in grades PreK–12. Nationally, 86 percent of KIPP students qualify for free or reduced price meals and 95 percent are African American or Latino. At our current rate of growth, we expect to serve more than 60,000 children by the fall of 2015.

Beyond growing the number of students we serve, we are committed to making sure that students who join KIPP stay with us year after year. Just as we track and analyze our student achievement outcomes, we also closely study our student attrition rates. We consider student attrition to be a key factor in understanding a school's overall health. Put simply, a school with excellent test scores but high student attrition is not realizing our mission. In 2011–12, 88 percent of KIPP students returned to their KIPP school or completed the highest grade offered at their school.

While many aspects of KIPP have remained constant, we have evolved and changed as well. Originally, KIPP only served students in middle school. In 2004, we opened our first KIPP elementary school and our first KIPP high school in Houston, TX. The decision to expand to a PreK–12 model grew out of a desire to keep students with us longer. We began asking, "What if students came to us when they were 3, 4, or 5 instead of 10 or 11? Maybe we could start them out on an entirely different academic trajectory?" By enrolling students as young as 3, 4, and 5, we could provide them with the foundation needed to successfully launch into middle school. By staying with students through their high school years, we could better ensure that students sustained results and continued on a trajectory to, and eventually through, college.

Today, our network includes 37 elementary schools, 70 middle schools, and 18 high schools. As we grow these schools and open additional schools, we build on our foundational belief that all students will learn.

41,000+

KIPP STUDENTS NATIONWIDE

95%

ARE AFRICAN AMERICAN OR LATINO

86%

ARE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS

96%

OF KIPP CLASSES OUTPERFORMED THEIR LOCAL DISTRICTS ON STATE TESTS IN READING. 92% DID SO IN MATH.

COLLEGE GRADUATION AS THE GOAL

LIVING PROOF
Lorenzo Castillo is a teacher at KIPP New Orleans, but before that, he was a KIPP student himself in Houston. In fact, he's one of more than 100 KIPP alumni who now work for KIPP, helping the next generation of students climb the mountain all the way to graduation day.

WHAT DOES IT TAKE TO ENSURE MORE STUDENTS FROM LOW-INCOME COMMUNITIES GRADUATE FROM COLLEGE?

Essential to creating a great system of schools is having our eyes on the same goal: college graduation. At KIPP, teachers, leaders, students, and parents are all united around this goal. While we know that not every student will choose to attend a four-year college, the skills necessary to get into and succeed in college are essential to creating greater opportunity and self-sufficiency. Far too many smart, hard-working students from low-income backgrounds are not being prepared for college, and those who are attending are not graduating at the rates of higher-income peers. While making it to college is an important step, our goal is to equip our students with the skills needed to graduate from college.

To meet this goal, our schools are focused on ensuring that all students are taking rigorous, college-preparatory courses. As a complement to the education students undertake in the classroom, in 1998 we created a program

called KIPP To College (KTC) in order to stay connected to students once they leave KIPP. In recent years, we changed the name to KIPP Through College to reflect our increased emphasis on college completion. Through KTC, our schools and regions deliver day-to-day, on-the-ground advising and support to KIPP students and their families, from middle school all the way through college graduation. A local KTC program may include: high school and college placement guidance, academic support (connecting students with tutoring, summer enrichment, and test preparation), individualized financial aid counseling, student and family counseling to address social and emotional needs, and career services. KTC counselors support students as they navigate high school and prepare for college entry. They help students identify a college that is the best match for them, and they stay connected as students work hard on their journey through college.

Two years ago, in an effort to demonstrate how our KIPP alumni were faring after they left our schools, we published *The Promise of College Completion: KIPP's Early Successes and Challenges*. This report detailed the college completion rates from the first two KIPP middle schools (which have been open long enough for their early classes of students to have graduated from college) and offered a clearer picture of the challenges students from low-income communities face on the path to a degree, as well as the factors that help them succeed. Beyond rigorous academic preparation and character education, students need help finding a college that best matches their needs, formal and informal supports to integrate socially and academically once on campus, and financial resources.

Our latest results show that 83 percent of students who completed eighth grade at KIPP go on to college. KIPP alumni are graduating college at rates that exceed national averages and are approximately four times the rates of their low-income peers. This year we can report that 40 percent of KIPP alumni (from the original two KIPP schools) who completed the 8th grade at a KIPP middle school 10 or more years ago have earned a bachelor's degree, and nearly an additional five percent have earned an associate's degree. In the coming years, as the number of KIPP alumni in college increases, we anticipate that these numbers could fluctuate. We see this as a tremendous opportunity to learn and to move closer to our goal of closing the college completion gap between our students and their highest-income peers.

As we continue to refine our strategies, we humbly seek the partnership of others who share our belief that all students, regardless of circumstance, deserve the opportunity to make it to and through college.

STRIVING TOWARD COMPLETION

KIPP HAS ALWAYS BEEN A PART OF MY FAMILY.

— JENNEFER, KIPP ALUMNA

COLLABORATING WITH HIGHER EDUCATION

> **I WAS NERVOUS ABOUT BEING SO FAR AWAY FROM FAMILY, BUT I HAVE HAD AN AMAZING SUPPORT NETWORK THROUGH MY FELLOW KIPPSTERS AND THE FRANKLIN & MARSHALL COMMUNITY.**
>
> *— BRIANNA, KIPP ALUMNA*

In the past two years we have created unique partnerships with more than 25 colleges and universities nationwide.
Our College Partnerships Initiative aims to identify higher education institutions committed to serving KIPP alumni and students from similar backgrounds, and to strengthen the supports these campuses offer to ensure that first-generation students are persisting and earning degrees at the highest rates possible. In the years ahead, along with our college partners, we look forward to learning together more about what it takes for underserved students to persist through college and earn a college degree.

One of our earliest college partners, Franklin & Marshall (F&M), is developing innovative strategies to support prospective applicants as well as to help new students acclimate and thrive once on campus. During the summer of 2012, thirty rising KIPP seniors from across the country attended the F&M College Prep program. For three weeks, KIPP students lived on campus in residence halls, took classes with F&M professors, and immersed themselves in college life. In the fall, eight KIPP alumni enrolled at F&M.

COLLEGE PREPARATION AT EVERY STAGE

ELEMENTARY

Building college awareness through class lessons, school culture, and vocabulary.

MIDDLE

High school transition support and assistance applying to summer programs.

Awareness of SAT/ACTs, financial aid, majors, and the application process. College campus visits and guest speaker events.

HIGH

College-prep education with AP and advanced curriculum.

Financial literacy, SAT/ACT support, and support with college applications.

COLLEGE

One-on-one support once in college: mentorship, academic supports, financial aid advising, and counseling.

Thoughtful counseling to ensure the right college match for each student. Celebration of college acceptances as community milestones. Continued support of those who pursue other post-high school options.

Career awareness, internship application support, and resume building. Ensuring high expectations and college success through graduation day.

ACADEMICS AND CHARACTER

BEYOND EXPECTATIONS

For first and second grade science teacher Ashley Soellner, developing curiosity is just as important as teaching the basics of life science. And as the after-school ballet club coordinator, she is critical to a well-rounded educational experience for the students of KIPP Baltimore.

I LOVE WHEN THE LIGHT COMES ON AND A CHILD THINKS, "I CAN DO THIS."

— JENNIFER, KIPP PARENT AND STAFF MEMBER

WHAT DOES IT TAKE TO CREATE CLASSROOMS AND SCHOOLS THAT OFFER RIGOROUS ACADEMIC PREPARATION AND CHARACTER DEVELOPMENT?

Since KIPP's beginning, the development of character has been as important as the teaching of rigorous academics. We believe both are critical to the success of our students.

A rigorous education is one that prepares students for the demands of college. Quite simply, rigor means teaching with the end in mind. With a clear understanding of what our students must know and be able to do in college, we must plan backwards from high school all the way down to kindergarten in order to ensure that students are acquiring the knowledge and skills they will need at every grade level.

To support students in acquiring the academic knowledge and skills to be college-ready, our teachers set ambitious, measurable, yearlong goals for student growth and achievement. They plan how they will achieve these goals by segmenting work into manageable and measurable units. Throughout the year, teachers regularly track and communicate student progress and use data to drive short- and long-term planning and to determine when re-teaching is necessary.

KIPP New Orleans teacher Jamie Irish sets a high bar for his eighth-grade math students. At the start of the year, Irish issues a call to action challenging his students to establish high goals for themselves individually and as a class. To track progress, Irish provides students with consistent, actionable feedback and remediation daily. With a clear goal from day one, Irish says, "Students start believing that they can change the trajectory of their lives in my class."

Just like Irish, KIPP Academy Lynn Collegiate teacher Shauna Mulligan is working to ensure rigorous instruction in her high school English classes. Mulligan believes that students studying the humanities should be able to use evidence to arrive at correct interpretations. According to Mulligan, "Really hard thinking and figuring things out is fun, and asking students to be exact makes them think really hard." To drive rigor in English, Mulligan plans in advance how she expects students to answer questions and listens with an evaluative ear to confirm that students are reading and thinking carefully, accurately, and at a high level.

In 2011–12, 96 percent of KIPP classes outperformed their local districts on state tests in reading and 92 percent did so in math. In addition, on a nationally norm-referenced test, KIPP students, on average, are outperforming their peers on achieving one or more years of growth. Ultimately, academic rigor is rooted in the belief that all students will learn and achieve. We believe that when a student is struggling academically, it is our responsibility to re-teach in order to give that student another opportunity at mastery. We work to understand the learning styles and academic strengths and areas of growth of individual students. We vary our teaching strategies to ensure that all students can access content. And we consistently communicate that through hard work, students can accomplish their goals.

In its longitudinal study of KIPP middle schools, Mathematica found that KIPP's impact is "positive, statistically significant, and educationally substantial." Further, KIPP's impact is consistently positive across the four academic subjects examined—in each of the first four years after enrollment in a KIPP school and for all measurable student subgroups—including Special Education students and English Language Learners.

HERE AT KIPP, I AM CHALLENGED. BUT I LIKE IT.

— ROSEMARY, KIPP STUDENT

CHARACTER AND ACADEMIC PREPARATION ARE CRITICAL FOR SUCCESS IN COLLEGE AND IN LIFE.

In addition to the teaching of rigorous academic skills, we are intentional about explicitly creating opportunities for students to develop their character. As our earliest classes of KIPP students graduated high school, we began to see that academic success alone did not always predict success in college. Strength of character also plays an important role. While the idea of fostering a student's character development has been core to KIPP from the beginning, KIPP schools around the country are now focused on how to integrate a more structured and measurable approach to character development.

