



KIPP:

2014 REPORT CARD

A LETTER FROM THE CHAIRMAN OF THE BOARD & CEO

While our 20th anniversary gave us an opportunity to look back and reflect on just how far we have come, we believe we're just getting started.

Last summer, best-selling author Jim Collins spoke at the annual KIPP School Summit about his acclaimed research into why some organizations thrive where others fail. Turning his attention to KIPP's 20-year history and our growth from two middle schools to a national network of 162 charter schools across 20 states and D.C., Collins proclaimed: "Nice start."

We couldn't agree more. Even as KIPP has grown to serve nearly 60,000 students across the country and 6,000 of our alumni are enrolled in college, we know that in the years ahead, we can get much better as we get much bigger.

In this year's Report Card, we are pleased to share our results and offer an overview of where our network is today. We examine our progress holistically, taking into account our performance on a number of measures and answering the Six Essential Questions of our Healthy Schools & Regions framework:

1. **Are we serving the children who need us?**
2. **Are our students staying with us?**
3. **Are our students progressing and achieving academically?**
4. **Are our alumni climbing the mountain to and through college?**
5. **Are we building a sustainable people model?**
6. **Are we building a sustainable financial model?**

By sharing our progress, we hope to demonstrate what's possible in public education, while remaining candid about the challenges we face.

After two decades, our KIPP alumni are showing us that we are still headed in the right direction. Across the country, we see individuals like Sylvia Powell, an alumna of KIPP Pride High School in Gaston, North Carolina, who went on to graduate from Wake Forest University before becoming a founding teacher at KIPP Halifax College Preparatory in Eastern North Carolina. Then there's Trenton Jones, whom you can read more about on page 23. He's a freshman at Lycoming College, and is the first in his family to pursue higher education. We want to help more students have educational experiences like Sylvia and Trenton had.

To accomplish this, we've set some very ambitious goals for the future. By 2020, we aim to double our outcomes and double the number of KIPPsters we serve. We are tremendously proud of our students' achievements so far, and we want to make sure that even more KIPPsters are on a college-ready track. At the same time, we have committed to grow our network to serve 120,000 students in grades preK-12 by 2020. These growth plans—which have us adding as many students in our next six years as we did in our first 20—put us on the path to becoming one of the largest school systems in the country.

To be sure, reaching these goals will be no small task, and we know that we will have to continue to innovate even further to achieve our vision. As a network, we are focused on making it possible for our students to stay with KIPP from elementary to middle school, and from middle to high school. We're exploring new ways to provide thousands of first-generation students with leading-edge college and career guidance. We're concentrating on supporting our teachers, giving them the tools and resources they need to develop themselves and to increase rigor in the classroom. And, while continuing to empower our leaders to innovate, we're also working to arm them with clear frameworks and blueprints that minimize the amount of time they spend creating from scratch or reinventing the wheel. Building on lessons learned from two decades of replicating KIPP schools, we hope to give our leaders an even stronger foundation and make the job of school leadership more sustainable.

At KIPP, the constant thread running through our history is a shared belief that together, we can build a better tomorrow. This was true for Mike Feinberg and Dave Levin when they first conceived of KIPP, and it is true for our entire Team & Family today. It is a nice start, indeed, and we're inspired to continue reaching higher together. To all of those joining us on this journey, we thank you.



A handwritten signature in black ink, appearing to read 'John Fisher'.

John Fisher
Chairman of the Board,
KIPP Foundation



A handwritten signature in black ink, appearing to read 'Richard Barth'.

Richard Barth
Chief Executive Officer,
KIPP Foundation



REACHING HIGHER **TOGETHER**

We celebrated our first 20 years.
Using everything we've learned in two decades,
we're **reaching higher together.**



• hawks
ns
• bears
ogs
abbit
eavers
mpanze
• fish
• flies
• dolphin
• penguins

Adap
• shoes
• recycle
• litter
• Solar e

Respond
40 yea
eed y



8

What You Measure Matters

10

National Results

10

Q1 ARE WE **SERVING THE CHILDREN** WHO NEED US?

12

Q2 ARE OUR STUDENTS **STAYING WITH US?**

15

Q3 ARE OUR STUDENTS **PROGRESSING AND ACHIEVING ACADEMICALLY?**

20

Q4 ARE OUR ALUMNI CLIMBING THE MOUNTAIN **TO AND THROUGH COLLEGE?**

24

Q5 ARE WE BUILDING A **SUSTAINABLE PEOPLE MODEL?**

27

Q6 ARE WE BUILDING A **SUSTAINABLE FINANCIAL MODEL?**

28

Appendix

30

Board of Directors

Table of Contents

WHAT YOU MEASURE MATTERS

To drive continuous improvement across all of our schools, we embrace the mantra, “What you measure matters.”

Throughout the year, we collect and analyze a wide variety of data to understand our impact and to determine what is working and what needs to be improved. We look at whether we are continuing to serve the students who are at the heart of our mission; we track whether our students are staying with us; we examine if our students are on an academic trajectory toward college readiness; we follow the progress of our alumni to and through college; we make sure that we are investing in people; and we consider our financial health to sustain our impact in communities long-term.

The Six Essential Questions provide a yardstick by which to measure our progress, keep us focused as we grow, and most importantly, guide us in our work to ensure that we keep the promises we make to our students and their families.

Healthy Schools & Regions Six Essential Questions



Q1

ARE WE **SERVING THE CHILDREN** WHO NEED US?



Q2

ARE OUR STUDENTS **STAYING WITH US?**



Q3

ARE OUR STUDENTS **PROGRESSING AND ACHIEVING ACADEMICALLY?**



Q4

ARE OUR ALUMNI CLIMBING THE MOUNTAIN **TO AND THROUGH COLLEGE?**



Q5

ARE WE BUILDING A **SUSTAINABLE PEOPLE MODEL?**



Q6

ARE WE BUILDING A **SUSTAINABLE FINANCIAL MODEL?**



The wonderful days
and nights
your mission for
the year
the mission
the mission
the mission



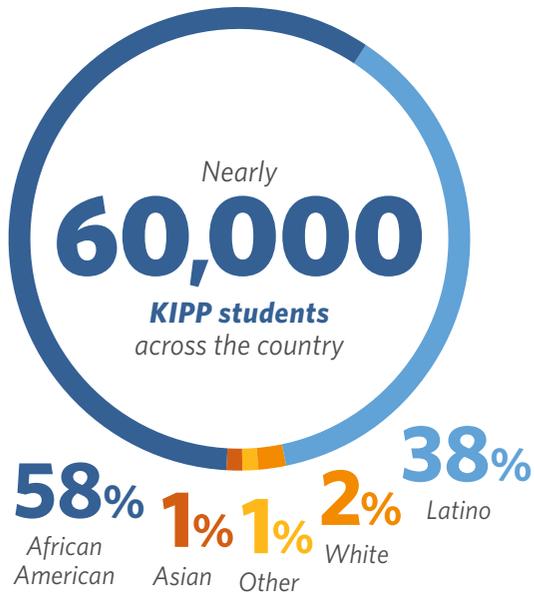
KIPP DC
LEAD ACADEMY

KIPP
LEAD ACADEMY

Q1



ARE WE **SERVING THE CHILDREN** WHO NEED US?



