

KIPP is a non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. We have a 20-year track record of preparing students in educationally underserved communities for success in college and life.

Photo: KIPP Nashville Collegiate High School

KIPP:
National Results
2017-18

Photo: KIPP Esperanza Primary School,
KIPP Texas Public Schools - San Antonio

HOW WE MEASURE SUCCESS

The charts and graphs within provide answers to the **Six Essential Questions** we ask ourselves as a network of schools. We use this data to measure our progress, keep us focused as we grow, and—most importantly—help us keep the promises we make to our students and their families.

Great education transforms lives. By partnering with KIPP, individuals and organizations are making a difference in the lives of nearly 100,000 children across the country, proving what is possible in public education.

[KIPP.ORG/DONATE](https://www.kipp.org/donate)

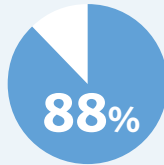
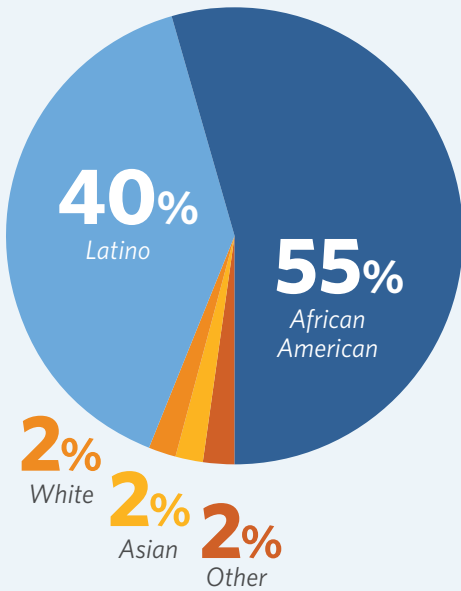


QUESTION 1

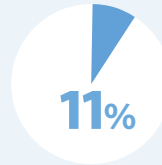
WHO ARE OUR STUDENTS?

A great education is the best path to a life full of opportunity. KIPP schools aim to educate students in underserved communities, including English language learners and students with special needs.

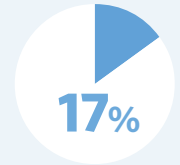
KIPP Educates Nearly 100,000 KIPPsters in 224 Schools Across the Country



are eligible for **federal free or reduced price lunch (FRPL)** *



receive **special education** services



are designated as **English Language Learners (ELL)****

*This figure excludes the 115 schools that did not collect FRPL data because those schools are enrolled in the federal Community Eligibility Program (CEP), which qualifies 100% of their students for free lunch through other federal programs.

**Some schools serve a much higher proportion of ELL students than do others given their location.



I WANT COLLEGE TO BECOME A REALITY FOR EVERY CHILD IN EVERY COMMUNITY, JUST LIKE IT WAS FOR ME."

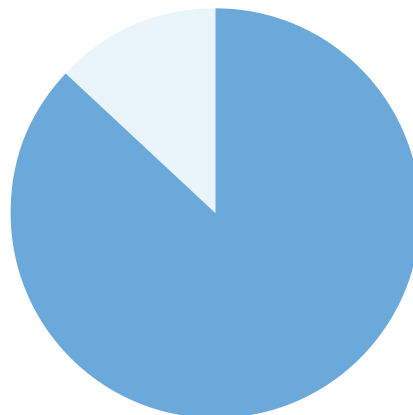
JAY GUZMAN,
KIPP DC TEACHER,
KIPP NYC ALUMNUS

QUESTION 2

ARE OUR STUDENTS STAYING WITH US?



We know that when a school is healthy, students want to return year after year. We are committed to creating schools where all students can thrive, and we closely track student attrition to ensure we're keeping our students with us and meeting our mission.



87%

of **KIPP students returned** in 2018



QUESTION 3

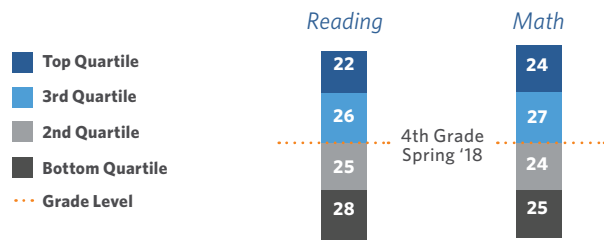
ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

Our goal is to put our students on an academic trajectory toward college readiness. We use a variety of tools to understand student achievement, and look closely at our results to ensure we're fulfilling our promises to students and families.

