

Evaluation of KIPP Atlanta Schools

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Contents

Acknowledgments	ii
Executive Summary	v
I. Introduction	1
A. The KIPP Atlanta Schools network	1
B. Prior research on KIPP impacts.....	1
II. Research Questions, Study Samples, and Outcome Measures.....	3
A. Research questions.....	3
1. Middle school analysis research question.....	3
2. High school analyses research questions.....	3
B. Study samples, data sources, and measures.....	3
1. Middle school impact analysis.....	3
2. Postsecondary descriptive analysis.....	4
3. High school impact analysis.....	5
III. Analysis of KIPP Atlanta Middle Schools.....	7
A. Overview of KIPP Atlanta middle schools	7
B. Impacts of KIPP middle schools on academic proficiency	9
IV. Analyses of KIPP Atlanta Collegiate High School.....	12
A. Overview of KIPP Atlanta Collegiate High School	12
B. Postsecondary Outcomes of KIPP Atlanta Alumni	13
C. Impacts of KIPP Atlanta Collegiate High School on postsecondary outcomes.....	16
1. KIPP Atlanta Collegiate High School’s impacts on early college enrollment.....	16
2. Longer-term impacts on college persistence, graduation, and workforce outcomes	18
V. Discussion.....	20
References.....	22
Appendix A Middle School Impact Analysis: Technical Specifications and Additional Output.....	24
A. Overview	25
B. Study sample	25
C. Data sources and outcomes.....	25

D. Creating the comparison group.....	27
E. Analytic approach	30
F. Results.....	32
<i>Pooled KIPP impacts (primary specification)</i>	32
School-specific impacts	35
APS-only sensitivity model.....	38
<i>Sensitivity checks: omitting missing data and 2021 outcomes</i>	40
Impacts with and without prior exposure to KIPP in elementary school	44
Appendix B High School Impact Analysis: Technical Specifications and Additional Output.....	46
A. Overview	47
B. Study sample	47
C. Data sources and outcomes	47
D. Creating the comparison group.....	51
E. Impact estimation and regression models	53
F. Results.....	53
Appendix C Postsecondary Descriptive Analysis: Technical Specifications and Additional Output.....	62
A. Overview	63
B. Data, measures, and analytic samples	63
C. Descriptive analysis approach.....	67
D. Results.....	67

Executive Summary

The Knowledge Is Power Program (KIPP) is the nation's largest network of public charter schools, designed to reach underserved communities with the goal of closing achievement gaps and preparing students to succeed in college and beyond. Research shows that KIPP has large, positive impacts on student achievement on a national basis, but less is known about the network's impacts in specific regions and settings. As of the date of this report, KIPP Atlanta Schools serves over 5,000 students across 11 schools and provides ongoing support to about 1,000 alumni through KIPP Forward. KIPP Atlanta's student population is predominantly Black and largely low-income.

In this evaluation, we assessed middle school achievement among KIPP students and examined the extent to which KIPP alumni enroll and succeed in college or enter the workforce, with the goal of informing strategic learning and external communications in the Atlanta context. The study consists of two complementary components: (1) an impact analysis of KIPP Atlanta middle schools, focusing on how KIPP affects student achievement, and (2) an analysis of the postsecondary outcomes of KIPP alumni who attended KIPP Atlanta Collegiate High School, including estimates of KIPP's impact on college readiness, college enrollment and persistence, and workforce outcomes.

An important limitation of this study's design is that the impact analyses relied on school-level baseline and outcome data. In the absence of data on individual students, statistical power was limited (meaning KIPP might have had additional effects on certain outcomes that this study could not detect). In addition, compared to a student-level design, the school-level study design was less able to account for particular observed or unobserved differences between the characteristics of KIPP and non-KIPP students, or student-level patterns of attrition and re-entry at KIPP schools over time.

Key findings from the study are as follows:

Across subjects and grade levels, attending a KIPP middle school is associated with large increases in the share of students scoring as "proficient" or "distinguished" on Georgia statewide assessments, with effects that typically grow with additional years at KIPP. By 8th grade, KIPP middle schools outperform comparable district schools by about 21 percentage points in math proficiency and 16 percentage points in English language arts; similarly large differences appear in science and social studies. These changes are wide-ranging: KIPP middle schools reduce the share of students in the beginning category and increase the share in more advanced categories, consistent with positive impacts among KIPP students of varying ability levels rather than improvement only among students who are already near proficiency.

KIPP Atlanta Collegiate High School has a large positive impact on college enrollment in the first year after high school graduation, and positive impacts on college persistence five years after graduation. However, these impacts do not translate into detectable effects on overall credential completion during the follow-up period. Importantly, data used in this study could not distinguish between two-year and four-year degree completion, limiting the study's ability to assess KIPP's impact on four-year college graduation rates in particular. In addition, the study examines labor market outcomes for students who entered college but did not earn a credential: KIPP alumni without a postsecondary degree are more likely to be employed than their peers from comparison schools.

I. Introduction

A. The KIPP Atlanta Schools network

Knowledge Is Power Program (KIPP) Metro Atlanta Schools is part of KIPP Public Schools, a national network of tuition-free public charter schools that began in 1994 as a 5th-grade program and later expanded through the creation of the nonprofit KIPP Foundation (KIPP Foundation 2023). KIPP began as a network of charter middle schools designed to serve underserved communities, with the goal of closing achievement gaps and preparing students to succeed in college. KIPP has since expanded its model to include elementary and high schools in most regions and augmented its goals to include preparing students to fulfill their postsecondary plans, regardless of which pathway they choose. Today, KIPP reports a nationwide network of 279 K–12 schools in 28 regions (KIPP Public Schools n.d.).

In metropolitan Atlanta, KIPP opened three middle schools in 2003 and has since grown to 11 schools across seven campuses (KIPP Atlanta Schools n.d.[a]). Specifically, KIPP Atlanta Schools runs 10 public charter schools and one district partner school serving students in Atlanta Public Schools (APS) and the Fulton County School District. KIPP Atlanta Collegiate High School—KIPP Atlanta’s only high school—was founded in 2011, with the class of 2015 as its inaugural graduating class (KIPP Atlanta Schools n.d.[a], 2024). Admissions are open to district residents, and when applications exceed available seats, KIPP Atlanta uses a random lottery with waitlists and documented enrollment priorities (KIPP Atlanta Schools n.d.[b]).

KIPP Atlanta serves a student population that is almost entirely Black and predominantly from low-income households, and currently it enrolls more than 5,000 elementary, middle, and high school students across its 11 schools. Over its 22-year history, KIPP Atlanta Schools has served tens of thousands of students and now employs about 950 staff. The organization also provides ongoing support to about 1,000 alumni through the KIPP Forward program.

B. Prior research on KIPP impacts

Prior research provides strong evidence that KIPP schools across the national network have produced meaningful improvements in student outcomes, including large increases in standardized test achievement (Angrist et al. 2010; Gleason et al. 2014; Knechtel et al. 2017; Tuttle et al. 2013, 2015). For example, using random-assignment admission lotteries in 13 oversubscribed KIPP middle schools, Tuttle et al. (2013) estimated that KIPP raised students’ test scores by 0.36 standard deviations in math and 0.15 standard deviations in English language arts (ELA) after two years. They also found that a well-implemented approach using a matched comparison group can yield similar estimates when lotteries are unavailable; in a broader non-experimental sample of 41 KIPP middle schools, they found positive, statistically significant effects across multiple subjects and grades. Evidence also suggests that KIPP elementary and high schools positively affect student outcomes, including academic outcomes and college-preparation behaviors such as Advanced Placement coursework and college application steps (Knechtel et al. 2017; Tuttle et al. 2015).

Fewer studies have examined KIPP’s longer-term outcomes, such as college entry and success, even though postsecondary attainment is central to KIPP’s mission. Two prior KIPP admission-lottery studies

extend the evidence base beyond test scores and suggest more favorable postsecondary outcomes, especially for students who participate in KIPP longer. Coen et al. (2019) documented positive effects of KIPP middle schools on key postsecondary outcomes, and Demers et al. (2023) found that longer-term postsecondary benefits are larger for students who take part in KIPP in both middle and high school than for students who participate in KIPP only in middle school.

Impact estimates on college enrollment are positive for students who were in KIPP during middle school, but the magnitude of that impact becomes much larger for students who stayed in KIPP through high school. Demers et al. (2023) found that students offered admission to a KIPP middle school are 3.8 percentage points more likely to enroll in a four-year college within three years of high school graduation (though this estimate is not statistically significant). Among students who attended KIPP in both middle school and high school, however, the study team found much larger impacts: a 30.5 percentage point increase on four-year college enrollment and 19.7 percentage point increase on college persistence (defined as persisting for at least three years, or six semesters, in a four-year college), as well as an 18.9 percentage-point increase in four-year college graduation within five years.

KIPP Atlanta Schools participated in these encouraging national studies on the impact of KIPP. However, research focused specifically on regional impacts, including how KIPP Atlanta students have compared with other students in the region during and after the COVID-19 pandemic, remains very limited. This report provides the first rigorous, local evidence on these topics.

II. Research Questions, Study Samples, and Outcome Measures

This evaluation focused on KIPP Atlanta’s contribution to student outcomes across the K–12 and postsecondary pipeline. The primary goals were to estimate the impacts of KIPP Atlanta middle schools on student achievement; describe college enrollment, persistence, and attainment outcomes for KIPP alumni; and estimate the impacts of KIPP Atlanta Collegiate High School on college outcomes.

A. Research questions

The evaluation was guided by five research questions focused on K–12 impacts and postsecondary outcomes. As explained in more detail below, we addressed these questions through two complementary analytical approaches: (1) impact analyses that estimated differences between KIPP schools and comparable non-KIPP schools, using school-level data; and (2) a descriptive analysis that summarized postsecondary outcomes for KIPP Atlanta alumni, using student-level data.

1. Middle school analysis research question

- What are the impacts on student achievement of KIPP Atlanta middle schools?

2. High school analyses research questions

- What percentage of KIPP Atlanta alumni enroll and persist in college?
- How have the postsecondary outcomes of KIPP enrollees changed over time?
- Do the students who attended KIPP for six or more years in middle and high school have better postsecondary outcomes than the KIPP student population as a whole?
- How do postsecondary outcomes at KIPP compare to those at other schools in the APS District?
- What are the impacts on student college readiness, college enrollment and persistence, and workforce outcomes of KIPP Atlanta Collegiate High School?

B. Study samples, data sources, and measures

This study drew on three distinct analytic samples, aligned with the three components of the evaluation: (1) a middle school impact analysis using school-level data on KIPP and other district middle schools, (2) a postsecondary descriptive analysis using student-level National Student Clearinghouse (NSC) records linked to KIPP administrative data, and (3) a high school impact analysis using school-level data on KIPP Atlanta Collegiate and other APS high schools. The following sections describe the data sources, cohort coverage, and outcomes measures for each sample.

1. Middle school impact analysis

Study sample. This component of the study relied on school-level data on student achievement and demographic characteristics maintained by APS and the Georgia Department of Education. Overall, the middle analysis included 13 cohorts of 5th-grade classes (with each cohort defined by the year students entered grade 5) spanning 2011–2012 through 2023–2024. The study sample included any cohort that

could be observed in grade 4 (baseline year) and for at least one outcome year.¹ The achievement data did not include the 2019–2020 school year because statewide assessments were canceled during the COVID-19 pandemic. In a sensitivity analysis, we also excluded 2020–2021 as an outcome year because statewide assessments requirements were suspended that year (see Appendix Table A.6).

The study sample covered five KIPP middle schools that opened between 2003 and 2020. Comparison schools included other traditional public and charter middle schools. For the four KIPP middle schools in APS, the comparison group included APS middle schools operating each year of the study period, and for KIPP South Fulton Academy in Fulton County School District, the comparison group included Fulton County middle schools in the South Fulton region that were operating each year.

During the study period, KIPP phased in elementary schools in APS intended to feed into each KIPP middle school. As a result, the elementary schools attended by KIPP middle school students shifted substantially over time. In the earlier years of the study period, most or all APS KIPP students entered KIPP for the first time in grades 5 or 6, after attending non-KIPP traditional public and charter elementary schools. However, in more recent years, a large majority of APS KIPP middle school students attended KIPP elementary schools beforehand. In contrast, KIPP South Fulton Academy does not have an associated elementary school, so its feeder elementary schools are entirely traditional public and charter schools in Fulton County.²

Data and measures. The middle school impact analysis used publicly available school-level data from the Georgia Department of Education. We compiled annual files from the first year available for this study (2010–2011) through 2023–2024, including school demographics and grade-level achievement outcomes for grades 3 through 8. The primary outcomes were statewide end-of-grade assessment results reported by school, grade, and subject—math and ELA (grades 5–8), science (grades 5 and 8), and social studies (grade 8)—measured as the percentage of students who are in each performance category: beginning, developing, and proficient or distinguished.³

2. Postsecondary descriptive analysis

Study sample. This component of the study relied on a student-level database of formerly enrolled KIPP students, matched with student-level postsecondary outcome data provided by NSC. The postsecondary

¹ Data availability varied by cohort, depending on how long each cohort entering 5th grade could be followed in the data set. The most recent cohort—students in 5th grade in 2023–2024—could be observed for one year (5th grade only). The 2022–2023 5th-grade cohort could be observed in 5th and 6th grade, and the 2021–2022 cohort could be observed in 5th through 7th grade. The remaining 10 cohorts could be followed across the full middle school span (grades 5 through 8).

² To assess whether middle school impacts differed for cohorts with versus without prior KIPP elementary enrollment, we estimated an additional specification that allowed impacts to vary in the transition years when KIPP 4th graders naturally moved into the corresponding KIPP middle school for 5th grade (see Appendix Table A.7).

³ We combined the proficient and distinguished categories because, in many schools and years, the share of students scoring as distinguished was very small or zero. In such cases, estimated impacts can be difficult to interpret due to a floor effect and because small numbers of students can drive unstable percentages. In the findings to follow, we focus on the combined percentage of students in the proficient or distinguished for each subject. Appendix Table A.3 presents the full set of results across all subjects and performance categories.

descriptive analysis included 5,332 students who enrolled in KIPP Atlanta Schools in grades 5–12 and had an on-track high school graduation date between 2015 and 2024. The sample included students who attended KIPP schools in APS as well as KIPP South Fulton Academy. To examine how outcomes varied across students' experiences in KIPP, we characterized dosage and enrollment patterns using students' KIPP enrollment histories (for example, whether students ever enrolled in a KIPP school, whether they were enrolled in KIPP for at least six of the eight middle and high school grades, and whether they graduated from KIPP Atlanta Collegiate High School).

Data and measures. We measured students' postsecondary outcomes by matching KIPP Atlanta's student-level administrative records (enrollment histories and KIPP graduation status) to student-level NSC data on college enrollment, persistence, and degree completion. We requested NSC records through spring 2025 for the full roster of students who took part in KIPP in middle and high school. Students who matched to an NSC record were classified as having enrolled in postsecondary education; students with no match were classified as not having attended any postsecondary institution. We also used NSC degree indicators to measure college graduation for the first five cohorts with sufficient follow-up time.⁴ Because we could not observe high school graduation status for students who did not graduate from KIPP Atlanta Collegiate High School, we used a standard grade progression to define the expected high school graduation timing for all students in our sample, including KIPP graduates and students who attended KIPP in earlier grades but did not complete high school at KIPP.

Our primary outcome was college enrollment in the fall after expected high school graduation ("on-time" college enrollment), an outcome we could observe for all study cohorts. Examining this outcome made it possible to describe trends over time across all graduating classes in the descriptive sample. For the first six cohorts, we also examined whether students graduated from a four-year college within five years or remained on track to complete a four-year degree (defined as being enrolled part or full time in the 10th semester after high school). To provide more context, we also examined secondary outcomes, including enrollment and persistence at any college (including enrollment after three years and enrollment in two- and four-year programs), alternative persistence measures (such as total semesters enrolled and consecutive enrollment), and descriptive characteristics of the colleges attended (such as selectivity, graduation rates, and student socioeconomic composition). Full definitions can be found in Appendix Table C.1.

3. High school impact analysis

Study sample. This component of the study relied on school-level data, maintained by the Georgia Department of Education, on the demographic characteristics and postsecondary outcomes of high school graduates. The high school impact analysis focused on KIPP Atlanta Collegiate High School and included graduating cohorts with one to six years of data on college enrollment, college persistence, and workforce outcomes. The KIPP sample included nine cohorts of graduating classes, spanning the 2014–2015 class (the school's first graduating class) through the 2022–2023 class. The comparison group

⁴ We did not calculate graduation outcomes for the 2020–2021 through 2023–2024 graduating cohorts because many students had not yet had time to complete a four-year degree within five years by spring 2025.

consisted of other APS traditional public high schools and charter high schools operating during the study period—11 comparison high schools in total.

Data and measures. The high school impact analysis drew primarily on publicly available school-level data compiled from 2010–2011 through 2023–2024 from multiple sources. These sources included Georgia Department of Education public school-level files on cohort demographic characteristics, prior middle school achievement, and college readiness (average SAT and ACT composite scores), as well as postsecondary and workforce outcome data from the Georgia Governor’s Office of Student Achievement’s (GOSA) High School Graduate Outcomes reporting based on GA AWARDS, the statewide longitudinal data system.. We measured postsecondary enrollment by institution location and type and by the timing of enrollment—in the fall after high school graduation or within one calendar year after high school graduation. We also examined longer-term outcomes at five and six years after graduation for cohorts observable that far out, including enrollment, credential attainment, the highest credential earned, and employment status.⁵ In addition, we used outcomes from an APS public report that provides measures of “seamless” college enrollment and year-to-year persistence among on-time high school graduates for selected cohorts (graduating classes 2017–2022, with seamless enrollment reported through 2023).⁶ See Appendix B for the full list of outcomes, definitions, and follow-up periods.

⁵ The five- and six-year GA AWARDS outcomes used in this analysis understate both college enrollment and credential attainment rates of students pursuing degrees outside of public institutions in Georgia. At the time the analytic files were downloaded, the matching process for later postsecondary outcomes did not fully refresh NSC records for all graduates in each follow-up year, and did not capture all enrollments outside of Georgia public institutions. After the study was completed, subsequent GA AWARDS dashboard refreshes incorporated updated NSC information for more recent cohorts, resulting in higher reported five-year enrollment and credential rates than those in the files used for this analysis. To avoid confusion about these data updates, in this report we emphasize the estimated impacts on these outcomes rather than the reported outcome means. These data limitations are unlikely to seriously bias impact estimates because the underreporting issues affected all students in the sample (KIPP alumni as well as students in the study’s matched comparison group).

⁶ The APS Postsecondary Enrollment Trends report defines seamless college enrollment as having enrolled in college by October 1 in the fall after graduating high school. The outcomes are measured using data from NSC and only measured on students who graduated high school in four years. See Appendix Table B.2 and Atlanta Public Schools Postsecondary Enrollment Trends report, 2012–2023, for additional information.

III. Analysis of KIPP Atlanta Middle Schools

This section addresses the study's first research question: What are the impacts on student achievement of KIPP Atlanta middle schools? We first provide an overview of the students who attend KIPP middle schools, using student achievement and demographic measures to describe the populations served when they enter KIPP middle schools and when they transition to high school. We then describe our quasi-experimental comparison-group design used to estimate differences in grade-level achievement between KIPP middle schools and other district middle schools (Box III.1). We conclude by presenting impact findings for key achievement outcomes, including the share of students scoring as proficient or distinguished and related shifts across performance levels.

A. Overview of KIPP Atlanta middle schools

KIPP Atlanta's five middle schools serve grade 5 through 8 students in Atlanta and Fulton County. Each school serves about 300 to 400 students. Most students are Black and from low-income families: the average cohort in our analysis is 93 percent Black and 72 percent directly certified for eligibility for free school meals. Students also tend to experience growth in academic proficiency in core subjects between 4th grade (before entering middle school) and 8th grade. For example, in ELA, the share of students in the average cohort who scored in the lowest proficiency category (beginning) on statewide exams falls from 38 percent in fourth grade to 24 percent in eighth grade, the share in the middle category (developing) rises from 35 to 40 percent, and the share scoring in the highest categories (proficient or distinguished) rises from 27 percent to 36 percent (Table III.1). Similarly, in math, the share in the beginning category falls from 38 percent to 29 percent (–9 points) from 4th to 8th grade, and proficient or distinguished increases from 25 percent to 32 percent (+7 points).

Trends in the available assessment data indicate that achievement at KIPP Atlanta middle schools declined during the COVID-19 pandemic and has rebounded partially since that time. Prior to the pandemic, achievement levels were relatively high: in 2019, 48 percent of KIPP 8th-grade students scored at the proficient or distinguished level in ELA, and 54 percent did so in math. Achievement declined sharply during the pandemic period. In 2021–2022, 29 percent of KIPP 8th graders scored proficient or distinguished in ELA, and 19 percent did so in math. In the most recent year with available data (2023–2024), achievement had improved but had not yet returned to pre-pandemic levels, with 33 percent scoring proficient or distinguished in ELA and 29 percent in math.