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

This figure is representative of 129 out of 162 schools. Eighty-seven percent of students in these 129 schools qualify for FRPL. The remaining 33 schools are not counted in FRPL data because all their students receive free lunch through the federal Community Eligibility Provision (CEP).



receive **special education** services



are designated as **English language learners**

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

At KIPP, we are driven by our collective commitment to

prepare students in underserved communities for success in college, in careers, and in life. It is our core belief that every student living in every community deserves the opportunity to attend a great school. As our network grows, we remain committed to educating the students growing up in our nation's disadvantaged communities.

As of fall 2014, we have 162 schools serving nearly 60,000 students in 20 states and the District of Columbia. Similar to previous years, 87 percent of KIPP students are eligible for federal free or reduced-price lunch and 96 percent are African American or Latino. Today, we are serving nearly 10 times as many students as we served 10 years ago. And the demand for our schools remains strong. In fact, in a number of communities, there are more students on our waitlist than enrolled in our schools. In light of this reality, we feel an enormous responsibility to reach even more students in the years ahead.

“

Nolan exemplifies our school value of grit. He consistently goes above and beyond to ensure that he is trying his best at all times, and he encourages everyone around him to do so as well.”

ALICE LAI, School Leader, KIPP Academy of Innovation

KIPP ACADEMY OF INNOVATION, EAST LOS ANGELES

Nolan Garcia is a member of the founding class of fifth graders at KIPP Academy of Innovation in East Los Angeles, California. Nolan, who entered KIPP reading below grade level, has already climbed nearly two grade levels in just six months.

With the support of his parents, his teachers, and his own desire to reach higher, Nolan is on the path to and through college and beyond. And he is making sure he celebrates his successes along the way. When Nolan received his first "Advanced" score in science, he posted it on Instagram with the caption "My first Advanced at KIPP!"





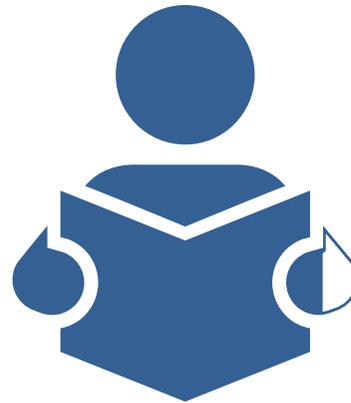
ARE OUR STUDENTS STAYING WITH US?

Our focus is on creating schools where all students

can thrive and where children and families want to stay with us year after year. We closely track student attrition because we know that a school losing a high percentage of its students is not a healthy school.

For KIPP students enrolled in our schools in 2013-14, 89 percent returned to their school in the fall of the 2014-15 school year or completed the highest grade offered at their school. We are working hard as an organization to drive our student attrition rates even lower, focusing closely on supporting those schools with higher rates of attrition.

While KIPP began as a network of middle schools, we took our first steps toward serving students across all grades in 2004, opening a KIPP elementary school and a KIPP high school in Houston, Texas. Underlying this decision was the desire to serve our students even earlier and to stay with them longer on their academic journey. We believed then, and still believe, that the longer students stay with us, the better prepared they will be for

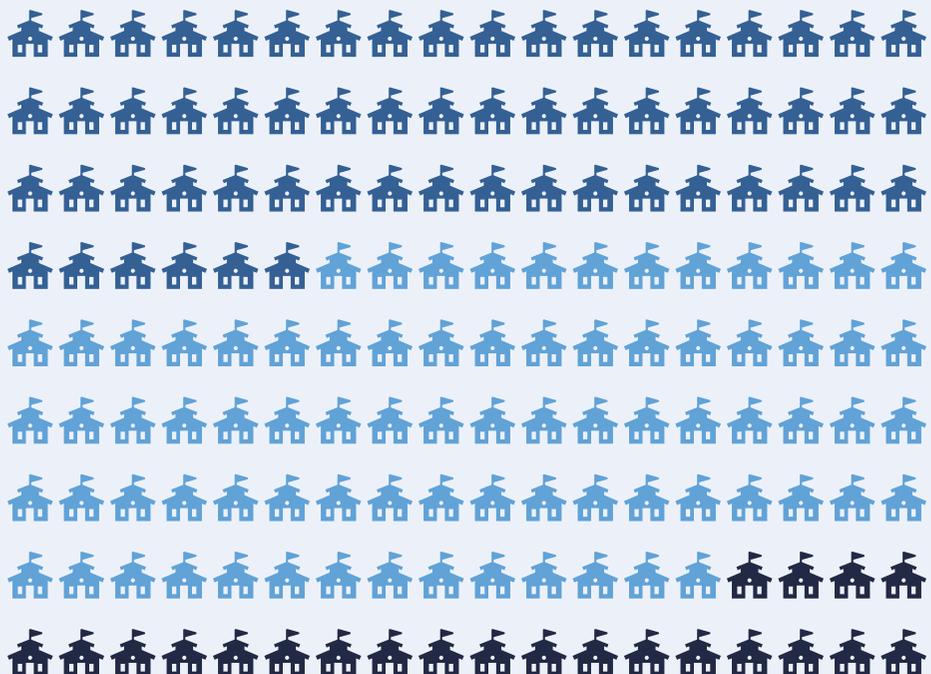


89%
of **KIPP students**
returned in 2014

college and the competitive world beyond. By the end of second grade, for example, KIPPsters in cities like Los Angeles and Chicago are achieving at levels similar to entering fifth graders who have not attended a KIPP elementary school. Outcomes for students who have attended a KIPP high school are also stronger, with students graduating high school and matriculating to college at higher rates.

Today the KIPP network includes: 60 elementary schools, 80 middle schools, and 22 high schools.

■ Elementary ■ Middle ■ High



KIPP BAY AREA SCHOOLS, SAN FRANCISCO

(Pictured: KIPP San Francisco Bay Academy)

By making student attrition a region-wide priority, KIPP Bay Area Schools (KBAS) has reduced student attrition. In 2013-14, 95 percent of students in the region returned to their KIPP school or completed the highest grade offered, compared to 84 percent in 2009. According to Marie Huxley, Chief of Schools for KBAS, "As a region we continue to use data to monitor our progress, improve how we support our students, and share best practices."

In addition to making student attrition a focus of the region, specific school-level practices appear to be having a significant impact. As part of KIPP Summit Academy's social-emotional learning work, they have implemented a restorative justice program, a cooperative approach to school discipline that helps prevent conflict and restore relationships while addressing each student's social-emotional needs. That program is now taking root in other KBAS schools.

Meanwhile, KIPP King Collegiate High School identifies students who are struggling academically and schedules quarterly Student Success Meetings where students, their families, and academic leaders put an action plan in place to get back on track. Leaders then regularly check in with students and teachers in order to monitor progress.





“

The methods that we've started to introduce, like close reading, will help ensure that our kids go on to high school ready to tackle the material that will truly set them up for success in college.”