Percentage of Students On or Above Grade Level on MAP

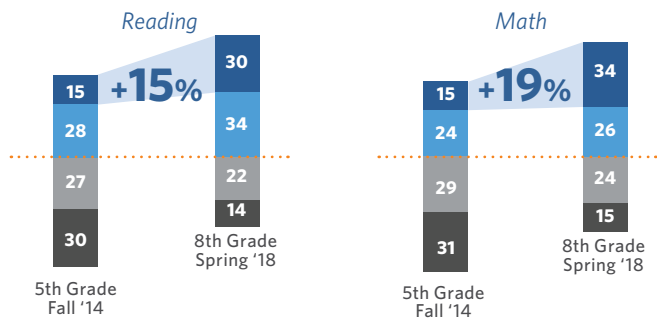
Elementary School 4th Grade Exiting Performance in Spring '18

Not all of our 4th graders took the MAP test four years ago as Kindergarteners. Therefore, we cannot show progress from Kindergarten to 4th grade in our National Results.

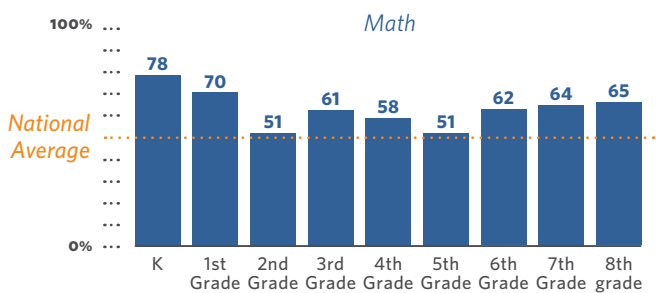
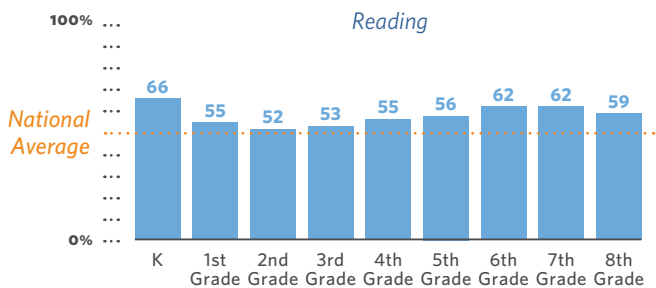


Middle School Cohort (Fall '14-Spring '18)

Shows the class of 2022's growth over four years of middle school.

