

KIPP:

National Results

2018-19

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 STRIVE Primary (Atlanta)



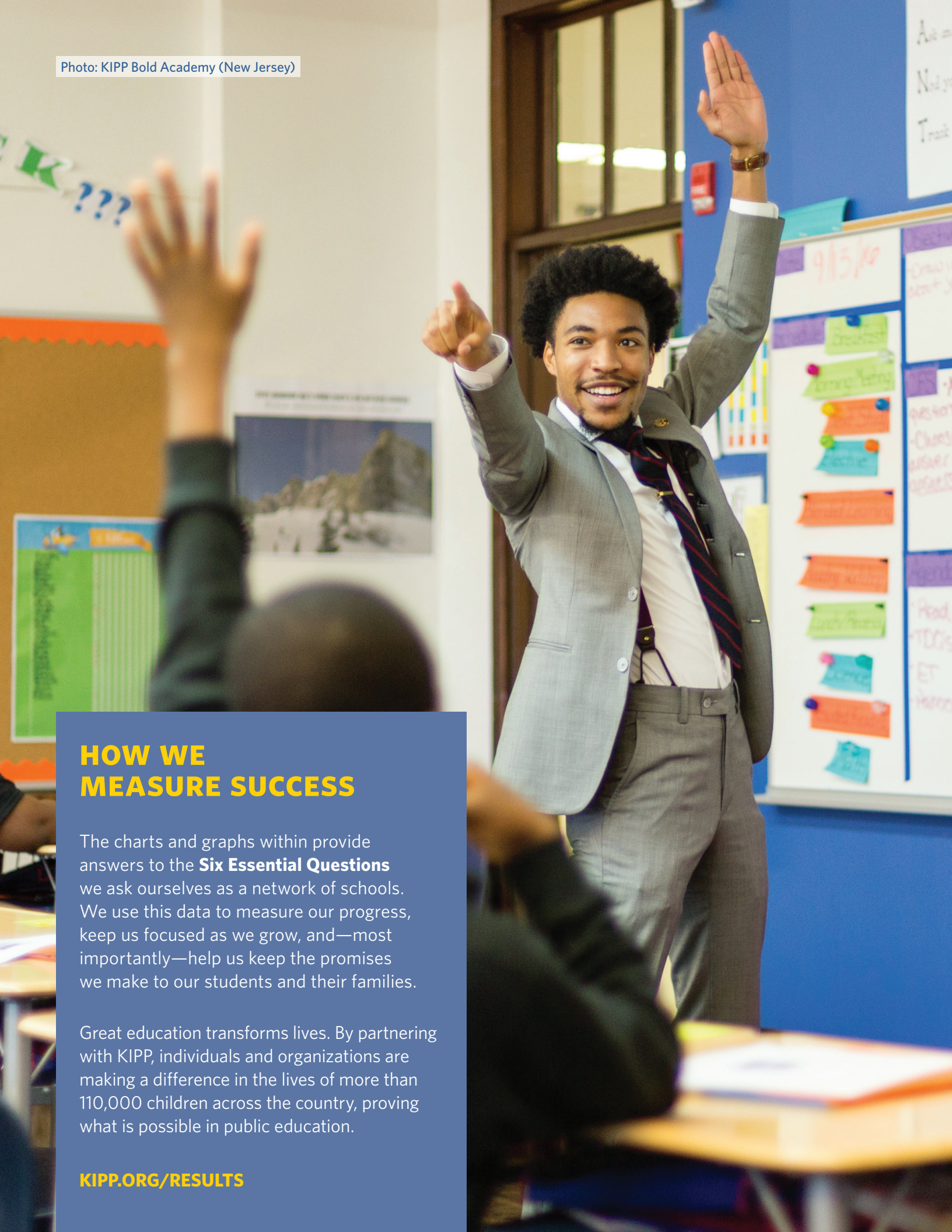
A photograph of a male teacher with dark curly hair, wearing a grey suit, white shirt, and a striped tie. He is smiling and pointing his right index finger towards the camera while his left hand is raised high in the air. He is standing in a classroom. In the background, there is a blue bulletin board with various colorful sticky notes and a whiteboard. To the left, a student's hand is raised in the air, and another student's head is visible in the foreground. The overall atmosphere is positive and energetic.

