# Supplemental Analytic Sample <br> Equivalence Tables for Student Characteristics and Achievement in 22 KIPP Middle Schools: A <br> Report from the National Evaluation of KIPP Middle Schools 

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## SUPPLEMENTAL ANALYTIC SAMPLE EQUIVALENCE TABLES¹

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In this set of four supplemental tables, we compare the baseline test scores of the treatment and matched control group samples observed in each year after KIPP entry (outcome years 1 to 4). As discussed in Chapter III, we used an iterative propensity score estimation procedure to calculate each student's probability of entering KIPP in fifth or sixth grade, and then applied nearest-neighbor matching (without replacement) to identify a matched comparison group of students similar to KIPP students in terms of observed demographic characteristics and prior achievement at baseline. In that chapter, we also showed that the mean baseline math and reading scores of KIPP students in each of the 22 schools are not significantly different from their matched comparison students at the five percent level (see Table III.1).

The matching process included all fifth and sixth grade student cohorts with at least one year of outcome data. The analytic sample size decreases in subsequent outcome years for two main reasons: first, more recent student cohorts had fewer years of available outcome data than earlier cohorts, so fewer cohorts are included. Second, within a given cohort, we also observe sample attrition at the student level as students transfer out of the jurisdiction or otherwise drop out of the dataset. As a result, impact estimates beyond the first year after KIPP entry did not include all of the treatment and matched comparison students measured in Table III.1. To investigate whether the treatment and control groups maintain baseline equivalence in all four years, the following tables expand on Table III. 1 by repeating the comparison of baseline test scores for the portion of the initial sample that was included in each year's impact estimate. The tables also include treatment and control sample sizes for each school and year.

For each matched sample used for the four estimate years, the tables show that the mean baseline math and reading scores of KIPP students, in all 22 schools, are not significantly different from the scores of matched comparison students at the five percent level. While sample sizes decline in each successive year after KIPP entry, the baseline achievement of treatment and matched comparison students remain similar for all four impact estimate years included in the study's benchmark results.

[^0]Table S.1. Balance Between KIPP Students and Matched Comparison Students in Year One