Rooted in the research of Dr. Martin Seligman (University of Pennsylvania) and Dr. Chris Peterson (University of Michigan), and building off the pioneering work of Dr. Angela Duckworth (University of Pennsylvania) and our schools in New York, KIPP is now especially focused on helping students cultivate seven strengths predictive of life success: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity. We share more about our character work on our website and offer suggestions about how schools, classrooms, and lessons can be infused with opportunities to develop these character strengths.

Writer and journalist Paul Tough describes KIPP's approach to character in his book *How Children Succeed* and argues that character may have more to do with student success than simply IQ. Moreover, Tough writes that character can be developed and describes how this knowledge can help all students overcome obstacles and succeed in life. At KIPP, we are committed to helping our students incorporate the seven character strengths into their daily thoughts and actions both inside and outside the classroom.

WHEN I GROW UP, I WANT TO BE THE KIND OF PERSON WHO DOESN'T BACK DOWN. A PERSON WITH INTEGRITY. A PERSON WHO HAS A LOT OF HOPE.

— ATOLANI, KIPP STUDENT DESCRIBING HER CHARACTER GOALS

VISIONARY LEADERS

COMMUNITY ROOTS

Crystal grew up in South Memphis. She is one of the first college graduates in her extended family of over 50. When she studied the civil rights movement in-depth in college, she was inspired to open a school for the children of her hometown. That dream school of hers will finally come true next summer—the first KIPP school on the south side of Memphis.

WHAT DOES IT TAKE TO EMPOWER LEADERS TO HAVE A LASTING IMPACT?

KIPP was built on the idea that great leaders create great schools, and that a great school can change the trajectory of a child's life. We believe that schools are the units of change and principals are the leaders of that change. It is the empowered and well-prepared school leader who attracts talented teachers, fosters their growth and development, and creates a culture of excellence for all.

In 2000, when Doris and Donald Fisher partnered with Mike and Dave to create the KIPP Foundation, they established the Fisher Fellowship to begin to train leaders to replicate the success of the original KIPP middle schools. Today, the Fisher Fellowship continues to prepare individuals for the school leader role with intensive training, coaching, and mentoring. In addition, Fisher Fellows participate in residencies at KIPP schools and other high-performing schools during their fellowship year.

Beyond the Fisher Fellowship, we offer nationally coordinated leadership development opportunities to emerging leaders in our schools. We know that to open new schools and sustain quality in our existing schools, we will need a deep pipeline of leaders including new school founders, successor school leaders, assistant principals, deans, and grade level chairs. Through the KIPP School Leadership Programs (KSLP), we have trained over 1,000 educators, many of whom will assume the reins of an existing KIPP school or found a new one in the years ahead. Further, each year other high-performing charter schools and school districts from across the country send participants to KIPP to be trained by KSLP.

Our national leadership development programs complement the formal coaching, mentoring, 360-degree feedback, and ongoing guidance offered by our local schools and regions. KIPP regions regularly bring together individuals who share similar roles for skill-building workshops. In addition, our school leaders look to develop the emerging leaders in their own schools by creating learning opportunities and professional development experiences for rising leaders who have an interest in school leadership. For example, a teacher aspiring to school leadership might be asked to run Saturday school, coordinate parent group meetings, or represent the school at a city function. In doing so, rising leaders gain valuable exposure to the role of a school leader.

SHARING OUR PRACTICES

In 2012, we launched the KIPP Leadership Design Fellowship (KLDF) to introduce public school administrators from districts and charter schools to KIPP's leadership development practices. With support from our Investing in Innovation (i3) grant from the U.S. Department of Education and matching grant partners, this eight-month cohort-based program has allowed KIPP to open its doors to leaders from 55 public school districts and charter school systems, as well as leadership training organizations, and offer them an in-depth look at KIPP's principal recruitment, training, and development practices. Across multiple summits and in-school residencies, this program has fostered a collaborative learning experience for all participants.

BUILDING CAPACITY

For Amber Young Medina, being a great mom and wife is as important as leading a great school. That means setting clear boundaries in her life so that she can be present with her students and staff, as well as with her own family. Building a strong leadership team is essential to the success of the school. She coaches her staff to be effective leaders themselves, keeping in mind their individual goals and skill sets. Empowering her staff is critical to KIPP Raíces Academy's success as an enduring institution for generations of students to come.

INCREASING SCHOOL LEADER SUCCESS AND SUSTAINABILITY

Our data shows us that school leader longevity is correlated with several positive outcomes, including lower student attrition and greater student achievement gains. Since the job of leading a school is not easy, we have grappled with the question: "Is there a set of behaviors that characterize great school leaders and make the job of leading a transformative school sustainable over the long-haul?"

In partnership with David Maxfield from Vital Smarts, a team of remarkable leaders from across KIPP conducted an extensive research project to identify four behaviors that are vital to increasing school leader success and sustainability. Known as the "KIPP Vital Behaviors for Success and Sustainability," these four behaviors are:

1) TEACH AND INSIST.

Teach more people to do the work that needs to be done . . . and insist that they do it.
Great school leaders build and empower a leadership team to make decisions and implement them, give real responsibilities to emerging leaders, hold people accountable for agreed-upon outcomes, and embrace mistakes as an opportunity to teach and build capacity.

2) PRIORITIZE AND EXECUTE.

Plan and execute (like a lesson).
Effective school leaders clearly identify short- and long-term goals for all team members and the school as a whole. They clearly identify the most important priorities to realize long-term goals, and prioritize both strategic and tactical tasks.

3) ENGAGE YOUR LIFELINES.

Use a lifeline. Be a lifeline.
Great school leaders reach out to peers that can honor, encourage, and push them, and in turn, do the same for others.

4) RENEW TO GET STRONGER.

Build in time for physical recovery and mental and emotional renewal.
The job of a school leader is hard and demanding. It is vital to create a school culture that integrates and celebrates deliberate and ongoing recovery and renewal for the entire school community.

EXCELLENT TEACHERS

REAL LEARNING
In Lakeda Ward's third grade science and math class, students eagerly gather to perform an experiment. "I don't want them just to work the problem," she says. "I want them to understand how and why a problem is solved."

WHAT DOES IT TAKE TO ATTRACT AND RETAIN GREAT TEACHERS IN EVERY CLASSROOM?

Recruiting and retaining high-quality teachers is critical to the long-term success and sustainability of our schools. When we ask our alumni to reflect on their time at KIPP and share one thing that made the difference in their success, their response is overwhelmingly "my KIPP teachers." We know, and have experienced what research confirms, that teachers are the single most important in-school factor contributing to student achievement.

While teaching is extremely rewarding, it is also extremely challenging. Teachers working in underserved communities often face additional challenges. Catching up students who are one and sometimes two grade levels behind academically takes remarkable commitment and focus. Working longer days, being available to students after hours, and creating classrooms filled with the joy of learning requires dedication and persistence.

We aim to recruit skilled teachers from diverse personal and professional backgrounds who have a passion and commitment to our mission. Whether they want to grow into a leadership role within their school or master their profession as a teacher, we find a place for great talent at KIPP and strive to keep people with us year after year.

In the 2011–12 school year, 74 percent of our teachers from the previous year stayed with KIPP, and we are committed to seeing that number increase. To keep teachers with us, we invest in their growth, recognizing that teaching is a craft and that teachers deserve regular opportunities to hone and refine their skills. We strive to foster an environment that encourages collaboration among colleagues and regularly celebrates success. In addition, teachers at KIPP have the freedom and autonomy to innovate creatively in the classroom and make decisions about what is best for their students.

Within their school building, teachers at KIPP have the opportunity to participate in regular, on-site professional development that enables them to connect with colleagues, share resources, deepen their knowledge, and solve for shared problems. Beyond coordinated professional development, one of the most powerful supports teachers at KIPP receive is ongoing instructional coaching and mentoring. In Austin, TX, for example, instructional coach Melissa Scheinfeld works side by side with her school leader to help guide each teacher in designing and delivering high-quality curricula that will help prepare students for success in college.

In cities where KIPP has multiple schools, teachers often have opportunities to collaborate with and learn from other local KIPP teachers who teach the same grade level or subject. Many teachers form cross-school working groups and develop processes to share resources and practices that maximize learning. In addition, many KIPP teachers collaborate across cities. Steve Frederick, a teacher in Denver, CO, is partnering with Susan Oba in San Jose, CA. Together, the two are redesigning Steve's sixth-grade math curriculum and plan to share all that they develop so that other KIPP teachers may build on their lessons and strategies.

2,800+

KIPP TEACHERS NATIONWIDE

68% RETURNED TO THEIR POSITION

6% MOVED INTO A NON-TEACHING POSITION AT KIPP OR NOW TEACH AT ANOTHER KIPP SCHOOL

PROFESSIONAL DEVELOPMENT AND ONLINE TOOLS FUEL SHARING AND INNOVATION

We believe that great instruction results from innovation and collaboration. When something works, we celebrate it and share it broadly. To enable our teachers and leaders to benefit from the collective knowledge and learning occurring across KIPP, the KIPP Foundation invests in creating frameworks and tools that provide a common language and facilitate the exchange of effective practice. Two years ago, we saw a need to create a network-wide, shared language for describing what great teaching looks like at KIPP. We created the KIPP Framework for Excellent Teaching (KFET), and today leaders are beginning to use this framework to develop tools to coach and support teachers as they grow in their practice.

KIPP teachers also have access to KIPP Share, a national online platform that enables teachers—some of whom are separated by thousands of miles—to connect with each other and share ideas, curriculum, and resources. To date, nearly half a million resources and tools have been shared on KIPP Share. Teachers have the opportunity to attend nationally coordinated, subject-specific retreats and professional development gatherings throughout the year, the largest of which is the annual KIPP School Summit (KSS). In 2012, more than 3,000 KIPP teachers, leaders, and support staff participated in KSS. During this week of professional development, our Team and Family have the opportunity to learn, share, connect, and renew in preparation for the coming academic year. At KSS, our focus is on one thing: getting even better at delivering on the promises we make to our students so that each and every KIPP student is prepared to climb the mountain to and through college.

KSS IS A ONCE-IN-A-LIFETIME, AMAZING, ENERGIZING EXPERIENCE.

— KIPP SCHOOL SUMMIT ATTENDEE SURVEY RESPONSE

SHARING BEST PRACTICES

Brett Noble teaches 11th grade English in Gaston, NC, and he has uploaded his entire curriculum to KIPP Share. With all of his resources at their disposal, his colleagues across the country don't have to start from scratch.

STRIKING THE BALANCE

FOCUS
Sha Reagans co-leads the KIPP high school in Newark. As the principal, no one knows the needs of his students better than he does. But real estate and technology contracts? Those things he leaves up to his regional office. That way, he has the time to focus on what matters most, and what he knows best: the students in his school.

WHAT DOES IT TAKE TO EMPOWER LEADERS AND LEVERAGE SCALE?

