

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>).

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Are we serving the children who need us?

This section should have a side table with region wide demographics from : Ethnicity (by school?) Gender FRL SPED ELL E

We currently enroll **X** students of whom **Y** are female and **Z** are male.

Racially we our students are Y% African American and Z% Latino. X% qualify for free or reduced lunch and S% have an accomodation.

Perhaps more pertinent the questoin denoting this section is to ask at what level are our studetns entering our schools and how does that compare to nationally?

Are our students staying with us?

This section should have a simply graph showing the proportions for kids leaving. We should probably also look at numbers leaving and reasons by grade (Are we losing kids at a predictable point?). A table should be included in a side bar showing reasons, counts, and percentages.

Historical mobility and attrition data

Enrollment and attendance

Are our students progressing and achieving academically?

ISAT last year MAP Results from last year MAP Results this year

Look at percentile/quartile movement fall to fall?

Results by sped?

Grade	Girls	Boys	Total
K	49 (47%)	49 (53%)	105
1st	49 (46%)	49 (54%)	106
2nd	51 (48%)	51 (52%)	106
5th	95 (56%)	95 (44%)	173
6th	49 (55%)	49 (45%)	89
7th	43 (49%)	43 (51%)	88
8th	45 (55%)	45 (45%)	82
Total	381 (51%)	381 (49%)	749

Table 1: KIPP Chicago Enrollment by Gender

Grade	Black	Latino	NA	Total
K	99 (94%)	6 (6%)	0	105
1st	100 (94%)	6 (6%)	0	106
2nd	98 (92%)	8 (8%)	0	106
5th	166 (96%)	3 (2%)	4	173
6th	89 (100%)	0 (0%)	0	89
7th	87 (99%)	1 (1%)	0	88
8th	81 (99%)	1 (1%)	0	82
Total	720 (96%)	25 (3%)	4	749

Table 2: KIPP Chicago Enrollment by Ethnicity

Are we supporting kids to and through college?

Graph of Selective versus no selective.

Do we attract and retain talented educators?

Teacher attrition rates Graph/table of exit reasons
Q12 and HSR results

Are we building a financially sustainable model?

Probably budget burn data here

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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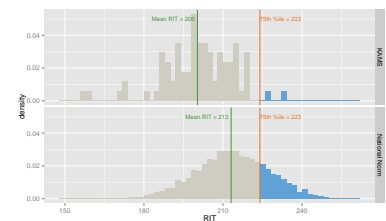


Figure 1: KAPS Kindergarten Distribution of RIT Scores versus the National Distribution of RIT Scores
n Fall 2012 Readin

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Enrollment, Attrition, & Attendance

Attendance

The KIPP Chicago **year-to-date attendance rate** is ****96%****. The YTD attendance rates for each of the three schools is 96%, 96%, and 96% for KAPS, KAMS, and KCCP, respectively.² Table ?? shows weekly attendance rates for year school as well as YTD attendance rates.

Daily Enrollement, our consequent daily attendance goal (96% of Enrollement), and daily attendance are displayed for each day by week in Figure . Clearly the three schools have seen incresing enrollment over the first eight weeks of the school year (through the week of September 24 for KAPS and KAMS and the week of October 15 for KCCP).

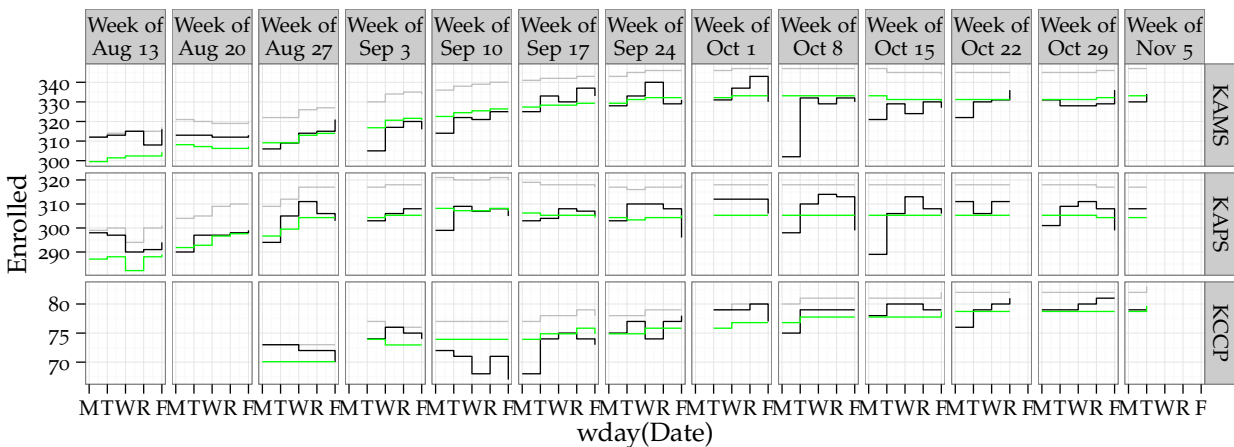
Highlights from the 2011-12 School Year

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Week of	KAMS	KAPS	KCCP
Aug 13	0.99	0.98	
Aug 20	0.98	0.96	
Aug 27	0.96	0.97	0.99
Sep 3	0.94	0.96	0.98
Sep 10	0.95	0.95	0.91
Sep 17	0.97	0.96	0.93
Sep 24	0.96	0.96	0.97
Oct 1	0.97	0.98	0.99
Oct 8	0.94	0.96	0.97
Oct 15	0.94	0.96	0.98
Oct 22	0.96	0.97	0.96
Oct 29	0.96	0.96	0.98
Nov 5	0.96	0.97	0.96

Table 3: KIPP Chicago Weekly Attendance Rates

² The school year for for began on August 13, 2012 for KAPS and KAMS and on August 27, 2012 for KCCP. Consequently all of the attendance analysis is bassed on data pulled from PowerSchool for the time between August 13 and today (November 6, 2012).



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MAP Results

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