Photo: KIPP Bold Academy (New Jersey)

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 more than 110,000 children across the country, proving what is possible in public education.

[KIPP.ORG/RESULTS](https://kipp.org/results)

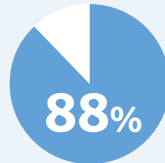
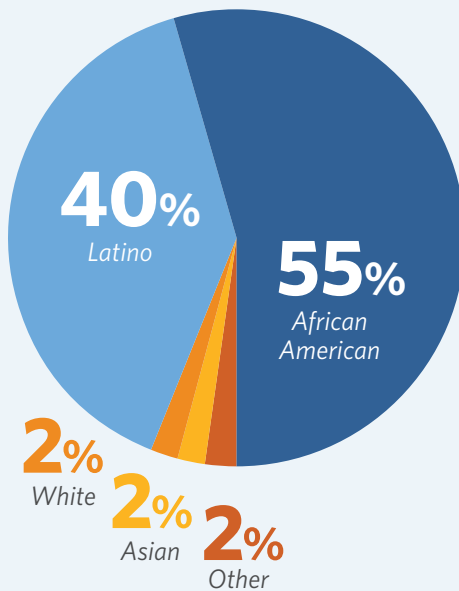


QUESTION 1

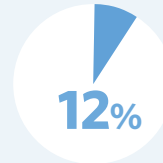
WHO ARE OUR STUDENTS?

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.

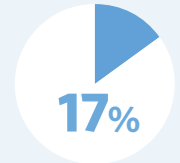
KIPP Educates More than 110,000 KIPPsters in 255 Schools Across the Country



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 179 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.

“
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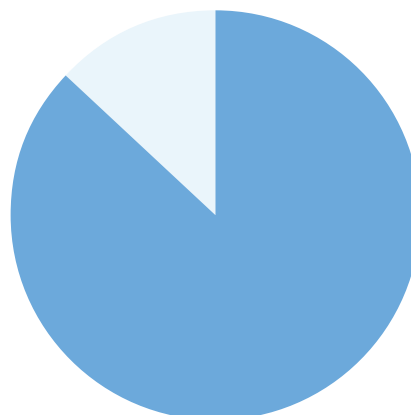
JAY GUZMAN,
KIPP DC TEACHER,
KIPP NYC ALUMNUS