As our network has grown, we have continued to confront and revisit the question of which decisions are best made closest to students and whether there are cases in which our students are best served by centralizing or standardizing certain practices. As we think about empowering leaders and leveraging scale, we do not view this as an either-or choice between two alternatives. Rather, we believe that a large degree of school leader autonomy can be preserved in a system of schools that makes selective investments in standardization, which enables the system to operate effectively and efficiently.

In KIPP's earliest years, we focused on recruiting and training outstanding educators who could replicate the success of the original two KIPP middle schools. After several years of supporting the creation of stand-alone schools in community after community, we came to believe that, although the school is the critical unit of

change, schools could derive many benefits from operating in geographic clusters: KIPP regions. Schools clustered in KIPP regions can share instructional practices and materials, thereby accelerating innovation in the classroom. In a KIPP region, the KIPP school leader can focus on students, teachers, and families while a central office provides services across multiple schools, such as human resources, recruiting, facilities management, technology, food service, procurement, and transportation, as well as alumni services.

Since 2006, we have approached growth into new communities with an eye toward building not just one transformational school but an entire KIPP region—a local system of schools—and we are supporting the founding teams of our flagship school in each community to expand and become a KIPP region. Today, 95 percent of KIPP schools are part of a KIPP region. They are supported by a central office, governed by a common local board, and led by a local executive director.

At KIPP, we believe decisions are most effectively made closest to the student. Yet, with schools in 20 states and the District of Columbia, we believe that national investments in common languages and common frameworks are central to our ability to leverage our national scale and accelerate innovation. For example, we have established network-wide shared understandings and definitions for describing the characteristics of great leadership (KIPP Leadership Competency Model), a framework outlining what great teachers do (KIPP Framework for Excellent Teaching), and a framework defining what makes a healthy KIPP school (Healthy Schools & Regions). These frameworks provide the foundation on which our leaders create tools and practices that they then share in order to learn from one another and drive results in their schools.

CONTINUOUS LEARNING

WHAT DOES IT TAKE TO BUILD A DATA-DRIVEN CULTURE AND AN ORGANIZATION COMMITTED TO CONTINUOUS LEARNING?

TRANSPARENCY ABOUT ATTENDANCE, BEHAVIOR, AND ACADEMIC PROGRESS WITH OUR STUDENTS AND FAMILIES ENSURES THAT WE'RE ALL ON THE SAME PAGE.

— JOANNA BELCHER, KIPP SCHOOL LEADER

We believe that data helps us understand our true impact, what is working, and what needs to be improved. We know that when our school and regional leaders and teachers are empowered to make decisions and have access to quality data, innovation can flourish. Further, they are better able to refine instruction and drive strategic planning, identify opportunities for learning, and share effective practices. And we believe that school health is measured by a much broader range of indicators than standardized test scores alone.

To bring to life our belief—that as educators we must all move beyond the singular focus on test scores and provide our schools and regions with a holistic view of their performance—we created the Healthy Schools & Regions (HSR) framework. Through HSR, we look at a set of academic and nonacademic indicators of school success including college attainment, student achievement, student attrition, teacher retention, and the number of teachers and other staff preparing to assume school leadership roles. We also survey students, parents, school leaders, teachers and staff to understand how a school's culture, leadership, and instructional strategies are impacting results. We are committed to examining school health and the health of our network by exploring Six Essential Questions. Please see page 35 for an overview of our health in 2011–12.

HEALTHY SCHOOLS & REGIONS

SIX ESSENTIAL QUESTIONS

QUESTION 1

ARE WE SERVING THE CHILDREN WHO NEED US?

QUESTION 2

ARE OUR STUDENTS STAYING WITH US?

QUESTION 3

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

QUESTION 4

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

QUESTION 5

ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

QUESTION 6

ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

EMPOWERED BY DATA

Teachers at KIPP Empower Academy utilize innovative instructional technology in the classroom to enhance and personalize student learning. Throughout the day, teachers are able to work with small groups of students to offer differentiated, individualized instruction while other students engage in self-paced, online learning on classroom laptops. Moreover, teachers have access to richer, more real-time data allowing them to monitor student progress, target interventions, and plan more effectively.

CONSTANTLY IMPROVING

Our Healthy Schools & Regions work informs our decision-making and prioritization, helps us improve our understanding of promising practices throughout the KIPP network, and helps our teachers and leaders drive student outcomes. Through our HSR assessment data, teachers have access to high-quality data on student achievement and growth, and can differentiate instruction. School leaders can use data to prioritize emerging school needs and improve their own instructional leadership. KIPP regional leaders can gain a more holistic view of the health of their region and put in place strategies to address areas of growth. Nationally, HSR enables us to identify top performers so that we may learn from and disseminate effective practices.

Equally as important as measuring what matters is having a mind-set of continuous learning, an unrelenting drive to constantly improve, and mechanisms in place to share what is working. At KIPP, we aim to foster an organizational culture that believes:

"When there are problems, we find solutions. When there is a better way, we find it. When a teammate needs help, we give. When we need help, we ask."

Common frameworks play a critical role in allowing us to leverage our scale in support of continuous learning, enabling KIPP teachers and leaders across the country to compare results and share effective practices. When great practitioners start with something that is already working and make it even better, innovation is accelerated. To that end, we are working toward providing greater access to starting-point resources for our teachers and leaders.

Beyond creating tools for teachers to share curricula and resources online, we also launched a similar online collaboration tool for our noninstructional staff. And we have created national "communities of practice" for staff members who teach the same subject or share the same job functions. Guided by a master teacher or leader, members of communities of practice gain new insights into common challenges and share knowledge and materials through professional development retreats and school visits.

Through measuring what matters and having a mind-set of continuous learning, we are committed to getting better, each year and each decade, so that we can best support our students in developing the character and academic skills for success in college, career, and life.

I WOULD NEVER TELL MY STUDENTS THAT THEY'RE PERFECT, AND I FEEL THE SAME WAY ABOUT ME. WE ALL HAVE ROOM FOR GROWTH. I TALK ABOUT THAT CONSTANTLY IN MY CLASSROOM.

— ADRIANNE CAPALDI, KIPP TEACHER

WHAT WILL IT TAKE TO IMPROVE PUBLIC EDUCATION FOR *ALL* STUDENTS?

Over the past two decades, we have had the great honor of watching thousands of KIPP students grow and achieve at the highest levels, challenging beliefs about what is possible in public education. Along the way, so many others who share our commitment and work tirelessly on behalf of underserved students have joined this movement. Together, we are all rising to the challenge of eliminating educational inequity.

Twenty years ago, there were few visible examples of classrooms in low-income communities that were changing the life trajectories of children. Today, there are entire schools that are putting students on track for success in college and the competitive world. And there is growing acknowledgement that it is possible to build and replicate schools that attain transformational results. The challenge now is to scale this success—to create dozens of systems of schools that are providing life-changing educational opportunities for America's underserved students.

At KIPP, we are committed to broadening our impact and sharing all that we have learned about designing and operating a network of high-performing schools. We aim to more intentionally disseminate our KIPP-developed frameworks and tools, strive to create a dialogue around key issues like college completion and student mobility, and join with others to collectively advocate for the needs of underserved students.

Even as we are optimistic today about progress made, much work remains. Our journey is far from complete and as we look to the future, many challenges loom large, and opportunities await.

As a nation, we must continue to figure out how to close achievement gaps and prepare all students for success in college and the increasingly competitive world. And we must all collectively address emerging challenges and opportunities on the horizon.

For example, how will we, as a greater education community, leverage the higher learning standards of the Common Core to push all students toward college readiness? How will we continue to build the talent pool that the education sector needs? How will we ensure that talented and hard-working students who are undocumented have access to post-secondary opportunities? And how will we create pathways to success and self-sufficiency for students who are not college-bound?

As a network, these are just a few of the questions we are considering as we envision the work that lies ahead. We share these challenges and opportunities, humbly acknowledging that we do not have all of the answers. We invite students, parents, teachers, principals, higher education leaders, policymakers, philanthropists, and others to join with us as we collectively figure out how to rise to these challenges and improve education for all.

ABOUT THE REPORT CARD

The annual KIPP Report Card is a direct reflection of our commitment to performance transparency and accountability for student results and achievement in our schools. We are determined to find out what's working and not working for our students and families. The numbers tell a rich story. By analyzing our data, we can help sustain practices that make our schools thrive, while also understanding our challenges so that we can meet them head-on.

The 2012 KIPP Report Card provides data that tracks the growth and performance of the KIPP network; this data was collected from each locally-run KIPP site open during the 2011–12 school year.

CITY PROFILES AND AGGREGATE RESULTS

The printed version of the Report Card features the aggregated achievement and demographic data for each of our KIPP geographic sites.

These profiles are ordered alphabetically by city within two sections: sites with multiple schools and sites with one school (some are considered KIPP regions and others are stand-alone schools). The information displayed in each profile includes the number of students served, grades served, student attrition, teacher retention, and achievement data. Profiles of KIPP sites with multiple schools also include a listing of all schools in that city.

We collect achievement data from two sets of student tests: state criterion-referenced exams required of all public schools and nationally norm-referenced achievement exams administered to all KIPP students in grades two through eight (and in some cases, kindergarten and grade one). For state criterion-referenced exams, we hold ourselves accountable for raising student achievement beyond the proficient level; as such, we report the percentage of students who are not just proficient, but advanced. KIPP schools administer norm-referenced exams in order to have a common measurement of student achievement and growth across all states and to identify strengths and areas for improvement across KIPP schools.

SCHOOL PROFILES AND RESULTS

Achievement and demographic results from all 109 KIPP schools open in the 2011–12 school year can be found at www.kipp.org/reportcard. The information on each of these profile pages includes student enrollment and demographics, student attrition data, number of teachers, per-pupil revenues, and achievement data.

Note: Demographic data is accurate as of November 2012 (2012–13 school year) while achievement data, student attrition, and teacher retention reflect the 2011–12 school year. Values on all graphs are rounded to the nearest whole number. Percentages for student demographics and norm-referenced tests may not add up to 100 due to rounding. Values less than 11% may not be labeled due to space constraints.

We report demographic information about our students (race/ethnicity, eligibility for free/reduced price meals, and those defined as having special needs) for each city.

We report annual student attrition data for each city.

At the city level, we aggregate the state and district comparison data for criterion-referenced tests. We also show results for norm-referenced tests for grades two through eight. For high school seniors, we report both SAT/ACT and AP exam participation rates and scores as a measure of college readiness.

At the city level, we report high school graduation and college matriculation rates for those sites that have college-age alumni.

We report teacher retention data at the city level when there are two or more schools reporting.

At the *individual school* level, we report per-pupil funding and facilities information, providing context for assessing financial health and sustainability. Please find this information online at www.kipp.org/reportcard.

NATIONAL RESULTS

QUESTION 1

ARE WE SERVING THE CHILDREN WHO NEED US?