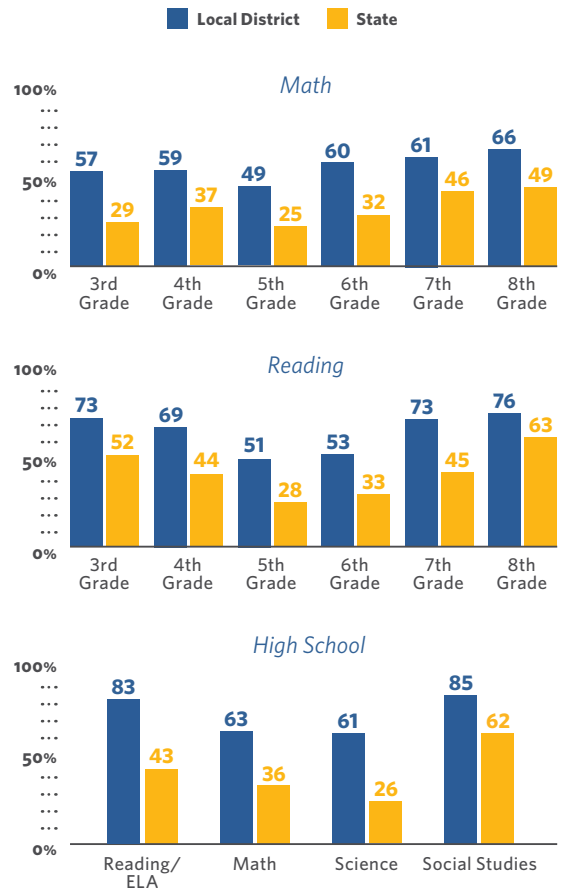


Percentage of Students Meeting or Exceeding Growth Targets in 2017-18

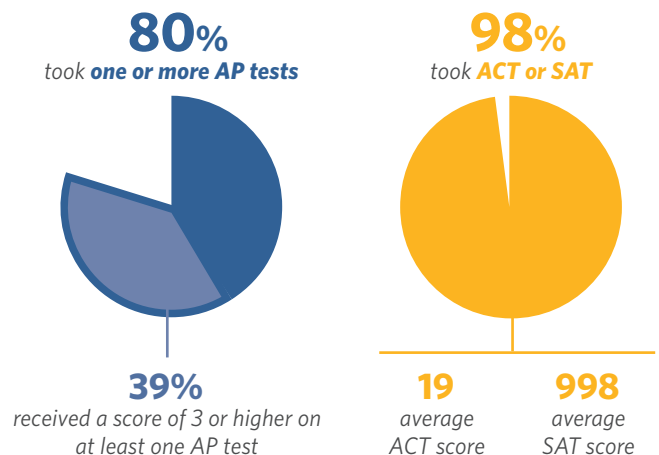


Growth targets represent fall-to-spring growth based on NWEA's MAP assessment.

Percentage of KIPP Classes Outperforming Local Districts and States in 2017-18



Advanced Placement (AP), ACT, and SAT Test Results for KIPP High School Graduating Seniors



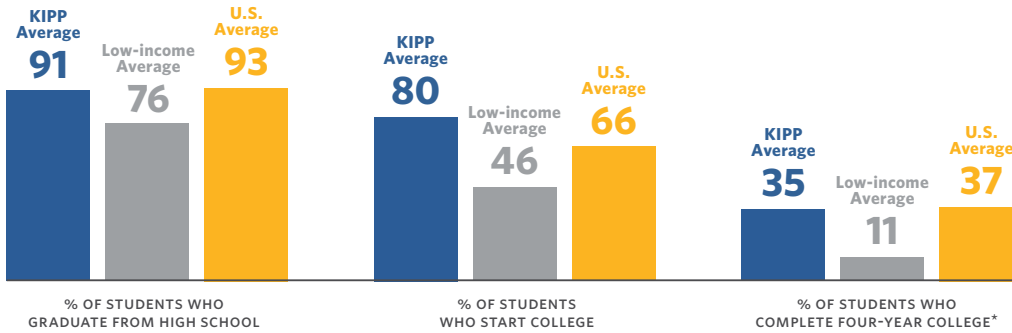


QUESTION 4

ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

To meet our mission in preparing students to lead choice-filled lives, we follow the progress of our KIPP alumni, examining their rates of high school graduation, as well as college enrollment and college completion.