These descriptive figures help characterize the students KIPP serves and the outcomes observed over time, but by themselves, they do not show the impact of attending a KIPP middle school. To estimate KIPP's effect on achievement growth from grades 5 through 8, we relied on the study's comparison-group design, which contrasts KIPP outcomes with outcomes for similar, non-KIPP schools (Box III.1).

Table III.1. Changes in ELA and math proficiency distributions from 4th to 8th grade for students in KIPP middle school cohorts

Proficiency measure	4th grade	8th grade	4th- to 8th-grade change
ELA proficiency (%)			
Beginning	38%	24%	-14 p.p.
Developing	35%	40%	+5 p.p.
Proficient or distinguished	27%	36%	+9 p.p.
Math proficiency (%)			
Beginning	38%	29%	-9 p.p.
Developing	38%	39%	+1 p.p.
Proficient or distinguished	25%	32%	+7 p.p.

Source: Georgia Department of Education's school data extracts.

Note: The incoming 4th-grade sample includes all KIPP middle school years with available proficiency data for students in grade 4 before middle school entry (2010–2011 through 2022–2023). The 8th-grade sample includes all years with available 8th-grade proficiency data for KIPP middle schools (corresponding to cohorts observed in 8th grade from 2014–2015 through 2023–2024). Achievement results are based on the Criterion-Referenced Competency Tests through 2013–2014 and the Georgia Milestones End-of-Grade assessments thereafter. Percentages within each grade and subject might not sum to 100 due to rounding.

Box III.1. Study design and methods for estimating middle school impacts

To estimate the impacts of KIPP Atlanta middle schools, we used a quasi-experimental comparison-group design that compares KIPP schools to similar, non-KIPP middle schools. The unit of analysis is school-by-year, with outcomes measured at the grade level (in other words, this component of the study did not use student-level data). The comparison group includes all non-KIPP middle schools operating in the outcome year in the relevant district—APS for KIPP schools located in APS and the Fulton County School District for KIPP South Fulton Academy.

To ensure the comparison schools were similar to the KIPP middle schools, we constructed one set of analytic weights for (thus creating five separate sets of weights). Weights were constructed so that for each KIPP middle school, the weighted average of student characteristics at the non-KIPP schools was similar to the characteristics of students at the KIPP school—in particular, the demographic characteristics and achievement levels of students' in each middle school's feeder elementary schools. We then measured impacts by comparing the average outcomes among students at KIPP middle schools and those at comparison schools, using a weighted regression model that accounted for the year in which students were in 5th grade along with their cohort's 3rd- and 4th-grade demographics and achievement.

More details on outcome measures, the handling of missing data, balancing results, technical specifications, sensitivity analyses,⁷ and KIPP middle school-level impacts can be found in Appendix A. ▲

⁷ We conducted four sensitivity analyses: we (1) re-estimated the model using only the four KIPP middle schools in APS (excluding KIPP South Fulton Academy) to assess impacts in the district where KIPP is most concentrated; (2) excluded spring 2021 outcomes, when statewide testing participation was optional in the district; (3) conducted a complete-case analysis that dropped school-by-year observations missing pre-test or post-test data; and (4) estimated a variation of the model that separately measures impacts for KIPP middle schools in two different situations—the years when the main feeder elementary schools were near traditional public elementary schools and the years when the main feeder elementary schools were also KIPP schools. We also estimated impacts separately for each KIPP middle school. Results can be found in Appendix Tables A.4–A.7.

B. Impacts of KIPP middle schools on academic proficiency

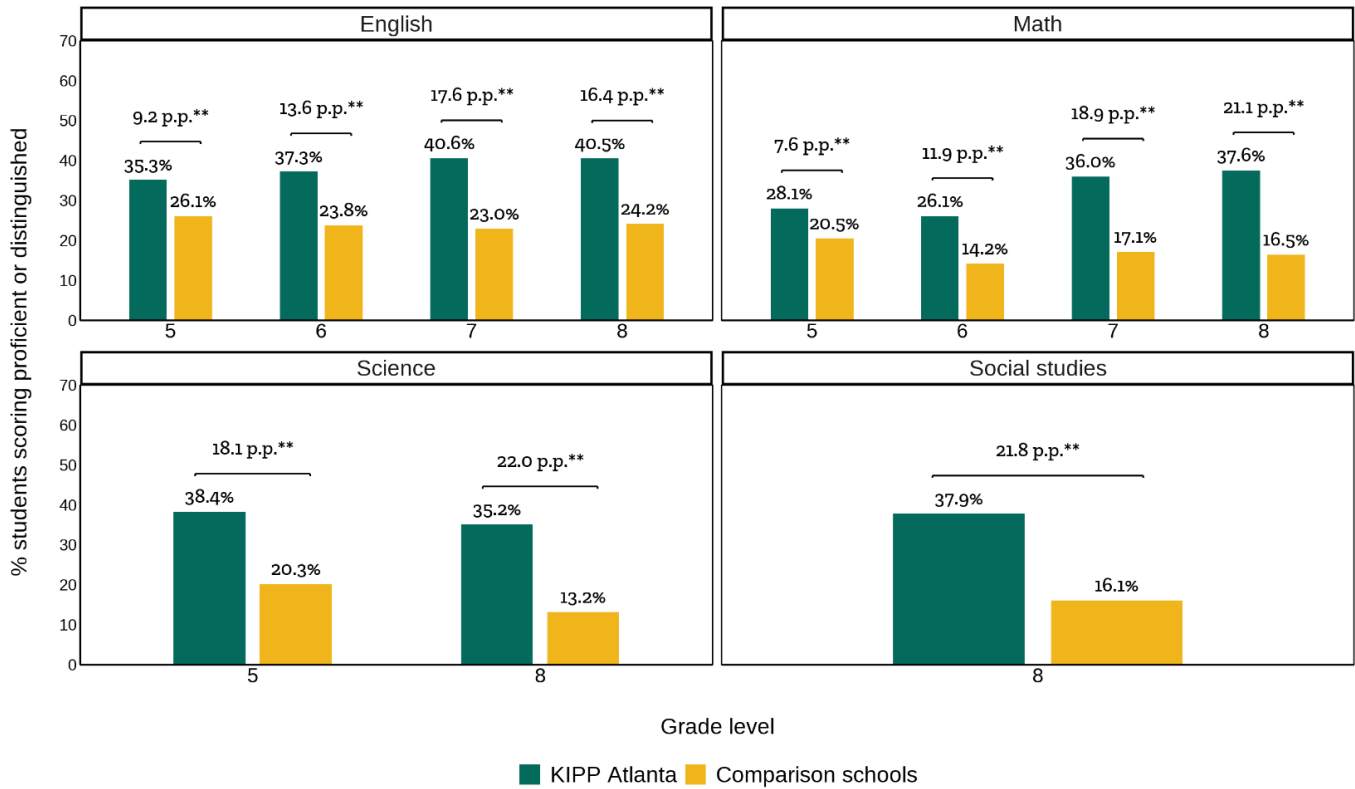
Students attending KIPP Atlanta middle schools are more likely to score at the proficient or distinguished levels compared with students in similar, non-KIPP schools. Positive effects appear and typically grow across grade levels for ELA, math, and science (Figure III.1). For example, in ELA, KIPP schools outperform comparison schools by about 9 percentage points in 5th grade.⁸ By the time KIPP students finish 8th grade, they are 16 percentage points more likely to score at the proficient or distinguished levels. Math shows similar gains, with differences steadily growing for each additional year at KIPP (8 percentage points in 5th grade to 21 percentage points in 8th grade). KIPP schools also outperform in 5th-grade science by about 18 percentage points and by 22 percentage points in 8th grade. Although we do not know the trajectory of social studies achievement throughout middle school, by the time KIPP students reach 8th grade, they are 22 percentage points more likely to score as proficient or distinguished in the subject.

Compared with similar district middle schools, KIPP middle schools shift the full achievement distribution upward—substantially lowering the share of students at the beginning level. Across subjects and grade levels, the share of students scoring at the beginning level at KIPP schools is much lower than at comparison schools, and the share scoring as proficient or distinguished is substantially higher at KIPP schools than at comparison schools. At the same time, the share of students in the middle category (developing) is largely similar at KIPP and comparison schools, suggesting that KIPP is likely moving one group of students from beginning to developing and a similar-sized group from developing to proficient/distinguished. In 8th-grade math, for example, KIPP schools have about a 20 percentage-point lower share of students at the beginning level (46 percent vs. 27 percent) and about a 21 percentage-point higher share scoring proficient or distinguished (17 percent vs. 38 percent), but the developing share is nearly unchanged (37 percent vs. 36 percent) relative to comparison schools (Figure III.2). See Appendix Table A1 for a full set of impacts for each subject, grade, and proficiency category.

These results reflect improvement across the full range of student performance, not just increases at the top. In other words, this pattern suggests the gains among KIPP students are not driven only by those who were already close to proficient but also by meaningful progress among students who started further behind.

⁸ Most district elementary schools in APS and Fulton County serve grades K–5. For these schools, 5th-grade outcomes come from the same school as the cohorts attended in 3rd and 4th grade. For grades 6 through 8, we measured outcomes using the middle school that the elementary school students typically go on to attend.

Figure III.1. Attending KIPP middle schools raises the likelihood of scoring as proficient or distinguished in all subjects and grades

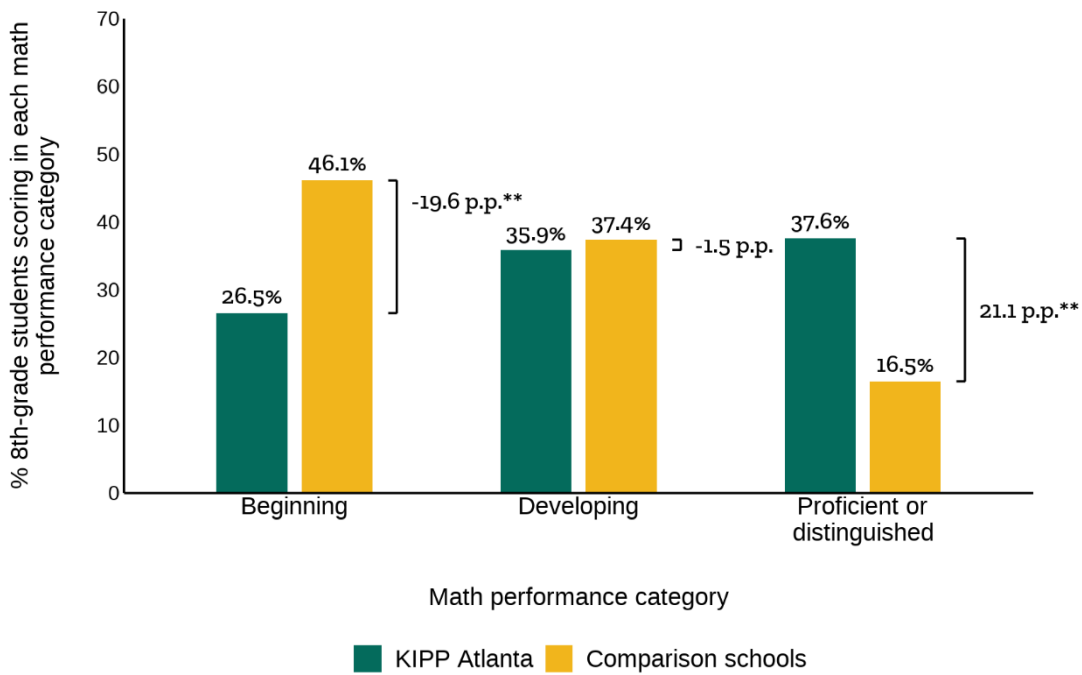


Source: Georgia Department of Education’s school data extracts.

Note: The sample includes the five KIPP middle schools. The 5th-grade sample of comparison schools includes 90 district schools (elementary and some middle) that served 5th grade. The 6th- and 7th-grade sample includes 36 comparison middle schools, and the 8th-grade sample includes 33 comparison middle schools. The model weighs each cohort of comparison schools to resemble the KIPP middle schools, pools all years of data available for each cohort, and controls for student demographics and prior achievement. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

Figure III.2. KIPP boosts 8th-grade achievement by reducing beginning rates and increasing proficient or distinguished rates



Source: Georgia Department of Education's school data extracts.

Note: The sample includes the five KIPP middle schools and 33 comparison middle schools. The model weighs each cohort of comparison schools to resemble the KIPP middle schools, pools all years of data available for each cohort, and controls for student demographics and prior achievement. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

IV. Analyses of KIPP Atlanta Collegiate High School

This section addresses the evaluation’s research questions about the postsecondary outcomes of KIPP alumni, including (1) how KIPP Atlanta alumni fare in college and how those outcomes vary over time and by students’ duration in KIPP, and (2) the impacts of KIPP Atlanta Collegiate High School on college readiness and postsecondary outcomes. First, we describe the students who attend KIPP Atlanta Collegiate High School, including their demographic profile and academic achievement before high school. Next, we discuss our approach to describing the postsecondary outcomes for KIPP alumni at the student level (Box IV.1) and present descriptive findings on college enrollment, persistence, and credential attainment. We then present the quasi-experimental comparison-group design (using school-level data) used to estimate differences between KIPP Atlanta Collegiate and similar APS high schools (Box IV.2) and discuss our findings on KIPP’s impact on college readiness and postsecondary outcomes.

A. Overview of KIPP Atlanta Collegiate High School

KIPP Atlanta Collegiate High School is KIPP Atlanta’s only high school, serving grades 9–12 in southwest Atlanta. The school opened in 2011 and phased in one grade per year, graduating its first senior class in spring 2015. Most students enter the high school from KIPP Atlanta middle schools, though the school also enrolls students from non-KIPP schools when seats are available. Besides a rigorous academic program, KIPP Atlanta Collegiate High School provides comprehensive college and career supports through KIPP Forward, including college counseling, career counseling, and post-graduation persistence advising to help students navigate key transition points after high school.

KIPP Atlanta Collegiate High School’s enrollment has grown from roughly 500 students in 2015 to more than 800 students today. Its students are predominately Black and from low-income households. For example, this evaluation includes graduating cohorts from 2015 through 2023, in which 98 percent of students are Black and about two-thirds are directly certified for eligibility for free school meals. Students who enroll at the high school—most of whom also attended a KIPP middle school—enter with strong prior achievement. For the 8th-grade cohorts in this study, for example, only about 10 to 12 percent were not meeting grade-level expectations in ELA and math.

In our descriptive analysis sample of 5,332 students who attended a KIPP middle or high school and had an opportunity to graduate during the study period, about one-quarter (1,396 students) graduated from KIPP Atlanta Collegiate High School, and 17 percent (918 students) attended KIPP schools for six or more years across middle and high school. These groups are not mutually exclusive, as many students with longer KIPP enrollment also graduated from KIPP Atlanta Collegiate High School. The remainder of this section focuses on students who attended KIPP for six or more years (in addition to the larger group of all KIPP attendees) because this is the group that KIPP Atlanta monitors internally to track students with strong and sustained enrollment patterns. Appendix C presents descriptive outcomes for graduates of KIPP Atlanta Collegiate High School.

B. Postsecondary Outcomes of KIPP Atlanta Alumni

In our descriptive analysis, we focused on patterns of college enrollment, persistence, and credential attainment for eligible cohorts of KIPP alumni. We also examined how these outcomes varied over time, by students' duration at KIPP, and relative to regional benchmarks (Box IV.1).

Box IV.1. Descriptive analysis of postsecondary outcomes using NSC data: Overview of sample and approach

To describe college enrollment and attainment patterns for KIPP Atlanta alumni, we used student-level NSC data for an eligible sample of students who enrolled in KIPP Atlanta in grades 5–12 and had on-track high school graduation dates between 2015 and 2024. We included students if they attended KIPP middle or high school at any time (that is, without requiring continuous enrollment or high school completion). The earliest eligible cohort included students who entered 5th grade in 2007 (since they were on track to enter 9th grade when KIPP Atlanta Collegiate opened in fall 2011), and later cohorts also included students who first enrolled in KIPP during high school—up to grade 12 in 2024.

The findings from this descriptive study should not be interpreted as impact estimates; in other words, they do not tell us what effect KIPP had on the aforementioned outcomes. We used this study to summarize postsecondary outcomes overall and by cohort, with additional breakdowns by KIPP dosage, including students who ever enrolled at KIPP or enrolled for at least six of the eight middle and high school grades.⁹ Where feasible, we also benchmarked the outcomes of KIPP alumni against district, state, and national reference points. More details on outcome definitions, cohort construction, benchmarking methods, and any exploratory outcomes and sensitivity checks can be found in Appendix C. ▲

Overall, about half of KIPP students enroll in college on time, and over one-fifth earn a four-year degree within five years. Among the KIPP cohorts eligible to graduate high school in 2015–2023, 51 percent of students enrolled in college immediately after high school, and 61 percent enrolled in college within three years.¹⁰ Among cohorts with at least five years of postsecondary data, 23 percent of students had earned a four-year degree or were on track to earn one five years after high school (see Appendix Tables C.2 and C.3). We also examined how college enrollment rates changed over time for KIPP alumni, particularly during and after the COVID-19 pandemic. On-time enrollment declined gradually before the pandemic, from 59 percent in 2015 to 51 percent in 2019, and then fell more sharply during the pandemic, dropping to 47 percent in 2020 and 42 percent in 2021 (Figure IV.1). Beginning in 2022, enrollment rebounded, rising to 54 percent in 2023—similar to rates just before the pandemic but still below the highest pre-pandemic levels.

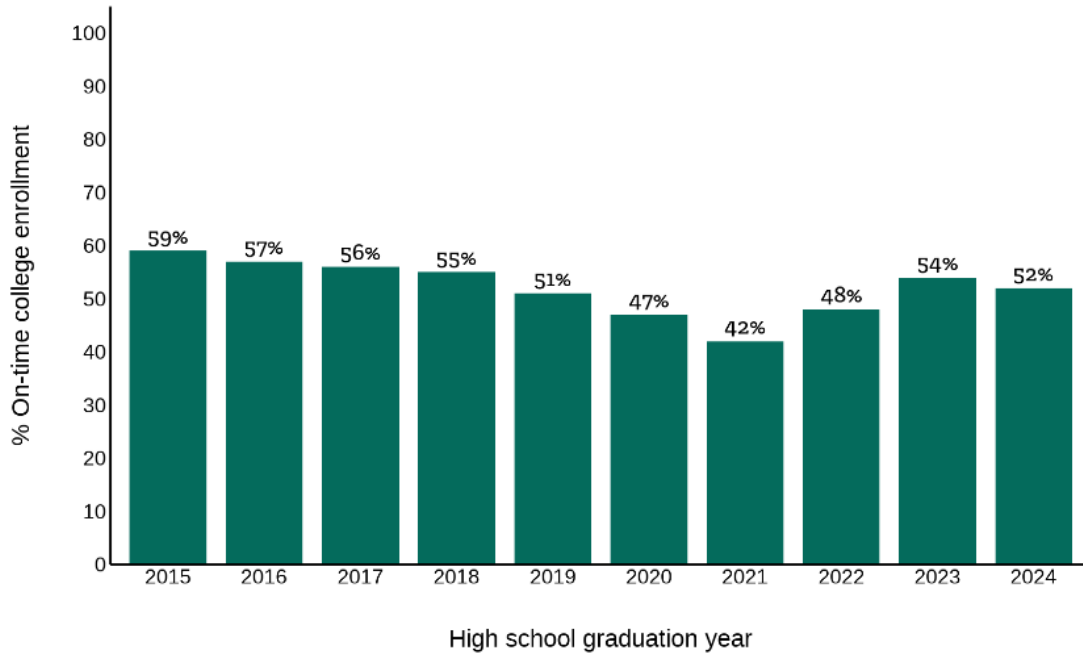
College enrollment and persistence outcomes are much stronger for students who spend at least six years at KIPP middle and high schools. Among students who took part in KIPP for six or more years, 68 percent enrolled in college immediately after high school, 74 percent enrolled in college within three

⁹ We examined a third dosage group: students who graduated from KIPP Atlanta Collegiate High School (regardless of the length of time spent in KIPP). Because most of the students who attended KIPP schools for six or more grades also graduated from KIPP, this report focuses on the former group. Appendix C presents the outcomes for high school graduates.