41,000+ KIPP STUDENTS ACROSS THE COUNTRY

86%

ARE ELIGIBLE FOR FREE OR REDUCED PRICE MEALS

9%

RECEIVE SPECIAL EDUCATION SERVICES

RACE & ETHNICITY

59%	African American
36%	Latino
2%	Asian
2%	Caucasian
1%	Other

15%

ARE DESIGNATED AS ENGLISH LANGUAGE LEARNERS

Note: Some schools serve a much higher proportion of ELL students than others given the communities they serve.

QUESTION 2

ARE OUR STUDENTS STAYING WITH US?

88% OF KIPP STUDENTS RETURNED IN 2012 (or completed the highest grade at their school)

QUESTION 3

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

Every state administers criterion-referenced tests in the spring in order to assess student academic achievement. Each state has a unique test. The results of these exams allow us to compare the performance of KIPP classes to that of their local districts and states, but do not allow us to compare to classes in different states.

BY THE END OF 8TH GRADE, 96% OF KIPP CLASSES OUTPERFORM THEIR LOCAL DISTRICTS IN READING; 92% DO SO IN MATH.

HIGH SCHOOL RESULTS

ADVANCED PLACEMENT (AP) TESTS FOR GRADUATING SENIORS FROM KIPP HIGH SCHOOLS

71% TOOK ONE OR MORE AP TESTS.

48% RECEIVED A SCORE OF 3 OR HIGHER ON AT LEAST ONE AP TEST.

QUESTION 3, CONTINUED

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

BY THE END OF 8TH GRADE, 55% OF KIPP STUDENTS OUTPERFORM THEIR NATIONAL PEERS IN READING; 60% DO SO IN MATH.

READING PERFORMANCE BY QUARTILE ON NORM-REFERENCED TESTS

MATH PERFORMANCE BY QUARTILE ON NORM-REFERENCED TESTS

In order to see movement from fall to spring, only students that tested in fall and spring are included. Not all KIPP schools test in grades K and 1. The number of schools represented for each grade are as follows: K (16); 1 (13); 2 (12); 3 (7); 4 (4); 5 (55); 6 (51); 7 (45); 8 (41). Please note that while 4th grade represents the final grade of elementary school in most KIPP schools, in 1 of the 4 schools reporting 4th grade data, 4th grade is the cohort of new-to-KIPP students at a middle school that serves grades 4-8. KIPP elementary results are separated from middle school results because the majority of KIPP middle school students did not attend a KIPP elementary school.

ON AVERAGE, KIPP STUDENTS ARE OUTPERFORMING THE NATIONAL AVERAGE OF STUDENTS ACHIEVING 1+ YEARS OF GROWTH.

PERCENT OF STUDENTS MEETING GROWTH TARGETS ON NORM-REFERENCED TESTS

IN 2008, THE MAJORITY OF 5TH GRADERS ENTERED KIPP BELOW GRADE LEVEL. AS 8TH GRADERS IN 2012, THE MAJORITY OF THEM EXITED ABOVE GRADE LEVEL.

PERCENT OF STUDENTS ON OR ABOVE GRADE LEVEL

2011–12 marks the 4th consecutive year that KIPP has administered MAP, allowing us to look at a cohort progression from 5th to 8th grade. The results above represent the same cohort of students from 16 pilot schools that tested in fall 5th grade in 2008 and spring 8th grade in 2012.

NOTE: NATIONALLY NORM-REFERENCED TESTS AND MEASURES OF ACADEMIC PROGRESS (MAP)

In order to ensure that our students are on track to being college- and career-ready, we look closely at achievement results beginning in kindergarten. KIPP schools use a variety of data sources and tools to understand student achievement and track student growth. These include classroom observations and tests, evaluations of students' skills against state standards, and a nationally norm-referenced test called Measures of Academic Progress (MAP).

Norm-referenced tests (NRTs) compare a student's score against the scores of a national group of students. We require all KIPP schools serving grades 2–8 to administer an NRT; most also administer the test in grades K and 1. Unlike state tests, these exams allow us to compare the performance of KIPPsters to their grade-level peers across state lines. We can also track student performance across time.

At KIPP, students test on MAP in the fall and the spring. Each year after fall testing, MAP assigns all students a target growth goal that they are to meet or exceed by the spring.

About norms for MAP: The 2011 Report Card reflected NWEA's 2008 norms, while this year's Report Card reflects 2011 norms. Changes between the 2011 Report Card and the 2012 Report Card may be due to changes in norms rather than to changes in performance.

QUESTION 4

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

KIPP STUDENTS GRADUATE FROM COLLEGE AT FOUR TIMES THE RATE OF THE AVERAGE STUDENT FROM A LOW-INCOME COMMUNITY.

KIPP tracks its rates of high school graduation, college matriculation, and college completion based on those students (alumni) who complete eighth grade at a KIPP middle school.

QUESTION 5

ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

74% OF KIPP TEACHERS RETURNED LAST YEAR.

68% RETURNED TO THEIR POSITION

6% MOVED INTO A NON-TEACHING POSITION AT KIPP OR NOW TEACH AT ANOTHER KIPP SCHOOL

QUESTION 6

ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

We believe it is important that KIPP schools and regions monitor their financial health and assess their financial sustainability and we are currently revisiting the measures and approaches to do so.

LOCAL RESULTS

ATLANTA, GA

KIPP METRO ATLANTA · EST. 2003

DAVID JERNIGAN
EXECUTIVE DIRECTOR

1,609 STUDENTS ENROLLED

110 NUMBER OF TEACHERS (FTE)

K, 5-10 GRADES SERVED

82% TEACHERS RETAINED WITHIN KIPP
(78% RETAINED IN THEIR POSITION)

2% Latino
1% Other
0% Caucasian
0% Asian

2012 CRITERION REFERENCED COMPETENCY TEST

MAP WAS NOT ADMINISTERED IN THE 2011–12 ACADEMIC YEAR BY KIPP METRO ATLANTA.

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

86% COLLEGE MATRICULATION

SCHOOLS

KIPP STRIVE PRIMARY

MINI'IMAH SHAHEED
GRADES: K
EST. 2012

KIPP SOUTH FULTON ACADEMY

JONDRÉ PRYOR
GRADES: 5-8
EST. 2003

KIPP STRIVE ACADEMY

ED CHANG
GRADES: 5-8
EST. 2009

KIPP VISION ACADEMY

STEVEN JONES
GRADES: 5-7
EST. 2010

KIPP WAYS ACADEMY

DWIGHT HO-SANG
GRADES: 5-8
EST. 2003

KIPP ATLANTA COLLEGIATE

DAVE HOWLAND
GRADES: 9-10
EST. 2011

AUSTIN, TX

KIPP AUSTIN PUBLIC SCHOOLS · EST. 2002

STEVEN EPSTEIN
EXECUTIVE DIRECTOR

2,080 STUDENTS ENROLLED

124 NUMBER OF TEACHERS (FTE)

K-2, 5-12 GRADES SERVED

65% TEACHERS RETAINED WITHIN KIPP
(60% RETAINED IN THEIR POSITION)

7% African American
0% Other
1% Caucasian
0% Asian

2012 STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP AUSTIN ADMINISTERED MAP TO STUDENTS IN GRADES 5-7, AND ADMINISTERED SAT-10 TO STUDENTS IN GRADE 8.

KIPP HIGH SCHOOL AP AND SAT RESULTS (FOR GRADUATING SENIORS)

1373
AVERAGE SAT

98%
TOOK THE SAT

44%
TOOK AT LEAST ONE AP

35%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

95% HIGH SCHOOL GRADUATION

85% COLLEGE MATRICULATION

SCHOOLS

KIPP AUSTIN COMUNIDAD

JUSTIN SCOTT
GRADES: K–2
EST. 2010

KIPP AUSTIN CONNECTIONS ELEMENTARY

BETHANY BLEVINS
GRADES: K–1
EST. 2011

KIPP AUSTIN ACADEMY OF ARTS & LETTERS

KEVIN NEWMAN
GRADES: 5–8
EST. 2009

KIPP AUSTIN BEACON PREP

KATIE HAYES
GRADES: 5
EST. 2012

KIPP AUSTIN COLLEGE PREP

FREDDY GONZALEZ
GRADES: 5–8
EST. 2002

KIPP AUSTIN VISTA MIDDLE SCHOOL

LAURA FARBER
GRADES: 5
EST. 2012

KIPP AUSTIN COLLEGIATE

CARRIE DONOVAN
GRADES: 9–12
EST. 2008

BALTIMORE, MD

KIPP BALTIMORE · EST. 2002

JASON BOTEL
EXECUTIVE DIRECTOR

1,025 STUDENTS ENROLLED

74 NUMBER OF TEACHERS (FTE)

K-3, 5-8 GRADES SERVED

86% TEACHERS RETAINED WITHIN KIPP
(73% RETAINED IN THEIR POSITION)

0% Latino
0% Other
0% Caucasian
0% Asian

2012 MARYLAND SCHOOL ASSESSMENT

READING

MATHEMATICS

KIPP ADVANCED · KIPP PROFICIENT · DISTRICT ADVANCED · DISTRICT PROFICIENT · STATE ADVANCED · STATE PROFICIENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

90% HIGH SCHOOL GRADUATION

74% COLLEGE MATRICULATION

SCHOOLS

KIPP HARMONY ACADEMY

NATALIA WALTER
GRADES: K-3
EST. 2009

KIPP UJIMA VILLAGE ACADEMY

MIKE LUCAS
GRADES: 5-8
EST. 2002

CHICAGO, IL

KIPP CHICAGO · EST. 2003

745 STUDENTS ENROLLED

45 NUMBER OF TEACHERS (FTE)

K-2, 5-8 GRADES SERVED

75% TEACHERS RETAINED WITHIN KIPP *(67% RETAINED IN THEIR POSITION)*

APRIL GOBLE
EXECUTIVE DIRECTOR

3% Latino
0% Other
0% Caucasian
0% Asian

2012 ILLINOIS STANDARDS ACHIEVEMENT TEST

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

92% COLLEGE MATRICULATION

SCHOOLS

KIPP ASCEND PRIMARY SCHOOL

ELLEN BHATTACHARYYA
GRADES: K–2
EST. 2010

KIPP ASCEND MIDDLE SCHOOL

LAUREN HENLEY
GRADES: 5–8
EST. 2003

KIPP CREATE MIDDLE SCHOOL

KATE MAZUREK
GRADES: 5
EST. 2012

DENVER, CO

KIPP COLORADO SCHOOLS · EST. 2002

895 STUDENTS ENROLLED

67 NUMBER OF TEACHERS (FTE)

5-12 GRADES SERVED

52% TEACHERS RETAINED WITHIN KIPP
(43% RETAINED IN THEIR POSITION)

REBECCA HOLMES
EXECUTIVE DIRECTOR

7% African American
2% Other
3% Caucasian
1% Asian

2012 COLORADO STUDENT ASSESSMENT PROGRAM

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

75% HIGH SCHOOL GRADUATION

61% COLLEGE MATRICULATION

SCHOOLS

KIPP MONTBELLO COLLEGE PREP

NICK BUCY
GRADES: 5-6
EST. 2011

KIPP SUNSHINE PEAK ACADEMY

EMILY YATES
GRADES: 5-8
EST. 2002

KIPP DENVER COLLEGIATE HIGH SCHOOL

KURT PUSCH
GRADES: 9-12
EST. 2009

GASTON, NC

KIPP GASTON COLLEGE PREP PUBLIC SCHOOLS · EST. 2001

TAMMI SUTTON
EXECUTIVE DIRECTOR

806 STUDENTS ENROLLED

53 NUMBER OF TEACHERS (FTE)

K, 5-12 GRADES SERVED

70% TEACHERS RETAINED WITHIN KIPP
(61% RETAINED IN THEIR POSITION)

2% Latino
3% Other
19% Caucasian
1% Asian

2012 NORTH CAROLINA END-OF-GRADE TEST

READING

MATHEMATICS

KIPP LEVEL III & IV · DISTRICT LEVEL III & IV · STATE LEVEL III & IV

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

MAP RESULTS WERE NOT AVAILABLE FOR SPRING 2012 5TH GRADE IN READING AND MATHEMATICS, AND SPRING 2012 7TH GRADE IN MATHEMATICS.