More Than 40% of KIPP Alumni Have Earned College Degrees



***As of fall 2018, an additional 5% of KIPP alumni earned associate's degrees.**

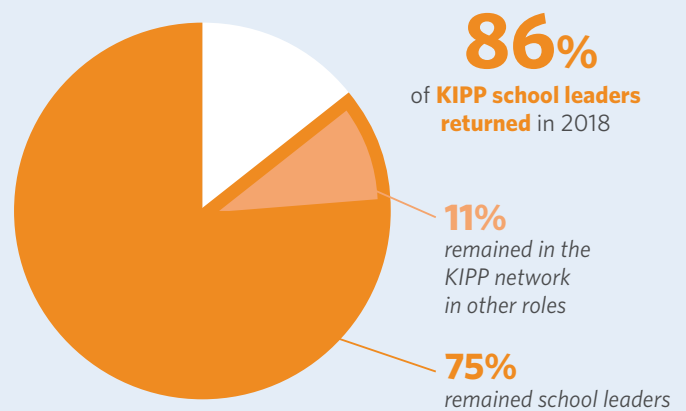
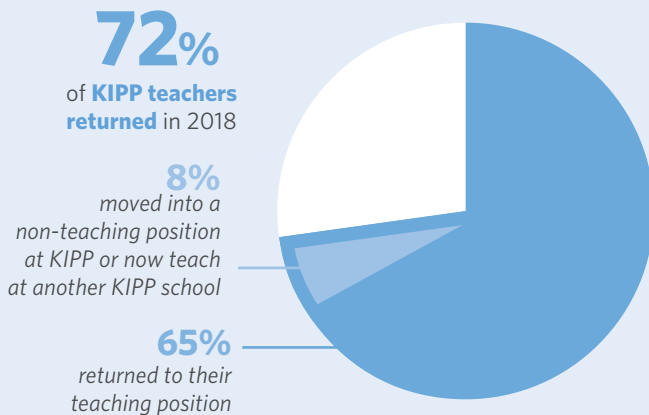
KIPP tracks its rates of high school graduation, college enrollment, and college graduation for all students who either completed 8th grade at a KIPP middle school or graduated from a KIPP high school. For alumni who graduated from KIPP high schools, 45% have completed a four-year degree.



QUESTION 5

ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

Educators are at the heart of KIPP. We are committed to investing in the people who join us, and making sure they have the supports they need to do their best work every day.