¹⁰ Over the study period, 45 percent of students enrolled in four-year colleges and 7 percent enrolled in two-year colleges immediately after high school. Within three years after high school, 53 percent enrolled in a four-year college and 13 percent enrolled in a two-year college.

years after high school, and 28 percent had earned a four-year degree or were on track to earn one five years after high school (Figure IV.2). In this group, college enrollment rates declined somewhat in the years before the pandemic, but the enrollment rates held steady during the pandemic itself and show signs of a post-pandemic rebound in 2022 and 2023.¹¹

Figure IV.1. On-time college enrollment fell during the pandemic and has rebounded in recent cohorts

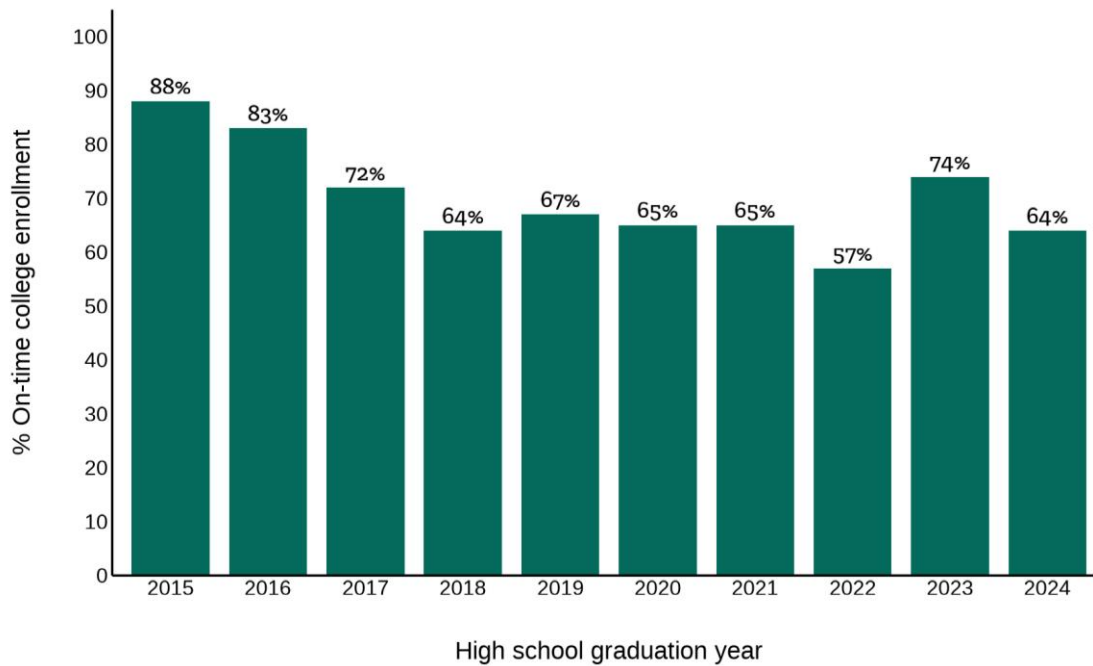


Source: KIPP Atlanta administrative data, Fulton County School District administrative data, and NSC.

Note: The sample includes 5,332 students who attended KIPP Atlanta Schools and had on-track high school graduation dates of 2015 through 2024.

¹¹ We also saw changes over time in the types of institutions students attend immediately after high school. In more recent cohorts, among all KIPP students and among full-dosage students, a larger share of students enrolled seamlessly in two-year colleges compared with earlier cohorts, which more often enrolled in four-year colleges (see Appendix Table C.5). This shift might reflect broader post-pandemic changes in college-going behavior or changes in local postsecondary options and supports. Taken together, the figures show that although on-time enrollment dipped during the pandemic and has not fully returned to peak pre-pandemic levels, the pattern of higher on-time enrollment among students with longer exposure to KIPP persists across pre-pandemic, pandemic, and post-pandemic cohorts.

Figure IV.2. Students who attend KIPP schools for most or all of middle and high school enroll in college on time at especially high rates



Source: KIPP Atlanta administrative data, Fulton County School District administrative data, and NSC.

Note: The sample includes 5,332 students who attended KIPP Atlanta Schools for six or more years between middle and high school and had on-track high school graduation dates of 2015 through 2024.

KIPP Atlanta Collegiate High School’s on-time college enrollment rates are consistently higher than those of regional and national benchmarks. APS reports that, districtwide, 51 percent of on-time graduates seamlessly enrolled in college in 2015; this rate rose to 62 percent in 2018 and has remained roughly between 55 and 58 percent since then (Atlanta Public Schools 2024). Across cohorts, KIPP students who attended KIPP schools for most or all of middle and high school exceeded these district rates. At the national level, NCES reports that 36 percent of Black high school completers immediately enrolled in college in 2022 (National Center for Education Statistics 2024). In comparison, APS reports that 51 percent of Black students districtwide seamlessly enrolled in 2023, including 72 percent of Black students who graduated from KIPP Atlanta Collegiate High School—about 21 percentage points higher than the districtwide rate and roughly double the national benchmark.

Taken together, these descriptive comparisons suggest that KIPP graduates enroll on time at rates above district benchmarks and well above national benchmarks. However, these benchmark comparisons do not isolate KIPP’s *contribution* to college outcomes because KIPP students and APS students (as well as Black students nationally) likely differ in important ways—particularly with respect to prior academic achievement, given KIPP’s strong impacts on K–12 achievement. To estimate KIPP’s impact on college outcomes, we used a comparison-group design to estimate differences in college readiness and postsecondary outcomes between KIPP Atlanta Collegiate and similar APS high schools, adjusting for baseline differences, as discussed in the next section.

C. Impacts of KIPP Atlanta Collegiate High School on postsecondary outcomes

This section presents findings from the high school impact analysis of KIPP Atlanta Collegiate High School. We begin with a brief overview of the analytic approach (Box IV.2), followed by the study's impact results for the outcomes of college enrollment, postsecondary persistence, credential attainment, and employment status at five years after graduation.

Box IV.2. Study design and methods for estimating high school impacts

To estimate the impacts of KIPP Atlanta Collegiate High School, we used a quasi-experimental comparison-group design similar to that used for the middle school analysis, comparing KIPP Atlanta Collegiate High School to similar non-KIPP high schools. The sample included nine cohorts of high school graduates (classes of 2015 through 2023). This component of the study did not use student-level data: the unit of analysis was school-by-year, with outcomes measured up to six years after high school graduation.

To ensure the comparison group of schools was similar to KIPP Atlanta Collegiate High School, we constructed analytic weights for the non-KIPP APS high schools based on their similarity to KIPP Atlanta Collegiate in terms of each cohort's baseline feeder-school characteristics.¹² We then estimated regression-adjusted impacts using weighted regression models that pool across cohorts and account for remaining differences through covariate controls, summarizing overall differences between KIPP and comparison schools.¹³ More details on the outcomes measures, balancing results, technical specifications, and sensitivity analyses can be found in Appendix B. ▲

1. KIPP Atlanta Collegiate High School's impacts on early college enrollment.

One year after high school graduation, students from KIPP Atlanta Collegiate High School are 16.8 percentage points more likely to be enrolled in postsecondary education than students from comparison high schools (Table IV.1).¹⁴ Correspondingly, KIPP graduates are 9.6 percentage points less likely to

¹² KIPP's combination of serving many students from low-income households while enrolling students with relatively high baseline proficiency made comparison-group construction especially complex, as we sought to balance comparison schools on both socioeconomic status and achievement. Using our weighting approach, we achieved adequate balance on direct certification rates and on the middle of the achievement distribution (where most students score), so the weighted comparison group closely matched KIPP on these core baseline characteristics. However, we could not fully match the lowest and highest proficiency levels, with KIPP schools having larger shares at the highest proficiency levels and lower shares at the lowest proficiency levels. The inclusion of these proficiency rates as covariates in the impact model was designed to account for these remaining differences. More details on the weighting approach and balance diagnostics can be found in Appendix B.

¹³ We estimated two versions of the high school impact model. Model 1 (shown in the main text) adjusted for feeder-school direct certification and summarized differences associated with students' overall KIPP trajectory—capturing the contribution of KIPP Atlanta Collegiate High School and any earlier KIPP exposure as reflected in students' preparation entering high school. Model 2 (reported in Appendix B) added cohort-aligned baseline achievement, chronic absenteeism, and race/ethnicity to better isolate the incremental contribution of attending KIPP Atlanta Collegiate High School.

¹⁴ The large estimated impact should be interpreted as the difference associated with the full pre-high school and high school trajectory of KIPP students because this model adjusts only for socioeconomic measures and does not account for baseline academic proficiency. When we add prior achievement and demographics to the model, the estimated difference in college enrollment falls substantially—to about 2.2 percentage points (see Appendix Table B.4). This is because prior achievement reflects students' readiness to enter high school, including gains accrued while attending a KIPP middle school. This pattern is consistent with national evidence from KIPP admission-lottery studies

directly enter the labor market and 5 percentage points less likely to be unemployed in Georgia immediately after high school.¹⁵

Table IV.1. KIPP Atlanta Collegiate High School increases college enrollment and delays entrance in the workforce in the first year after high school

Outcome	Impact estimate (standard error)	p-value
Enrolled in any postsecondary institution	16.8 p.p. (1.8 p.p.)	0.000**
Employed in Georgia but has not earned a postsecondary credential and is not currently enrolled	-9.6 p.p. (1.1 p.p.)	0.000**
Employed in Georgia with Career Pathway Credential (CPC), not enrolled in postsecondary institution	-2.5 p.p. (0.3 p.p.)	0.000**
Not employed in Georgia, has not earned a postsecondary credential, and is not currently enrolled	-5.0 p.p. (0.7 p.p.)	0.000**
Number of school-year observations	9	83
Number of unique schools	1	11

Source: Governor’s Office of Student Achievement (GOSA) High School Graduate Outcomes reporting, based on GA AWARDS, and Georgia Department of Education’s school data extracts.

Note: The sample includes KIPP Atlanta Collegiate High School and 11 comparison high schools. The model weighs each cohort of comparison schools to resemble KIPP Atlanta Collegiate schools, pools all years of data available for each cohort, and controls for student socioeconomic status before entering high school. Because the underlying GA AWARDS data used in this analysis understate college enrollment and credential attainment, outcome means are not reported.

CPC = Career pathway credential

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

showing that KIPP middle schools alone did not produce detectable increases in college enrollment, whereas impacts were substantially larger when students attended a KIPP middle and high school (Demers et al. 2023).

¹⁵ In other words, one year after graduation, KIPP alumni are less likely than non-KIPP alumni to be employed in Georgia in a job covered by the state’s unemployment system while not enrolled in college (nationwide) and without a college degree. This measure should be interpreted with caution and not as an unemployment rate, as it does not capture employment for graduates working outside Georgia. We also found that virtually no KIPP alumni earned a career pathway credential after one year (compared with about 2.5 percent of comparison alumni), indicating that APS graduates rarely pursued these credentials during the study period.

2. Longer-term impacts on college persistence, graduation, and workforce outcomes

Relative to comparison schools in Atlanta, KIPP is increasing long-term college persistence.

However, these persistence increases are relatively small and do not translate into higher overall credential completion during the study period. Five years after high school graduation, KIPP Atlanta alumni are 2.0 percentage points more likely to be enrolled in college and the two groups were similarly likely to have earned a degree (Table IV.2). The corresponding college persistence outcomes measured six years after graduation show a similar pattern, with slightly larger impacts than five years after graduation (including a 3.3 percentage-point impact on college enrollment and -0.7 percentage-point impact on degree attainment) (see Appendix Table B.2).

There are several plausible explanations for why KIPP appears to increase college persistence without producing corresponding gains in degree completion under this study design. First, the five- and six-year GA AWARDS outcome data used in this analysis understate longer-term college enrollment and credential attainment for both KIPP Atlanta Collegiate High School and the APS comparison high schools.¹⁶ As a result, findings on the gap between persistence and degree completion should be interpreted with caution. Another possibility is that KIPP alumni are more likely to enroll in four-year degree programs and therefore require additional time to complete a postsecondary credential compared with students from comparison schools. Prior national studies of KIPP have found larger positive effects on enrollment in four-year programs than in two-year programs (Coen et al. 2019; Demers et al. 2023). Although the college enrollment data used in this analysis do not distinguish between two-year and four-year programs, they show that KIPP Atlanta Collegiate alumni are more likely to enroll in public and out-of-state colleges—both of which are more likely to offer four-year degrees—and less likely to enroll in technical or private institutions (see Appendix Table B.4). If KIPP alumni are enrolling in four-year programs at higher rates, KIPP Atlanta Collegiate may have a positive effect on four-year degree completion that is not detectable given the study’s data limitations. Future comparison-group studies with access to more detailed postsecondary data could test this hypothesis more directly. On the other hand, it is also possible that KIPP increases college persistence without ultimately increasing degree completion. Even in this scenario, the findings suggest potential longer-term benefits: there is evidence that KIPP improves labor market outcomes for alumni who do not complete college, a pattern discussed in the following section.

KIPP is also increasing job placement in Georgia for students who leave college without a degree.

Five years after high school graduation, KIPP Atlanta alumni are more likely than alumni from comparison schools to be employed in Georgia without a college credential (Table IV.2). However, the positive employment impact is essentially offset by a negative impact on employment after earning a career pathway credential: KIPP alumni are 6.5 percentage points more likely to be employed in Georgia without a credential and 6.7 percentage points less likely to be employed after earning a career pathway

¹⁶ At the time the analytic files were downloaded, the GA AWARDS process for later follow-up outcomes did not fully refresh NSC records for all graduates in each year. This led to undercounting of longer-term college enrollment and credential attainment, particularly for students whose postsecondary trajectories later moved outside Georgia public institutions or outside in-state workforce records.

credential.¹⁷ Six years after graduation, the impact on employment without a college degree or credential is still positive but slightly smaller (see Appendix Table B.2).

Table IV.2. Five years after high school graduation, KIPP Atlanta alumni are more likely than comparison alumni to be in college or employed without a college credential

Outcome	Impact estimate (standard error)	p-value
Enrolled in any postsecondary institution	2.0 p.p. (0.7 p.p.)	0.017*
Earned a postsecondary credential	-0.7 p.p. (0.9 p.p.)	0.440
Employed in Georgia but has not earned a postsecondary credential and is not currently enrolled	6.5 p.p. (1.0 p.p.)	0.000**
Employed in Georgia with CPC, not enrolled in postsecondary institution	-6.7 p.p. (1.3 p.p.)	0.000**
Not employed in Georgia, has not earned a postsecondary credential, and is not currently enrolled	-1.4 p.p. (0.6 p.p.)	0.043*
Number of school-year observations	5	39
Number of unique schools	1	11

Source: Governor’s Office of Student Achievement (GOSA) High School Graduate Outcomes reporting, based on GA AWARDS, and Georgia Department of Education’s school data extracts. Because the underlying GA AWARDS data used in this analysis understate college enrollment and credential attainment, outcome means are not reported.

Note: The sample includes KIPP Atlanta Collegiate High School and nine comparison high schools. The model weighs each cohort of comparison schools to resemble KIPP Atlanta Collegiate High School, pools all years of data available for each cohort, and controls for student socioeconomic status before entering high school. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

CPC = Career pathway credential

*Impact estimate is significantly different from zero at the .05 level, two-tailed test.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

¹⁷ In addition, the share of graduates not employed in Georgia, not enrolled in a U.S. postsecondary institution, and not credentialed, is overstated because the underlying GA AWARDS data underreport longer-term college enrollment and credential attainment. Some graduates in this category likely had later postsecondary enrollment or degree attainment that was not captured in the analytic files used for this study, particularly if their trajectories extended beyond Georgia public institutions or in-state workforce records. This limitation should be kept in mind when interpreting relative employment and unknown-status outcomes.

V. Discussion

This evaluation represents the first dedicated, rigorous impact analysis of KIPP schools in the Atlanta metropolitan region. It provides strong evidence that KIPP middle schools in this region substantially boost middle school academic achievement, leading to long-term improvements in college enrollment and college persistence. Evidence from the descriptive analysis on college outcomes suggests that these positive effects may be particularly strong for the students enrolled in KIPP schools for longer periods.

These findings are consistent with prior national evidence, which shows that middle schools in the national KIPP network generate meaningful gains in standardized test achievement on average (Angrist et al. 2010; Tuttle et al. 2013, 2015; Gleason et al. 2014; Knechtel et al. 2017). Similarly, our study's postsecondary findings are broadly consistent with recent studies on the national KIPP network, which show how KIPP alumni with the most sustained exposure to KIPP (particularly sustained enrollment in both middle and high school) experience the strongest impacts on long-term college persistence (Coen et al. 2019; Demers et al. 2023). Together, our study's middle school and postsecondary results suggest that KIPP Atlanta is delivering positive impacts that align well with other strongly performing KIPP regions across the United States.

Even with these positive impacts, we do not find evidence that they translate into higher college completion rates. Postsecondary degree attainment among KIPP alumni is similar to that of graduates from comparison high schools. This gap between large early effects on college enrollment and more limited impacts on degree completion warrants further investigation, particularly to better understand the types of postsecondary programs KIPP alumni attend. Because of data limitations, this study could not assess whether KIPP places a higher share of students into four-year degree programs—a pattern observed in prior national studies of KIPP. If a larger proportion of KIPP alumni are enrolling in four-year programs, KIPP may be generating positive effects on four-year degree completion that are not detectable under the current study design. Future research could build on this analysis by examining more detailed information on college program types, students' postsecondary trajectories, and the factors that support persistence to credential completion.

Although this study is an important first step toward measuring the impact of KIPP Metro Schools, the analysis also has several limitations. Because the impact analyses drew on publicly available school-level data, the analyses did not have access to detailed information about individual student characteristics (limiting the statistical power to detect modest effects) or student mobility patterns into and out of KIPP schools (meaning the impact analyses could not track all achievement outcomes for students who enrolled in KIPP middle schools but transferred before grade 8, or the postsecondary outcomes of students who enrolled in KIPP Atlanta Collegiate High School but transferred elsewhere before graduating). Another related limitation is that our study relied on simplifying assumptions about school-level links between elementary, middle, and high schools to calculate the baseline achievement and demographic profile for each middle or high school in the impact analyses. Although most students follow the typical pattern of transferring across schools based on the zone where they live, in practice student mobility is more fluid: students might move out of a school's zone or district, transfer to other district schools, enroll in district or state charter schools, or leave and enter schools at different times. As a

result, our impact analysis does not perfectly capture the full set of students transitioning between specific feeder schools and receiving schools in each cohort.

Future research could build on this evaluation in several ways to shed more light on KIPP Atlanta's effects and inform continual improvement. One priority would be to strengthen impact analyses with richer student-level data, which would increase statistical precision and make it more feasible to examine whether impacts vary over time—including assessing trends before, during, and after the COVID-19 pandemic. A second priority would be to pair impact estimates with more exploratory descriptive and qualitative work to better understand barriers to college persistence and completion, and to generate hypotheses about how KIPP and KIPP Forward could help alumni navigate those challenges—especially given our findings that reveal a difference in magnitude between short-term enrollment impacts and longer-term persistence outcomes. Finally, future work could place KIPP Atlanta's findings alongside those of similar in-depth studies in other KIPP regions, helping the broader network learn across contexts and identify the practices and conditions associated with the strongest-performing KIPP middle and high schools. Together, these additional lines of inquiry could clarify pathways for KIPP Atlanta to build on its history of strong achievement gains and continue strengthening supports that promote long-term success for students and alumni.

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Appendix A

Middle School Impact Analysis: Technical Specifications and Additional Output

A. Overview

This appendix provides technical documentation for the methods used to estimate the impacts of KIPP Atlanta middle schools on student achievement using publicly available, school-level data. The analysis follows a quasi-experimental comparison group design that compares outcomes in KIPP middle schools to outcomes in non-KIPP middle schools operating in the same district and years. Specifically, we compare (1) KIPP schools located in Atlanta Public Schools (APS) to other APS middle schools and (2) KIPP South Fulton Academy to middle schools in the South Fulton region of Fulton County School District (Fulton County).

The analytic strategy is implemented in three steps aligned with the evaluation's impact estimation framework. First, we defined district- and year-aligned pools of candidate comparison schools serving similar grade levels. Second, we constructed analytic weights using entropy balancing so that the weighted comparison schools closely match KIPP schools on baseline characteristics that proxy for students' entering achievement and socioeconomic composition. Third, we estimated impacts by comparing outcomes between KIPP and weighted comparison schools in a regression framework using pooled school-by-year observations.

The main report summarizes the overall approach and key findings. This appendix provides additional technical details for researchers interested in replication or readers interested in a more complete understanding of the study's quantitative methods, including such details as cohort alignment of baseline measures for feeder schools, handling of missing covariates, outcome measurement, regression model specifications, and sensitivity analyses.

B. Study sample

The middle school impact analysis follows 13 cohorts of entering 5th-grade students, defined by the school year in which students entered 5th grade. Cohorts span the 2011–2012 through 2023–2024 school years and are included as long as the statewide assessment data contains least one grade 5–8 outcome. More recent cohorts contribute fewer observed grades because they have not yet progressed through all middle school grades.