| School | Baseline Reading Score |  | Baseline Math Score |  | Sample Size |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | KIPP <br> (1) | Comparison (2) | KIPP (3) | Comparison <br> (4) | KIPP <br> (5) | Comparison (6) |
| School A | $\begin{aligned} & -.62 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.69 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.70 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.81 \\ & (.04) \end{aligned}$ | 349 | 339 |
| School B | $\begin{aligned} & -.42 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.41 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.39 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.35 \\ & (.04) \end{aligned}$ | 379 | 356 |
| School C | $\begin{aligned} & -.41 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.45 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.45 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.46 \\ & (.04) \end{aligned}$ | 365 | 368 |
| School D | $\begin{aligned} & -.40 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.35 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.52 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.49 \\ & (.08) \end{aligned}$ | 122 | 113 |
| School E | $\begin{aligned} & -.32 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.41 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.51 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.58 \\ & (.08) \end{aligned}$ | 150 | 149 |
| School F | $\begin{aligned} & -.25 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.18 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.19 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.14 \\ & (.05) \end{aligned}$ | 235 | 225 |
| School G | $\begin{aligned} & -.17 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.24 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.22 \\ & (.08) \end{aligned}$ | 101 | 119 |
| School H | $\begin{aligned} & -.17 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.15 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.09 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.05) \end{aligned}$ | 198 | 197 |
| School I | $\begin{aligned} & -.09 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.14 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.12 \\ & (.04) \end{aligned}$ | 263 | 277 |
| School J | $\begin{aligned} & -.09 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.10 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.07 \\ & (.04) \end{aligned}$ | 337 | 339 |
| School K | $\begin{aligned} & -.08 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.08 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.05) \end{aligned}$ | 364 | 365 |
| School L | $\begin{aligned} & -.01 \\ & (.05) \end{aligned}$ | $\begin{gathered} .02 \\ (.05) \end{gathered}$ | $\begin{aligned} & .07 \\ & (.04) \end{aligned}$ | $\begin{aligned} & .16 \\ & (.04) \end{aligned}$ | 279 | 286 |
| School M | $\begin{gathered} .00 \\ (.07) \end{gathered}$ | $\begin{gathered} .06 \\ (.07) \end{gathered}$ | $\begin{aligned} & .02 \\ & (.07) \end{aligned}$ | $\begin{gathered} .07 \\ (.06) \end{gathered}$ | 158 | 171 |
| School N | $\begin{gathered} .01 \\ (.05) \end{gathered}$ | $\begin{gathered} .00 \\ (.05) \end{gathered}$ | $\begin{aligned} & -.01 \\ & (.05) \end{aligned}$ | $\begin{aligned} & .00 \\ & (.04) \end{aligned}$ | 340 | 329 |
| School O | $\begin{gathered} .03 \\ (.06) \end{gathered}$ | $\begin{aligned} & -.01 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.15 \\ & (.06) \end{aligned}$ | 198 | 208 |
| School P | $\begin{aligned} & .06 \\ & (.06) \end{aligned}$ | $\begin{gathered} .04 \\ (.06) \end{gathered}$ | $\begin{aligned} & .10 \\ & (.05) \end{aligned}$ | $\begin{aligned} & .10 \\ & (.06) \end{aligned}$ | 223 | 225 |
| School Q | $\begin{gathered} .07 \\ (.05) \end{gathered}$ | $\begin{aligned} & -.02 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.09 \\ & (.06) \end{aligned}$ | 232 | 210 |
| School R | $\begin{aligned} & .14 \\ & (.04) \end{aligned}$ | $\begin{aligned} & .20 \\ & (.04) \end{aligned}$ | $\begin{aligned} & .30 \\ & (.04) \end{aligned}$ | $\begin{gathered} .31 \\ (.05) \end{gathered}$ | 398 | 385 |
| School S | $\begin{aligned} & .19 \\ & (.05) \end{aligned}$ | $\begin{gathered} .21 \\ (.05) \end{gathered}$ | $\begin{aligned} & .19 \\ & (.05) \end{aligned}$ | $\begin{gathered} .25 \\ (.05) \end{gathered}$ | 244 | 257 |
| School T | $\begin{aligned} & .21 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .22 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .02 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .00 \\ & (.07) \end{aligned}$ | 155 | 152 |
| School U | $\begin{gathered} .21 \\ (.05) \end{gathered}$ | $\begin{aligned} & .17 \\ & (.05) \end{aligned}$ | $\begin{aligned} & .19 \\ & (.05) \end{aligned}$ | $\begin{gathered} .14 \\ (.05) \end{gathered}$ | 249 | 283 |
| School V | $\begin{aligned} & .29 \\ & (.05) \end{aligned}$ | $\begin{gathered} .25 \\ (.05) \end{gathered}$ | $\begin{gathered} .24 \\ (.05) \end{gathered}$ | $\begin{aligned} & .31 \\ & (.05) \end{aligned}$ | 275 | 275 |

[^1]Table S.2. Balance Between KIPP Students and Matched Comparison Students in Year Two