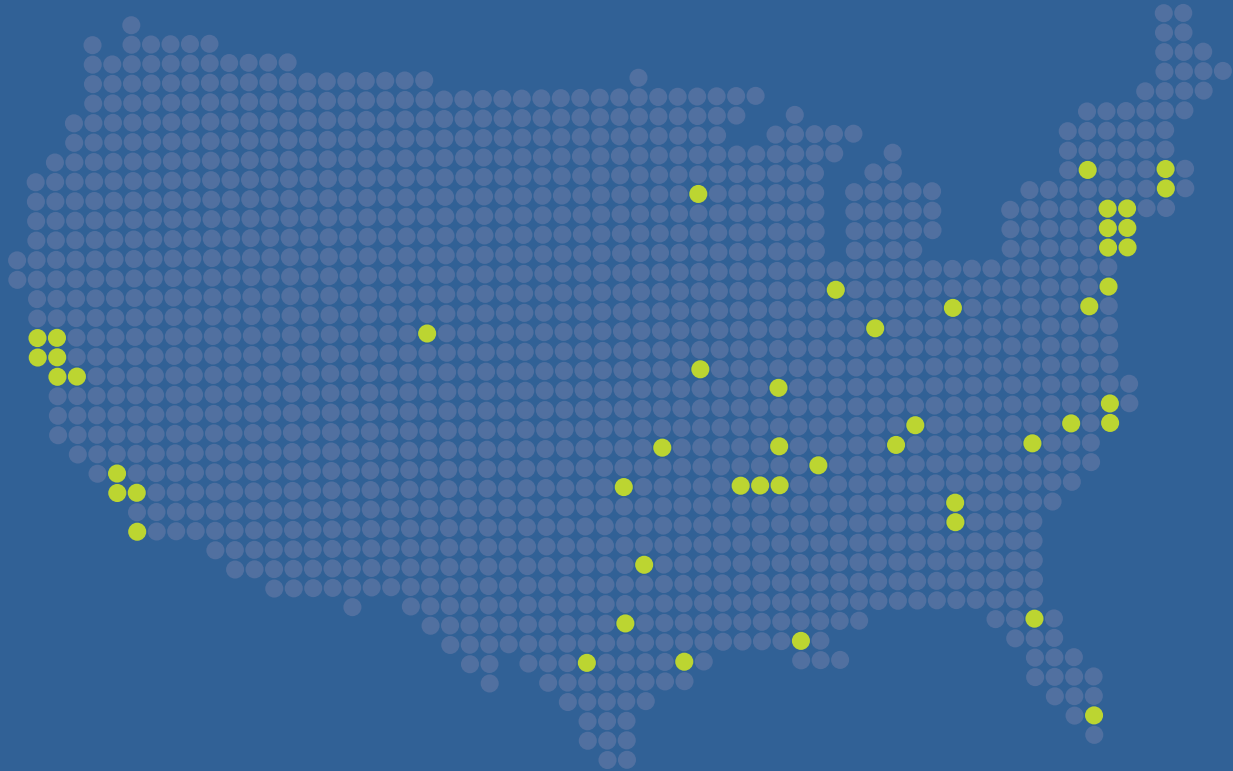
QUESTION 6

ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

Financial health is vital to ensuring our schools' sustainability. Financially healthy KIPP schools and regions have stable revenue sources, manage expenses to support goals, have a strong balance sheet, and manage risk. The cost to grow and serve more students varies greatly across our communities. As a result, there is no "one-size-fits-all" business model for providing a high-quality KIPP education.

SEE RESULTS BY CITY AT [KIPP.ORG/RESULTS](https://kipp.org/results)

SEE OUR RESULTS BY CITY AT WWW.KIPP.ORG/RESULTS



KIPP public charter schools are part of the free public school system and enrollment is open to all students. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

At KIPP, teachers, students, and families are all united toward the same goal—college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds.

While we are proud of our college completion rates, we aspire to something higher. We want KIPP students to complete college at rates that are similar to those of students from high-income families. To achieve this ambitious goal, we're committed to sharing what we've learned, advocating for smart policy solutions, and providing more students with a world-class education that prepares them to lead choice-filled lives.

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APPENDIX

DATA DEFINITIONS AND METHODOLOGY

The KIPP Foundation collects a wide range of information from each locally-run KIPP school to provide a full picture of the achievements of the KIPP network. Our results reported on www.kipp.org/results feature data for all KIPP schools open in 2017–18, as well as aggregated data for each of our KIPP regions. The methodology behind the data presented is explained in this document.

The regional report card files for KIPP Texas Public Schools – Austin, KIPP Texas Public Schools – Dallas, KIPP Texas Public Schools – Houston, and KIPP Texas Public Schools – San Antonio all display data aggregated across all four regions of KIPP Texas Public Schools.

The regional report card file for KIPP New Jersey includes results disaggregated for KIPP New Jersey – Camden and KIPP New Jersey – Newark.

The regional report card file for KIPP SoCal Public Schools includes results disaggregated for KIPP LA Public Schools and KIPP San Diego College Prep Public Schools.

This chart shows which school year each data set pertains:

KIPP Results Category	School Year
Q1: Demographic data	2018-19
Q2: Student Attrition	2017-18
Q3: MAP test results	2017-18
Q3: State test results	2017-18
Q3: AP/ACT/SAT test results	2017-18
Q4: High school graduation and college enrollment	Cumulative for students through class of 2017
Q4: College graduation data	Cumulative for students through class of 2012
Q5: Teacher & Leader Retention	2017-18
Q5: Teacher Count	2018-19
Q6: Financial Sustainability	2018-19

ENROLLMENT

Enrollment figures for each school are provided as of October 1, 2018.

FRPL/CEP (Free and Reduced-Price Lunch/Community Eligibility Program) This year, 115 schools did not collect FRPL data because those schools are enrolled in the federal Community Eligibility Program (CEP), which qualifies 100% of their students for free lunch through other federal programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). FRPL data is not collected and therefore is not available for schools enrolled in CEP. On school pages, these schools are marked as “CEP Eligible” in the place of an FRPL rate. On regional pages, regions in which more than 50% of schools are enrolled in CEP are marked “CEP Eligible” in place of an FRPL rate. If less than 50% of schools in a region are enrolled in CEP, the regional page displays the regional FRPL average with CEP schools excluded. When calculating the network wide FRPL rate we used the most recent available FRPL rate for all CEP eligible schools.

RACE/ETHNICITY

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

SPECIAL EDUCATION SERVICES

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

STUDENT ATTRITION

Student attrition data is provided from the 2017–18 school year. KIPP defines attrition as the percentage of students who leave a school (for reasons other than completing the highest grade or transferring to another KIPP school) in one annual cycle between October 1 of 2017 and October 1 of 2018, which is the date that most states close their enrollment. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year. Network-wide statistics are based on the 209 KIPP schools that were open in October 1, 2017 and still open on October 1, 2018.