The treatment group includes five KIPP middle schools that operated during at least part of the study period. For each KIPP middle school and cohort year, the candidate comparison pool includes all non-KIPP traditional public and charter schools serving grades 5–8 operating in the same district and outcome year. Restricting comparisons to schools within the same district and year ensures that KIPP and comparison schools are subject to the same district policies, accountability systems, and statewide testing regimens.

C. Data sources and outcomes

Data sources. All baseline covariates and outcome measures used in the middle school impact analysis were drawn from publicly available school-level data from the Georgia Department of Education, obtained via the Governor's Office of Student Achievement [downloadable data repository](#). District identifiers were used to align KIPP schools with the appropriate comparison pools in APS and Fulton County. The analytic

data set consists of longitudinal school-by-year observations spanning the 2010–2011 through 2023–2024 school years.

Outcome measures. Outcomes are school-specific and measured at the grade-by-subject level. Primary outcomes include statewide end-of-grade (EOG) assessment results in English language arts (ELA) and math for grades 5–8, science for grades 5 and 8, and social studies for grade 8. Outcomes are defined as the percentage of students in each Georgia Milestones performance category: beginning, developing, proficient, and distinguished (Georgia Department of Education n.d.). For greater reporting clarity and stability, especially when very few students fall in the highest category, we have combined the proficient and distinguished categories throughout the analysis.

Handling statewide assessment changes in baseline achievement measures. During the study period, Georgia transitioned from the Criterion-Referenced Competency Tests (CRCT) to the Georgia Milestones Assessment System beginning in the 2014–2015 school year (Governor’s Office of Student Achievement n.d.). Because CRCT results were reported using three performance levels (Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations) while Georgia Milestones reports four achievement levels (beginning, developing, proficient, distinguished), we bridged early-year CRCT performance distributions into the four-level framework used throughout the analysis (both baselines and outcomes). Specifically, we split CRCT’s middle category (Meets Expectations) into two proportional groups corresponding to the developing and proficient categories, using the average split between the two categories observed in later Georgia Milestones years for the same grade and subject.¹⁸ This approach preserves CRCT’s overall distribution while allowing early-year outcomes to be represented consistently alongside later Georgia Milestones outcomes in a common achievement-level metric.

Follow-up periods. Outcome availability varies by cohort because the public data only allow us to follow each entering 5th-grade class as far forward in time as outcomes have been released. Earlier cohorts contribute outcomes across the full middle school span (grades 5–8), while more recent cohorts contribute fewer grades because they have not yet fully progressed through middle school in the available data. For example, the most recent cohort (students in 5th grade in 2023–2024) contributes 5th-grade outcomes only; the 2022–2023 cohort contributes 5th- and 6th-grade outcomes; and the 2021–2022 cohort contributes 5th- through 7th-grade outcomes, whereas the remaining cohorts can be followed through 8th grade. We did not impute missing outcomes; instead, we excluded school-by-year observations when outcome data was structurally missing from the analytic sample. Table A1 reports the number of schools and school-cohort observations contributing to each grade-level analysis.

¹⁸ For example, suppose that in 2014, 40 percent of 4th graders in a given school scored in the “met expectations” category on the CRCT math exam. In later years (2015–2023), the average achievement distribution for that school’s 4th-grade math EOG results shows 30 percent of students at the developing level and 20 percent at the proficient level. In this case, we would split the students who met expectations on the CRCT proportionally across the developing and proficient categories. Specifically, 60 percent of the CRCT “met expectations” group (30/50) is assigned to developing ($0.60 \times 0.40 = 0.24$, or 24 percentage points), and the remaining 40 percent (20/50) is assigned to proficient ($0.40 \times 0.40 = 0.16$, or 16 percentage points).

Table A.1. Middle school analytic sample sizes, by grade level

Grade	KIPP middle schools		Comparison middle schools	
	Number of unique schools	Number of school-cohort observations	Number of unique schools	Number of school-cohort observations
Grade 5	5	51	90	905
Grade 6	5	46	36	300
Grade 7	5	41	36	267
Grade 8	5	36	33	231

Source: Georgia Department of Education.

Note: Some sample sizes vary by subject within grade due to missing outcome data. Comparison school sizes are larger in grade 5 than in grades 6–8 because most elementary schools in the study sample serve grade 5, increasing the number of school-cohort observations available at that grade.

D. Creating the comparison group

This section describes how we constructed a comparison group that closely resembles KIPP middle schools in terms of the characteristics of students entering middle school.

Candidate comparison schools. For each KIPP middle school, cohort, and outcome year, we identified a pool of candidate comparison schools operating in the same district and year and serving the relevant grades. We compared APS KIPP schools to other APS middle schools and compared KIPP South Fulton Academy to middle schools in the South Fulton region of Fulton County.

Cohort alignment and baseline construction. Because student-level data are not available for this component of the study, we approximated the characteristics of “entering” middle school students using information from the elementary schools that feed into each middle school. Specifically, we used publicly available information on feeder patterns and school zones in APS and Fulton County to identify each middle school’s primary feeder elementary school. When multiple elementary schools fed into a given middle school, we aggregated feeder elementary measures using weighted averages based on feeder school size, so that larger feeders contributed proportionally more to the baseline profile. This feeder-based approach is intended to identify comparison middle schools that serve cohorts with baseline characteristics most similar to those of KIPP’s entering students.

To ensure baseline measures reflected the same cohorts observed in later middle school grades, we aligned each middle school outcome to prior-year measures from its feeder elementary schools. For example, the grade 5 cohort in 2023–2024 is linked to the cohort’s grade 4 outcomes in 2022–2023 and grade 3 outcomes in 2021–2022. Because grade configuration varies in APS and Fulton County schools, we applied feeder-pattern rules to define baselines consistently across settings. Most district elementary schools in APS and Fulton County serve grades K–5, meaning grade 5 outcomes occur in the same elementary school where the cohort was observed in grades 3 and 4; in grades 6–8, outcomes are measured in the middle school that those elementary students typically attend. In contrast, some feeder schools—including KIPP elementary schools in this study—serve grades K–4, so grade 5 outcomes occur in a different school (the zoned middle school). Specifically, we implemented the following baseline construction rules based on feeder school grade bands:

- **For K–5 feeder schools:**

- **Grade 5 impacts:** weights are based on grade 3 and grade 4 baselines from the same elementary school.
- **Grade 6–8 impacts:** weights are based on the weighted-average grade 3 and 4 baselines from all feeder elementary schools that feed into the relevant grade 6–8 middle school.
- **For K–4 feeder schools (including KIPP elementary schools):**
 - **Grade 5–8 impacts:** weights are based on the weighted-average grade 3 and grade 4 baselines from all feeder elementary schools that feed into the relevant grade 6–8 middle school.

These rules ensure that baseline covariates reflect comparable pre–middle school characteristics for the cohort whose outcomes are being analyzed, even when grade configurations differ across feeder schools. Using this approach, we constructed baseline covariates from feeder elementary schools to approximate the characteristics of students entering each middle school cohort, including indicators of student socioeconomic status (measured using direct certification rates) and the cohort’s prior achievement distribution (baseline proficiency ratings on statewide assessments).

Weighting approach: entropy balancing. We used entropy balancing to generate nonnegative weights for each comparison school. Entropy balancing selects weights so that the weighted comparison group matches KIPP on the mean values of the selected baseline covariates, while making the smallest necessary adjustments to the original distribution of comparison schools (Hainmueller 2012; Hainmueller & Xu 2013). Baseline covariates used in the balancing model include feeder-based measures of student socioeconomic disadvantage (direct certification rates) and distributions of prior achievement on math and ELA statewide assessments. Entropy balancing assigns higher weights to comparison schools serving more similar entering cohorts and lower weights to less similar schools based on these characteristics, without dropping any schools from the analytic sample.

Standardization, missing data, and balance diagnostics. Standardization and missing data are important practical considerations when constructing entropy-balancing weights because baseline covariates may be measured on different scales and are not always available for every school, grade, and year. If these issues are not handled explicitly, the balancing algorithm may have difficulty converging, and otherwise suitable comparison schools could be excluded simply because a baseline measure is missing.

To support stable weight construction, we first standardized direct certification rates and proficiency levels so that each had a mean of 0 and a standard deviation of 1 within each district and year. Standardizing places all covariates on a common scale, improves stability and convergence, and centers each measure at the district-year mean so that unusually high or low direct certification or proficiency rates are expressed consistently in standard deviation units rather than dominating the balance due to scale.

We then addressed missing baseline covariates (for example, schools without grade 3 or grade 4 data in a given year) using a simple accommodation that allowed schools to remain eligible for weighting. Specifically, we set missing standardized covariate values to 0 (the district-year mean after standardization) and included a missing-value indicator for each affected covariate in the balancing model. This approach preserves the full comparison pool while ensuring the weighting procedure explicitly accounts for systematic patterns in missing baseline information. In the following section, we explain how we addressed missing data in the impact estimation models.

Weighting targets and balance diagnostics. Finally, we evaluated balance using standardized differences measured using the Cox index method, an approach appropriate for dichotomous measures, with a target of reducing post-weighting standardized differences below 0.25 standard deviations. As noted above, we did not drop any comparison schools during weighting; instead, schools least similar to KIPP received very small weights (often close to 0), so they contributed little to the impact estimates while remaining in the analytic sample. Balance diagnostics, including Cox index–based standardized differences after weighting, on the pooled sample of schools with available baseline data during the study period are reported in Table A.2. Nearly all feeder-based baseline characteristics achieved the balance target (Cox index < 0.25), including direct certification rates and ELA and math proficiency distributions, chronic absenteeism, and the share of students who are Hispanic. The weights did not, however, successfully balance the share of students who are Black across KIPP and other middle schools.

Table A.2. Baseline equivalence for the middle school analytic sample

Baseline measure	KIPP middle schools	Comparison schools	Standardized difference (Cox index)
Students who are directly certified for free or reduced-price lunch (3rd grade)	73.3%	72.4%	0.03
Students who are directly certified for free or reduced-price lunch (4th grade)	72.8%	72.6%	0.00
3rd-grade ELA CRCT/EOG proficiency level			
Beginning	39.0%	43.5%	-0.11
Developing	33.9%	31.5%	0.07
Proficient or distinguished	27.1%	25.1%	0.06
4th-grade ELA CRCT/EOG proficiency level			
Beginning	37.9%	42.3%	-0.11
Developing	35.2%	32.3%	0.08
Proficient or distinguished	26.9%	25.4%	0.05
3rd-grade math CRCT/EOG proficiency level			
Beginning	36.6%	40.9%	-0.11
Developing	35.5%	33.2%	0.06
Proficient or distinguished	27.9%	25.9%	0.06
4th-grade math CRCT/EOG proficiency level			
Beginning	36.9%	40.0%	-0.08
Developing	38.2%	35.2%	0.08
Proficient or distinguished	24.9%	24.7%	0.01
Chronically absent (3rd grade)	15.3%	16.6%	-0.06
Chronically absent (4th grade)	18.0%	18.1%	-0.01
Students who are Black (3rd grade)	92.5%	86.1%	0.42
Students who are Black (4th grade)	92.8%	86.2%	0.44
Students who are Hispanic (3rd grade)	5.9%	7.5%	-0.16
Students who are Hispanic (4th grade)	5.6%	7.7%	-0.20
Number of school-year observations	56	3,192	

Baseline measure	KIPP middle schools	Comparison schools	Standardized difference (Cox index)
Number of unique schools	5	110	

Source: Georgia Department of Education school data extracts.

Note: Baseline characteristics are summarized using a stacked analytic sample in which comparison schools are repeated for each KIPP middle school–cohort combination. Comparison school percentages are weighted using cohort-level entropy-balancing weights computed separately for each KIPP middle school; as a result, the sum of comparison school weights in a given year equals the sum of the weights of the KIPP middle school cohorts in that year. Each KIPP MS cohort received an equal weight of 1. Calculations exclude observations with missing data.

CRCT = Criterion-Referenced Competency Tests; EOG = end-of-grade.

E. Analytic approach

We estimated impacts using weighted regression models that compare outcomes between KIPP middle schools and the weighted comparison schools. The weighting step improves baseline equivalence, and the regression step adjusts for any remaining differences between KIPP and comparison schools while accounting for common time shocks and persistent school-level differences.

Our primary models use pooled school-by-year observations. Each model is estimated using the entropy-balancing weights for comparison schools and includes baseline covariates as regression controls, to adjust for any remaining imbalance after weighting.

We estimated the following weighted ordinary least squares (OLS) model using pooled school-by-year data:

$$\text{Equation A.1} \quad y_{st} = \delta * KIPP_s + \beta * X_{st} + \tau_t + \alpha_s + \varepsilon_{st}$$

where y_{st} is the outcome for school s in year t ; $KIPP_s$ is an indicator for whether the school is a KIPP middle school; X_{st} is a vector of baseline covariates including the share of students scoring beginning and share of students score developing on the 3rd- and 4th-grade ELA and math state assessments, student socioeconomic status measured as direct certification rates, and other baseline school characteristics including chronic absenteeism and share of students who are Black; τ_t is year fixed effects to account for statewide or districtwide changes over time; α_s is district fixed effects to account for time-invariant differences across districts; and ε_{st} is an error term. Each model also counts for the clustering of multiple observations from the same school across different years of data. The coefficient δ is interpreted as the estimated difference in outcomes between KIPP schools and the weighted comparison schools, averaged over the years and cohorts included in the pooled sample.

Baseline covariates and handling missing data. When baseline covariates were missing for a given feeder-grade-year observation, we imputed values using averages from the school’s adjacent observed years for the same grade level to retain school-by-year observations in the estimation sample. We then created and included imputation indicators in the regression model for all covariates that required imputation. Two cases are worth noting: (1) for the 2011–2012 entering 5th-grade cohort, grade 3 baseline data were not available, so we used the earliest available grade 3 and grade 4 baseline measures (2010–2011) to approximate cohort baselines; and (2) for COVID-era baseline gaps, we replaced missing 2020 baseline measures with averages from the nearest pre- and post-years for the same grade level. We

also conducted a complete-case analysis to assess whether our primary estimates were sensitive to the imputation approach (see Table A.9).

Estimation samples and model variants

We estimated several versions of the OLS model to summarize impacts at different levels and to assess sensitivity to key analytic decisions:

- **Pooled KIPP impacts (primary specification).** We first estimated a pooled model that combines all KIPP middle schools into a single analysis, with the treatment indicator defined as whether a school is a KIPP middle school. This provides an overall summary of KIPP middle school impacts across the study period (Table A.3).
- **School-specific impacts.** We also estimated separate models for each KIPP middle school, using only the relevant district comparison pool (APS for KIPP schools in APS; Fulton County for KIPP South Fulton Academy). To preserve confidentiality in reporting, the main text masks individual school names (Table A.4).
- **APS-only sensitivity model.** To better understand impacts in the district where KIPP is most concentrated and serves grades K–12, we re-estimated the pooled model using only the four KIPP middle schools in APS, excluding KIPP South Fulton Academy and the Fulton County comparison pool (Table A.5).
- **Complete-case sensitivity check.** We re-estimated the primary model using a complete-case sample that excluded any school-by-year observations missing grade 3 or grade 4 baseline covariates, to assess whether impact estimates were sensitive to our baseline imputation approach (Table A.6).
- **Outcome-year sensitivity model (excluding 2020–2021).** Assessment reporting was disrupted during the pandemic as reporting requirements were suspended for the state in 2020–2021 (Office of the Governor 2020). Even though test-taking was optional that year, we do include available data on 2020–2021 test score outcomes in the primary model and model variants presented above. As a sensitivity test, we also re-estimated the complete-case analysis excluding 2020–2021 test scores (omitting any test scores from this school year both at baseline and follow-up) (Table A.6).

Why we estimate impacts on the sample pooled across years (rather than estimating year-by-year).

We did not—and do not recommend—estimating middle school impacts separately by year during the study period due to data limitations. Year-specific trends are difficult to interpret during this period due to changes in KIPP Atlanta’s evolving K–8 feeder patterns, and also due to the study’s limited statistical power to detect impacts at the year-level using school-level data. In other words, estimating impacts year-by-year would rely on much smaller samples and produce less precise estimates, meaning year-to-year differences could reflect random variation rather than real changes in KIPP’s impacts. Pooling across years improves precision and yields more stable estimates. Additionally, in later years, an increasing share of students entered KIPP middle schools after attending KIPP elementary schools, meaning that part of the achievement patterns observed in middle school may increasingly reflect earlier KIPP exposure. Our models control for feeder elementary achievement (test scores in grades 3 and 4). As KIPP elementary enrollment grows in more recent years, the “middle school impact” estimated in any single year can appear smaller—not because KIPP middle schools became less effective, but because more of the overall KIPP

effect is already embedded in students’ baseline achievement coming out of KIPP elementary school. Pooling across years provides a clearer summary measure of the incremental contribution of KIPP middle schools, even as students begin to experience KIPP impacts earlier in the K–8 pipeline. We also conducted an additional sensitivity analysis to explore these patterns in more detail (discussed next).

Special specification for changing feeder patterns. To better account for the increasing role of KIPP elementary schools in the feeder patterns for KIPP middle schools during the study period, we estimated an additional model. This model modifies the study’s primary impact model (see Equation A.1) by adding an interaction term between the KIPP middle school treatment indicator and an indicator for the years in which KIPP elementary school 4th graders had the option of transitioning into that corresponding KIPP middle school. This specification is designed to capture whether estimated middle school impacts differ in the years when cohorts had prior exposure to KIPP in elementary school. The model also makes it possible to estimate how outcomes vary when students experience both KIPP elementary and middle school. These results are presented in Table A.7.

F. Results

Pooled KIPP impacts (primary specification)

Differences in achievement distributions between KIPP middle schools and comparison schools are large and statistically significant across all middle school grades and subjects (Table A.3). In every grade, KIPP students are substantially less likely to score in the beginning performance level and substantially more likely to score proficient or distinguished, with differences that generally grow from grade 5 through grade 8. These patterns are consistent across ELA and math and extend to science and social studies in the tested grades, often exceeding 15–20 percentage points at the top and bottom of the achievement distribution. Differences in the developing category are smaller and often not statistically significant, indicating that KIPP’s strongest impacts are concentrated in reducing low performance and increasing proficiency rather than shifting the proportion of students within the middle of the distribution. Overall, the results indicate strong and consistent positive impacts of KIPP middle school attendance on achievement across cohorts and grade levels.

Table A.3. Impact estimates for academic proficiency, grades 5–8

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Grade 5				
ELA proficiency level				
Beginning	29.8%	37.8%	-8.0 p.p. (1.8 p.p.)	0.000**
Developing	35.0%	36.1%	-1.1 p.p. (0.8 p.p.)	0.178
Proficient or distinguished	35.3%	26.1%	9.2 p.p. (2.4 p.p.)	0.000**

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Math proficiency level				
Beginning	36.5%	43.5%	-7.0 p.p. (1.4 p.p.)	0.000**
Developing	35.4%	36.0%	-0.6 p.p. (0.9 p.p.)	0.507
Proficient or distinguished	28.1%	20.5%	7.6 p.p. (1.8 p.p.)	0.000**
Science proficiency level				
Beginning	37.0%	54.0%	-17.0 p.p. (2.2 p.p.)	0.000**
Developing	24.7%	25.7%	-1.1 p.p. (0.7 p.p.)	0.149
Proficient or distinguished	38.4%	20.3%	18.1 p.p. (2.2 p.p.)	0.000**
Number of school-year observations	51	2,330		
Number of unique schools	5	90		
Grade 6				
ELA proficiency level				
Beginning	31.6%	46.1%	-14.5 p.p. (1.5 p.p.)	0.000**
Developing	31.0%	30.1%	0.9 p.p. (1.0 p.p.)	0.361
Proficient or distinguished	37.3%	23.8%	13.6 p.p. (1.6 p.p.)	0.000**
Math proficiency level				
Beginning	30.1%	49.9%	-19.9 p.p. (2.2 p.p.)	0.000**
Developing	43.8%	35.8%	8.0 p.p. (1.2 p.p.)	0.000**
Proficient or distinguished	26.1%	14.2%	11.9 p.p. (1.6 p.p.)	0.000**
Number of school-year observations	46	742		
Number of unique schools	5	36		
Grade 7				
ELA proficiency level				
Beginning	24.1%	43.7%	-19.6 p.p. (2.1 p.p.)	0.000**
Developing	35.3%	33.3%	2.0 p.p. (1.2 p.p.)	0.108
Proficient or distinguished	40.6%	23.0%	17.6 p.p. (2.1 p.p.)	0.000**

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Math proficiency level				
Beginning	22.6%	43.8%	-21.3 p.p. (2.1 p.p.)	0.000**
Developing	41.4%	39.0%	2.4 p.p. (1.5 p.p.)	0.121
Proficient or distinguished	36.0%	17.1%	18.9 p.p. (1.9 p.p.)	0.000**
Number of school-year observations	41	649		
Number of unique schools	5	36		
Grade 8				
ELA proficiency level				
Beginning	26.5%	46.1%	-19.6 p.p. (2.5 p.p.)	0.000**
Developing	35.9%	37.4%	-1.5 p.p. (1.4 p.p.)	0.280
Proficient or distinguished	37.6%	16.5%	21.1 p.p. (2.6 p.p.)	0.000**
Math proficiency level				
Beginning	20.6%	36.4%	-15.8 p.p. (1.8 p.p.)	0.000**
Developing	38.9%	39.5%	-0.6 p.p. (1.8 p.p.)	0.745
Proficient or distinguished	40.5%	24.2%	16.4 p.p. (2.7 p.p.)	0.000**
Science proficiency level				
Beginning	36.1%	63.0%	-26.9 p.p. (2.7 p.p.)	0.000**
Developing	28.7%	23.8%	4.9 p.p. (1.3 p.p.)	0.001**
Proficient or distinguished	35.2%	13.2%	22.0 p.p. (2.7 p.p.)	0.000**
Social studies proficiency level				
Beginning	23.9%	47.3%	-23.5 p.p. (2.4 p.p.)	0.000**
Developing	38.2%	36.6%	1.7 p.p. (1.8 p.p.)	0.359
Proficient or distinguished	37.9%	16.1%	21.8 p.p. (2.8 p.p.)	0.000**
Number of school-year observations	36	547		
Number of unique schools	5	33		

Source: Georgia Department of Education school data extracts.