DUE TO NORTH CAROLINA DEPARTMENT OF EDUCATION SUPPRESSION LAWS, WE WERE UNABLE TO COLLECT DISAGGREGATED PROFICIENCY BAND DATA FOR END OF COURSE/END OF GRADE SCORES FOR 2011-12.

KIPP HIGH SCHOOL AP AND SAT RESULTS (FOR GRADUATING SENIORS)

1401
AVERAGE SAT

100%
TOOK THE SAT

65%
TOOK AT LEAST ONE AP

27%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

91% HIGH SCHOOL GRADUATION

86% COLLEGE MATRICULATION

SCHOOLS

KIPP GASTON COLLEGE PREPARATORY PRIMARY

EMILY COOK DWIGHT
GRADES: K
EST. 2012

KIPP GASTON COLLEGE PREPARATORY

MICHELE STALLINGS
GRADES: 5–8
EST. 2001

KIPP PRIDE HIGH SCHOOL

KEVIKA AMAR
GRADES: 9–12
EST. 2005

HELENA & BLYTHEVILLE, AR

KIPP DELTA PUBLIC SCHOOLS · EST. 2002

1,169 STUDENTS ENROLLED

78 NUMBER OF TEACHERS (FTE)

PreK-12 GRADES SERVED

70% TEACHERS RETAINED WITHIN KIPP
(57% RETAINED IN THEIR POSITION)

SCOTT SHIREY
EXECUTIVE DIRECTOR

1% Latino
0% Other
4% Caucasian
1% Asian

2012 ARKANSAS BENCHMARK EXAM

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

21
AVERAGE ACT

100%
TOOK THE ACT

68%
TOOK AT LEAST ONE AP

41%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

92% HIGH SCHOOL GRADUATION

80% COLLEGE MATRICULATION

SCHOOLS

KIPP DELTA ELEMENTARY LITERACY ACADEMY

AMANDA JOHNSON
GRADES: PREK–4
EST. 2009

KIPP BLYTHEVILLE COLLEGE PREPARATORY

MAISIE WRIGHT
GRADES: 4–7
EST. 2010

KIPP DELTA COLLEGE PREPARATORY

MARCUS NELSON
GRADES: 5–8
EST. 2002

KIPP DELTA COLLEGIATE HIGH SCHOOL

TODD DIXON
GRADES: 9–12
EST. 2006

HOUSTON, TX

KIPP HOUSTON PUBLIC SCHOOLS · EST. 1995

SEHBA ALI
EXECUTIVE DIRECTOR

9,583 STUDENTS ENROLLED

507 NUMBER OF TEACHERS (FTE)

PreK3-12 GRADES SERVED

70% TEACHERS RETAINED WITHIN KIPP
(65% RETAINED IN THEIR POSITION)

35% African American
1% Other
3% Caucasian
1% Asian

2012 STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

19
AVERAGE ACT

94%
TOOK THE ACT

82%
TOOK AT LEAST ONE AP

58%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

94% HIGH SCHOOL GRADUATION

88% COLLEGE MATRICULATION

SCHOOLS: PRIMARY

KIPP COASTAL VILLAGE PRIMARY SCHOOL

*LYNN BARNES**
GRADES: PREK–4
EST. 2009

KIPP DREAM PREP

OLIVE HAYDEN–MOORE
GRADES: PREK3–4
EST. 2006

KIPP EXPLORE ACADEMY

FRANK CUSH
GRADES: PREK3–3
EST. 2009

KIPP LEGACY PREPARATORY SCHOOL

TRESHA FRANCIS
GRADES: PREK–2
EST. 2010

KIPP PEACE ELEMENTARY SCHOOL

AUNDREA JOHNSON
GRADES: K–1
EST. 2011

KIPP SHARP COLLEGE PREP LOWER SCHOOL

ALMA SALMAN
GRADES: PREK3–4
EST. 2008

KIPP SHINE PREP

DEB SHIFRINE
GRADES: PREK3–4
EST. 2004

KIPP ZENITH ACADEMY

TIFFANY GEORGE PRADOS
GRADES: PREK3–3
EST. 2009

SCHOOLS: MIDDLE

KIPP 3D ACADEMY

ALISON CUMBLEY
GRADES: 5–8
EST. 2001

KIPP ACADEMY MIDDLE SCHOOL

ANDREW RUBIN
GRADES: 5–8
EST. 1995

KIPP COASTAL VILLAGE MIDDLE SCHOOL

*LYNN BARNES**
GRADES: 5–7
EST. 2010

KIPP COURAGE COLLEGE PREP

ERIC SCHMIDT
GRADES: 5
EST. 2012

KIPP INTREPID PREPARATORY SCHOOL

STEVE KHADAM-HIR
GRADES: 5–8
EST. 2008

KIPP LIBERATION COLLEGE PREP

TAI INGRAM
GRADES: 5–8
EST. 2006

KIPP POLARIS ACADEMY FOR BOYS

SIMONE SENIOR
GRADES: 5–8
EST. 2007

KIPP SHARPSTOWN COLLEGE PREP

KARIMA WILSON
GRADES: 5–8
EST. 2007

KIPP SPIRIT COLLEGE PREP

CHARLES KING
GRADES: 5–8
EST. 2006

KIPP VOYAGE ACADEMY FOR GIRLS

TASHA GINN
GRADES: 5–8
EST. 2009

SCHOOLS: HIGH

KIPP GENERATIONS COLLEGIATE

DENISE RODRÍGUEZ
GRADES: 9–10
EST. 2011

KIPP HOUSTON HIGH SCHOOL

LARA WHEATLEY
GRADES: 9–12
EST. 2004

KIPP SUNNYSIDE HIGH SCHOOL

JOHN ALLEN
GRADES: 9–11
EST. 2010

*CURRENTLY, THESE TWO SCHOOLS ARE BOTH BEING LED BY LYNN BARNES.**

JACKSONVILLE, FL

KIPP JACKSONVILLE SCHOOLS · EST. 2010

367 STUDENTS ENROLLED

29 NUMBER OF TEACHERS (FTE)

K, 5–7 GRADES SERVED

TOM MAJDANICS
EXECUTIVE DIRECTOR

1% Latino
2% Other
2% Caucasian
0% Asian

2012 FLORIDA COMPREHENSIVE ASSESSMENT TEST

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

SCHOOLS

KIPP VOICE ELEMENTARY SCHOOL

*ASHLEY FERGUSON**
GRADES: K
EST. 2012

KIPP IMPACT MIDDLE SCHOOL

*ASHLEY FERGUSON**
GRADES: 5–7
EST. 2010

*CURRENTLY, THESE TWO SCHOOLS ARE BOTH BEING LED BY ASHLEY FERGUSON.**

LOS ANGELES, CA

KIPP LA SCHOOLS · EST. 2003

2,194 STUDENTS ENROLLED

129 NUMBER OF TEACHERS (FTE)

K–8 GRADES SERVED

85% TEACHERS RETAINED WITHIN KIPP
(85% RETAINED IN THEIR POSITION)

MARCIA AARON
EXECUTIVE DIRECTOR

33% African American
1% Other
0% Caucasian
0% Asian

2012 CALIFORNIA STANDARDS TEST

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP LA ADMINISTERED SAT-10 TO STUDENTS IN KINDERGARTEN AND FIRST GRADE, AND ADMINISTERED MAP TO STUDENTS IN GRADES 2-8.

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

91% COLLEGE MATRICULATION

SCHOOLS

KIPP COMIENZA COMMUNITY PREP

MARGARITA FLOREZ
GRADES: K–2
EST. 2010

KIPP EMPOWER ACADEMY

MIKE KERR
GRADES: K–2
EST. 2010

KIPP RAÍCES ACADEMY

AMBER YOUNG MEDINA
GRADES: K–4
EST. 2008

KIPP ACADEMY OF OPPORTUNITY

ARCHANA PATEL
GRADES: 5–8
EST. 2003

KIPP LA COLLEGE PREPARATORY SCHOOL

CARLOS LANUZA
GRADES: 5–8
EST. 2003

KIPP PHILOSOPHERS ACADEMY

REGINALD GREENE
GRADES: 5
EST. 2012

KIPP SCHOLAR ACADEMY

TIFFANY MOORE
GRADES: 5
EST. 2012

LYNN AND BOSTON, MA

KIPP MASSACHUSETTS · EST. 2004

CALEB DOLAN
EXECUTIVE DIRECTOR

657 STUDENTS ENROLLED

61 NUMBER OF TEACHERS (FTE)

5–10 GRADES SERVED

89% TEACHERS RETAINED WITHIN KIPP
(80% RETAINED IN THEIR POSITION)

32% African American
1% Other
10% Caucasian
3% Asian

2012 MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP ADVANCED · KIPP PROFICIENT · DSITRICT ADVANCED · DISTRICT PROFICIENT · STATE ADVANCED · STATE PROFICIENT

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

SCHOOLS

KIPP ACADEMY BOSTON

CHRISTINE BARFORD
GRADES: 5
EST. 2012

KIPP ACADEMY LYNN

ANNA BREEN
GRADES: 5–8
EST. 2004

KIPP ACADEMY LYNN COLLEGIATE

DREA DEANGELO
GRADES: 9–10
EST. 2011

MEMPHIS, TN

KIPP MEMPHIS COLLEGIATE SCHOOLS · EST. 2002

JAMAL MCCALL
EXECUTIVE DIRECTOR

771 STUDENTS ENROLLED

49 NUMBER OF TEACHERS (FTE)

K, 5-10 GRADES SERVED

61% TEACHERS RETAINED WITHIN KIPP
(39% RETAINED IN THEIR POSITION)