KRISTIE SCHWEIGHOFER,

Asst. Principal, KIPP Sunshine Peak Academy

KIPP SUNSHINE PEAK ACADEMY, DENVER

Last year, Michael Kreger's eighth graders at KIPP Sunshine Peak Academy achieved some of the greatest reading gains across the KIPP network. Michael attributes much of his students' success to the strategies he's implementing in his classroom along with the support and coaching he receives from Assistant Principal Kristie Schweighofer. The two learned, through the KIPP Foundation's Literacy for Everyone course, how to teach close reading, which requires students to think more critically about what they've read and interact more deeply with texts.

According to Michael, close reading has been transformational for his teaching and his students. Kristie agrees: "We're building such a love of literacy across our whole school." To further drive literacy achievement, this teacher-leader pair is now working together to share what they've learned with colleagues throughout their school and region.

Q3

ARE OUR STUDENTS **PROGRESSING** AND **ACHIEVING ACADEMICALLY?**

Since our founding two decades ago, we have dedicated ourselves to preparing every student for college, and ultimately choice-filled lives. We look closely at our achievement results to understand whether our students are on track to being college-ready, and if they're meeting the high bar we've set—a bar that is now reinforced by the Common Core standards. Research tells us that when students are performing in the top quartile on nationally norm-referenced tests, they are on track to be college-ready.

In order to keep the promises we have made to KIPP students and families, we are working hard to equip teachers and leaders with training, tools, and resources to maximize their instructional effectiveness. We've developed a shared vision of instructional excellence as well as recommendations of high-leverage math

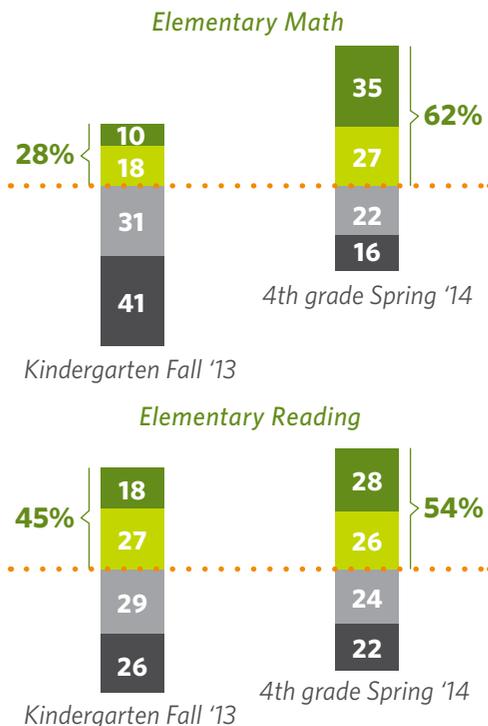
How does KIPP measure achievement?

KIPP schools use a variety of tools to understand student achievement, including the Measures of Academic Progress (MAP) test, a nationally normed assessment that helps teachers determine what material students are ready to tackle, as well as to track academic growth over time.

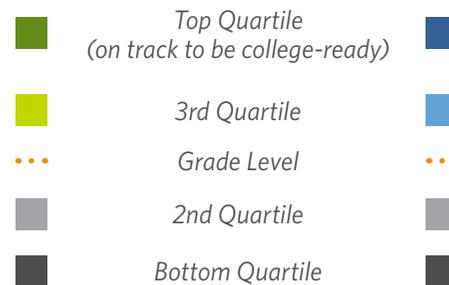
and literacy practices to implement in the classroom, along with the ideal time to spend on each key component. And, we're working to ensure that teachers have the necessary supports in place to be effective in their roles, including skilled instructional coaches, high-quality and rigorous curricular resources, and assessments that inform planning and instruction.

Fall '13-Spring '14 Snapshot

Shows a one-year snapshot of where our kindergarten and fourth grade classes were in Fall 2013 and Spring 2014, respectively. At this time, there are not enough students tested in any K-4 cohort to show growth data.

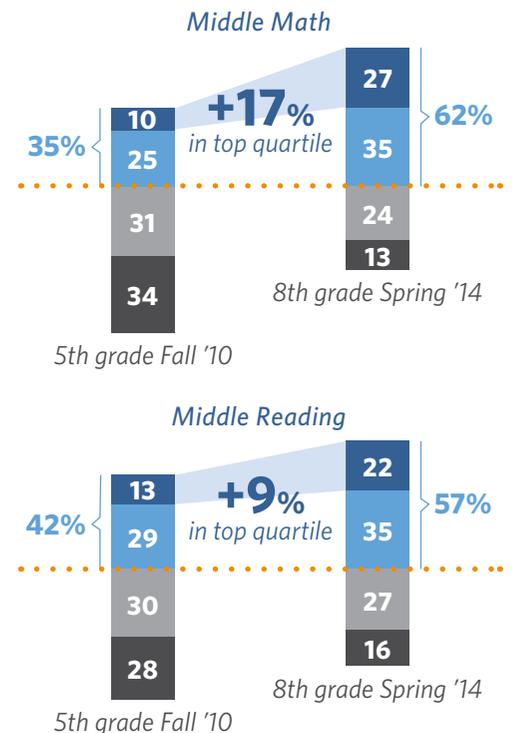


% of Students On or Above Grade Level on MAP



Fall '10-Spring '14 Cohort

Shows the class of 2018's growth over the course of four years of middle school.