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 2019



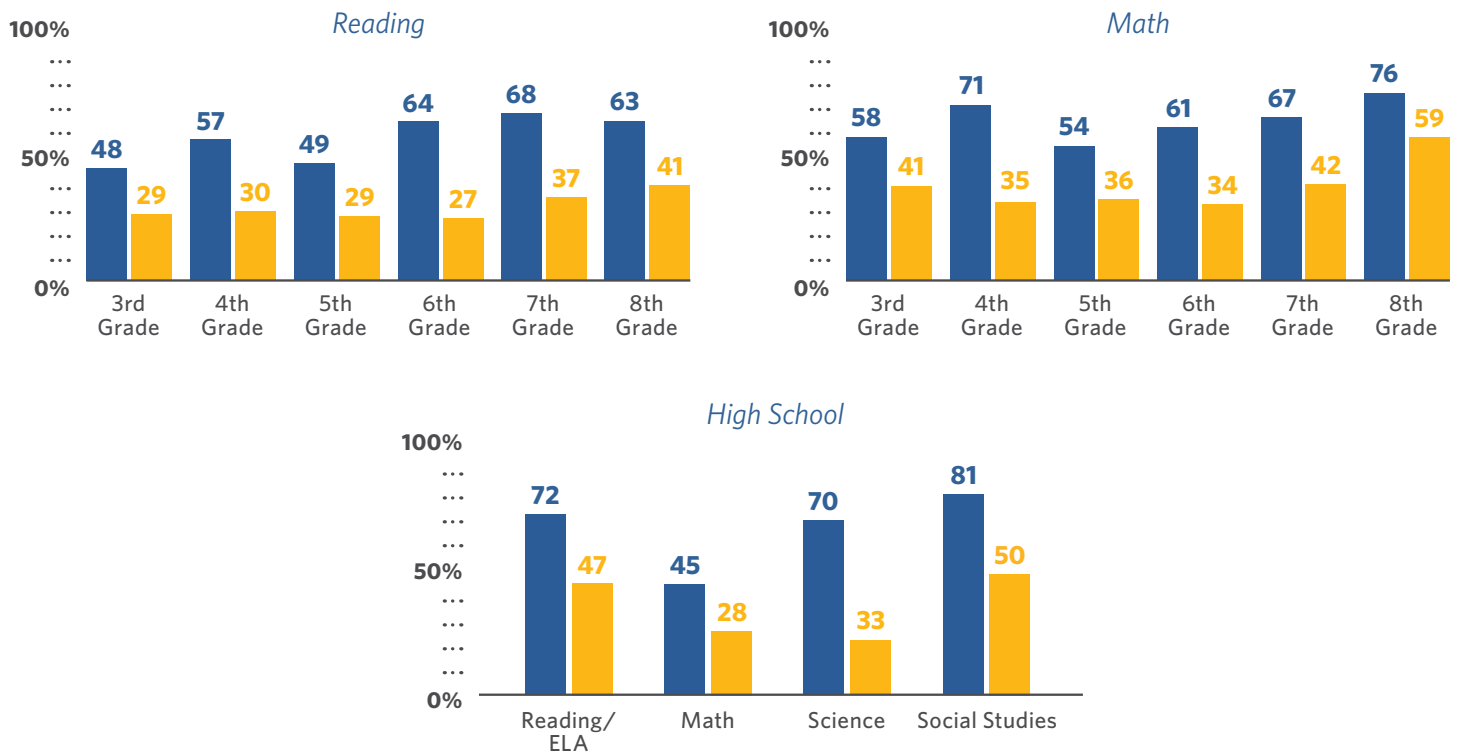
QUESTION 3

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?

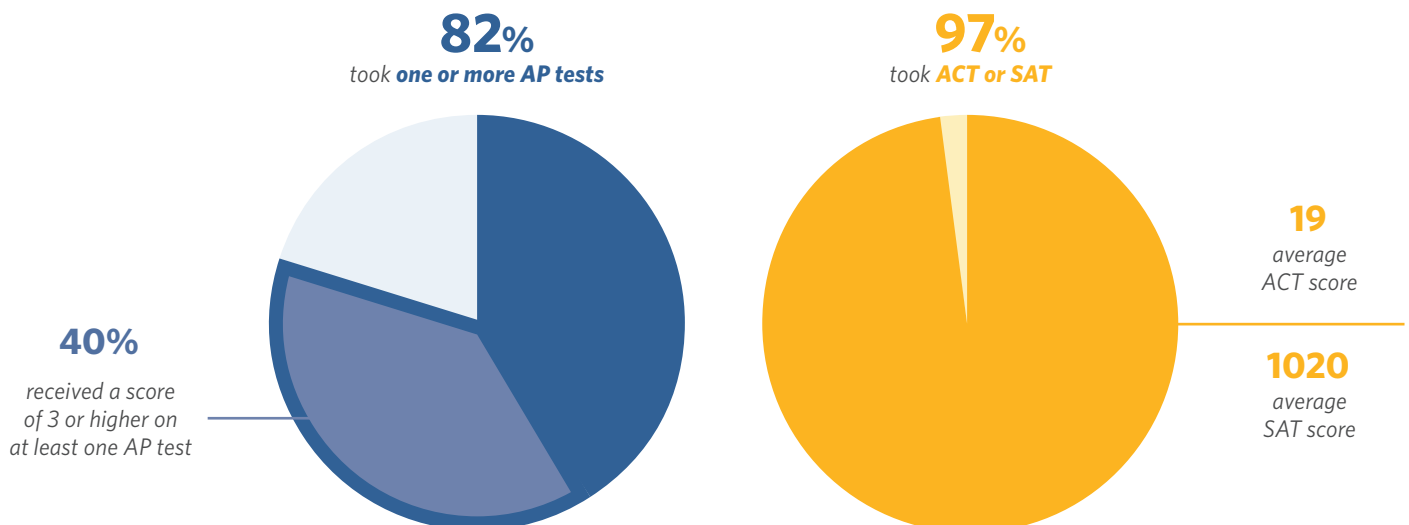
Our goal is to put our students on an academic trajectory toward college readiness. We use a variety of tools to understand student achievement, and look closely at our results to ensure we're fulfilling our promises to students and families.

