

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 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 | 2020-21 |
| Q2: Student Attrition | 2019-20 |
| Q3: State test results | 2018-19 |
| Q3: AP/ACT/SAT test results | 2020-21 |
| 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 | 2019-20 |

ENROLLMENT

Enrollment figures for each school are provided as of October 1, 2020.

RACE/ETHNICITY

Race/ethnicity percentages may not add up to 100 due to rounding.

SPECIAL EDUCATION SERVICES

We define students with disabilities 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 2019–20 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 2019 and October 1 of 2020, 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 240 KIPP schools that were open in October 1, 2019 and still open on October 1, 2020.

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 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. Current data displayed reflects state test scores administered in Spring 2019 because no state assessments were administered in Spring 2020.

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). We report the percentage of KIPP high school graduates who participated and the percentage of KIPP high school graduates who have scored 3 or above on at least one AP exam. All high school performance data reflects graduating seniors in the class of 2020.

ATTAINMENT DATA— HIGH SCHOOL GRADUATION AND COLLEGE MATRICULATION

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.

For comparative figures about the percentage of students graduating from high school, the 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, 2019 and as of the following September 1st, 2020, either returned to continue leading any KIPP school or continued working within the KIPP Network in a different position.

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), 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 which is why we also report “retained within KIPP,” a metric that counts these teachers as staying within the KIPP Network.

SOURCES

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

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>