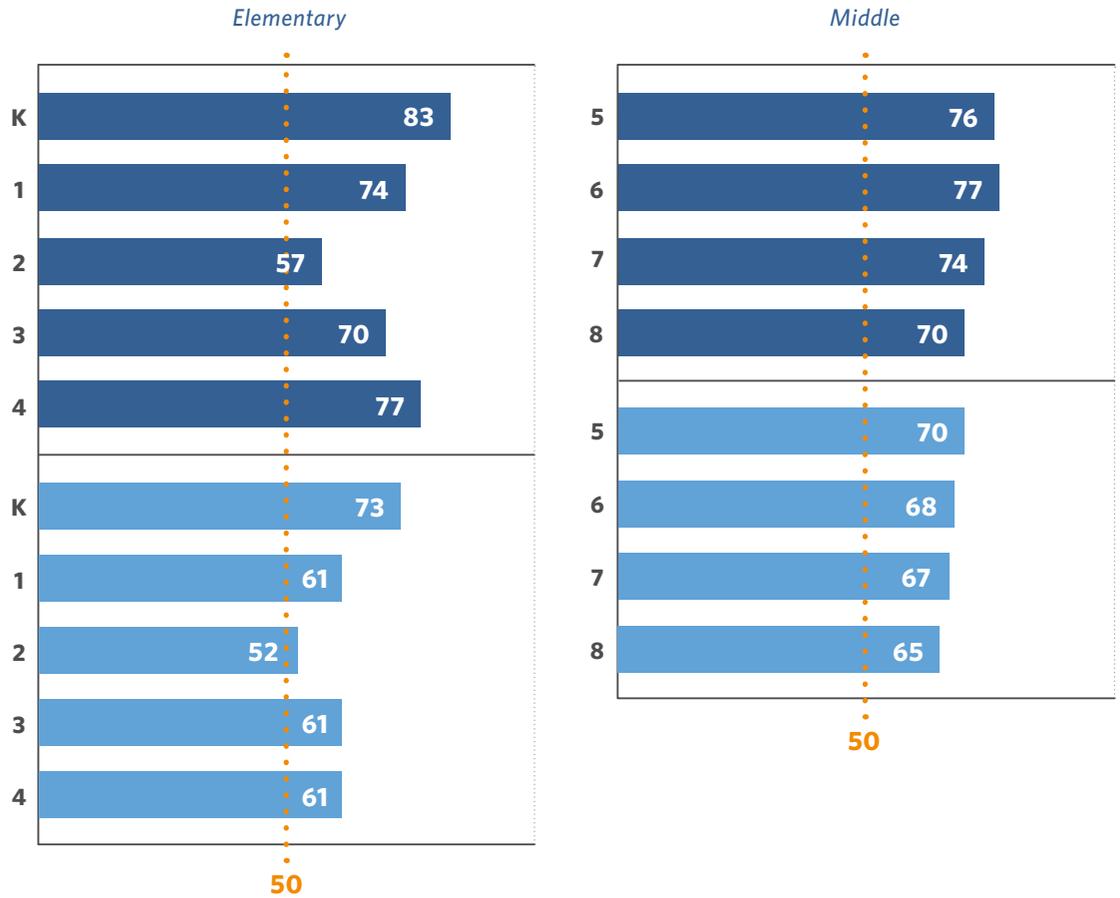
Q3

ARE OUR STUDENTS **PROGRESSING** AND **ACHIEVING ACADEMICALLY?**

% of Students Meeting Growth Targets

■ Math ■ Reading ... National Average

Across all grades and subjects, the majority of KIPP students are outperforming the national average for growth.

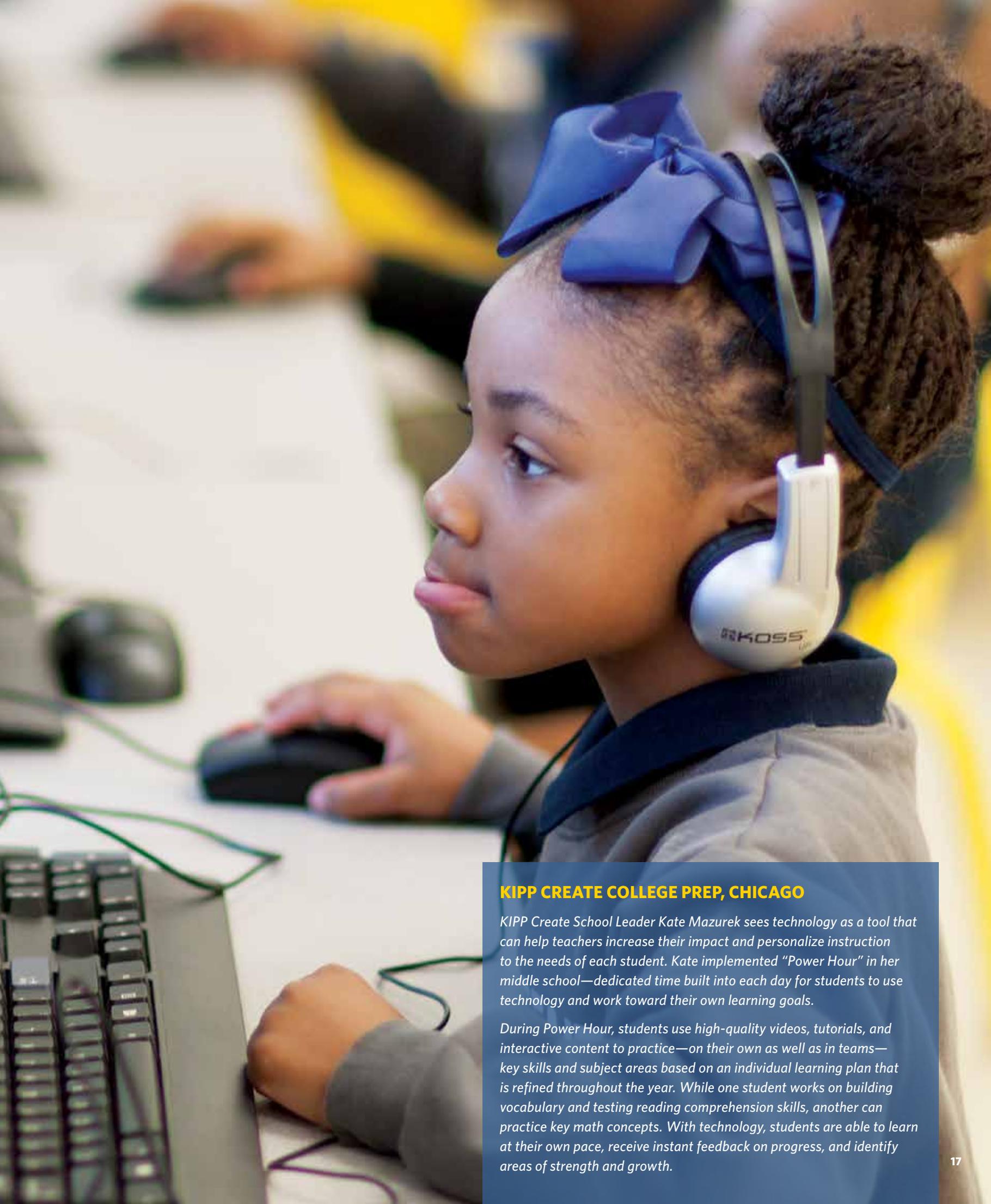


At KIPP, we are reminded that behind these numbers are stories of unwavering effort on the part of our KIPPsters, families, teachers, and leaders to achieve substantial progress. At the same time, we recognize that most of our students need to make more than one year's growth to climb to college-readiness levels. That's why we are so focused on giving our teachers the support and resources they need—including access to innovative technology to personalize instruction—to help our KIPPsters make considerable academic gains.

“

By harnessing instructional technology, we are able to offer our students more personalized instruction and help them reach even greater heights academically.”

KATE MAZUREK, School Leader, KIPP Create College Prep



KIPP CREATE COLLEGE PREP, CHICAGO

KIPP Create School Leader Kate Mazurek sees technology as a tool that can help teachers increase their impact and personalize instruction to the needs of each student. Kate implemented “Power Hour” in her middle school—dedicated time built into each day for students to use technology and work toward their own learning goals.

During Power Hour, students use high-quality videos, tutorials, and interactive content to practice—on their own as well as in teams—key skills and subject areas based on an individual learning plan that is refined throughout the year. While one student works on building vocabulary and testing reading comprehension skills, another can practice key math concepts. With technology, students are able to learn at their own pace, receive instant feedback on progress, and identify areas of strength and growth.