| School | Baseline Reading Score |  | Baseline Math Score |  | Sample Size |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | KIPP <br> (1) | Comparison <br> (2) | KIPP <br> (3) | Comparison <br> (4) | KIPP <br> (5) | Comparison <br> (6) |
| School A | $\begin{aligned} & -.63 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.65 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.71 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.76 \\ & (.05) \end{aligned}$ | 256 | 223 |
| School E | $\begin{aligned} & -.45 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.50 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.53 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.68 \\ & (.11) \end{aligned}$ | 98 | 93 |
| School C | $\begin{aligned} & -.40 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.43 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.45 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.43 \\ & (.05) \end{aligned}$ | 282 | 272 |
| School B | $\begin{aligned} & -.39 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.39 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.37 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.30 \\ & (.05) \end{aligned}$ | 268 | 234 |
| School D | $\begin{aligned} & -.38 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.51 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.45 \\ & (.08) \end{aligned}$ | 101 | 98 |
| School G | $\begin{aligned} & -.29 \\ & (.11) \end{aligned}$ | $\begin{aligned} & -.17 \\ & (.11) \end{aligned}$ | $\begin{aligned} & -.37 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.26 \\ & (.09) \end{aligned}$ | 76 | 94 |
| School F | $\begin{aligned} & -.26 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.18 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.23 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.16 \\ & (.06) \end{aligned}$ | 204 | 190 |
| School H | $\begin{aligned} & -.19 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.17 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.04 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.06) \end{aligned}$ | 137 | 136 |
| School O | $\begin{aligned} & -.11 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.35 \\ & (.09) \end{aligned}$ | 101 | 106 |
| School I | $\begin{aligned} & -.08 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.16 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.10 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.14 \\ & (.05) \end{aligned}$ | 170 | 184 |
| School J | $\begin{aligned} & -.07 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.11 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.01 \\ & (.04) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.04) \end{aligned}$ | 278 | 261 |
| School M | $\begin{aligned} & -.04 \\ & (.10) \end{aligned}$ | $\begin{gathered} .03 \\ (.09) \end{gathered}$ | $\begin{aligned} & .06 \\ & (.10) \end{aligned}$ | $\begin{aligned} & .07 \\ & (.08) \end{aligned}$ | 92 | 105 |
| School K | $\begin{aligned} & -.04 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.06 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.08 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.07 \\ & (.05) \end{aligned}$ | 263 | 265 |
| School L | $\begin{gathered} .00 \\ (.06) \end{gathered}$ | $\begin{gathered} .05 \\ (.05) \end{gathered}$ | $\begin{gathered} .11 \\ (.05) \end{gathered}$ | $\begin{aligned} & .16 \\ & (.04) \end{aligned}$ | 209 | 229 |
| School N | $\begin{gathered} .00 \\ (.05) \end{gathered}$ | $\begin{gathered} .02 \\ (.05) \end{gathered}$ | $\begin{aligned} & -.05 \\ & (.05) \end{aligned}$ | $\begin{gathered} .04 \\ (.05) \end{gathered}$ | 260 | 248 |
| School Q | $\begin{gathered} .05 \\ (.06) \end{gathered}$ | $\begin{aligned} & -.03 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.01 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.08) \end{aligned}$ | 163 | 137 |
| School P | $\begin{aligned} & .13 \\ & (.06) \end{aligned}$ | $\begin{aligned} & .12 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .10 \\ & (.05) \end{aligned}$ | $\begin{aligned} & .10 \\ & (.06) \end{aligned}$ | 155 | 159 |
| School T | $\begin{gathered} .14 \\ (.08) \end{gathered}$ | $\begin{aligned} & .15 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.06 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.09 \\ & (.10) \end{aligned}$ | 106 | 100 |
| School U | $\begin{aligned} & .16 \\ & (.06) \end{aligned}$ | $\begin{gathered} .15 \\ (.07) \end{gathered}$ | $\begin{gathered} .19 \\ (.06) \end{gathered}$ | $\begin{aligned} & .12 \\ & (.06) \end{aligned}$ | 193 | 153 |
| School R | $\begin{aligned} & .23 \\ & (.05) \end{aligned}$ | $\begin{gathered} .22 \\ (.06) \end{gathered}$ | $\begin{gathered} .36 \\ (.05) \end{gathered}$ | $\begin{gathered} .24 \\ (.06) \end{gathered}$ | 296 | 236 |
| School S | $\begin{gathered} .25 \\ (.04) \end{gathered}$ | $\begin{gathered} .27 \\ (.05) \end{gathered}$ | $\begin{aligned} & .26 \\ & (.05) \end{aligned}$ | $\begin{aligned} & .33 \\ & (.05) \end{aligned}$ | 192 | 196 |
| School V | $\begin{gathered} .26 \\ (.06) \end{gathered}$ | $\begin{gathered} .19 \\ (.07) \end{gathered}$ | $\begin{gathered} .25 \\ (.06) \end{gathered}$ | $\begin{aligned} & .31 \\ & (.06) \end{aligned}$ | 204 | 196 |