Percentage of KIPP Classes Outperforming Local Districts and States in 2018-19

Local District State



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



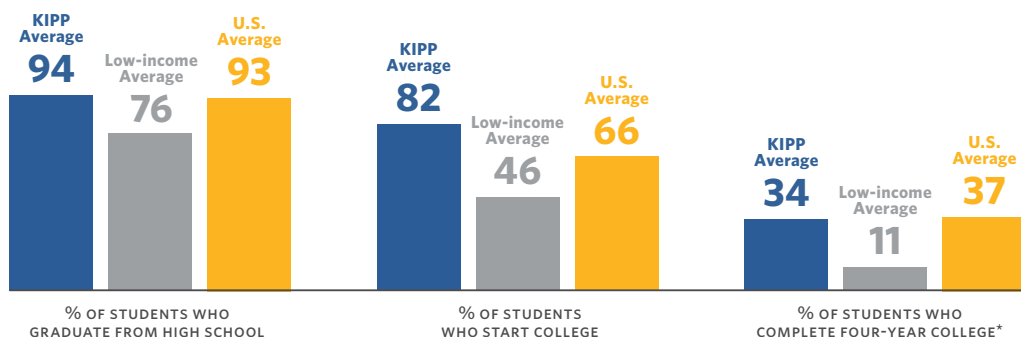


QUESTION 4

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 2019, an additional 5% of KIPP alumni earned associate's degrees.**

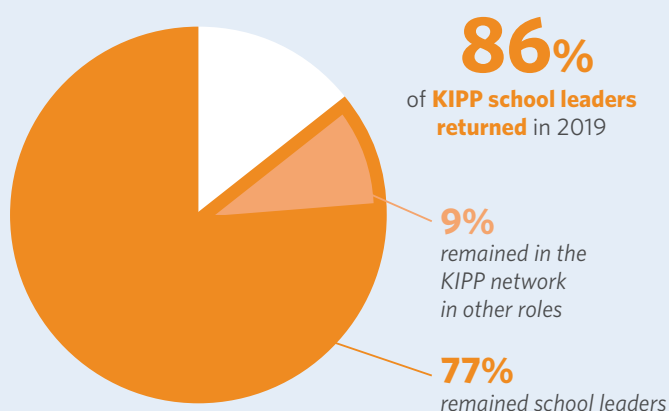
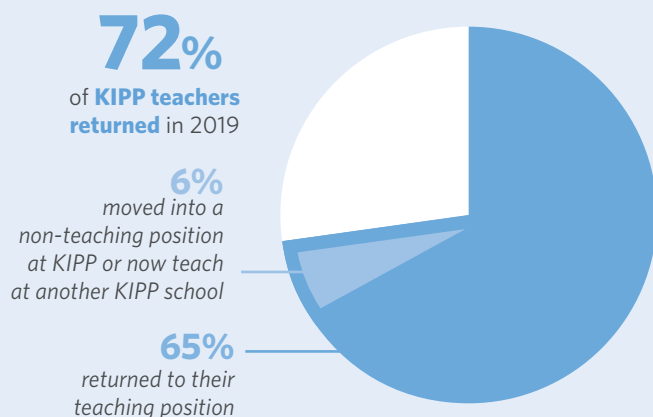
KIPP tracks its rates of high school graduation, college enrollment, and college graduation for all students who either completed 8th grade at a KIPP middle school or graduated from a KIPP high school. For alumni who graduated from KIPP high schools, 43% have completed a four-year degree.