Q3

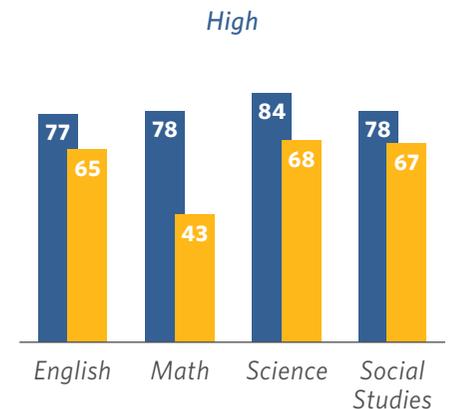
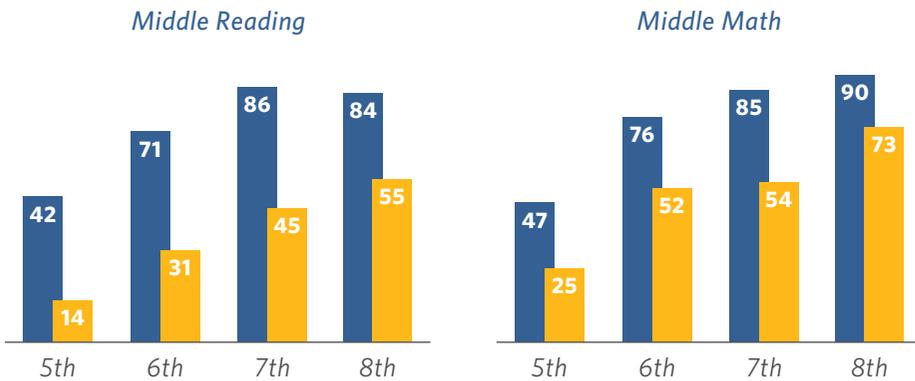
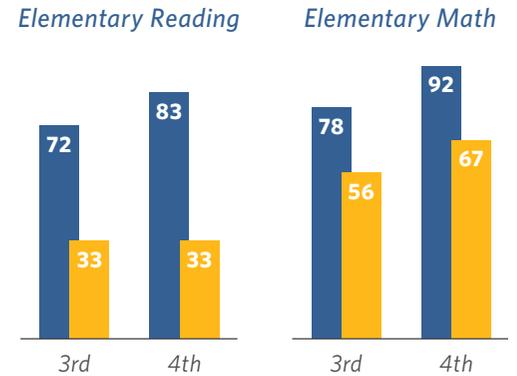
ARE OUR STUDENTS **PROGRESSING** AND **ACHIEVING ACADEMICALLY?**

% of KIPP Classes Outperforming Local Districts and States

Local Districts States

Almost all KIPP classes outperform local districts by the end of 8th grade.

In communities across the country, we want KIPP schools to be a great option for students and their families. With that in mind, we compare our performance to local districts and the state to ensure we are achieving that aim.



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

To gain a better understanding of how our students are progressing toward college readiness, we look at other indicators such as AP, ACT, and SAT participation rates, as well as test results. Together, these metrics offer additional insight into college readiness.

65%

took one or more AP tests

39%

received a score of 3 or higher on at least one AP test

98%

took ACT or SAT

19

average ACT

1373

average SAT



ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

KIPP's mission is to create a respected, influential, and national network of public schools that are successful in helping students from educationally underserved communities develop the knowledge, skills, character, and habits to succeed in college and the competitive world beyond. We examine the attainment outcomes of KIPP alumni to measure our progress toward our mission, toward the promises we have made to our students and families, and toward proving what's possible for all children.

Our latest results show that of the students who either completed 8th grade at a KIPP middle school or graduated from a KIPP high school, 94 percent have graduated from high school, 82 percent have gone on to college, 45 percent have earned a four-year degree, and another six percent have earned an associate's degrees. We are proud of the achievements of our earliest college-age and older alumni who have completed college at rates that exceed the national average for all demographics and are significantly higher than the completion rate of students from low-income communities. And we are

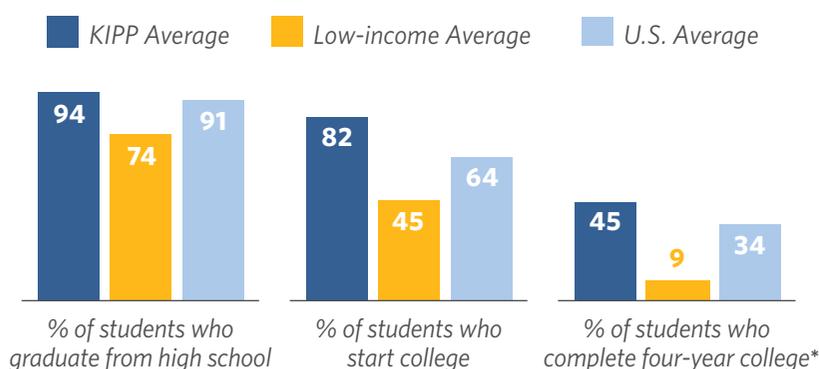
optimistic about what future generations of KIPPsters will accomplish when they benefit from consistently rigorous academics, continued focus on character development, strong counseling and supports, and a full preK-12 experience at KIPP.

Today, there are more than 6,000 KIPP alumni enrolled in college, and this year alone another 3,500 seniors are on the cusp of graduating high school. To support our KIPPsters on their journey beyond high school, our KIPP Through College (KTC) program complements the preparation students receive in the classroom by offering supports and counseling as our students prepare for college entry and work hard on the path through college.

A growing body of research has shown that choosing the right college can make or break a student's chances of graduating. Unfortunately, students from low-income families often under-match, choosing to apply to and attend schools that are less selective and that have lower graduation rates. We launched the Match Matters campaign to give our students, families, and KTC counselors the tools and information needed to make a great college match decision. As a result, KIPPsters and their counselors are focusing on specific steps to take during the college admissions process, including: knowing what schools students are eligible for based on their numbers (e.g., grade-point average and SAT/ACT scores), building a smart wish list, preparing for the cost of college, and getting an early start on the whole process.

To support our KIPPsters once they are enrolled in college, we are strengthening our connections with higher education. To date, KIPP has created partnerships with more than 60 colleges and universities nationwide, each of whom have committed to supporting the success of KIPPsters and other first-generation students on campus. Over time, we believe these partnerships will change our KIPPsters' college experience as well as offer unique opportunities to learn about how to better support first-generation college students. In the years ahead, larger groups of KIPPsters will be going off to college together, arriving on campus and forming support systems for each other, and connecting with dedicated advisers and resources that will help them navigate their college experience.

Over 40% of early KIPP alumni have earned four-year college degrees.



*As of fall 2014, **an additional 6% of KIPP alumni** earned Associate's Degrees.

KIPP tracks its rates of high school graduation, college matriculation, and college completion based on students (alumni) who either completed 8th grade at a KIPP middle school or graduated from a KIPP high school.

KIPP COLLEGE PARTNERS



This is game-changing. College partners across the country are pledging to support KIPPsters and other first-generation students all the way through graduation day."