[^2]Table S.3. Balance Between KIPP Students and Matched Comparison Students in Year Three

| School | Baseline Reading Score |  | Baseline Math Score |  | Sample Size |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | KIPP <br> (1) | Comparison <br> (2) | KIPP <br> (3) | Comparison <br> (4) | KIPP <br> (5) | Comparison <br> (6) |
| School A | $\begin{aligned} & -.67 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.65 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.76 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.73 \\ & (.06) \end{aligned}$ | 179 | 162 |
| School C | $\begin{aligned} & -.42 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.42 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.47 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.42 \\ & (.05) \end{aligned}$ | 190 | 191 |
| School E | $\begin{aligned} & -.42 \\ & (.16) \end{aligned}$ | $\begin{aligned} & -.46 \\ & (.15) \end{aligned}$ | $\begin{aligned} & -.39 \\ & (.18) \end{aligned}$ | $\begin{aligned} & -.55 \\ & (.15) \end{aligned}$ | 35 | 40 |
| School B | $\begin{aligned} & -.40 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.36 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.33 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.27 \\ & (.07) \end{aligned}$ | 179 | 159 |
| School D | $\begin{aligned} & -.35 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.59 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.47 \\ & (.08) \end{aligned}$ | 105 | 93 |
| School F | $\begin{aligned} & -.31 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.19 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.17 \\ & (.08) \end{aligned}$ | 129 | 125 |
| School G | $\begin{aligned} & -.24 \\ & (.12) \end{aligned}$ | $\begin{aligned} & -.19 \\ & (.13) \end{aligned}$ | $\begin{aligned} & -.41 \\ & (.11) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.10) \end{aligned}$ | 70 | 75 |
| School H | $\begin{aligned} & -.12 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .06 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.04 \\ & (.08) \end{aligned}$ | 73 | 72 |
| School I | $\begin{aligned} & -.09 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.13 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.16 \\ & (.06) \end{aligned}$ | 106 | 131 |
| School O | $\begin{aligned} & -.04 \\ & (.12) \end{aligned}$ | $\begin{aligned} & -.16 \\ & (.14) \end{aligned}$ | $\begin{aligned} & -.06 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.34 \\ & (.13) \end{aligned}$ | 64 | 46 |
| School L | $\begin{aligned} & -.04 \\ & (.07) \end{aligned}$ | $\begin{gathered} .00 \\ (.06) \end{gathered}$ | $\begin{aligned} & .08 \\ & (.06) \end{aligned}$ | $\begin{aligned} & .10 \\ & (.06) \end{aligned}$ | 140 | 160 |
| School K | $\begin{aligned} & -.03 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.04 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.02 \\ & (.06) \end{aligned}$ | 182 | 183 |
| School J | $\begin{aligned} & -.03 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.06 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.01 \\ & (.05) \end{aligned}$ | $\begin{aligned} & -.03 \\ & (.05) \end{aligned}$ | 209 | 198 |
| School M | $\begin{aligned} & .07 \\ & (.12) \end{aligned}$ | $\begin{aligned} & .23 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .22 \\ & (.12) \end{aligned}$ | $\begin{gathered} .27 \\ (.08) \end{gathered}$ | 50 | 61 |
| School U | $\begin{aligned} & .08 \\ & (.08) \end{aligned}$ | $\begin{gathered} .16 \\ (.08) \end{gathered}$ | $\begin{aligned} & .10 \\ & (.07) \end{aligned}$ | $\begin{gathered} .19 \\ (.09) \end{gathered}$ | 123 | 101 |
| School N | $\begin{aligned} & .10 \\ & (.06) \end{aligned}$ | $\begin{aligned} & .08 \\ & (.06) \end{aligned}$ | $\begin{gathered} .00 \\ (.06) \end{gathered}$ | $\begin{gathered} .04 \\ (.06) \end{gathered}$ | 183 | 185 |
| School Q | $\begin{aligned} & .10 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.02 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .03 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.02 \\ & (.09) \end{aligned}$ | 84 | 81 |
| School P | $\begin{aligned} & .14 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .13 \\ & (.08) \end{aligned}$ | $\begin{aligned} & .11 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .08 \\ & (.08) \end{aligned}$ | 111 | 106 |
| School R | $\begin{gathered} .22 \\ (.06) \end{gathered}$ | $\begin{aligned} & .17 \\ & (.07) \end{aligned}$ | $\begin{gathered} .38 \\ (.06) \end{gathered}$ | $\begin{gathered} .24 \\ (.07) \end{gathered}$ | 210 | 205 |
| School S | $\begin{aligned} & .26 \\ & (.05) \end{aligned}$ | $\begin{gathered} .28 \\ (.06) \end{gathered}$ | $\begin{aligned} & .24 \\ & (.07) \end{aligned}$ | $\begin{gathered} .25 \\ (.07) \end{gathered}$ | 133 | 141 |
| School V | $\begin{gathered} .27 \\ (.07) \end{gathered}$ | $\begin{aligned} & .17 \\ & (.08) \end{aligned}$ | $\begin{gathered} .23 \\ (.07) \end{gathered}$ | $\begin{gathered} .30 \\ (.07) \end{gathered}$ | 142 | 133 |
| School T | $\begin{aligned} & .27 \\ & (.11) \end{aligned}$ | $\begin{gathered} .21 \\ (.13) \end{gathered}$ | $\begin{aligned} & .00 \\ & (.12) \end{aligned}$ | $\begin{aligned} & -.02 \\ & (.15) \end{aligned}$ | 48 | 46 |