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

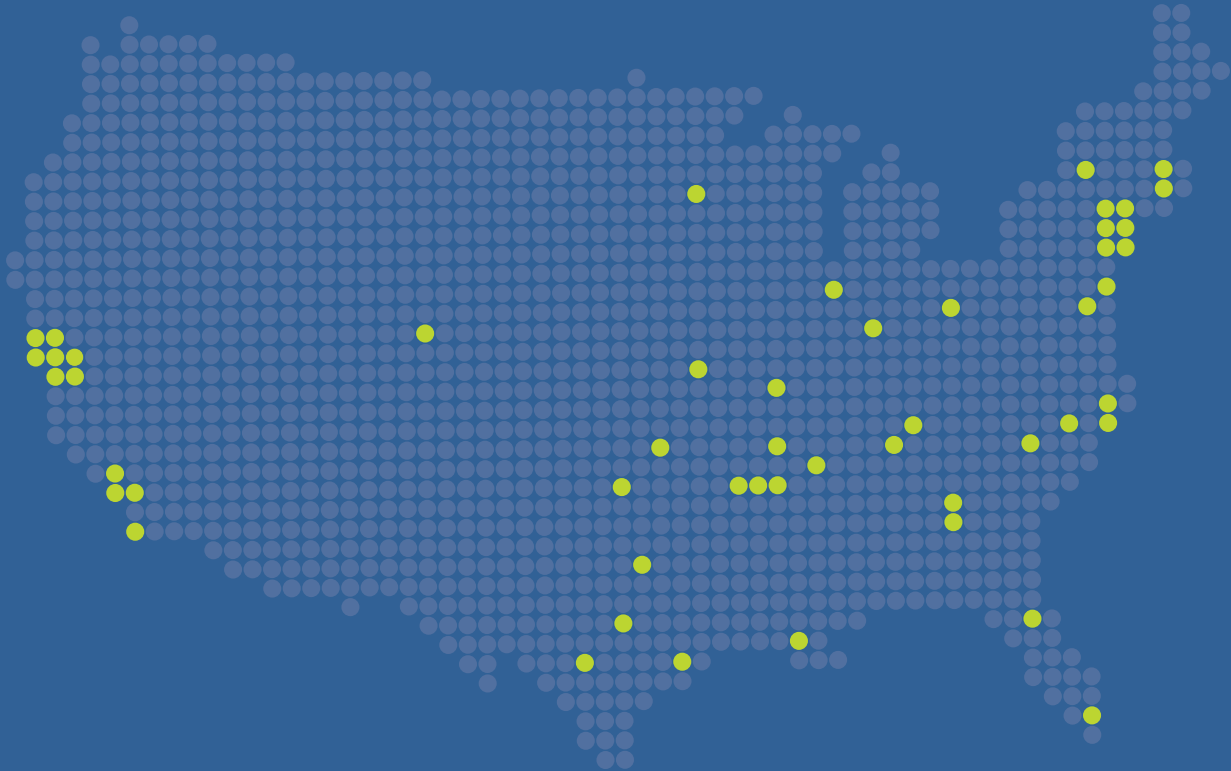
ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?



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.

LEARN MORE AT
[KIPP.ORG/RESULTS](https://kipp.org/results)

LEARN MORE 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.

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 to prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and create a more just world. To achieve this ambitious goal, we're committed to sharing what we've learned, advocating for smart policy solutions, and creating joyful, academically excellent schools.

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KIPP:

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. The results reported on www.kipp.org/results feature data for all KIPP schools open in 2018–19. The methodology behind the data presented is explained in this document.

This chart shows which school year each data set pertains:

KIPP Results Category	School Year
Q1: Demographic data	2019-20
Q2: Student Attrition	2018-19
Q3: MAP test results	2018-19
Q3: State test results	2018-19
Q3: AP/ACT/SAT test results	2018-19
Q4: High school graduation and college enrollment	Cumulative for students through class of 2018
Q4: College graduation data	Cumulative for students through class of 2013
Q5: Teacher & Leader Retention	2018-19
Q5: Teacher Count	2019-20
Q6: Financial Sustainability	2019-20

ENROLLMENT

Enrollment figures for each school are provided as of October 1, 2019.

FRPL/CEP (Free and Reduced-Price Lunch/Community Eligibility Program) This year, 179 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.

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 2018–19 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 2018 and October 1 of 2019, 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 223 KIPP schools that were open in October 1, 2018 and still open on October 1, 2019.

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

Most KIPP K-8 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. In grades K-8, 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.

APPENDIX

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 2019. Network SAT data only include the two schools that had more students 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 2019.

ATTAINMENT DATA— HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

All high school graduation, college matriculation, and college graduation data was tracked and verified by the region or school in the fall of 2019. 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.

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, 2018 and as of the following September 1st, 2019, 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. Regional teacher counts reflect the 2019–20 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>