CRAIG ROBINSON, National Director, KIPP Through College

California Polytechnic State University
Loyola Marymount University
Notre Dame de Namur University
Pomona College
Saint Mary's College of California
San Francisco State University
San Jose State University
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California-Santa Cruz
University of San Francisco

Monmouth College
Northern Illinois University
University of Kansas

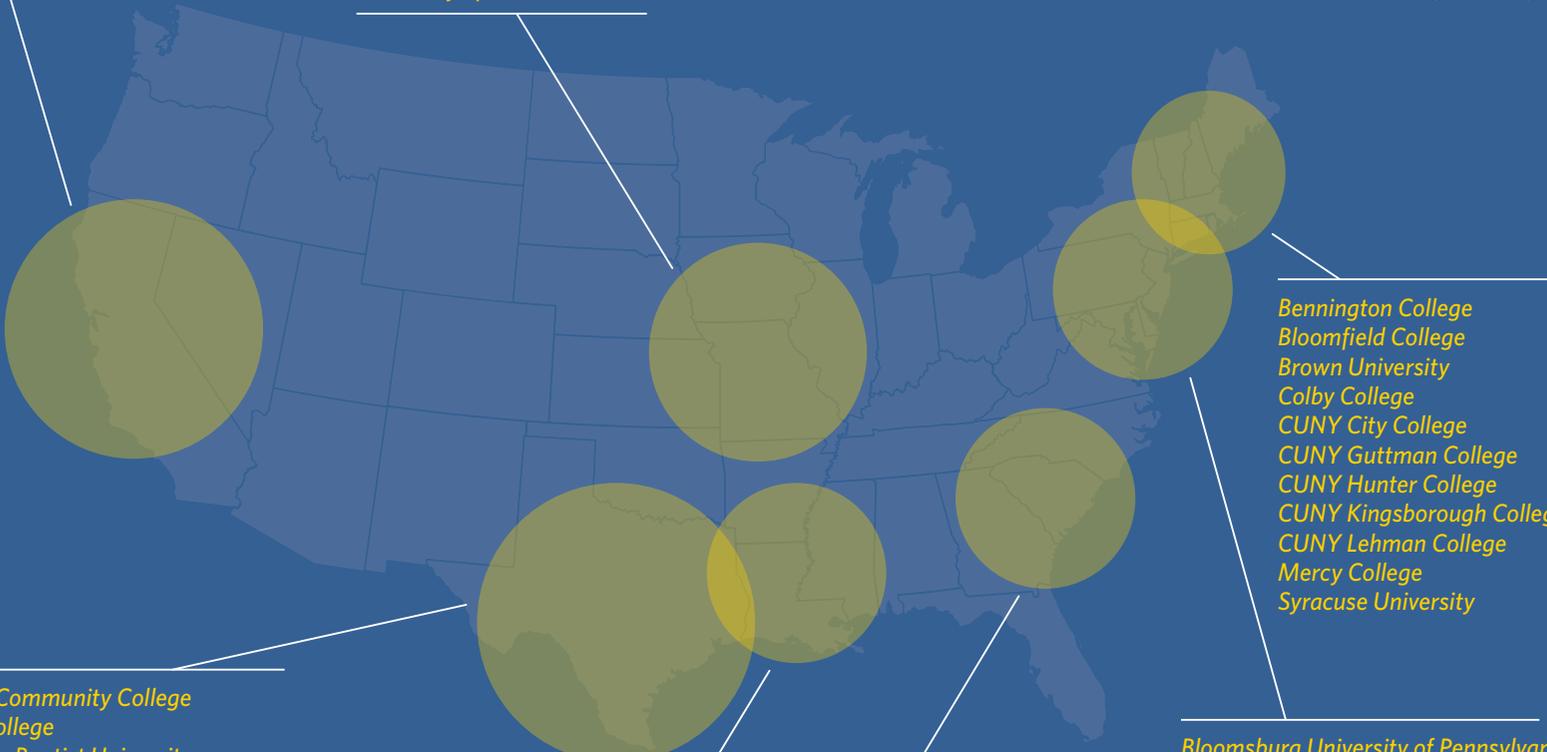
Bennington College
Bloomfield College
Brown University
Colby College
CUNY City College
CUNY Guttman College
CUNY Hunter College
CUNY Kingsborough College
CUNY Lehman College
Mercy College
Syracuse University

Austin Community College
Blinn College
Houston Baptist University
Lone Star College System
Rice University
Saint Edward's University
Southern Methodist University
Texas A&M University
Texas A&M University-Kingsville
Texas State University
Texas Tech University
Trinity University
University of Houston
University of St. Thomas
University of Texas at Austin
University of Texas-Permian Basin
University of Texas-San Antonio

Dillard University
Ouachita Baptist University
University of Arkansas
University of Arkansas at Pine Bluff

Davidson College
Duke University
Georgia College & State University
Georgia State University
Morehouse College
Spelman College
University of North Carolina at Chapel Hill
Vanderbilt University

Bloomsburg University of Pennsylvania
Franklin and Marshall College
Georgetown University
Kutztown University
Lycoming College
Montclair State University
Rosemont College
Rowan University
Rutgers University-Camden
Temple University
Trinity Washington University
University of Maryland College Park
University of Pennsylvania



A portrait of Dr. Kent Trachte, President of Lycoming College. He is a middle-aged man with short, graying hair, wearing black-rimmed glasses, a dark suit jacket, a white dress shirt, and a red tie with a repeating geometric pattern. He is smiling slightly and looking towards the camera. The background is a blurred indoor setting with warm, glowing lights.

“

The whole Lycoming community is benefiting from the presence of these smart, ambitious, prepared KIPP students.”

DR. KENT TRACHTÉ, *President, Lycoming College*

When Dr. Kent Trachte became president of Lycoming College in Williamsport, Pennsylvania, in 2013, one of his first priorities was to partner with KIPP. In his previous position as Dean of the College at Franklin & Marshall, Dr. Trachte experienced the impact that partnerships between K-12 and higher education can have for first-generation college students. With the strong support of the Lycoming faculty and college community, Dr. Trachte set a goal of attracting five to seven KIPP students in his first year. As a result of their tremendous outreach efforts, Lycoming far surpassed their goal, welcoming 23 KIPPsters in the fall of 2014. Already, KIPPsters are making an impact on campus; the president of the freshman class is a KIPP alumnus. “This partnership will open doors of opportunity for talented young people, regardless of background,” said Dr. Trachte. “The whole Lycoming community is benefiting from the presence of these smart, ambitious, prepared KIPP students.”



TRENTON JONES,

Freshman, Lycoming College and KIPP Sunnyside High School alum

As a senior at KIPP Sunnyside High School in Houston, Texas, Trenton Jones saw his hard work pay off when he was accepted at eight of the 10 colleges to which he applied. Feelings of pride and joy, however, quickly waned when limited financial aid put Trenton's dream of college in jeopardy. When representatives from Lycoming College visited Sunnyside in the spring, KIPP Through College counselor Rian Carkham made sure they met Trenton. After Trenton applied and was accepted to Lycoming, the school offered Trenton a generous financial aid package that included scholarships and grants.

"I promised my mom and dad that they would not pay anything for college," said Trenton. "To be able to fulfill that promise was a dream come true." Now on campus, Trenton has become involved in clubs, joined the cross-country team, and pledged a fraternity.