2% Latino
0% Other
0% Caucasian
0% Asian

2012 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

READING/LANGUAGE ARTS

MATHEMATICS

KIPP ADVANCED · KIPP PROFICIENT · DISTRICT ADVANCED · DISTRICT PROFICIENT · STATE ADVANCED · STATE PROFICIENT

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

95% HIGH SCHOOL GRADUATION

72% COLLEGE MATRICULATION

SCHOOLS

KIPP MEMPHIS COLLEGIATE ELEMENTARY SCHOOL

GRACE WILLIAMS
GRADES: K
EST. 2012

KIPP MEMPHIS ACADEMY MIDDLE

ANDY BOBOWSKI
GRADES: 5
EST. 2012

KIPP MEMPHIS COLLEGIATE MIDDLE SCHOOL

ANDREA CRIOLLO
GRADES: 5–8
EST. 2002

KIPP MEMPHIS COLLEGIATE HIGH SCHOOL

RICHARD BAILEY & JERRY SANDERS
GRADES: 9–10
EST. 2011

NEW ORLEANS, LA

KIPP NEW ORLEANS SCHOOLS · EST. 2006

3,214 STUDENTS ENROLLED

245 NUMBER OF TEACHERS (FTE)

K–11 GRADES SERVED

72% TEACHERS RETAINED WITHIN KIPP
(66% RETAINED IN THEIR POSITION)

RHONDA KALIFEY-ALUISE
EXECUTIVE DIRECTOR

1% Latino
0% Other
2% Caucasian
0% Asian

2012 INTEGRATED LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

SCHOOLS

KIPP BELIEVE PRIMARY

SARAH GREENBERG
GRADES: K–1
EST. 2011

KIPP CENTRAL CITY PRIMARY

KORBIN JOHNSON
GRADES: K–4
EST. 2008

KIPP MCDONOGH 15 PRIMARY

MARK BURTON
GRADES: K–4
EST. 2006

KIPP NEW ORLEANS LEADERSHIP PRIMARY

COLIN SMITH
GRADES: K–1
EST. 2011

KIPP BELIEVE COLLEGE PREP

ADAM MEINIG
GRADES: 5–8
EST. 2006

KIPP CENTRAL CITY ACADEMY

ALEX JARRELL
GRADES: 5–8
EST. 2007

KIPP MCDONOGH 15 MIDDLE

LUKE NAEGELE &
DEANNA REDDICK
GRADES: 5–8
EST. 2006

KIPP NEW ORLEANS LEADERSHIP ACADEMY

JARED LAMB
GRADES: 5–7
EST. 2010

KIPP RENAISSANCE HIGH SCHOOL

JON ROBERTSON
GRADES: 9–11
EST. 2010

NEW YORK CITY, NY

KIPP NYC · EST. 1995

2,916 STUDENTS ENROLLED

243 NUMBER OF TEACHERS (FTE)

K-3, 5-12 GRADES SERVED

83% TEACHERS RETAINED WITHIN KIPP
(81% RETAINED IN THEIR POSITION)

JOSH ZOIA
EXECUTIVE DIRECTOR

48% African American
3% Other
0% Caucasian
0% Asian

2012 NEW YORK STATE ASSESSMENT

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP LEVEL 4 · KIPP LEVEL 3 · DISTRICT LEVEL 4 · DISTRICT LEVEL 3 · STATE LEVEL 4 · STATE LEVEL 3

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

HIGH SCHOOL DISTRICT/STATE COMPARISONS ARE FROM 2011 BECAUSE 2012 RESULTS WERE NOT AVAILABLE AT THE TIME OF PUBLICATION.

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

95% HIGH SCHOOL GRADUATION

89% COLLEGE MATRICULATION

SCHOOLS

KIPP ACADEMY ELEMENTARY

CAROLYN PETRUZZIELLO
GRADES: K–3
EST. 2009

KIPP INFINITY ELEMENTARY SCHOOL

STEPHANIE ADAMS & LINDSAY FRY
GRADES: K–2
EST. 2010

KIPP STAR ELEMENTARY SCHOOL

ANOKHI SARAIYA
GRADES: K–1
EST. 2011

KIPP ACADEMY NEW YORK

FRANK CORCORAN
GRADES: 5–8
EST. 1995

KIPP AMP ACADEMY

DEBON LEWIS
GRADES: 5–8
EST. 2005

KIPP INFINITY CHARTER SCHOOL

ALLISON HOLLEY
GRADES: 5–8
EST. 2005

KIPP STAR COLLEGE PREP CHARTER SCHOOL

STACY JOHNSON
GRADES: 5–8
EST. 2003

KIPP WASHINGTON HEIGHTS

DANNY SWERSKY
GRADES: 5
EST. 2012

KIPP NYC COLLEGE PREP HIGH SCHOOL

NATALIE WEBB
GRADES: 9–12
EST. 2009

NEWARK, NJ

TEAM SCHOOLS, A KIPP REGION · EST. 2002

RYAN HILL
EXECUTIVE DIRECTOR

1,801 STUDENTS ENROLLED

168 NUMBER OF TEACHERS (FTE)

K-3, 5-12 GRADES SERVED

81% TEACHERS RETAINED WITHIN KIPP
(81% RETAINED IN THEIR POSITION)

5% Latino
1% Other
0% Caucasian
0% Asian

2012 NEW JERSEY ASSESSMENT OF KNOWLEDGE AND SKILLS

LANGUAGE ART LITERACY

MATHEMATICS

KIPP ADVANCED · KIPP PROFICIENT · DISTRICT ADVANCED · DISTRICT PROFICIENT · STATE ADVANCED · STATE PROFICIENT

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

KIPP HIGH SCHOOL AP AND SAT RESULTS (FOR GRADUATING SENIORS)

1250
AVERAGE SAT

98%
TOOK THE SAT

31%
TOOK AT LEAST ONE AP

2%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

94% HIGH SCHOOL GRADUATION

88% COLLEGE MATRICULATION

SCHOOLS

SPARK ACADEMY, A KIPP SCHOOL

JOANNA BELCHER
GRADES: *K–3*
EST. *2009*

THRIVE ACADEMY, A KIPP SCHOOL

LINDSAY SCHAMBACH
GRADES: *K*
EST. *2012*

RISE ACADEMY, A KIPP SCHOOL

DREW MARTIN
GRADES: 5–8
EST. *2006*

TEAM ACADEMY, A KIPP SCHOOL

MARC TAN
GRADES: 5–8
EST. *2002*

NEWARK COLLEGIATE ACADEMY, A KIPP SCHOOL

SHAWADEIM REAGANS &
BRIDGETT HITCHINGS
GRADES: 9–12
EST. *2007*

PHILADELPHIA, PA

KIPP PHILADELPHIA SCHOOLS · EST. 2003

MARC MANNELLA
EXECUTIVE DIRECTOR

1,256 STUDENTS ENROLLED

83 NUMBER OF TEACHERS (FTE)

K-2, 5-11 GRADES SERVED

71% TEACHERS RETAINED WITHIN KIPP
(59% RETAINED IN THEIR POSITION)

4% Latino
3% Other
0% Caucasian
0% Asian

2012 PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

94% HIGH SCHOOL GRADUATION

74% COLLEGE MATRICULATION

SCHOOLS

KIPP PHILADELPHIA ELEMENTARY SCHOOL

BEN SPEICHER
GRADES: K–2
EST. 2010

KIPP PHILADELPHIA CHARTER SCHOOL

MEREDITH MEHRA
GRADES: 5–8
EST. 2003

KIPP WEST PHILADELPHIA PREPARATORY

SHAWNA WELLS
GRADES: 5–8
EST. 2009

KIPP DUBOIS COLLEGIATE ACADEMY

AARON BASS
GRADES: 9–11
EST. 2010

SAN ANTONIO, TX

KIPP SAN ANTONIO · EST. 2003

1,201 STUDENTS ENROLLED

82 NUMBER OF TEACHERS (FTE)

K, 5-12 GRADES SERVED

79% TEACHERS RETAINED WITHIN KIPP
(76% RETAINED IN THEIR POSITION)

MARK LARSON
EXECUTIVE DIRECTOR

4% African American
1% Other
2% Caucasian
0% Asian

2012 STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

86% COLLEGE MATRICULATION

SCHOOLS

KIPP UN MUNDO DUAL LANGUAGE ACADEMY

LUZDIVINA LOZANO
GRADES: *K*
EST. 2012

KIPP ASPIRE ACADEMY

ROY FELICIANO
GRADES: 5–8
EST. 2003

KIPP CAMINO ACADEMY

BRENNECKE HINOJOA
GRADES: 5–7
EST. 2010

KIPP UNIVERSITY PREP HIGH SCHOOL

JENNIFER ZINN
GRADES: 9–12
EST. 2009

SAN FRANCISCO BAY AREA, CA

KIPP BAY AREA SCHOOLS · EST. 2002

BETH SUTKUS THOMPSON
EXECUTIVE DIRECTOR

2,600 STUDENTS ENROLLED

133 NUMBER OF TEACHERS (FTE)

5-12 GRADES SERVED

79% TEACHERS RETAINED WITHIN KIPP
(71% RETAINED IN THEIR POSITION)

24% African American
2% Other
3% Caucasian
17% Asian

2012 CALIFORNIA STANDARDS TEST

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

FREE/REDUCED LUNCH DATA REPRESENTS 2011-12 FOR ALL SCHOOLS, EXCEPT KIPP HEARTWOOD. HEARTWOOD IS A NSLP PROVISION 2 SCHOOL AND WAS NOT REQUIRED TO COLLECT MEAL APPLICATIONS. FOR REPORTING PURPOSES, THE SCHOOL CARRIES FORWARD ITS MOST CURRENT FR/L DATA FROM 2011-12.

KIPP HIGH SCHOOL AP AND SAT RESULTS (FOR GRADUATING SENIORS)

1524
AVERAGE SAT

97%
TOOK THE SAT

93%
TOOK AT LEAST ONE AP

77%
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

85% COLLEGE MATRICULATION

SCHOOLS

KIPP BAYVIEW ACADEMY

KERIANNE RYAN
GRADES: 5-8
EST. 2003

KIPP BRIDGE CHARTER SCHOOL

LOLITA JACKSON
GRADES: 5-8
EST. 2002

KIPP HEARTWOOD ACADEMY

JUDY TANG
GRADES: 5-8
EST. 2004

KIPP SAN FRANCISCO BAY ACADEMY

KYLE SHAFFER
GRADES: 5-8
EST. 2003

KIPP SUMMIT ACADEMY

RIC ZAPPA
GRADES: 5-8
EST. 2003

KIPP KING COLLEGIATE HIGH SCHOOL

KATE BELDEN
GRADES: 9-12
EST. 2007

KIPP SAN JOSE COLLEGIATE

TOM RYAN
GRADES: 9-12
EST. 2008

WASHINGTON, DC

KIPP DC · EST. 2001

3,040 STUDENTS ENROLLED

253 NUMBER OF TEACHERS (FTE)

PreK3-12 GRADES SERVED

75% TEACHERS RETAINED WITHIN KIPP
67% RETAINED IN THEIR POSITION)

SUSAN SCHAEFFLER
EXECUTIVE DIRECTOR

1% Latino
2% Other
0% Caucasian
0% Asian

2012 DC COMPREHENSIVE ASSESSMENT SYSTEM

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

KIPP DC'S 4TH GRADE WAS COMPOSED ENTIRELY OF STUDENTS NEW TO KIPP IN 2011-12.

