

PRINCIPAL PACKETS TEST

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This document is a beta version of KIPP:Chicago's **Principal Packet**. This proposed principal packet has two aims. First, and most importantly, to present our school leaders with actionable data and analysis to help our students achieve at the highest level. Secondly, is to provide a proof-of-concept that will move regional reporting *away from* PowerPoint style decks and towards more thoughtful, insightful, and informative reports. To this end, this report needs to include useful, clear data visualization that are explained and contextualized with incisive analytical prose, rather than the near meaningless, overly-simplified prolix of the dreaded bullet point.¹

¹ For more on the pitfalls of PowerPoints "cognitive style" please read Edward Tufte's excellent *The Cognitive Style of PowerPoint* (<http://bit.ly/SuaNBh>).

Graphics Test 1

THIS SECTION IS A TEST OF GRAPHING, especially of the marginal variety. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like "Huardest gefburn"? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

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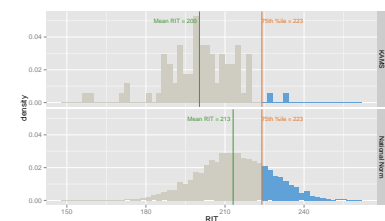


Figure 1: KAPS Kindergarten Distribution of RIT Scores versus the National Distribution of RIT Scores
n Fall 2012 Readin

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Enrollment, Attrition, & Attendance

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Highlights from the 2011-12 School Year

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MAP Results

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