In addition to feeling supported by multiple faculty members and his coach, Trenton relies on his fellow KIPP alumni for support. His Spanish tutor, for example, is a KIPPster from New York, as are many of his friends. "We're all a big KIPP family," Trenton says.



ARE WE BUILDING A SUSTAINABLE PEOPLE MODEL?

Talented and dedicated educators are the heart of KIPP and the key factor behind student achievement and outcomes. To fulfill our mission and realize our goals in the years ahead, we need passionate people to join us, and stay with us year after year. In 2013-14, 93 percent of school leaders and 76 percent of teachers from the previous year returned to KIPP.

Because of the critical role they play in driving student achievement, we're making investments that ensure our teachers have the support they need to do their best work every day. At the school, regional, and national levels, we're aligned around providing our teachers with access to excellent curricular materials and assessment resources, as well as educational technologies, tools, and supplies to support their work in the classroom. We know that when our teachers have what they need and feel supported, they can focus on other high-leverage activities that help them hone their craft, such as analyzing

student data, innovating with colleagues, and working one-on-one with a skilled instructional coach who is committed to their development and effectiveness.

Since 2000, KIPP has been developing leaders through the KIPP School Leadership Programs (KSLP). As our schools and regions have grown, our leadership development programs have also continued to evolve. For example, we know, and data confirms, that when school leaders stay in their roles longer, students perform better. We're training our leaders to incorporate four Vital Behaviors into their day-to-day work to make the job of school leadership more sustainable. Developed in partnership with David Maxfield of VitalSmarts, these behaviors include distributing meaningful leadership responsibilities to others; backwards planning to prioritize goals effectively; being and leaning on lifelines inside and outside the school; and taking time to rest and renew mentally, emotionally, and physically.

In addition, we have continued to expand and differentiate our offerings to meet the needs of all levels of leadership, including grade-level chairs, assistant principals, current regional and school leaders, as well as leaders preparing to open a new KIPP school or take over leadership at an existing school.

Across the country, KIPP regional organizations are intentional about developing the talent in their buildings and ensuring that teachers and school leaders have time throughout the year to collaborate, observe one another, share, and learn together. Regional and school leaders also work to identify teachers from within their KIPP schools with an interest in pursuing school leadership, giving them formal and informal opportunities to develop management and leadership skills.



“ I was set up for success and given the confidence I needed to continue to raise the bar at SHARP.”

MICHELLE BENNETT, School Leader, KIPP SHARP College Prep Lower School



KIPP SHARP COLLEGE PREP LOWER SCHOOL, HOUSTON

With more than 800 students in grades PreK3 through four, KIPP SHARP in southwest Houston is one of the largest schools in the KIPP network. For Michelle Bennett, a founding teacher at SHARP and former assistant principal, taking the reins as school leader in 2013 was a big step, but one for which she felt prepared.

Michelle says her ability to hit the ground running as a school leader and ensure a seamless transition for her school community was many years in the making. Michelle credits her success to her predecessor's intentional mentoring and numerous hands-on school leadership opportunities, including working with budgets, leading data deep-dives with staff, hiring staff, and even giving school tours to prospective parents. In addition, Michelle attended the KIPP Foundation's training program for leaders preparing to become principals, participating in a multi-week summer program at the University of Chicago with a cohort of peers from across the country.





ARE WE BUILDING A SUSTAINABLE FINANCIAL MODEL?

To fulfill our mission of providing students in underserved communities with an enriching and academically rigorous education that prepares them for success in college and in life, our schools and regions must be strong public institutions that are built to last.

Like all public schools, KIPP public charter schools receive funding from federal, state, and local public sources to support the cost of operations. And like most public schools, KIPP schools also raise private funding to strengthen the impact of programs.

Due to KIPP's national footprint, public funding varies widely, ranging from \$4,200 per pupil in some communities to \$17,200 in others. The cost to grow and serve more students differs as well, with facilities costs, transportation costs, and local labor costs varying greatly across the 31 communities KIPP schools serve. As a result, there is no "one size fits all" business model for providing a high-quality KIPP education.

Our goal for financial sustainability is for KIPP regions to have reliable and renewable financial resources. We know that financially healthy KIPP regions all manage within a budget, accurately forecast revenue needs, ensure they take on only the debt they can afford, have strong internal controls, and prudently save as insurance to weather the unexpected.

These factors can be translated into a simple set of questions:

- **Do we have stable revenue sources?**
Regions that are able to accurately predict their funding requirements, the public dollars they will receive, and, as needed, the private funding they can raise, will be best able to provide students the rigorous education they need for success in college, career, and beyond.
- **Do we manage our expenses in a way that supports organizational goals?**
Carefully planning in advance and not spending beyond what it can afford is good financial management for any organization. For KIPP, it allows us to keep the sacred promises we make to our students.
- **Do we have a strong balance sheet?**
Incurring only reasonable amounts of debt, having the cash to pay for our financial commitments, and saving for a rainy day allow schools and regions to sustain operations through the unexpected.
- **Are we managing our risks?**
Responsible management—honoring our commitment to families and communities—requires us to minimize the risks that we can foresee and safeguard against those that we can't.

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 2013-14 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 October 2014 (2014-15 school year) while achievement data, student attrition, and teacher retention reflect the 2013-14 school year.

ENROLLMENT

The Report Card provides enrollment figures as of October 2014.

STUDENT DEMOGRAPHICS

The Report Card displays the percentage of students who qualify for the federal free and reduced-price lunch (FRPL) program (a proxy for family income), race/ethnicity percentages, and the percentage of students defined as having special needs, as of October 2014.

This year, 33 schools were unable to provide FRPL data because those schools are enrolled in the federal Community Eligibility Provision (CEP), which qualifies schools for 100 percent 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 have the words "CEP Eligible" in the place of an FRPL rate. Regions in which over half of schools are enrolled in CEP also have the words "CEP Eligible" in place of an FRPL rate on the regional page; CEP schools are also excluded from the national FRPL rate calculation.

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

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

STUDENT ATTRITION

The Report Card features student attrition data from the 2013-14 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 2013 and October 1 of 2014, 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 139 KIPP schools that were open in October 2013 and still open in October 2014.

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 and to fulfill the reporting requirements of the No Child Left Behind (NCLB) Act. 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- 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 that subject, and may encompass several EOC tests. Note that for the 2013-14 academic year, reading and math Smarter Balanced field test results were not reported by the California Department of Education.

STUDENT ACHIEVEMENT—NATIONALLY NORM-REFERENCED EXAMS

All KIPP students take Measures of Achievement Progress (MAP), a norm-referenced achievement exam, in reading and mathematics from first grade through eighth grade. The majority of our schools also administer MAP to kindergarten students. 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 50 percent of students nationally. From one year to the next, the average student will make one year of typical 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 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 tests that were administered during the 2013-14 school year. These graphs include all students who tested in the given season. On regional pages, quartile graphs begin with fall scores from kindergarten and 5th grade, and then show spring scores for all grades. On school pages, quartile graphs begin with the earliest season of data available; in some cases, this is kindergarten spring. On the national page, MAP results include the two KIPP Coastal Village schools, which were no longer within the KIPP network as of the fall of 2014. Percentages for norm-referenced tests may not add up to 100 due to rounding.