Note: The model pools all 13 cohorts of 5th-grade students in KIPP middle schools and comparison middle schools and estimates outcome means by regressing the outcome measure on treatment status using entropy-balancing weights and controlling for student-aggregated covariates, year, and school. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. Sample sizes vary by grade and subject due to fewer cohorts observed during the study period through middle school and due to missing outcome data.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

p.p. = percentage points.

School-specific impacts

Across all five KIPP middle schools, consistent reductions in beginning-level performance and increases in proficient or distinguished performance are present relative to comparison schools.

Table A.4 report school-specific impact estimates to examine how these pooled effects manifest across individual schools. Although effect sizes vary by school and grade, the overall pattern mirrors the pooled findings, indicating that the estimated impacts are broad-based rather than driven by one or two schools.

Table A.4. Impact estimates for academic proficiency, grades 5–8: by KIPP middle school

Outcome	School A Impact estimate (standard error)	School B Impact estimate (standard error)	School C Impact estimate (standard error)	School D Impact estimate (standard error)	School E Impact estimate (standard error)
Grade 5					
ELA proficiency level					
Beginning	-9.9 p.p.** (0.8 p.p.)	-0.1 p.p. (0.6 p.p.)	-1.3 p.p. (0.9 p.p.)	-15.9 p.p.** (1.3 p.p.)	-14.5 p.p.** (0.5 p.p.)
Developing	-6.0 p.p.** (1.0 p.p.)	0.1 p.p. (0.6 p.p.)	-0.5 p.p. (0.9 p.p.)	3.9 p.p.** (1.0 p.p.)	-2.0 p.p.** (0.6 p.p.)
Proficient or distinguished	15.9 p.p.** (1.1 p.p.)	0.0 p.p. (0.8 p.p.)	1.8 p.p.* (0.9 p.p.)	11.9 p.p.** (0.6 p.p.)	16.5 p.p.** (0.5 p.p.)
Math proficiency level					
Beginning	-8.3 p.p.** (1.5 p.p.)	0.0 p.p. (1.0 p.p.)	-4.0 p.p.** (1.1 p.p.)	-11.1 p.p.** (1.9 p.p.)	-11.9 p.p.** (0.9 p.p.)
Developing	-1.7 p.p. (0.9 p.p.)	-0.7 p.p. (0.6 p.p.)	-0.9 p.p. (0.8 p.p.)	10.9 p.p.** (1.4 p.p.)	-3.1 p.p.** (0.8 p.p.)
Proficient or distinguished	10.1 p.p.** (1.4 p.p.)	0.7 p.p. (0.9 p.p.)	4.9 p.p.** (1.2 p.p.)	0.2 p.p. (0.9 p.p.)	15.0 p.p.** (0.9 p.p.)
Science proficiency level					
Beginning	-15.0 p.p.** (2.0 p.p.)	-9.8 p.p.** (1.0 p.p.)	-9.2 p.p.** (1.6 p.p.)	-17.7 p.p.** (1.8 p.p.)	-27.4 p.p.** (1.0 p.p.)
Developing	-0.3 p.p. (1.2 p.p.)	-2.8 p.p.** (0.5 p.p.)	-1.7 p.p. (1.1 p.p.)	7.4 p.p.** (1.3 p.p.)	-3.3 p.p.** (0.8 p.p.)
Proficient or distinguished	15.3 p.p.** (1.7 p.p.)	12.6 p.p.** (1.1 p.p.)	10.9 p.p.** (1.4 p.p.)	10.2 p.p.** (0.7 p.p.)	30.6 p.p.** (0.9 p.p.)
Number of KIPP school-year observations	12	11	12	4	12
Number of comparison school-year observations	613	613	613	199	292

Outcome	School A Impact estimate (standard error)	School B Impact estimate (standard error)	School C Impact estimate (standard error)	School D Impact estimate (standard error)	School E Impact estimate (standard error)
Number of unique comparison schools	62	62	62	52	28
Grade 6					
ELA proficiency level					
Beginning	-18.4 p.p.** (3.5 p.p.)	-12.8 p.p.** (2.4 p.p.)	-11.4 p.p.** (3.1 p.p.)	-17.0 p.p.** (1.8 p.p.)	-19.0 p.p.** (3.1 p.p.)
Developing	-6.4 p.p.* (2.6 p.p.)	2.8 p.p. (1.5 p.p.)	1.1 p.p. (1.3 p.p.)	10.4 p.p.** (1.1 p.p.)	-0.7 p.p. (1.3 p.p.)
Proficient or distinguished	24.7 p.p.** (1.9 p.p.)	10.0 p.p.** (1.7 p.p.)	10.3 p.p.** (2.4 p.p.)	6.6 p.p.** (1.0 p.p.)	19.7 p.p.** (1.9 p.p.)
Math proficiency level					
Beginning	-22.7 p.p.** (4.9 p.p.)	-17.2 p.p.** (2.5 p.p.)	-15.7 p.p.** (5.4 p.p.)	-8.6 p.p. (5.0 p.p.)	-27.1 p.p.** (3.3 p.p.)
Developing	2.2 p.p. (2.2 p.p.)	7.3 p.p.** (2.3 p.p.)	9.4 p.p.** (2.7 p.p.)	4.8 p.p. (3.6 p.p.)	8.5 p.p.** (2.0 p.p.)
Proficient or distinguished	20.4 p.p.** (3.1 p.p.)	9.8 p.p.** (1.3 p.p.)	6.3 p.p.* (2.9 p.p.)	3.7 p.p.* (1.7 p.p.)	18.6 p.p.** (1.5 p.p.)
Number of KIPP school-year observations	11	10	11	3	11
Number of comparison school-year observations	191	191	191	60	109
Number of unique comparison schools	23	23	23	20	13
Grade 7					
ELA proficiency level					
Beginning	-20.3 p.p.** (4.8 p.p.)	-21.1 p.p.** (2.1 p.p.)	-16.2 p.p.** (4.6 p.p.)	-20.9 p.p.** (4.6 p.p.)	-26.6 p.p.** (3.1 p.p.)
Developing	-2.9 p.p. (1.6 p.p.)	8.4 p.p.** (1.2 p.p.)	5.7 p.p.** (1.5 p.p.)	9.0 p.p.* (4.2 p.p.)	1.0 p.p. (1.3 p.p.)
Proficient or distinguished	23.2 p.p.** (3.5 p.p.)	12.7 p.p.** (1.2 p.p.)	10.6 p.p.* (3.9 p.p.)	11.9 p.p.** (1.2 p.p.)	25.7 p.p.** (2.2 p.p.)
Math proficiency level					
Beginning	-18.3 p.p.** (4.8 p.p.)	-24.2 p.p.** (2.3 p.p.)	-19.4 p.p.** (4.8 p.p.)	-28.9 p.p.* (11.1 p.p.)	-29.5 p.p.** (2.4 p.p.)
Developing	-4.5 p.p. (2.5 p.p.)	7.8 p.p.** (1.8 p.p.)	9.1 p.p.** (2.1 p.p.)	8.6 p.p. (7.3 p.p.)	3.5 p.p.* (1.5 p.p.)
Proficient or distinguished	22.8 p.p.** (3.0 p.p.)	16.4 p.p.** (2.2 p.p.)	10.4 p.p.** (3.2 p.p.)	20.3 p.p.** (3.9 p.p.)	25.9 p.p.** (1.5 p.p.)
Number of KIPP school-year observations	10	9	10	2	10
Number of comparison school-year observations	171	171	171	40	96
Number of unique comparison schools	23	23	23	20	13

Outcome	School A Impact estimate (standard error)	School B Impact estimate (standard error)	School C Impact estimate (standard error)	School D Impact estimate (standard error)	School E Impact estimate (standard error)
Grade 8					
ELA proficiency level					
Beginning	-18.3 p.p.** (4.4 p.p.)	-20.4 p.p.** (1.9 p.p.)	-16.5 p.p.** (3.4 p.p.)	-30.0 p.p.** (3.1 p.p.)	-15.4 p.p.** (2.6 p.p.)
Developing	-9.1 p.p.** (1.6 p.p.)	9.8 p.p.** (1.3 p.p.)	6.9 p.p.** (1.3 p.p.)	-7.6 p.p. (13.3 p.p.)	-5.0 p.p.** (0.7 p.p.)
Proficient or distinguished	27.3 p.p.** (4.1 p.p.)	10.7 p.p.** (1.1 p.p.)	9.6 p.p.* (4.3 p.p.)	37.6 p.p.* (16.5 p.p.)	20.4 p.p.** (2.8 p.p.)
Math proficiency level					
Beginning	-19.6 p.p.** (6.5 p.p.)	-24.9 p.p.** (2.6 p.p.)	-16.8 p.p.** (5.1 p.p.)	-24.1 p.p.** (4.5 p.p.)	-24.8 p.p.** (3.3 p.p.)
Developing	-8.3 p.p.* (3.5 p.p.)	4.0 p.p. (3.0 p.p.)	3.6 p.p. (2.4 p.p.)	10.2 p.p. (10.0 p.p.)	-5.3 p.p.** (1.3 p.p.)
Proficient or distinguished	27.8 p.p.** (3.6 p.p.)	20.9 p.p.** (1.9 p.p.)	13.1 p.p.** (3.0 p.p.)	14.0 p.p.* (5.6 p.p.)	30.1 p.p.** (2.6 p.p.)
Science proficiency level					
Beginning	-41.4 p.p.** (3.7 p.p.)	-38.2 p.p.** (2.1 p.p.)	-39.3 p.p.** (3.1 p.p.)	n.a.	-38.0 p.p.** (4.1 p.p.)
Developing	-3.7 p.p. (3.4 p.p.)	19.6 p.p.** (1.5 p.p.)	3.8 p.p. (2.2 p.p.)	n.a.	-0.1 p.p. (3.7 p.p.)
Proficient or distinguished	45.1 p.p.** (2.9 p.p.)	18.5 p.p.** (2.6 p.p.)	35.6 p.p.** (1.4 p.p.)	n.a.	38.1 p.p.** (1.6 p.p.)
Social studies proficiency level					
Beginning	-21.6 p.p.** (3.5 p.p.)	-25.4 p.p.** (4.5 p.p.)	-14.0 p.p.** (3.0 p.p.)	-24.2 p.p.** (3.8 p.p.)	-30.5 p.p.** (1.9 p.p.)
Developing	-2.1 p.p. (3.9 p.p.)	9.0 p.p.** (1.3 p.p.)	-1.5 p.p. (1.5 p.p.)	-0.3 p.p. (1.3 p.p.)	-7.7 p.p.** (2.1 p.p.)
Proficient or distinguished	23.7 p.p.** (3.8 p.p.)	16.3 p.p.** (4.1 p.p.)	15.4 p.p.** (2.2 p.p.)	24.4 p.p.** (4.9 p.p.)	38.2 p.p.** (1.1 p.p.)
Number of KIPP school-year observations	9	8	9	1	9
Number of comparison school-year observations	148	148	148	20	83
Number of unique comparison schools	22	22	22	20	11

Source: Georgia Department of Education school data extracts.

Note: The model, which pools all cohorts of 5th-grade students for each KIPP middle school and comparison middle schools, estimates outcome means by regressing the outcome measure on treatment status using entropy-balancing weights and controlling for student-aggregated covariates, year, and school. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. Sample sizes vary by grade and subject due to fewer cohorts observed during the study period through middle school and due to missing outcome data.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

p.p. = percentage points; n.a. = not applicable.

APS-only sensitivity model

When limiting the sample to the four KIPP middle schools operating in APS, estimated impacts remain positive and statistically significant in all grades and subjects, although the magnitude of the impacts is somewhat smaller. Compared with the full sample (Table A.3), the APS-only estimates in Table A.5 show consistent attenuation in magnitude; however, the impacts remain directionally the same, with fewer students scoring at the beginning level and more reaching proficient or distinguished. In 5th grade, for instance, the impact on the share of students scoring proficient or distinguished decreased from 9.2 percentage points in the full sample ($p = 0.000$) to 5.6 percentage points in the APS-only sample ($p = 0.040$) in ELA and from 7.6 percentage points ($p = 0.000$) to 3.8 percentage points ($p = 0.007$) in math. The pattern of positive impacts persists through 8th grade in the APS-only sample, with KIPP increasing the share of students scoring proficient or distinguished by 14 percentage points in ELA and 13 percentage points in math. In other words, KIPP’s overall pattern of strongly positive middle school impacts persists within the APS context.

Table A.5. Impact estimates for academic proficiency, grades 5–8: KIPP middle schools in APS

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Grade 5				
ELA proficiency level				
Beginning	33.9%	39.3%	-5.4 p.p. (2.2 p.p.)	0.015*
Developing	35.1%	35.3%	-0.2 p.p. (1.1 p.p.)	0.858
Proficient or distinguished	31.1%	25.4%	5.6 p.p. (2.7 p.p.)	0.040*
Math proficiency level				
Beginning	40.6%	45.4%	-4.8 p.p. (1.3 p.p.)	0.000**
Developing	35.8%	34.9%	0.9 p.p. (1.0 p.p.)	0.361
Proficient or distinguished	23.6%	19.7%	3.8 p.p. (1.4 p.p.)	0.007**
Science proficiency level				
Beginning	42.2%	54.7%	-12.6 p.p. (1.6 p.p.)	0.000**
Developing	25.1%	25.3%	-0.2 p.p. (1.0 p.p.)	0.832
Proficient or distinguished	32.7%	20.0%	12.8 p.p. (1.2 p.p.)	0.000**
Number of school-year observations	39	2,038		
Number of unique schools	4	62		

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Grade 6				
ELA proficiency level				
Beginning	33.8%	47.1%	-13.4 p.p. (1.8 p.p.)	0.000**
Developing	32.4%	29.9%	2.5 p.p. (1.1 p.p.)	0.028*
Proficient or distinguished	33.9%	23.0%	10.8 p.p. (1.8 p.p.)	0.000**
Math proficiency level				
Beginning	34.2%	50.9%	-16.6 p.p. (2.8 p.p.)	0.000**
Developing	43.2%	34.9%	8.3 p.p. (1.9 p.p.)	0.000**
Proficient or distinguished	22.6%	14.2%	8.4 p.p. (2.4 p.p.)	0.002**
Number of school-year observations	35	633		
Number of unique schools	4	23		
Grade 7				
ELA proficiency level				
Beginning	28.7%	44.0%	-15.3 p.p. (2.8 p.p.)	0.000**
Developing	35.0%	33.0%	2.0 p.p. (1.7 p.p.)	0.258
Proficient or distinguished	36.4%	23.0%	13.4 p.p. (2.6 p.p.)	0.000**
Math proficiency level				
Beginning	26.6%	43.9%	-17.3 p.p. (2.6 p.p.)	0.000**
Developing	41.9%	38.9%	3.1 p.p. (2.2 p.p.)	0.174
Proficient or distinguished	31.5%	17.3%	14.2 p.p. (2.5 p.p.)	0.000**
Number of school-year observations	31	553		
Number of unique schools	4	23		
Grade 8				
ELA proficiency level				
Beginning	31.0%	46.4%	-15.3 p.p. (3.7 p.p.)	0.000**
Developing	37.1%	35.9%	1.3 p.p. (1.5 p.p.)	0.406
Proficient or distinguished	31.8%	17.7%	14.1 p.p. (3.2 p.p.)	0.000**

Outcome	KIPP middle school mean	Comparison mean	Impact estimate (standard error)	p-value
Math proficiency level				
Beginning	22.3%	37.2%	-14.9 p.p. (2.4 p.p.)	0.000**
Developing	40.1%	38.2%	1.9 p.p. (2.4 p.p.)	0.436
Proficient or distinguished	37.7%	24.6%	13.1 p.p. (3.6 p.p.)	0.001**
Science proficiency level				
Beginning	41.2%	62.0%	-20.8 p.p. (3.3 p.p.)	0.000**
Developing	30.2%	23.5%	6.7 p.p. (1.7 p.p.)	0.001**
Proficient or distinguished	28.6%	14.5%	14.1 p.p. (1.8 p.p.)	0.000**
Social studies proficiency level				
Beginning	27.7%	46.4%	-18.7 p.p. (3.3 p.p.)	0.000**
Developing	40.4%	35.6%	4.8 p.p. (1.7 p.p.)	0.009**
Proficient or distinguished	31.9%	18.0%	14.0 p.p. (2.4 p.p.)	0.000**
Number of school-year observations	27	464		
Number of unique schools	4	22		

Source: Georgia Department of Education school data extracts.

Note: The model, which pools all 13 cohorts of 5th-grade students in KIPP middle schools operating in APS and comparison middle schools in APS, estimates outcome means by regressing the outcome measure on treatment status using entropy-balancing weights and controlling for student-aggregated covariates, year, and school. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. Sample sizes vary by grade and subject due to fewer cohorts observed during the study period through middle school and due to missing outcome data.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

p.p. = percentage points.

Sensitivity checks: omitting missing data and 2021 outcomes

The complete-case estimates in Table A.6 are consistent with the primary imputed-covariate estimates in Table A.3 in both magnitude and statistical significance. This finding indicates that the main estimates are not sensitive to the treatment of missing baseline covariates. Across grades and subjects, estimated reductions in beginning-level performance and increases in proficient or distinguished performance differ by only a few percentage points between specifications, and key effects remain statistically significant in both models. In some cases, complete-case estimates are modestly larger in magnitude, likely reflecting compositional changes in the analytic sample rather than a change in the underlying pattern of results. Importantly, no substantive conclusions differ between the two specifications

Excluding all 2020–2021 achievement data (both as regression covariates and outcomes) slightly strengthens the estimated impacts. This may have occurred because statewide testing was optional that year. The second column of impacts in Table A.6 removes observations from the 2021–2021 school year when test-taking was optional (and therefore may have produced a sample of test scores from a nonrepresentative sample of students). The sensitivity analysis omitted all outcome test scores from the 2020–2021 school year, and also omitted the study cohorts entering 5th grade in 2021–2022 and 2022–2023 (since their 3rd- or 4th-grade baseline data were measured in 2020–2021). Compared with the complete-case results in the first column, the estimates in the second column show somewhat larger reductions in the share of students scoring at the beginning level and larger increases in the share scoring proficient or distinguished, with the largest shifts occurring in grades 6–8 rather than grade 5.