Note: $\quad$ Standard errors reported in parentheses.

* Statistically significant at the five percent level
** Statistically significant at the one percent level

Table S.4. Balance Between KIPP Students and Matched Comparison Students in Year Four

| School | Baseline Reading Score |  | Baseline Math Score |  | Sample Size |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | KIPP <br> (1) | Comparison <br> (2) | KIPP <br> (3) | Comparison <br> (4) | KIPP <br> (5) | Comparison <br> (6) |
| School A | $\begin{aligned} & -.72 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.65 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.77 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.76 \\ & (.09) \end{aligned}$ | 105 | 91 |
| School B | $\begin{aligned} & -.63 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.42 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.54 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.10) \end{aligned}$ | 88 | 75 |
| School C | $\begin{aligned} & -.47 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.40 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.58 \\ & (.07) \end{aligned}$ | $\begin{aligned} & -.39 \\ & (.08) \end{aligned}$ | 103 | 103 |
| School F | $\begin{aligned} & -.34 \\ & (.14) \end{aligned}$ | $\begin{aligned} & -.21 \\ & (.13) \end{aligned}$ | $\begin{aligned} & -.25 \\ & (.12) \end{aligned}$ | $\begin{aligned} & -.14 \\ & (.12) \end{aligned}$ | 59 | 49 |
| School I | $\begin{aligned} & -.29 \\ & (.14) \end{aligned}$ | $\begin{aligned} & -.34 \\ & (.15) \end{aligned}$ | $\begin{aligned} & -.31 \\ & (.15) \end{aligned}$ | $\begin{aligned} & -.36 \\ & (.12) \end{aligned}$ | 33 | 38 |
| School D | $\begin{aligned} & -.27 \\ & (.11) \end{aligned}$ | $\begin{aligned} & -.28 \\ & (.11) \end{aligned}$ | $\begin{aligned} & -.37 \\ & (.10) \end{aligned}$ | $\begin{aligned} & -.44 \\ & (.09) \end{aligned}$ | 42 | 51 |
| School L | $\begin{aligned} & -.24 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.10 \\ & (.09) \end{aligned}$ | $\begin{aligned} & -.03 \\ & (.08) \end{aligned}$ | $\begin{aligned} & .05 \\ & (.08) \end{aligned}$ | 75 | 75 |
| School G | $\begin{aligned} & -.19 \\ & (.15) \end{aligned}$ | $\begin{aligned} & -.18 \\ & (.16) \end{aligned}$ | $\begin{aligned} & -.36 \\ & (.16) \end{aligned}$ | $\begin{aligned} & -.30 \\ & (.15) \end{aligned}$ | 36 | 36 |
| School K | $\begin{aligned} & -.09 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.03 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.08 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.07 \\ & (.09) \end{aligned}$ | 114 | 114 |