In order to provide a growth measurement as well, we also report the percentage of students who made one year or more of typical growth between fall and spring of the 2013-14 school year. For schools that did not test all students in the fall, growth from the prior spring was used (spring-to-spring) for non-entry grades. In these cases, new students are not counted, since they only have fall-to-spring growth records.

STUDENT ACHIEVEMENT—HIGH SCHOOL PERFORMANCE DATA

In addition to state test data, for high schools with senior classes, the Report Card also includes participation and performance data for college entrance exams (ACT or SAT) as well as Advanced Placement (AP) exams for all graduating seniors. 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 all graduating seniors.

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. All high school graduation, college matriculation, and college graduation data was tracked and verified by the region or school in the fall of 2014. 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 Governors 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, the percentage of students who start college, and the percentage of students who complete four-year college, we use Tom Mortenson's (2014) definition of low-income and the U.S. Census figures for 25-29 year-olds for U.S. average figures.

SCHOOL LEADER RETENTION

School leaders who were leading a KIPP school as of September 1, 2013, and as of the following September 1, 2014, returned to continue leading a KIPP school are considered retained as KIPP school leaders. School leaders who were leading a KIPP school as of September 1, 2013 and as of the following September 1, 2014, returned to continue working in a different capacity within the KIPP Team & Family are considered retained within the KIPP network. KIPP's total school leader retention figure is the sum of these two figures.

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. Teacher counts reflect the 2014-15 school year, and they represent the number of individuals rather than the full-time equivalency (FTE).

SOURCES

For the KIPP Foundation's 2013-14 audited financials, visit www.kipp.org/support.

Mortenson, Tom. "Unequal Family Income and Unequal Higher Educational Opportunity, 1970 to 2013." *Postsecondary Education OPPORTUNITY 267* (September 2014). <http://www.postsecondary.org/commondetail.asp?id=1583>.

U.S. Census Bureau. "Educational Attainment in the United States: 2014." Detailed Tables. <http://www.census.gov/hhes/socdemo/education/data/cps/2014/tables.html>.



BOARD OF DIRECTORS

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 nearly 60,000 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.

John Fisher, Chairman

President, Pisces, Inc.

Richard Barth, President

CEO, KIPP Foundation

Emma Bloomberg

Katherine Bradley

President, CityBridge Foundation

Philippe Dauman

President and CEO, Viacom, Inc.

Mike Feinberg

KIPP Co-Founder

Doris Fisher

*Founder, Gap Inc. and
Co-Founder, KIPP Foundation*

Reed Hastings

Founder and CEO, Netflix, Inc.

Don Fisher

*Founding Board Chair, Emeritus
September 3, 1928–
September 27, 2009
Founder, Gap Inc. and
Co-Founder, KIPP Foundation*

Martha L. Karsh

Founder, Karsh Family Foundation

Dave Levin

KIPP Co-Founder

Michael L. Lomax

President and CEO, UNCF

Mark Nunnally

Managing Director, Bain Capital

Carrie Walton Penner

Trustee, Walton Family Foundation

Susan Schaeffler

Founder and CEO, KIPP DC

José H. Villarreal

Senior Advisor, Akin Gump

Shawn Hurwitz

*Founding Board Member, Emeritus
President and CEO,
MAXXAM Property Company*

MARLENE SALAZAR

Fordham University '14

KIPP NYC alum



To view or download the
KIPP regional and school-level results,
please visit www.kipp.org/reportcard.



ARKANSAS

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

CALIFORNIA

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

COLORADO

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

DISTRICT OF COLUMBIA

KIPP DC AIM Academy
 KIPP DC Arts & Technology Academy
 KIPP DC College Preparatory
 KIPP DC Connect Academy
 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 Northeast Academy
 KIPP DC Promise Academy
 KIPP DC Quest Academy
 KIPP DC Spring 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 Vision Primary
 KIPP WAYS Academy
 KIPP WAYS Primary

ILLINOIS

KIPP Ascend Middle School
 KIPP Ascend Primary School
 KIPP Bloom College Prep
 KIPP Create College Prep

INDIANA

KIPP Indy College Prep Middle
 KIPP Indy Unite Elementary

LOUISIANA

KIPP Believe College Prep
 KIPP Believe Primary
 KIPP Central City Academy
 KIPP Central City Primary
 KIPP East Community 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 Elementary
 KIPP Academy Boston Middle School
 KIPP Academy Lynn Collegiate High School
 KIPP Academy Lynn Middle School

MINNESOTA

KIPP North Star Academy

MISSOURI

KIPP Endeavor Academy
 KIPP Inspire Academy
 KIPP Victory Academy

NEW JERSEY

KIPP Life Academy at Bragaw
 KIPP Newark Collegiate Academy
 KIPP Revolution Primary
 KIPP Rise Academy
 KIPP Seek Academy
 KIPP SPARK Academy
 KIPP TEAM Academy
 KIPP THRIVE Academy

NEW YORK

KIPP Academy Elementary School
 KIPP Academy Middle School
 KIPP AMP Elementary School
 KIPP AMP Middle School
 KIPP Infinity Elementary School
 KIPP Infinity Middle School
 KIPP NYC College Prep High School
 KIPP STAR Harlem College Prep Elementary School
 KIPP STAR Harlem Middle School
 KIPP STAR Washington Heights Elementary School
 KIPP TECH VALLEY
 KIPP Washington Heights Middle School

NORTH CAROLINA

KIPP Charlotte
 KIPP Gaston College Preparatory
 KIPP GCP Primary
 KIPP Halifax College Preparatory
 KIPP Pride High School

OHIO

KIPP Columbus Elementary
 KIPP Columbus Middle

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 Elementary
 KIPP Memphis Academy Middle
 KIPP Memphis Collegiate Elementary
 KIPP Memphis Collegiate High
 KIPP Memphis Collegiate Middle
 KIPP Memphis Preparatory Middle
 KIPP Memphis University Middle
 KIPP Nashville College Prep
 KIPP Nashville Collegiate High School

TEXAS

KIPP 3D Academy
 KIPP Academy
 KIPP Aspire Academy
 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 Leadership Elementary
 KIPP Austin Obras
 KIPP Austin Vista Middle School
 KIPP Camino Academy
 KIPP CONNECT Houston Middle School
 KIPP CONNECT Houston Primary School
 KIPP Courage College Prep
 KIPP Destiny Elementary
 KIPP Dream Prep
 KIPP Esperanza Dual Language Academy
 KIPP Explore Academy
 KIPP Generations Collegiate
 KIPP Houston High School
 KIPP Intrepid Preparatory School
 KIPP Legacy Preparatory School
 KIPP Liberation College Prep
 KIPP Northeast College Preparatory
 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 TRUTH Academy
 KIPP Un Mundo Dual Language Academy
 KIPP University Prep High School
 KIPP Voyage Academy for Girls
 KIPP ZENITH Academy