Table A.6. Impact estimates for academic proficiency, grades 5–8: omitting missing data and 2021 test scores

Outcome	Complete case model, impact estimate (standard error)	Complete case model excluding 2021 test scores, impact estimate (standard error)
Grade 5		
ELA proficiency level		
Beginning	-9.0 p.p.** (1.7 p.p.)	-8.6 p.p.** (1.9 p.p.)
Developing	0.3 p.p. (0.9 p.p.)	-0.3 p.p. (1.0 p.p.)
Proficient or distinguished	8.7 p.p.** (2.3 p.p.)	8.9 p.p.** (2.6 p.p.)
Math proficiency level		
Beginning	-9.0 p.p.** (1.8 p.p.)	-9.8 p.p.** (2.0 p.p.)
Developing	-0.3 p.p. (0.9 p.p.)	-0.7 p.p. (0.7 p.p.)
Proficient or distinguished	9.3 p.p.** (2.3 p.p.)	10.5 p.p.** (2.5 p.p.)
Science proficiency level		
Beginning	-20.0 p.p.** (2.0 p.p.)	-20.5 p.p.** (2.1 p.p.)
Developing	-0.9 p.p. (0.7 p.p.)	-2.1 p.p.** (0.6 p.p.)
Proficient or distinguished	21.0 p.p.** (2.1 p.p.)	22.7 p.p.** (2.3 p.p.)
Number of KIPP school-year observations	35	30
Number of unique KIPP schools	5	4
Number of comparison school-year observations	1,663	1,447
Number of unique comparison schools	87	86

Outcome	Complete case model, impact estimate (standard error)	Complete case model excluding 2021 test scores, impact estimate (standard error)
Grade 6		
ELA proficiency level		
Beginning	-16.2 p.p.** (1.8 p.p.)	-19.6 p.p.** (2.1 p.p.)
Developing	2.2 p.p. (1.1 p.p.)	1.1 p.p. (1.1 p.p.)
Proficient or distinguished	14.0 p.p.** (1.7 p.p.)	18.5 p.p.** (1.7 p.p.)
Math proficiency level		
Beginning	-20.7 p.p.** (2.4 p.p.)	-24.3 p.p.** (3.1 p.p.)
Developing	7.5 p.p.** (1.2 p.p.)	6.3 p.p.** (1.5 p.p.)
Proficient or distinguished	13.2 p.p.** (1.9 p.p.)	18.0 p.p.** (2.1 p.p.)
Number of KIPP school-year observations	30	23
Number of unique KIPP schools	5	4
Number of comparison school-year observations	495	338
Number of unique comparison schools	36	33
Grade 7		
ELA proficiency level		
Beginning	-25.2 p.p.** (2.0 p.p.)	-26.1 p.p.** (1.9 p.p.)
Developing	6.1 p.p.** (1.5 p.p.)	7.0 p.p.** (1.4 p.p.)
Proficient or distinguished	19.1 p.p.** (2.0 p.p.)	19.1 p.p.** (1.9 p.p.)
Math proficiency level		
Beginning	-25.3 p.p.** (2.0 p.p.)	-25.9 p.p.** (2.1 p.p.)
Developing	5.9 p.p.** (1.4 p.p.)	3.8 p.p. (2.0 p.p.)
Proficient or distinguished	19.4 p.p.** (1.9 p.p.)	22.1 p.p.** (2.3 p.p.)
Number of KIPP school-year observations	26	23
Number of unique KIPP schools	4	4
Number of comparison school-year observations	405	342
Number of unique comparison schools	34	34

Outcome	Complete case model, impact estimate (standard error)	Complete case model excluding 2021 test scores, impact estimate (standard error)
Grade 8		
ELA proficiency level		
Beginning	-14.6 p.p.** (1.8 p.p.)	-18.6 p.p.** (2.0 p.p.)
Developing	-1.5 p.p. (1.5 p.p.)	-2.1 p.p. (1.4 p.p.)
Proficient or distinguished	16.2 p.p.** (2.4 p.p.)	20.7 p.p.** (2.4 p.p.)
Math proficiency level		
Beginning	-20.6 p.p.** (2.6 p.p.)	-25.6 p.p.** (2.8 p.p.)
Developing	-1.5 p.p. (1.9 p.p.)	-1.4 p.p. (2.0 p.p.)
Proficient or distinguished	22.1 p.p.** (2.4 p.p.)	26.9 p.p.** (2.5 p.p.)
Science proficiency level		
Beginning	-35.6 p.p.** (2.8 p.p.)	-35.6 p.p.** (2.8 p.p.)
Developing	3.1 p.p. (3.0 p.p.)	3.1 p.p. (3.0 p.p.)
Proficient or distinguished	32.5 p.p.** (2.7 p.p.)	32.5 p.p.** (2.7 p.p.)
Social studies proficiency level		
Beginning	-18.5 p.p.** (2.7 p.p.)	-24.9 p.p.** (2.9 p.p.)
Developing	0.2 p.p. (2.3 p.p.)	2.7 p.p. (2.5 p.p.)
Proficient or distinguished	18.3 p.p.** (3.9 p.p.)	22.2 p.p.** (4.5 p.p.)
Number of KIPP school-year observations	24	22
Number of unique KIPP schools	4	4
Number of comparison school-year observations	397	343
Number of unique comparison schools	32	32

Source: Georgia Department of Education school data extracts.

Note: The model, which pools all 13 cohorts of 5th-grade students in KIPP middle schools and comparison middle schools, estimates outcome means by regressing the outcome measure on treatment status using entropy-balancing weights and controlling for student-aggregated covariates, year, and school. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. No baseline covariates were imputed in these analyses. In the second column, the impacts are re-estimated on the sample that also excludes observed covariates and outcomes measured in the 2020-2021 school year. Sample sizes vary by grade and subject due to fewer cohorts observed during the study period through middle school and due to missing baseline and outcome data.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

p.p. = percentage points.

Impacts with and without prior exposure to KIPP in elementary school

Exposure to KIPP elementary schools largely explains the achievement effects observed for KIPP students in grade 5, but KIPP middle schools produce additional positive effects in later grades.

There is no additional KIPP middle school effect in grade 5 for cohorts coming from KIPP elementary schools (the impact on the percentage scoring proficient or distinguished is 1.7 percentage points in ELA and 0.5 percentage points in math) (Table A.7). In other words, in grade 5 KIPP middle schools primarily maintain earlier gains made in elementary school. By grade 8, however, KIPP middle school impacts remain significant in ELA and math regardless of KIPP elementary school exposure, implying that KIPP middle schools eventually produce additional achievement benefits for students who also attended KIPP in elementary school. Interpreted within the K–8 pipeline, KIPP middle schools help students keep the gains they made in elementary school and then build on these gains over time, rather than produce a sudden jump when they first enter middle school.

Table A.7. KIPP middle school impacts for cohorts with and without prior KIPP elementary enrollment

Outcome	Impact of KIPP middle schools on cohorts that did not attend KIPP for elementary school		Impact of KIPP middle schools on cohorts that attended KIPP for elementary school	
	Impact estimate (standard error)	p-value	Impact estimate (standard error)	p-value
Grade 5				
Percent Proficient or distinguished in English	11.0 p.p. (2.8 p.p.)	0.000**	1.7 p.p. (3.3 p.p.)	0.601
Percent Proficient or distinguished in math	9.3 p.p. (2.7 p.p.)	0.001**	0.5 p.p. (1.9 p.p.)	0.795
Number of KIPP school-year observations	37			
Number of unique KIPP schools	5			
Number of comparison school-year observations	1,661			
Number of unique comparison schools	89			
Grade 8				
Percent Proficient or distinguished in English	17.0 p.p. (2.9 p.p.)	0.000**	20.3 p.p. (6.3 p.p.)	0.003**
Percent Proficient or distinguished in math	23.1 p.p. (3.0 p.p.)	0.000**	14.6 p.p. (6.7 p.p.)	0.035*
Number of KIPP school-year observations	33			
Number of unique KIPP schools	5			
Number of comparison school-year observations	493			
Number of unique comparison schools	33			

Source: Georgia Department of Education school data extracts.

Note: The model, which pools all 13 cohorts of 5th-grade students in KIPP middle schools and comparison middle schools, estimates outcome means by regressing the outcome measure on treatment status using entropy-balancing weights and controlling for student-aggregated covariates, year, school, and an indicator for the years and cohorts a KIPP elementary school naturally fed into its associated KIPP middle school. The impact of KIPP middle schools on cohorts that did not attend KIPP for elementary school reflects the effect of KIPP middle schools alone. The impact of KIPP middle schools on cohorts that also attended KIPP elementary schools is the sum of the treatment indicator and the treatment-feeder school interaction and reflect the combined effect of attending KIPP for elementary and middle school. The control mean is unadjusted, and the treatment mean equals the control mean plus the regression adjusted difference between groups. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. Sample sizes vary by grade and subject due to fewer cohorts observed during the study period through middle school.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

p.p. = percentage points.

Appendix B

High School Impact Analysis: Technical Specifications and Additional Output

A. Overview

This appendix documents the methods used to estimate the impacts of KIPP Atlanta Collegiate High School on postsecondary outcomes using publicly available, school-level data. The design parallels the middle school analysis: a district-aligned, quasi-experimental comparison group approach that compares KIPP Atlanta Collegiate High School to other Atlanta Public Schools (APS) high schools with graduating cohorts in the same years. The impact framework proceeds in three steps: (1) define a cohort- and district-aligned pool of candidate comparison high schools; (2) construct entropy-balancing weights so the weighted comparison group closely matches KIPP on cohort-aligned feeder middle school characteristics that proxy for entering student achievement and socioeconomic composition; and (3) estimate impacts via weighted regressions on pooled school-by-year observations.

The analytic unit is school-by-cohort (graduating class), with outcomes observed up to six years after high school graduation where data are available; the main report summarizes key findings, and this appendix provides full technical detail for replication and interpretation (cohort alignment, weighting/balance diagnostics, outcome definitions, and model specifications).

B. Study sample

The study focuses on nine graduating cohorts at KIPP Atlanta Collegiate High School—the classes of 2015 through 2023—and a comparison group of APS traditional and charter high schools that operated in the same cohort years (11 comparison high schools in total). As described in detail below, study samples vary by outcome measure follow-up windows. Table B.1 summarizes the number of unique schools and school-cohort observations included by follow-up period (noting variation by outcome due to reporting gaps).

Table B.1. High school sample sizes, by postsecondary follow-up period

Follow-up period	KIPP Atlanta Collegiate High School		Comparison high schools	
	Number of unique schools	Number of school-cohort observations	Number of unique schools	Number of school-cohort observations
One-year (cohorts 2015–2023)	1	9	11	83
Five-year (cohorts 2015–2019)	1	5	11	39
Six-year (cohorts 2015–2018)	1	4	10	30

Source: Georgia Department of Education.

Note: Some sample sizes vary by outcome and follow-up period due to missing outcome data.

C. Data sources and outcomes

Data sources. Baseline covariates and college-readiness outcomes come from Georgia Department of Education public school-level data accessed via the Governor’s Office of Student Achievement. Postsecondary enrollment, credential, and workforce outcomes come from the Governor’s Office of Student Achievement’s (GOSA) High School Graduate Outcomes reporting based on GA AWARDS. Additionally, postsecondary outcomes for on-time graduates are drawn from a publicly available APS report based on National Student Clearinghouse (NSC) records, with coverage for graduating classes

2017–2023 for one-year follow-up and longer follow-up for earlier cohorts.¹⁹ For the five- and six-year follow-up outcomes, the GA AWARDS files used in this analysis understate college enrollment and credential attainment and overstate the share of graduates classified as unknown or employed without a postsecondary credential. As described below, this limitation affects the interpretation of long-term outcome levels for both KIPP Atlanta Collegiate High School and the APS comparison high schools.²⁰

Handling statewide assessment changes in baseline achievement measures. Baseline covariates used in the analysis included 8th-grade achievement (in addition to direct certification rates, chronic absenteeism, and race/ethnicity). As noted in Appendix A, Georgia replaced the Criterion-Referenced Competency Tests (CRCT) with the Georgia Milestones (end-of-grade, or EOG) assessment system beginning in the 2014–2015 school year. To maintain comparability in feeder-based baseline achievement measures across this transition and support covariate balance on mid-level proficiency, we used a three-tier proficiency structure for 8th-grade English language arts (ELA) and math. Specifically, for cohorts assessed under CRCT, we used the reported categories (Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations). For cohorts assessed under Georgia Milestones, which reports four achievement levels, we combined the two middle levels (developing and proficient) into a single Meeting Expectations category (retaining “beginning” as equivalent to “Does Not Meet Expectations” and retaining “distinguished” as equivalent to “Exceeds Expectations”). This step makes it possible to include all cohorts in pooled analyses of baseline equivalence.

Unlike the middle school analysis that combined to top two proficiency categories, the high school analysis combined the middle two achievement categories because KIPP Atlanta Collegiate High School enrolls an unusually high proportion of low-income students who also have relatively high baseline proficiency rates. This makes it difficult to simultaneously balance comparison schools on both socioeconomic status and proportion of students in the highest achievement category. In this analysis, the weighting prioritizes balance on direct certification rates and the proportion of students in the middle of the achievement distribution, where there is greater overlap between KIPP and comparison high schools.

Outcome measures and follow-up windows. Table B.2 lists the postsecondary and workforce outcome measures used in the high school impact analysis, including definitions, timing of measurement, and data sources. Outcome availability varies by cohort because later graduating classes have fewer years of follow-up. With outcome data available through the 2023–2024 school year, one-year outcomes are observed for all nine cohorts (2015–2023), five-year outcomes are observed for the first five cohorts, and six-year outcomes are observed for the first four cohorts. We did not impute missing outcome measures and

¹⁹ As a quality-assurance step, we compared the APS-reported measures of college enrollment and persistence for KIPP alumni with estimates constructed from the study’s student-level NSC records for the corresponding cohorts. This comparison did not identify substantive discrepancies; the APS figures were broadly consistent with those the study derived from the student-level NSC data.

²⁰ As an additional quality-assurance step, we compared the GA AWARDS-based impact estimates with parallel impact estimates based on APS’s NSC-reported measures of college enrollment, persistence, and graduation for on-time high school graduates. Although the APS measures are defined for a narrower sample and are not identical to the GA AWARDS outcomes, they show a broadly similar pattern of results, including stronger impacts on college entry than on longer-term persistence or completion and no detectable impact on graduation within six years (see Tables B.5 and B.6). Accordingly, the study continues to report the GA AWARDS-based impact estimates, while interpreting the corresponding long-term outcome levels with caution.

excluded school-by-year observations with missing outcomes from the relevant outcome-specific models when there were reporting gaps.

Limitation of long-term GA AWARDS outcomes. The five- and six-year GA AWARDS files used in this analysis understate college enrollment and credential attainment and overstate the share of graduates classified as unknown or employed without a postsecondary credential. The undercounting problem is concentrated among students who enroll outside Georgia public institutions at any point in the first year following high school, when the initial matching occurred. Under the matching process in place when the analytic files for this study were downloaded, GA AWARDS first identified graduates in Georgia public postsecondary records and in-state workforce records, and only graduates not found in either system were sent to NSC for follow-up updates in later years. As a result, students who were initially observed in Georgia public institutions or Georgia workforce data, but later enrolled in private or out-of-state colleges, were not fully updated in subsequent follow-up years and could remain misclassified as unknown or employed without a postsecondary credential. After GA AWARDS updated its data-matching process and refreshed the dashboard files, later NSC information was incorporated more completely, including retroactive corrections for recent cohorts. Comparing the original files used in this study with the refreshed files shows that correcting these undercounts substantially increased reported long-term college enrollment in the affected recent cohorts and nearly doubled the reported share earning a postsecondary credential. This limitation affects the full high school analytic sample, including both KIPP Atlanta Collegiate High School and the APS comparison high schools.

Table B.2. College impact analysis outcome measures and definitions

Outcome measure	Definition	Timing of measurement	Graduating cohorts
College readiness^a			
Average SAT composite score	School-level average SAT composite score	In high school	2015–2023
Average ACT composite score	School-level average ACT composite score	In high school	2015–2023
Postsecondary enrollment^a			
Enrolled in any postsecondary institution ^b	Percentage of graduates enrolled in any postsecondary institution	1, 5, and 6 years after high school graduation	1-year: 2015–2023 5-year: 2015–2019 6-year: 2015–2018
Enrolled outside Georgia ^b	Percentage of graduates enrolled in a postsecondary institution in the United States outside Georgia, derived from NSC data	Within one year after high school graduation	2015–2023
Enrolled in Georgia ^b	Percentage of graduates enrolled in a postsecondary institution located in Georgia	Within one year after high school graduation	2015–2023
Enrolled in Georgia: public college ^b	Percentage of students enrolled in public colleges or universities within the University System of Georgia	Within one year after high school graduation	2015–2023

Outcome measure	Definition	Timing of measurement	Graduating cohorts
Enrolled in Georgia: private college ^b	Percentage of students enrolled in accredited private colleges or universities in Georgia	Within one year after high school graduation	2015–2023
Enrolled in Georgia: technical college ^b	Percentage of students enrolled in public colleges within the Technical College System of Georgia	Within one year after high school graduation	2015–2023
Employed in Georgia, not enrolled, no credential	Percentage of graduates employed in Georgia (UI-covered employment), not currently enrolled in an institution in the United States, and no postsecondary credential	1, 5, and 6 years after high school graduation	1-year: 2015–2023 5-year: 2015–2019 6-year: 2015–2018
Employed in Georgia with Career Pathway Credential (CPC), not enrolled	Percentage of graduates employed in Georgia (UI-covered employment) within one year, not currently enrolled, and earned a CPC	1, 5, and 6 years after high school graduation	1-year: 2015–2023 5-year: 2015–2019 6-year: 2015–2018
Unknown status	Percentage of graduates not employed in Georgia, not enrolled in a U.S. postsecondary institution, and no credential	1, 5, and 6 years after high school graduation	1-year: 2015–2023 5-year: 2015–2019 6-year: 2015–2018
Degree attainment^a			
Earned a postsecondary credential ^b	Whether graduates have earned any postsecondary credential	5 and 6 years after high school graduation	5-year: 2015–2019 6-year: 2015–2018
Earned a certificate	Distribution of graduates by highest credential earned within five years: certificate, associate, bachelor's, master's or higher, or other credential	5 years after high school graduation	2015–2018
Earned an associate's degree	Percentage of students whose highest degree earned is an associate's degree	5 years after high school graduation	2015–2018
Earned a bachelor's degree	Percentage of students whose highest degree earned is a bachelor's degree	5 years after high school graduation	2015–2018
Earned a master's degree or higher	Percentage of students whose highest degree earned is a master's degree or higher	5 years after high school graduation	2015–2018
Earned other credential	Percentage of students whose highest degree earned is of another type, including some associate degrees or certificates and certain non-degree credentials from Georgia Independent College Association institutions	5 years after high school graduation	2016, 2018 ^c
Seamless college enrollment and persistence^d			
Seamless college enrollment	Percentage of on-time (4-year) high school graduates who enrolled in any postsecondary institution in the United States by October 1 following high school graduation	October following high school graduation	2017–2023
Continuously enrolled in college for two years ^e	Among on-time graduates, percentage of students who seamlessly enrolled in	2 years after high school graduation	2017–2022

Outcome measure	Definition	Timing of measurement	Graduating cohorts
	any postsecondary institution (by October 1 following high school graduation) and were also enrolled 2 years later (or earned a degree within 2 years)		
Continuously enrolled in college for three years ^e	Among on-time graduates, percentage of students who seamlessly enrolled in any postsecondary institution (by October 1 following high school graduation) and were also enrolled 3 years later	3 years after high school graduation	2017–2021
Continuously enrolled in college for four years ^e	Among on-time graduates, percentage of students who seamlessly enrolled in any postsecondary institution (by October 1 following high school graduation) and were also enrolled 4 years later	4 years after high school graduation	2017–2020
Continuously enrolled in college for five years ^e	Among on-time graduates, percentage of students who seamlessly enrolled in any postsecondary institution (by October 1 following high school graduation) and were also enrolled 5 years later	5 years after high school graduation	2017–2019
Graduated after six years ^e	Among on-time graduates, percentage of students who earned a degree within 6 years	6 years after high school graduation	2017–2018

^a Source: College-readiness measures and baseline model inputs are from Georgia Department of Education public school-level data; postsecondary, workforce, and unknown-status outcomes are from GOSA High School Graduate Outcomes reporting based on GA AWARDS. ^b These students may or may not be working in Georgia.

^c Other credential attainment after five years was not reported for most APS high schools, including KIPP, for the 2015, 2017, and 2019 graduating cohorts.

^d Source: APS 2023 public report (NSC-based).

^e The APS report defines college persistence as remaining enrolled in any postsecondary institution as of October 1 in years following initial enrollment. The institution does not need to be the same, but the student must enroll continuously in consecutive years.

Note: For the five- and six-year follow-up outcomes, the GA AWARDS files used in this analysis understate college enrollment and credential attainment and overstate unknown and some employment classifications. Accordingly, these measures are used to estimate impacts, but their reported outcome levels should not be interpreted as complete.

UI = unemployment insurance.

D. Creating the comparison group

The comparison-group construction mirrors the middle school impact analysis approach discussed in Appendix A: (a) define a district- and cohort-aligned candidate pool and (b) reweight comparison schools so their entering cohorts resemble KIPP’s entering cohorts on observable feeder-based characteristics.

Cohort alignment and baseline construction. Because KIPP Atlanta Collegiate is APS’s only KIPP high school (grades 9–12), we used APS feeder-pattern and school zone information to identify each high school’s primary feeder middle school(s) and aggregated feeder characteristics using

enrollment-weighted averages of student achievement and other characteristics when multiple feeders exist.