STUDENT ACHIEVEMENT— STATE EXAMS

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

STUDENT ACHIEVEMENT— NATIONALLY NORM-REFERENCED EXAMS

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

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

The norm-referenced test quartile graphs on each school’s page depict the percentage of students in each percentile range (1st–24th, 25th–49th, 50th–74th, 75th–99th) on the norm-referenced test that were administered during the 2017–18 school year. These graphs include all students who tested in the given season. Percentages for norm-referenced tests may not add up to 100 due to rounding.

APPENDIX

STUDENT ACHIEVEMENT— NATIONALLY NORM-REFERENCED EXAMS (CONTINUED)

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

STUDENT ACHIEVEMENT— HIGH SCHOOL PERFORMANCE DATA

In addition to state test data, for high schools with senior classes, we also include participation and performance data for college entrance exams (ACT or SAT) as well as Advanced Placement (AP) exams for all graduating seniors in the class of 2018. Network SAT data only include the two schools that had more students complete take the SAT than the ACT: KIPP Denver Collegiate High School and KIPP NYC College Prep High School. These two schools are excluded from the network ACT data.

As a measure of college readiness, we report the percentage of KIPP high school seniors who have scored 3 or above on at least one AP exam. This percentage is based on graduating seniors in the class of 2018 and excludes data from KIPP University Prep High School where most students take International Baccalaureate (IB) exams.

ATTAINMENT DATA— HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

KIPP regional pages include high school graduation and college matriculation data. High school pages also include school-level high school graduation data. All high school graduation, college matriculation, and college graduation data was tracked and verified by the region or school in the fall of 2018. At the regional level, we report the cumulative high school graduation and college matriculation data for students who completed eighth-grade at a KIPP middle school five or more years ago, and/or graduated from a KIPP high school.

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

For comparative figures about the percentage of students graduating from high school, percentage of students who start college, and the percentage of students who complete four-year college, we use the Pell Institute (2018) definition for low-income and the U.S. Census for U.S. Average figures.

SCHOOL LEADER RETENTION

School leaders considered as retained include: those who were leading a KIPP school as of September 1st, 2017 and as of the following September 1st, 2018, either returned to continue running any KIPP school or continued working within the KIPP Network in a different position.

TEACHER RETENTION

The education community lacks a common standard for defining and reporting teacher retention. The National Center for Education Statistics (NCES) defines all cases in which a teacher stops teaching at a particular school as turnover, regardless of whether a teacher switches schools, moves into a non-teaching position within his or her current school, or leaves the field of education altogether. KIPP adopts this framework, defining “retained within position” as cases where a teacher who is teaching at a school in one school year continues teaching at the same school as of the fall (September 1) of the following year. Any teacher who begins teaching at a school during the academic year (September 1 to April 30), regardless of whether he or she joined at the beginning, middle, or end of the year, is considered part of the denominator that is utilized in calculating “retained within position” rates. At the same time, because KIPP is a rapidly growing network of schools, many KIPP teachers leave to teach at another KIPP school or transition to a non-teaching capacity within the KIPP network. Current KIPP teachers are an important source for future KIPP leaders, which is why we also report “retained within KIPP,” a metric that counts these teachers as staying within the KIPP Team & Family. We only display retention metrics when we have at least two schools per region reporting. Regional teacher counts reflect the 2018–19 school year and represent the number of individuals rather than the full-time equivalency (FTE). Percentages may not add up to 100 due to rounding.

SOURCES

For the KIPP Foundation’s audited financials, visit:
<http://www.kipp.org/kipp-foundation/support-kipp/>

For more information about the MAP 2015 norms, see NWEA 2015 Normative Data Report. Retrieved from:
<https://www.nwea.org/resource-library/research/2015-normative-data-3>

Pell Institute – Indicators of Higher Education Equity in the US – 2018 Historical Trend Report Retrieved from:
http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2018_Historical_Trend_Report.pdf

U.S. Census Bureau, Current Population Survey, 2018 Annual Social and Economic Supplement Retrieved from:
<https://www.census.gov/data/tables/2018/demo/education-attainment/cps-detailed-tables.html>