KIPP HIGH SCHOOL AP AND ACT RESULTS (FOR GRADUATING SENIORS)

N/A
AVERAGE ACT

N/A
TOOK THE ACT

N/A
TOOK AT LEAST ONE AP

N/A
SCORED 3 OR ABOVE ON AT LEAST ONE AP

ALUMNI ATTAINMENT RATES (THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

95% HIGH SCHOOL GRADUATION

75% COLLEGE MATRICULATION

SCHOOLS

KIPP DC: DISCOVER ACADEMY

PHILONDA JOHNSON
GRADES: PRE3-K
EST. 2009

KIPP DC: GROW ACADEMY

STACIE KOSSOY
GRADES: PREK3-K
EST. 2010

KIPP DC: HEIGHTS ACADEMY

CHERESE BRAUER
GRADES: 1-2
EST. 2011

KIPP DC: LEAD ACADEMY

MEKIA LOVE
GRADES: 1
EST. 2012

KIPP DC: LEAP ACADEMY

ABRAHAM CLAYMAN
GRADES: PREK3-K
EST. 2007

KIPP DC: PROMISE ACADEMY

CASEY FULLERTON
GRADES: 1-4
EST. 2009

KIPP DC: AIM ACADEMY

KRISTY OCHS
GRADES: 5-8
EST. 2005

KIPP DC: KEY ACADEMY

DAVID AYALA
GRADES: 5-8
EST. 2001

KIPP DC: WILL ACADEMY

KATE FINLEY
GRADES: 4-8
EST. 2006

KIPP DC: COLLEGE PREPARATORY

JESSICA CUNNINGHAM
GRADES: 9-12
EST. 2009

ALBANY, NY

KIPP TECH VALLEY | GRADES: 5-8 | EST. 2005

DON APPLYRS
SCHOOL LEADER

304 STUDENTS ENROLLED

24 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1 DUDLEY HEIGHTS, ALBANY, NY 12210
518.694.9494
WWW.KIPPTECHVALLEY.ORG

6% Latino
2% Other
4% Caucasian
1% Asian

2012 NEW YORK STATE ASSESSMENT

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

KIIPP TECH VALLEY TRANSITIONED FROM TERRANOVA TO MAP IN 2012-13; THUS MAP DATA IS NOT AVAILABLE FOR THE 2011-12 ACADEMIC YEAR.

CHARLOTTE, NC

KIPP CHARLOTTE | GRADES: 5-8 | EST. 2007

TIFFANY FLOWERS
SCHOOL LEADER

343 STUDENTS ENROLLED

25 NUMBER OF TEACHERS (FTE)

1 SCHOOL

931 WILANN DRIVE, CHARLOTTE, NC 28215
704.537.2044
WWW.KIPPCHARLOTTE.ORG

4% Latino
2% Other
1% Caucasian
0% Asian

2012 NORTH CAROLINA END-OF-GRADE TEST

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP LEVEL III & IV · DISTRICT LEVEL III & IV · STATE LEVEL III & IV

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

DUE TO NORTH CAROLINA DEPARTMENT OF EDUCATION SUPPRESSION LAWS, WE WERE UNABLE TO COLLECT DISAGGREGATED PROFICIENCY BAND DATA FOR END OF COURSE/END OF GRADE SCORES FOR 2011-12.

COLUMBUS, OH

KIPP CENTRAL OHIO · EST. 2008

KIPP JOURNEY ACADEMY | GRADES: 5-8

332 STUDENTS ENROLLED

20 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1406 MYRTLE AVENUE, COLUMBUS, OH 43211
614.263.6137
WWW.KIPPCENTRALOHIO.ORG

HANNAH POWELL
EXECUTIVE DIRECTOR

DUSTIN WOOD
SCHOOL LEADER

2% Latino
5% Other
7% Caucasian
0% Asian

2012 OHIO ACHIEVEMENT TEST

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP ACCELERATED/ADVANCED · DISTRICT ACCELERATED/ADVANCED · STATE ACCELERATED/ADVANCED
KIPP PROFICIENT · DISTRICT PROFICIENT · STATE PROFICIENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES

(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

DALLAS, TX

KIPP DALLAS-FORT WORTH · EST. 2003

KIPP TRUTH ACADEMY | GRADES 5-8

353 STUDENTS ENROLLED

22 NUMBER OF TEACHERS (FTE)

1 SCHOOL

3200 SOUTH LANCASTER ROAD, DALLAS, TX 75216
214.375.8326
WWW.KIPPDFW.ORG

QUINTON VANCE
EXECUTIVE DIRECTOR

MICHAEL HORNE
SCHOOL LEADER

39% African American
1% Other
0% Caucasian
0% Asian

2012 STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

93% HIGH SCHOOL GRADUATION

77% COLLEGE MATRICULATION

INDIANAPOLIS, IN

KIPP INDIANAPOLIS COLLEGE PREPARATORY | GRADES: 5-8 | EST. 2004

EMILY PELINO
EXECUTIVE DIRECTOR

ALEESIA JOHNSON
SCHOOL LEADER

289 STUDENTS ENROLLED

19 NUMBER OF TEACHERS (FTE)

1 SCHOOL

3202 E 42ND SREET, INDIANAPOLIS, IN 46205
317.547.5477
WWW.KIPPINDY.ORG

0% Latino
2% Other
2% Caucasian
0% Asian

2012 INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP PASSING+ · KIPP PASSING · DISTRICT PASSING+ · DISTRICT PASSING · STATE PASSING+ · STATE PASSING

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

KANSAS CITY, MO

KIPP ENDEAVOR ACADEMY | GRADES: 5–8 | EST. 2007

JACOB SCHMITZ
SCHOOL LEADER

239 STUDENTS ENROLLED

22 NUMBER OF TEACHERS (FTE)

1 SCHOOL

2700 E 18TH STREET, SUITE 155B, KANSAS CITY, MO 64127
816.241.3994
WWW.KIPPENDEAVOR.ORG

21% Latino
0% Other
2% Caucasian
0% Asian

2012 MISSOURI ASSESSMENT PROGRAM

COMMUNICATION ARTS

MATHEMATICS

KIPP ADVANCED · KIPP PROFICIENT · DISTRICT ADVANCED · DISTRICT PROFICIENT · STATE ADVANCED · STATE PROFICIENT

2011–12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

MINNEAPOLIS, MN

KIPP STAND ACADEMY | GRADES: 5-8 | EST. 2008

ALVIN ABRAHAM
SCHOOL LEADER

160 STUDENTS ENROLLED

17 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1601 LAUREL AVENUE, MINNEAPOLIS, MN 55403
612.287.9700
WWW.KIPPMINNESOTA.ORG

1% Latino
4% Other
4% Caucasian
1% Asian

2012 MINNESOTA COMPREHENSIVE ASSESSMENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

ALUMNI ATTAINMENT RATES

(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

NASHVILLE, TN

KIPP ACADEMY NASHVILLE | GRADES: 5-8 | EST. 2005

RANDY DOWELL
EXECUTIVE DIRECTOR

LAURA HOWARTH
SCHOOL LEADER

332 STUDENTS ENROLLED

21 NUMBER OF TEACHERS (FTE)

1 SCHOOL

3410 KNIGHT DRIVE, NASHVILLE, TN 37207
615.226.4484
WWW.KIPPACADEMYNASHVILLE.ORG

9% Latino
0% Other
3% Caucasian
1% Asian

2012 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

OKLAHOMA CITY, OK

KIPP REACH COLLEGE PREPARATORY | GRADES: 5-8 | EST. 2002

TRACY MCDANIEL
SCHOOL LEADER

269 STUDENTS ENROLLED

13 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1901 NE 13TH STREET, OKLAHOMA CITY, OK 73117
405.425.4622
WWW.KIPPREACH.ORG

10% Latino
3% Other
7% Caucasian
1% Asian

2012 OKLAHOMA CORE CURRICULUM TESTS

READING

MATHEMATICS

KIPP ADVANCED · KIPP SATISFACTORY · DISTRICT ADVANCED · DISTRICT SATISFACTORY · STATE ADVANCED · STATE SATISFACTORY

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

96% HIGH SCHOOL GRADUATION

80% COLLEGE MATRICULATION

SAN DIEGO, CA

KIPP ADELANTE PREPARATORY ACADEMY | GRADES 5-8 | EST. 2003

CHRISTA COLEMAN
SCHOOL LEADER

359 STUDENTS ENROLLED

17 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1475 SXTH AVENUE, SAN DIEGO, CA 92101
619.233.3242
WWW.KIPPADELANTE.ORG

8% African American
1% Other
6% Caucasian
1% Asian

2012 CALIFORNIA STANDARDS TEST

ENGLISH LANGUAGE ARTS

MATHEMATICS

KIPP ADVANCED · DISTRICT ADVANCED · STATE ADVANCED
KIPP PROFICIENT · DISTRICT PROFICIENT · STATE PROFICIENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE · THIRD QUARTILE · SECOND QUARTILE · BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

88% HIGH SCHOOL GRADUATION

72% COLLEGE MATRICULATION

ST. LOUIS, MO

KIPP INSPIRE ACADEMY | GRADES: 5-8 | EST. 2009

KELLY GARRETT
EXECUTIVE DIRECTOR

JEREMY ESPOSITO
SCHOOL LEADER

331 STUDENTS ENROLLED

23 NUMBER OF TEACHERS (FTE)

1 SCHOOL

2647 OHIO AVENUE, ST. LOUIS, MO 63118
314.865.0855
WWW.KIPPSTL.ORG

0% Latino
0% Other
1% Caucasian
0% Asian

2012 MISSOURI ASSESSMENT PROGRAM

COMMUNICATION ARTS

MATHEMATICS

KIPP ADVANCED
KIPP PROFICIENT
DISTRICT ADVANCED
DISTRICT PROFICIENT
STATE ADVANCED
STATE PROFICIENT

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE
THIRD QUARTILE
SECOND QUARTILE
BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

TULSA, OK

KIPP TULSA COLLEGE PREPARATORY | GRADES: 5-8 | EST. 2005

ANDREW MCRAE
SCHOOL LEADER

324 STUDENTS ENROLLED

25 NUMBER OF TEACHERS (FTE)

1 SCHOOL

1661 EAST VIRGIN STREET, TULSA, OK 74106
918.925.1580
WWW.KIPPTULSA.ORG

1% Latino
4% Other
0% Caucasian
0% Asian

2012 OKLAHOMA CORE CURRICULUM TESTS

READING

MATHEMATICS

KIPP ADVANCED
KIPP SATISFACTORY
DISTRICT ADVANCED
DISTRICT SATISFACTORY
STATE ADVANCED
STATE SATISFACTORY

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)

READING

MATHEMATICS

TOP QUARTILE
THIRD QUARTILE
SECOND QUARTILE
BOTTOM QUARTILE

ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

APPENDIX

DATA DEFINITIONS AND METHODOLOGY

In order to provide a full picture of the achievements of the KIPP network, the KIPP Foundation collects a wide range of information from each locally-run KIPP school. The Report Card features data for our schools that were open in 2011-12 aggregated by each of our KIPP geographic sites. The following categories explain the data presented in the preceding pages. Demographic data is accurate as of November 2012 (2012–13 school year) while achievement data, student attrition, and teacher retention reflect the 2011–12 school year.