Weighting approach: entropy balancing. We used entropy balancing to generate nonnegative weights for comparison high schools so the weighted mean of selected baseline covariates matched KIPP in each cohort. Given the limited number of APS high schools and only one treated school per cohort, the algorithm did not converge reliably when we targeted multiple covariates as exact balancing constraints; therefore, the primary balancing target was the percentage of students directly certified for eligibility for free school meals among feeder middle schools (by cohort year). No comparison schools were dropped; those least similar received very small weights but remained in the analytic sample.

We then assessed balance, pooled across years, on baseline characteristics using Cox-index standardized differences. Table B.3 shows that the weighted comparison group closely matched KIPP on direct certification rate, the middle proficiency category for both math and ELA, and chronic absenteeism. The weights did not successfully balance the two groups on the lower proficiency category for ELA and math, the higher proficiency category for math, or on student race and ethnicity.

Table B.3. Baseline equivalence for the high school analytic sample

Baseline measure	KIPP Atlanta Collegiate High School	Comparison high schools	Standardized difference (Cox Index)
Students who are directly certified for free or reduced-price lunch	62.7%	62.7%	0.00
8th-grade ELA CRCT/EOG proficiency level			
Does not meet expectations	9.6%	20.1%	-0.53
Meets expectations	64.2%	60.4%	0.10
Exceeds expectations	26.2%	19.5%	0.23
8th-grade math CRCT/EOG proficiency level			
Does not meet expectations	12.2%	30.2%	-0.69
Meets expectations	65.1%	57.6%	0.19
Exceeds expectations	22.8%	12.2%	0.46
Chronically absent	9.4%	11.1%	-0.11
Students who are Black	97.8%	77.5%	1.55
Students who are Hispanic	1.6%	6.5%	-0.88
Number of school-year observations	9	93	
Number of unique schools	1	11	

Source: Georgia Department of Education school data extracts.

Note: Comparison school percentages are weighted using cohort-level entropy-balancing weights computed separately. Calculations exclude observations with missing data.

CRCT = Criterion-Referenced Competency Tests; EOG = end-of-grade.

E. Impact estimation and regression models

Once the comparison pool was weighed, we estimated impacts using regression models that compare outcomes between KIPP Atlanta Collegiate High School and the weighted comparison high schools. The weighting step improves baseline equivalence, and the regression step further adjusts for any residual differences while accounting for trends over time and persistent differences across schools.

We estimated the following weighted ordinary least squares (OLS) model using pooled school-by-year data:

$$\text{Equation B.1} \quad y_{st} = \delta * KIPP + \beta * X_{st} + \tau_t + \varepsilon_{st}$$

In Equation B.1, y_{st} is the outcome for school s in outcome year t ; $KIPP$ is an indicator for KIPP Atlanta Collegiate High School; X_{st} is a vector of cohort-aligned baseline covariates; τ_t is graduation-cohort fixed effects that capture districtwide changes over time; and ε_{st} is an error term. All models that the model account for the clustering of multiple observations from the same school across different years of data and are estimated using the entropy-balancing weights for comparison schools. The coefficient δ is interpreted as the average difference in outcomes between KIPP Atlanta Collegiate High School and the weighted comparison schools over the cohorts included in the analytic sample.

We implemented two models with this framework. The primary specification (Model 1) includes the rate of direct certification among feeder middle schools as the sole regression covariate. Because prior achievement is not controlled directly, this estimate reflects the contribution of attending KIPP Atlanta Collegiate High School plus any prior KIPP exposure embedded in students' preparation at high school entry.

The second specification (Model 2) adds cohort-aligned baseline achievement, chronic absenteeism, and race/ethnicity covariates. This model is intended to better isolate the incremental contribution of attending KIPP Atlanta Collegiate High School above and beyond students' preparation entering high school.

Estimation samples and missing data. All high school impact estimates pool cohorts (classes of 2015–2023) in a single set of models. Given the small number of APS high schools and the single treated school, we do not present year-specific impact models. No schools in the high school analytic sample were missing baseline direct certification rates or additional covariates used in the fully adjusted model. We excluded observations missing outcome data.

F. Results

College readiness outcomes show no measurable ACT impacts and an SAT advantage that appears driven by prior KIPP exposure rather than incremental high school effects. No statistically significant differences were found in ACT composite scores between KIPP Atlanta Collegiate High School and comparison high schools in either specification (Table B.4). For SAT scores, Model 1—which reflects the combined effect of KIPP middle and high school—shows a statistically significant positive difference for KIPP. However, this effect is smaller and no longer statistically significant once baseline achievement and student characteristics are included in Model 2, indicating that the observed SAT advantage largely

reflects prior KIPP exposure rather than incremental high school impacts. The SAT findings should be interpreted with caution, though, because SAT results are based on a substantially smaller comparison sample—about half the number of comparison high schools observed for ACT—due to missing SAT data. This smaller sample reduces precision and limits generalizability.

In the model that reflects the total effect of attending KIPP in both middle and high school (Model 1), graduates of KIPP Atlanta Collegiate High School are much more likely to enroll in college and less likely to be employed within one year of high school than similar APS students (Table B.5).

College enrollment was higher by about 17 percentage points and employment in Georgia was about 10 percentage points lower, indicating a clear shift toward postsecondary education right after high school. When we add controls for students' achievement at high school entry (Model 2), the model is controlling for achievement gains made at KIPP prior to high school, meaning the estimates now represent the marginal effect of KIPP Atlanta Collegiate High School. In this model, the difference in college enrollment becomes much smaller and is no longer statistically significant. This evidence suggests that the college enrollment advantage produced by KIPP comes from the combination of achievement gains in middle school and attending a KIPP high school, rather than gains occurring during high school alone.

At five and six years after high school graduation, the GA AWARDS files used in this analysis understate college enrollment and credential attainment for both KIPP Atlanta Collegiate High School and the APS comparison high schools. Accordingly, outcome means for these long-term measures are not reported, and the discussion focuses on regression-adjusted impact estimates. Within that limitation, the results indicate positive impacts on long-term college enrollment but no corresponding impacts on overall credential attainment during the observed follow-up period. At five years after graduation, the estimated impact on enrollment in any postsecondary institution is 2.0 percentage points in Model 1 and 5.3 percentage points in Model 2, whereas the corresponding estimates for earning any postsecondary credential are -0.7 and -6.1 percentage points, respectively (Table B.5). Six years after graduation, the estimated impact on enrollment remains positive—3.3 percentage points in Model 1 and 3.9 percentage points in Model 2—while the estimated impact on earning a postsecondary credential remains near zero or negative and is not statistically significant. These findings suggest that KIPP may increase long-term college persistence without producing corresponding gains in observed credential attainment during the study period, although that interpretation is constrained by the underreporting in the long-term GA•AWARDS outcome files.

Table B.4. Additional impact estimates on college readiness outcomes, by model

Outcome	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)				Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)			
	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value
ACT scores								
Average composite score	18.4	18.6	-0.2 (0.2)	0.314	18.0	18.6	-0.6 (0.8)	0.435
Number of school-year observations	8	63			8	63		
Number of unique schools	1	10			1	10		
SAT scores								
Average composite score	1154.6	1112.2	42.4 (6.4)	0.000**	1129.9	1112.2	17.7 (23.7)	0.473
Number of school-year observations	4	33			4	33		
Number of unique schools	1	10			1	10		

Source: Georgia Department of Education school data extracts.

Note: The sample includes KIPP Atlanta Collegiate High School and comparison high schools with observed outcome data. Both models weight each cohort of comparison schools to resemble KIPP Atlanta Collegiate, pool all available years of data for each cohort, and control for students' socioeconomic status prior to entering high school. Model 2 additionally controls for 8th-grade proficiency in math and ELA on statewide assessments, chronic absenteeism, and race/ethnicity. As a result, the Model 1 estimates reflect the combined effect of attending KIPP Atlanta Collegiate High School and any prior KIPP exposure, whereas the Model 2 estimates isolate the marginal contribution of attending KIPP Atlanta Collegiate High School. The control mean is unadjusted, and the treatment mean equals the control mean plus the regression-adjusted difference between groups.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

SES = socioeconomic status.

Table B.5. Additional impact estimates on postsecondary and workforce outcomes, by model

Outcome	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)		Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)	
	Impact estimate (standard error)	p-value	Impact estimate (standard error)	p-value
1-year follow-up				
Enrolled in any postsecondary institution	16.8 p.p. (1.8 p.p.)	0.000**	2.2 p.p. (2.1 p.p.)	0.325
Enrolled in Georgia	7.8 p.p. (1.4 p.p.)	0.000**	0.5 p.p. (1.8 p.p.)	0.763
Enrolled in Georgia: public college	7.6 p.p. (1.3 p.p.)	0.000**	0.5 p.p. (1.9 p.p.)	0.804
Enrolled in Georgia: private college	-0.3 p.p. (0.4 p.p.)	0.494	-0.6 p.p. (1.2 p.p.)	0.636
Enrolled in Georgia: technical college	0.4 p.p. (0.2 p.p.)	0.079	0.6 p.p. (0.4 p.p.)	0.195
Enrolled outside Georgia	9.0 p.p. (0.8 p.p.)	0.000**	1.7 p.p. (2.2 p.p.)	0.462
Employed in Georgia but has not earned a postsecondary credential and is not currently enrolled	-9.6 p.p. (1.1 p.p.)	0.000**	-0.9 p.p. (1.3 p.p.)	0.527
Employed in Georgia with Career Pathway Credential (CPC), not enrolled in postsecondary institution	-2.5 p.p. (0.3 p.p.)	0.000**	-1.1 p.p. (0.6 p.p.)	0.084
Not employed in Georgia, has not earned a postsecondary credential, and is not currently enrolled	-5.0 p.p. (0.7 p.p.)	0.000**	-0.3 p.p. (1.3 p.p.)	0.827
Number of school-year observations	9	83	9	83
Number of unique schools	1	11	1	11
5-year follow-up				
Enrolled in any postsecondary institution	2.0 p.p. (0.7 p.p.)	0.017*	5.3 p.p. (2.0 p.p.)	0.023*
Earned a postsecondary credential	-0.7 p.p. (0.9 p.p.)	0.440	-6.1 p.p. (2.1 p.p.)	0.013*

Outcome	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)		Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)	
	Impact estimate (standard error)	p-value	Impact estimate (standard error)	p-value
Earned an associate's degree	-1.7 p.p. (0.3 p.p.)	0.000**	-3.2 p.p. (1.1 p.p.)	0.014*
Earned a bachelor's degree	0.4 p.p. (0.9 p.p.)	0.646	-3.9 p.p. (2.5 p.p.)	0.153
Earned a master's degree or higher	-0.3 p.p. (0.1 p.p.)	0.007**	0.1 p.p. (0.2 p.p.)	0.583
Earned a certificate	0.0 p.p. (0.1 p.p.)	0.940	0.3 p.p. (0.7 p.p.)	0.644
Earned other credential	-0.2 p.p. (0.2 p.p.)	0.214	-0.2 p.p. (0.8 p.p.)	0.769
Employed in Georgia but has not earned a postsecondary credential and is not currently enrolled	6.5 p.p. (1.0 p.p.)	0.000**	12.7 p.p. (3.2 p.p.)	0.002**
Employed in Georgia with CPC, not enrolled in postsecondary institution	-6.7 p.p. (1.3 p.p.)	0.000**	-7.5 p.p. (2.5 p.p.)	0.011*
Not employed in Georgia, has not earned a postsecondary credential, and is not currently enrolled	-1.4 p.p. (0.6 p.p.)	0.043*	-4.2 p.p. (1.9 p.p.)	0.045*
Number of school-year observations	5	39	5	39
Number of unique schools	1	11	1	11
6-year follow-up				
Enrolled in any postsecondary institution	3.3 p.p. (0.4 p.p.)	0.000**	3.9 p.p. (1.6 p.p.)	0.031*
Earned a postsecondary credential	-0.7 p.p. (1.3 p.p.)	0.629	-5.6 p.p. (2.7 p.p.)	0.068
Employed in Georgia but has not earned a postsecondary credential and is not currently enrolled	4.8 p.p. (0.8 p.p.)	0.000**	14.5 p.p. (3.8 p.p.)	0.003**
Employed in Georgia with CPC, not enrolled in postsecondary institution ^a	-6.5 p.p. (1.6 p.p.)	0.002**	-8.7 p.p. (2.6 p.p.)	0.008**

	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)		Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)	
Outcome	Impact estimate (standard error)	p-value	Impact estimate (standard error)	p-value
Not employed in Georgia, has not earned a postsecondary credential, and is not currently enrolled	-1.6 p.p. (0.7 p.p.)	0.040*	-3.5 p.p. (1.9 p.p.)	0.107
Number of school-year observations	4	30	4	30
Number of unique schools	1	10	1	10

Source: Governor’s Office of Student Achievement (GOSA) High School Graduate Outcomes reporting, based on GA AWARDS, and Georgia Department of Education school data extracts.

Note: The sample includes KIPP Atlanta Collegiate High School and 11 comparison high schools. Both models weight each cohort of comparison schools to resemble KIPP Atlanta Collegiate, pool all available years of data for each cohort, and control for students’ socioeconomic status prior to entering high school. Model 2 additionally controls for 8th-grade proficiency in math and ELA on statewide assessments, chronic absenteeism, and race/ethnicity. As a result, the Model 1 estimates reflect the combined effect of attending KIPP Atlanta Collegiate High School and any prior KIPP exposure, whereas the Model 2 estimates isolate the marginal contribution of attending KIPP Atlanta Collegiate High School. Because the underlying GA AWARDS files used in this analysis understate five- and six-year college enrollment and credential attainment, outcome means for those measures are not reported, and the discussion instead focuses on the regression-adjusted impact estimates.

^a KIPP Atlanta Collegiate High School had no graduates who earned a Career Pathway Credential (CPC) in the cohorts included in this analysis; therefore, the small negative adjusted impact estimates for CPC-related employment outcomes reflect the regression-adjustment method and the calculation of adjusted treatment means, rather than employment among CPC-holding KIPP alumni. Georgia does not report employment outcomes for graduates who earned a postsecondary credential other than a CPC, so employment measures are limited to individuals without a postsecondary credential or with a CPC.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

SES = socioeconomic status.

Next, we examine seamless college enrollment among students who graduated from high school on time (within four years), drawing on measures reported in the APS postsecondary enrollment trends report (Atlanta Public Schools, 2024). Seamless enrollment is a more stringent outcome than the enrollment measure reported in Table B.5, which captures enrollment at any point within one year of graduation and includes all graduates, regardless of on-time completion. While the APS report presents these enrollment and persistence outcomes descriptively across APS high schools, our analysis extends this work by estimating the impacts of attending KIPP Atlanta Collegiate High School, accounting for students' baseline characteristics and prior achievement.

Graduates of KIPP Atlanta Collegiate High School are more likely to enroll seamlessly in college, and in Model 1, they are also more likely to remain continuously enrolled through the second year (Table B.6). These advantages do not persist into higher rates of continuous enrollment or degree completion once baseline achievement is taken into account. Exposure to KIPP middle and high school yields substantially higher seamless enrollment rates for KIPP alumni immediately after high school, as well as a 7.5 percentage-point increase in continuous enrollment after two years, and a smaller positive impact after five years. However, when baseline achievement is added to isolate the incremental effect of KIPP high school, the seamless enrollment advantage narrows but remains statistically significant, whereas the estimated impacts on persistence from two through five years and on graduation within six years are not statistically significant. Overall, the results suggest that KIPP's strongest postsecondary impacts are concentrated in initial college entry among on-time KIPP graduates who also benefited from attending KIPP in elementary or middle school. Exposure to KIPP high school alone does not appear to produce sustained improvements in longer-term college persistence or completion.

Table B.6. Additional impact estimates on college enrollment and persistence for on-time high school graduates, by model

Outcome	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)				Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)			
	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value
Seamless college enrollment	69.4%	55.6%	13.8 p.p. (1.4 p.p.)	0.000**	60.7%	55.6%	5.1 p.p. (1.9 p.p.)	0.023*
Number of school-year observations	7	75			7	75		
Number of unique schools	1	11			1	11		
Continuously enrolled in college after two years	49.2%	41.7%	7.5 p.p. (1.5 p.p.)	0.000**	43.0%	41.7%	1.4 p.p. (1.8 p.p.)	0.457
Number of school-year observations	6	64			6	64		
Number of unique schools	1	11			1	11		
Continuously enrolled in college after three years	38.0%	35.7%	2.3 p.p. (1.6 p.p.)	0.172	34.0%	35.7%	-1.6 p.p. (2.7 p.p.)	0.559
Number of school-year observations	5	53			5	53		
Number of unique schools	1	11			1	11		
Continuously enrolled in college after four years	31.7%	31.9%	-0.2 p.p. (1.9 p.p.)	0.925	26.2%	31.9%	-5.7 p.p. (4.5 p.p.)	0.226
Number of school-year observations	4	42			4	42		
Number of unique schools	1	11			1	11		
Continuously enrolled in college after five years	19.0%	16.5%	2.5 p.p. (0.9 p.p.)	0.021*	15.7%	16.5%	-0.8 p.p. (2.8 p.p.)	0.783
Number of school-year observations	3	31			3	31		
Number of unique schools	1	11			1	11		

Outcome	Model 1: Total effect of KIPP middle and high school (no controls for baseline achievement and demographics)				Model 2: Marginal effect of KIPP Atlanta Collegiate (controlling for SES, baseline achievement, and demographics)			
	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value	KIPP Atlanta Collegiate mean	Comparison mean	Impact estimate (standard error)	p-value
Graduated within six years	31.5%	31.6%	-0.1 p.p. (1.9 p.p.)	0.944	24.5%	31.6%	-7.1 p.p. (4.9 p.p.)	0.175
Number of school-year observations	2	20			2	20		
Number of unique schools	1	10			1	10		

Source: Atlanta Public Schools (2024).

Note: The sample includes KIPP Atlanta Collegiate High School and 11 comparison high schools. Both models weight each cohort of comparison schools to resemble KIPP Atlanta Collegiate, pool all available years of data for each cohort, and control for students' socioeconomic status prior to entering high school. Model 2 additionally controls for 8th-grade proficiency in math and ELA on statewide assessments, chronic absenteeism, and race/ethnicity. As a result, the Model 1 estimates reflect the combined effect of attending KIPP Atlanta Collegiate High School and any prior KIPP exposure, whereas the Model 2 estimates isolate the marginal contribution of attending KIPP Atlanta Collegiate High School. Outcomes were measured using data from NSC on students who graduated high school in four years. The control mean is unadjusted, and the treatment mean equals the control mean plus the regression-adjusted difference between groups.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

SES= socioeconomic status.

Appendix C

Postsecondary Descriptive Analysis: Technical Specifications and Additional Output

A. Overview

This appendix describes the data sources and descriptive methods used to summarize postsecondary outcomes for KIPP Atlanta alumni using student-level data. Unlike the impact analyses in Appendices A and B, the analyses in this appendix are descriptive (not causal): they document patterns in college enrollment, persistence, and credential attainment for KIPP alumni and—where feasible—compare those patterns to district, state, and national benchmarks. The main report presents a high-level overview and selected descriptive findings; this appendix provides additional detail on data collection, cohort construction and follow-up windows, outcome definitions, and outcome data.

The descriptive sample includes 5,332 students who enrolled in KIPP Atlanta schools in grades 5–12 and had an on-track high school graduation date between 2015 and 2024. The sample includes students who attended KIPP schools in Atlanta Public Schools (APS) and students who attended KIPP South Fulton Academy (a K–8 school located in the Fulton County School District).

To examine how postsecondary outcomes vary across students' experiences in KIPP, we summarize outcomes for the full sample of students who ever attended KIPP and for key subgroups defined using students' enrollment histories: (1) students who were enrolled in KIPP for at least six of the eight middle and high school grades, and (2) students who graduated from KIPP Atlanta Collegiate High School. These groups are not mutually exclusive. For example, 15 percent of the students in the sample both enrolled at KIPP for 6 or more years and graduated from KIPP Atlanta Collegiate High School (specifically, 918 out of 5,332 students enrolled in KIPP for 6 or more years, and 86 percent of them also graduated from KIPP). Conversely, among all KIPP Atlanta Collegiate High School graduates (1,396 students out of 5,332, or 26 percent of the sample), 57 percent attended KIPP for 6 or more years. Because KIPP South Fulton Academy serves four grade levels and does not feed into KIPP Atlanta Collegiate, its students are less likely to be represented in either subgroup.