ENROLLMENT

The Report Card provides enrollment figures for each school. In November 2012, there were more than 41,000 students in 125 KIPP schools.

STUDENT DEMOGRAPHICS

The Report Card displays graphically the percentage of students who qualify for the federal free and reduced price meals program (a proxy for family income), the race/ethnicity percentages by city, and the percentage of students defined as having special needs, as of November 2012. In the Report Card, we define special needs students as those who have Individualized Education Plans (IEPs) or are otherwise defined by the school as having special needs. 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. Percentages for student demographics may not add up to 100 due to rounding.

STUDENT ATTRITION

The Report Card features student attrition data from the 2011–12 school year. KIPP defines attrition as the percentage of students who leave a school (for reasons other than completing the highest grade) in one annual cycle between October 1 of one year and October 1 of the following year, 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 all 109 schools open in 2011–12.

STUDENT ACHIEVEMENT—STATE EXAMS

Like all other public schools, students enrolled at KIPP schools are required under state and federal law to take exams, the results of which are used for state accountability purposes. The state tests profiled in this Report Card are criterion-referenced exams, which means that the content reflects the academic standards set by each state. The Report Card provides school-level achievement data for each subject matter test required by the state to fulfill the reporting requirements of the No Child Left Behind (NCLB) Act, and compares the percent of students within a class that pass the test with state and district passing rates for each subject test. We also report 2012 state ratings or designations when these results are available and applicable. Some states, but not all, use such a system for rating schools. These tests do not measure growth over time. Note: End-of-Course tests are subject tests taken by students in multiple grades.

STUDENT ACHIEVEMENT—NATIONALLY NORM-REFERENCED EXAMS

All KIPP students take norm-referenced achievement exams in reading and mathematics from second grade through eighth grade. Norm-referenced tests allow us to track the performance 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 college.

The average American student who takes a nationally norm-referenced exam will score at the 50th percentile. This student is outperforming five out of ten students nationally. From one year to the next, the average student will make one year of growth and not gain any percentile ranks, 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 growth relative to his or her peers. Across the network, almost all our schools use of the Measures of Academic Progress (MAP) test, while in the past the Stanford Achievement Test (SAT-10) has been the primary norm-referenced test. Due to this transition, we provide a snapshot of growth rather than a representation of long-term growth. The norm-referenced tests graphs on each school's page depict the percentage of students in each percentile range (1–24, 25–49, 50–74, 75–99) on the norm-referenced test that were administered during the 2011–12 school year. In order to provide a growth measurement as well, we also report the percentage of students who made one year or more of academic progress between fall and spring of the 2011–12 school year. Percentages for norm-referenced tests may not add up to 100 due to rounding.

The 2011 Report Card reflected NWEA's 2008 norms, while this year's Report Card reflects 2011 norms. Changes between the 2011 Report Card and the 2012 Report Card may be due to changes in norms rather than to changes in performance.

ATTAINMENT DATA—HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

The Report Card features high school graduation and college matriculation data at the regional and school level.

At a regional level, we report graduation and college matriculation data for eighth-grade completers (of KIPP Middle Schools) five years after completing the eighth grade.

At the school level, we report four-year high school graduation among 9th grade starters and college matriculation among high school graduates. For KIPP high schools with senior classes, the Report Card also includes Advanced Placement and college entrance exam (ACT and SAT) participation and performance data for graduating seniors, as well as district and state benchmarks where available. All graduation, matriculation, and exam data was tracked and verified by the region or school in the fall of 2012 and maintained within KIPP's alumni database. Accompanying state and district data is collected through official state, district, and test company sources as noted.

TEACHER RETENTION

The education community lacks a common standard for defining and reporting teacher retention. The National Center for Education Statistics 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 and Family. We only calculate retention metrics when we have at least two schools per city reporting. Note that teacher counts reflect the 2012-13 school year, and that they represent full-time equivalency (FTE) as the sum of full-time and part-time teachers.

SOURCES

"Family Income and Unequal Educational Opportunity 1970 to 2011," *Postsecondary Education OPPORTUNITY* no. 245 (November 2012)

Richard Fry and Kim Parker, *Record Shares of Young Adults Have Finished Both High School and College* (Washington, D.C.: Pew Research Center, 2012).

Christina Clark Tuttle, Brian Gill, Philip Gleason, Virginia Knechtel, Ira Nichols-Barrer, and Alexandra Resch, *KIPP Middle Schools: Impacts on Achievement and Other Outcomes* (Washington, D.C.: Mathematica Policy Research, Inc., 2013).

We are thankful for the support of the individuals and organizations that have partnered with the KIPP Foundation to make a difference in the lives of more than 41,000 children across the country, proving what is possible in public education. For a list of supporters of the KIPP Foundation, please see www.kipp.org/honor-roll.

For the KIPP Foundation's 2011–12 audited financials, visit www.kipp.org/support.

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ARKANSAS
KIPP Blytheville College Preparatory School
KIPP Delta College Preparatory School
KIPP Delta Collegiate High School
KIPP Delta Elementary Literacy Academy

CALIFORNIA
KIPP Adelante Preparatory Academy
KIPP Bayview Academy
KIPP Bridge Charter School
KIPP Heartwood Academy
KIPP King Collegiate High School
KIPP San Francisco Bay Academy
KIPP San Jose Collegiate
KIPP Summit Academy
KIPP Academy of Opportunity
KIPP Comienza Community Prep
KIPP Empower Academy
KIPP LA College Preparatory School
KIPP Philosophers Academy
KIPP Raíces Academy
KIPP Scholar Academy

COLORADO
KIPP Denver Collegiate High School
KIPP Montbello College Prep
KIPP Sunshine Peak Academy

DISTRICT OF COLUMBIA
KIPP DC: AIM Academy
KIPP DC: College Preparatory
KIPP DC: Discover Academy
KIPP DC: Grow Academy
KIPP DC: Heights Academy
KIPP DC: KEY Academy
KIPP DC: Lead Academy
KIPP DC: LEAP Academy
KIPP DC: Promise Academy
KIPP DC: WILL Academy

FLORIDA
KIPP Impact Middle School
KIPP VOICE Elementary School

GEORGIA
KIPP Atlanta Collegiate
KIPP South Fulton Academy
KIPP STRIVE Academy
KIPP STRIVE Primary
KIPP Vision Academy
KIPP WAYS Academy

ILLINOIS
KIPP Ascend Middle School
KIPP Ascend Primary School
KIPP Create Middle School

INDIANA
KIPP Indianapolis College Preparatory

LOUISIANA
KIPP Believe College Prep
KIPP Believe Primary
KIPP Central City Academy
KIPP Central City Primary
KIPP McDonogh 15 Middle
KIPP McDonogh 15 Primary
KIPP New Orleans Leadership Academy
KIPP New Orleans Leadership Primary
KIPP Renaissance High School

MARYLAND
KIPP Harmony Academy
KIPP Ujima Village Academy

MASSACHUSETTS
KIPP Academy Boston
KIPP Academy Lynn
KIPP Academy Lynn Collegiate

MINNESOTA
KIPP Stand Academy

MISSOURI
KIPP Endeavor Academy
KIPP Inspire Academy

NEW JERSEY
Newark Collegiate Academy
Rise Academy
SPARK Academy
TEAM Academy
THRIVE Academy

NEW YORK
KIPP Academy Elementary
KIPP Academy New York
KIPP AMP Academy
KIPP Infinity Charter School
KIPP Infinity Elementary School
KIPP NYC College Prep High School
KIPP STAR College Prep Charter School
KIPP STAR Elementary School
KIPP Washington Heights
KIPP TECH Valley

NORTH CAROLINA
KIPP Charlotte
KIPP Gaston College Preparatory
KIPP Gaston College Preparatory Primary
KIPP Pride High School

OHIO
KIPP Journey Academy

OKLAHOMA
KIPP Reach College Preparatory
KIPP Tulsa College Preparatory

PENNSYLVANIA
KIPP DuBois Collegiate Academy
KIPP Philadelphia Charter School
KIPP Philadelphia Elementary Academy
KIPP West Philadelphia Preparatory

TENNESSEE
KIPP Academy Nashville
KIPP Memphis Academy Middle
KIPP Memphis Collegiate Elementary School
KIPP Memphis Collegiate High School
KIPP Memphis Collegiate Middle School

TEXAS
KIPP Austin Academy of Arts & Letters
KIPP Austin Beacon Prep
KIPP Austin College Prep
KIPP Austin Collegiate
KIPP Austin Comunidad
KIPP Austin Connections Elementary
KIPP Austin Vista Middle School
KIPP TRUTH Academy
KIPP 3D Academy
KIPP Academy Middle School
KIPP Coastal Village Middle School
KIPP Coastal Village Primary School
KIPP Courage College Prep
KIPP DREAM Prep
KIPP Explore Academy
KIPP Generations Collegiate
KIPP Houston High School
KIPP Intrepid Preparatory School
KIPP Legacy Preparatory School
KIPP Liberation College Prep
KIPP PEACE Elementary School
KIPP Polaris Academy for Boys
KIPP SHARP College Prep Lower School
KIPP Sharpstown College Prep
KIPP SHINE Prep
KIPP Spirit College Prep
KIPP Sunnyside High School
KIPP Voyage Academy for Girls
KIPP ZENITH Academy
KIPP Aspire Academy
KIPP Camino Academy
KIPP Un Mundo Dual Language Academy
KIPP University Prep

KIPP:
Work hard. Be nice.
WWW.KIPP.ORG