B. Data, measures, and analytic samples

We measured students' postsecondary outcomes by linking student-level KIPP Atlanta administrative records to student-level records from the National Student Clearinghouse (NSC). KIPP Atlanta provided student rosters for KIPP schools in APS and Fulton County School District provided rosters for KIPP South Fulton Academy students. These administrative records provide student identifiers, enrollment histories (grades, years of attendance, and graduation status). NSC records provide information on postsecondary enrollment, persistence, and degree completion at participating colleges and universities nationwide (Dundar and Shapiro 2016). We requested NSC records through the spring 2025 term for the full roster of students who attended KIPP in middle school, high school, or both. Because we submitted our NSC data request midsemester (March 28, 2025), outcomes that include spring 2025 data underreport enrollment and degree completion. To address the absence of degree completion records, we excluded the 2020 high school graduating cohort from the analyses of the five-year graduation and persistence outcomes. However, in prior years of the returned NSC data, we found that fewer than 1 percent of records per year had enrollment dates between March 28 and April 30—the latest window in which a student could have been counted toward spring enrollment, suggesting that any undercount is likely minimal. Therefore, we included the 2020 cohort in college enrollment outcomes that use data through the spring 2025 semester.

Students who matched to an NSC record were classified as having enrolled in postsecondary education; students with no NSC match were classified as not having enrolled in any postsecondary institution. For cohorts with sufficient follow-up time, we also used NSC degree indicators to measure credential attainment. Because the most recent cohorts have not had enough time to complete a four-year program by fall 2024, we report college completion outcomes only for the earliest cohorts with adequate follow-up (cohorts 2015 through 2019).

NSC matching is not error-free: some students may attend college but fail to match due to data quality issues (for example, discrepancies with name or date of birth) or because a student or institution restricts reporting (Dynarski et al. 2015). To reduce the risk of missed matches, we conducted data quality checks on student identifiers and, when feasible, submitted multiple variants of names and dates of birth for students with inconsistent administrative records. The NSC also reports the number of matches that are blocked by the student or institution; blocked records are treated as not observed enrolling because we could not identify them in the data. A total of 1.1 percent of students in our sample were blocked for reporting.

To describe the characteristics of colleges that former KIPP students attend, we linked NSC institution identifiers to the Integrated Postsecondary Education Data System (IPEDS). IPEDS provides institution-level measures that describe college context (for example, selectivity, graduation rates, and the socioeconomic composition of enrolled students). Institution-level measures are used descriptively to characterize enrollment patterns; they are not used to define causal impacts.

Outcome measures. The primary outcome for the descriptive analysis is on-time college enrollment, defined as enrolling in any postsecondary institution by the fall term immediately following expected high school graduation. This outcome is available for all cohorts and supports trend analyses across the full 2015–2024 graduation window.

For earlier cohorts with sufficient follow-up, we also examined longer-term postsecondary outcomes, including whether students earned a bachelor’s degree within five years or remained “on track” to complete a four-year degree.²¹ Students are defined as on track if they are enrolled part time or full time in the tenth semester after expected high school graduation.

To provide context for the primary outcomes, we also report a set of secondary outcomes, including enrollment and persistence at any postsecondary institution (including two-year programs), enrollment within three years of expected graduation, alternative persistence measures (for example, total semesters enrolled and consecutive enrollment), and descriptive characteristics of institutions attended (for example, selectivity and graduation rates).²² Table C.1 lists all primary and secondary outcomes, definitions, and

²¹ There is evidence that the NSC database is more likely to omit graduation indicators from two-year college programs compared to four-year programs (Dynarski et al. 2015). As a result, we do not describe graduation rates for two-year degree programs.

²² Our analysis of college program attributes included the first college attended after high school graduation for students who enrolled in multiple colleges during the study period. It does not include students who did not attend college.

follow-up periods. Enrollment and persistence outcomes are reported separately for enrollment in any college, four-year colleges, and two-year colleges, unless otherwise noted.

Table C.1. Overview of outcome measures of college enrollment, persistence, and graduation

Outcome	Definition
Enrollment outcomes	
Enrolled on time in college	Enrolled in any postsecondary institution in the fall following expected high school graduation
Ever enrolled in any college	Enrolled in any postsecondary institution at any point within three years of expected graduation
Ever enrolled in college without withdrawing	Completed at least one postsecondary semester within three years without withdrawing
Seamlessly enrolled in college	Enrolled in college in the fall following expected graduation after graduating from KIPP Atlanta Collegiate High School in four years. This measure is a replication of the “seamless enrollment” metric used in APS research and evaluation (Atlanta Public Schools Postsecondary Enrollment Trends, 2024).
Persistence outcomes	
Persisted in a four-year college for at least three consecutive years	Continuously enrolled in a four-year college without withdrawals through the sixth semester
Persisted in college for at least three consecutive years and in a four-year program in sixth semester	Enrolled in any college for Semesters 1–5 and in a four-year college in Semester 6, without withdrawals
Persisted through first 10 semesters at a four-year college (or graduated in 10 semesters or fewer)	Continuous enrollment in a four-year college for 10 semesters or graduation within 10 semesters
Enrolled in college in sixth semester	Enrollment in any postsecondary institution in the sixth semester after expected graduation
Enrolled in four consecutive semesters within the first three years following high school graduation	Continuous enrollment for at least four consecutive semesters within three years of expected graduation
Total number of consecutive semesters enrolled in three years	Number of consecutive semesters enrolled during the first three years after expected graduation
Percentage of possible semesters enrolled	Share of eligible semesters enrolled (up to 10 semesters), including semesters with withdrawals and part-time or full-time enrollment. Students who complete a four-year degree within five years of their expected graduation are assigned a value of 100 percent.
Total number of semesters enrolled within three years	Number of semesters enrolled within three years of expected graduation, including withdrawals
Total number of semesters enrolled within five years	Number of semesters enrolled within five years of expected graduation, including withdrawals
Graduated within five years	Completion of any postsecondary credential within five years of expected graduation
Seamlessly enrolled in college and persisted to follow-up year (Years 5 and 6)	Enrolled in college by October 1 in the fall following expected graduation after graduating from KIPP Atlanta Collegiate High School in four years and were continuously enrolled through the fall of the follow-up year. Students who graduated before a given follow-up year were not counted as persisting through that year. This measure is a

Outcome	Definition
	replication of the “seamless enrollment” metric used in APS research and evaluation (Atlanta Public Schools Postsecondary Enrollment Trends, 2024).
College type outcomes	
Public or private college	Indicates whether a student’s first postsecondary enrollment was at a public institution or a private, not-for-profit institution
College admission rate	Classifies a student’s first enrolled college into one of four categories based on institutional admission rates ($\leq 25\%$, $>25\%–50\%$, $>50\%–75\%$, $>75\%$)
College graduation rate	Classifies a student’s first enrolled college into one of four categories based on institutional graduation rates ($\leq 25\%$, $>25\%–50\%$, $>50\%–75\%$, $>75\%$)
Share of Pell Grant recipients	Indicates whether a student’s first enrolled college enrolled a high ($>30\%$) or low ($\leq 30\%$) share of Pell Grant recipients, based on 2023–2024 institutional data and nationwide averages (Ma et al. 2024).

Note: Enrollment and persistence outcomes are reported separately for enrollment in any college, four-year colleges, and two-year colleges, where applicable. College type outcome measures are restricted to the sample to students who enrolled within six semesters of their expected high school graduation date.

Cohort construction and follow-up windows. The descriptive analysis is organized around expected high school graduating cohorts (on-track cohorts). For students who graduated from KIPP Atlanta Collegiate High School, we used the observed graduation year. For students who attended KIPP but did not graduate from KIPP Atlanta Collegiate High School, we did not directly observe high school graduation; therefore, we assumed a standard grade progression to assign an expected high school graduation year.²³ Specifically, we assigned expected graduation timing based on students’ last observed grade level in KIPP and assumed continued on-time progression through grade 12.

Because this approach does not observe grade retention directly for students who leave KIPP, differences in grade retention or delayed progression across student subgroups could affect measures of on-time postsecondary enrollment. To reduce sensitivity to delayed high school completion, the descriptive analysis emphasizes enrollment measured over a multi-year window (for example, enrollment within three years after expected high school graduation) in addition to strictly on-time enrollment measures.²⁴

Follow-up windows vary across cohorts because the NSC data request extends through spring 2025. Outcomes measured one year after high school graduation are available for all cohorts in the descriptive sample. Longer-term outcomes (for example, five-year degree attainment or on-track status) are available

²³ If the NSC data reported that a student was enrolled in college full time one year before their expected high school graduation date, we assumed the student graduated high school one year early and adjusted their high school graduation date accordingly. If a student was enrolled part time in college before their expected high school graduation, we classified the student as being dual-enrolled in both high school and college and did not adjust their high school graduation date.

²⁴ The NSC data allow us to identify whether students withdrew or completed each college semester in which they enrolled. Our primary measure of college enrollment includes all students who enrolled in college during the first three years after high school, irrespective of whether they withdrew in their first semester. As a sensitivity test, we also examined a secondary version of this outcome that excludes withdrawals (requiring that the student completes their first enrolled semester).

only for earlier cohorts with sufficient time from expected high school graduation. Cohorts without a complete follow-up window for a given outcome are excluded from analyses of that outcome.

C. Descriptive analysis approach

We summarize postsecondary outcomes overall and by cohort to describe trends over time. For selected outcomes, we present cohort-by-cohort estimates and visualizations, and we highlight changes that coincide with major contextual events (for example, the COVID-19 pandemic) when relevant for interpretation.

We also describe outcomes by KIPP dosage and enrollment patterns using student enrollment histories. Dosage groups include students who ever attended KIPP, students who attended KIPP for at least six of the eight middle and high school grades, and students who graduated from KIPP Atlanta Collegiate High School (see Section C.1 for more details).

Because these subgroup comparisons are descriptive, suggestive differences across dosage or graduation subgroups do not provide strong evidence that additional years at KIPP caused better postsecondary outcomes. For example, students who leave KIPP before high school graduation may differ from students who remain (academically, socially, or for other reasons) in ways that also affect postsecondary outcomes, regardless of where they attended school.

D. Results

A clear, consistent relationship exists between KIPP dosage and college enrollment, with higher levels of KIPP exposure associated with higher enrollment rates, particularly in four-year colleges (Table C.2). College enrollment rates increase steadily across the three dosage groups (ever attended KIPP, attended KIPP for six or more years, and graduated from KIPP Atlanta Collegiate High School). About 51 percent of students who attended KIPP enrolled in college on time. This rate increases to 68 percent when we look at the subset of students who spent six or more years at KIPP and 70 percent for the subset who graduated from KIPP Atlanta Collegiate High School. Similar patterns appear for enrollment in four-year colleges: over 60 percent of students who spent the most time at KIPP or graduated from KIPP Atlanta Collegiate High School enrolled on time in four-year colleges, compared to 45 percent of all KIPP attendees. This pattern also persists when enrollment is measured within three years of high school, regardless of whether the student enrolled part time, full time, or enrolled and did not withdraw. Enrollment in two-year colleges remains comparatively lower and more similar across groups. Taken together, these descriptive results suggest that greater exposure to KIPP—particularly graduating from KIPP Atlanta Collegiate High School—is associated with higher rates of college enrollment, driven largely by four-year institutions. While these patterns suggest that more exposure to KIPP may help to improve college outcomes, there are other potential explanations for these the patterns and the results should not be interpreted as causal effects. In particular, the students who elected to remain at KIPP the longest may have been especially interested in pursuing a college degree (even in the absence of KIPP).

Table C.2. College enrollment outcomes across KIPP dosage groups

Outcome	Ever attended KIPP MS or HS	Attended KIPP for 6+ years	Graduated from KIPP Atlanta Collegiate High School
Enrolled on time (fall after high school)			
Any college	51.3%	67.5%	70.2%
Four-year colleges	44.5%	60.9%	62.2%
Two-year colleges	6.6%	6.5%	7.9%
Number of students	5,332	918	1,396
Enrolled within three years of high school			
Any college	61.2%	74.9%	78.5%
Four-year colleges	52.5%	67.1%	70.4%
Two-year colleges	12.5%	10.9%	11.8%
Number of students	4,110	696	1,055
Enrolled within three years without withdrawing			
Any college	59.8%	73.9%	77.6%
Four-year colleges	51.5%	66.2%	69.5%
Two-year colleges	11.7%	10.6%	11.3%
Number of students	4,110	696	1,055
Enrolled full-time within three years			
Any college	53.4%	69.3%	72.1%
Four-year colleges	47.8%	63.2%	65.9%
Two-year colleges	7.1%	7.9%	7.8%
Number of students	4,110	696	1,055
Enrolled part-time within three years			
Any college	26.1%	27.6%	30.9%
Four-year colleges	18.5%	21.1%	23.7%
Two-year colleges	8.7%	7.3%	8.2%
Number of students	4,110	696	1,055

Source: KIPP Atlanta and Fulton County School District administrative data and National Student Clearinghouse.

HS = high school; MS = middle school.

College graduation and persistence outcomes vary systematically across KIPP dosage groups, with more favorable outcomes observed among students with longer and more sustained exposure to KIPP (Table C.3). The five-year college graduation rate (among four-year colleges) is 20 percent among students who ever attended KIPP, 26 percent among the subset who attended KIPP for six or more years, and 27 percent among graduates of KIPP Atlanta Collegiate High School (other college persistence outcomes show a similar pattern across groups). Taken together, these descriptive results indicate that students with greater exposure to KIPP—particularly those who graduate from KIPP Atlanta Collegiate High School—remain in college longer and more often complete a four-year college degree compared to other KIPP attendees.

Table C.3. College persistence and graduation outcomes across KIPP dosage groups

Outcome	Ever attended KIPP MS or HS	Attended KIPP for 6+ years	Graduated from KIPP Atlanta Collegiate High School
Persisted through first six semesters			
Four-year colleges	22.2%	30.2%	30.5%
Any college, ending in a four-year college in sixth semester	23.3%	30.6%	31.3%
Number of students	4,110	696	1,055
Enrolled in fifth spring after high school graduation or graduated from a four-year program			
Four-year college	23.8%	29.9%	31.6%
Number of students	2,281	378	591
Enrolled three springs after high school graduation			
Any college	34.5%	40.4%	43.1%
Four-year colleges	30.7%	36.2%	38.7%
Two-year colleges	3.4%	3.9%	4.0%
Number of students	4,110	696	1,055
Enrolled in four consecutive semesters in three years			
Any college	32.7%	40.8%	43.4%
Four-year colleges	29.5%	38.1%	39.9%
Two-year colleges	2.1%	2.3%	2.9%
Number of students	4,110	696	1,055
Consecutive semesters enrolled in three years			
Any college (mean)	2.1	2.8	2.9
Four-year colleges (mean)	1.9	2.6	2.7
Two-year colleges (mean)	0.1	0.1	0.2
Number of students	4,110	696	1,055
Percentage of possible semesters enrolled			
Any college	40.6%	50.6%	52.5%
Number of students	5,332	918	1,396
Total semesters enrolled			
In three years, any college (mean)	2.5	3.2	3.3
Number of students	4,110	696	1,055
In five years, any college (mean)	3.8	4.5	5.0
Number of students	2,877	478	730
Graduated within five years			
Four-year colleges	20.2%	25.7%	26.9%
Two-year colleges	4.6%	3.7%	4.1%
Number of students	2,281	378	591

Source: KIPP Atlanta and Fulton County School District administrative data and National Student Clearinghouse.
 HS = high school; MS = middle school.

While students who spend more years at KIPP attend college at higher rates, they choose college programs that look similar to those chosen by other KIPP alumni. These programs are most commonly public, non-selective institutions with a high share of Pell-grant recipients (Table C.4). Across all groups, most students first enroll in public colleges (about 76 to 78 percent), with roughly 21 to 23 percent enrolling in private not-for-profit institutions. First colleges are predominantly less selective, with just over half of students enrolling at institutions with admission rates above 75 percent, and most students begin at colleges with relatively low graduation rates—fewer than 10 percent enroll at institutions with graduation rates above 75 percent. In addition, the vast majority of students (about 85 percent across groups) attend colleges with above-average shares of Pell Grant recipients, indicating that KIPP alumni most often begin college at institutions serving large proportions of low-income students.

Table C.4. College enrollment outcomes by college type

Outcome	Ever attended KIPP MS or HS	Attended KIPP for 6+ years	Graduated from KIPP Atlanta Collegiate High School
Public/private			
Went to public college	76.8%	75.7%	78.3%
Went to a private, not-for-profit college	20.8%	22.9%	20.4%
College admission rate			
Went to college with admission rate <=25%	3.2%	2.9%	3.0%
Went to college with admission rate >25% and <=50%	9.6%	10.9%	9.6%
Went to college with admission rate >50% and <=75%	32.3%	30.8%	32.7%
Went to college with admission rate >75%	54.9%	55.3%	54.7%
College graduation rate			
Went to college with graduation rate <=25%	22.2%	19.5%	22.2%
Went to college with graduation rate >25% and <=50%	43.6%	43.8%	43.3%
Went to college with graduation rate >50% and <=75%	26.2%	28.3%	26.4%
Went to college with graduation rate >75%	8.0%	8.4%	8.1%
Pell Grants rate			
Went to college with above-average rate of recipients	85.3%	84.7%	85.3%
Went to college with below-average rate of recipients	14.7%	15.3%	14.7%
Number of students	3,226	678	1,083

Source: KIPP Atlanta and Fulton County School District administrative data and National Student Clearinghouse.
 HS= high school; MS = middle school.

Across all dosage groups, on-time enrollment in four-year colleges declined and enrollment in two-year colleges increased between 2015 and 2024 (Table C.5). The decline in four-year college

enrollment is steepest for the full sample of students who ever attended KIPP for middle or high school, while the subset of students with longer KIPP exposure or who graduated from KIPP Atlanta Collegiate High School maintained substantially higher four-year enrollment rates across years. On-time four-year college enrollment decreased over time for all three groups, dropping from about 54 percent to 42 percent among students who ever attended KIPP for middle or high school, while remaining consistently higher—though also declining—for the subset of students who attended KIPP for six or more years and for graduates of KIPP Atlanta Collegiate High School. Two-year enrollment, however, increased in later cohorts, rising from 4 to 7 percent in early years to roughly 10 to 17 percent by 2024, with the strongest increases among graduates of KIPP Atlanta Collegiate High School. This shift suggests that although four-year enrollment has softened across cohorts, more recent graduates are increasingly entering two-year colleges, partly offsetting declines in four-year enrollment. Overall, dosage matters: sustained KIPP enrollment continues to be associated with markedly higher four-year college entry and growing participation in two-year pathways.

Table C.5. Two- and four-year college enrollment, across cohorts and KIPP dosage groups

Graduating cohort	Ever attended KIPP MS or HS	Attended KIPP for 6+ years	Graduated from KIPP Atlanta Collegiate High School
On-time college enrollment (four-year colleges)			
2015	54.3%	85.4%	74.5%
2016	52.8%	75.6%	78.4%
2017	49.5%	70.1%	75.0%
2018	48.2%	58.9%	65.5%
2019	42.5%	60.0%	63.4%
2020	41.3%	59.0%	65.5%
2021	38.5%	62.9%	53.7%
2022	40.8%	49.6%	49.4%
2023	45.0%	65.0%	61.4%
2024	41.9%	49.5%	52.7%
On-time college enrollment (two-year colleges)			
2015	4.3%	2.1%	4.7%
2016	4.1%	7.3%	3.9%
2017	6.4%	1.5%	1.0%
2018	6.6%	5.4%	6.2%
2019	7.6%	7.3%	9.2%
2020	5.2%	6.0%	5.0%
2021	4.0%	2.1%	3.4%
2022	7.4%	7.4%	9.6%
2023	8.3%	8.5%	11.9%
2024	10.0%	13.3%	17.0%

Source: KIPP Atlanta and Fulton County School District administrative data and National Student Clearinghouse.
 HS = high school; MS = middle school.

Across the 2015–2019 cohorts, persistence rates for students who attended KIPP for six or more years and those who graduated from KIPP Atlanta Collegiate High School are generally similar. Both subsets of students had higher college persistence rates than the broader group of students who ever attended KIPP (Table C.6). The gap is largest in the earliest cohort and then somewhat narrows for more recent cohorts. It is important to note that the five-year follow-up period for the later cohorts—particularly the 2018 and 2019 cohorts—overlaps substantially with the COVID-19 pandemic, which had widespread effects on postsecondary enrollment and persistence nationwide. By the 2019 cohort, college persistence rates in the highest-dosage groups are approximately five to seven percentage points higher than the overall KIPP group (about 26-28 percent, compared to 20 percent), indicating that higher exposure to KIPP continues to be associated with stronger college persistence patterns, even during the pandemic-affected years when fewer students managed to stay in college.

Table C.6. Five-year college persistence, across cohorts and KIPP dosage groups

High school graduating cohort	Ever attended KIPP MS or HS	Attended KIPP for 6+ years	Graduated from KIPP Atlanta Collegiate High School
Enrolled in fifth spring after high school graduation or graduated from a four-year program			
2015	31.0%	45.8%	44.3%
2016	25.7%	34.1%	31.4%
2017	24.6%	32.8%	31.2%
2018	21.6%	24.1%	26.9%
2019	20.2%	25.5%	27.5%

Source: KIPP Atlanta and Fulton County School District administrative data and National Student Clearinghouse.

HS = high school; MS = middle school.

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