| School J | $\begin{aligned} & -.07 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.15 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.01 \\ & (.06) \end{aligned}$ | $\begin{aligned} & -.05 \\ & (.06) \end{aligned}$ | 125 | 113 |
| School N | $\begin{aligned} & .00 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .06 \\ & (.08) \end{aligned}$ | $\begin{aligned} & -.06 \\ & (.08) \end{aligned}$ | $\begin{aligned} & .06 \\ & (.08) \end{aligned}$ | 94 | 91 |
| School U | $\begin{aligned} & .11 \\ & (.13) \end{aligned}$ | $\begin{gathered} .17 \\ (.12) \end{gathered}$ | $\begin{aligned} & .04 \\ & (.11) \end{aligned}$ | $\begin{aligned} & .17 \\ & (.11) \end{aligned}$ | 46 | 42 |
| School M | $\begin{aligned} & .12 \\ & (.14) \end{aligned}$ | $\begin{aligned} & .20 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .22 \\ & (.17) \end{aligned}$ | $\begin{aligned} & .22 \\ & (.10) \end{aligned}$ | 36 | 47 |
| School S | $\begin{aligned} & .17 \\ & (.06) \end{aligned}$ | $\begin{gathered} .14 \\ (.06) \end{gathered}$ | $\begin{aligned} & .14 \\ & (.07) \end{aligned}$ | $\begin{aligned} & .10 \\ & (.07) \end{aligned}$ | 79 | 81 |
| School R | $\begin{aligned} & .19 \\ & (.08) \end{aligned}$ | $\begin{aligned} & .13 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .30 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .19 \\ & (.09) \end{aligned}$ | 132 | 130 |
| School P | $\begin{aligned} & .19 \\ & (.09) \end{aligned}$ | $\begin{aligned} & .00 \\ & (.12) \end{aligned}$ | $\begin{gathered} .09 \\ (.08) \end{gathered}$ | $\begin{aligned} & .08 \\ & (.12) \end{aligned}$ | 46 | 49 |
| School V | $\begin{gathered} .22 \\ (.10) \end{gathered}$ | $\begin{aligned} & .13 \\ & (.10) \end{aligned}$ | $\begin{aligned} & .17 \\ & (.08) \end{aligned}$ | $\begin{aligned} & .21 \\ & (.08) \end{aligned}$ | 90 | 88 |
| School E | N/ A | N/A | N/ A | N/ A | N/ A | N/A |
| School H | N/ A | N/A | N/ A | N/A | N/ A | N/A |
| School 0 | N/A | N/A | N/A | N/A | N/ A | N/A |
| School Q | N/ A | N/A | N/ A | N/A | N/ A | N/A |
| School T | N/ A | N/A | N/ A | N/A | N/ A | N/A |

Note: Standard errors reported in parentheses.

* Statistically significant at the five percent level
** Statistically significant at the one percent level


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[^0]:    ${ }^{1}$ These tables provide additional supplementary materials for the following report: Tuttle, Christina Clark, Bing-ru Teh, Ira Nichols-Barrer, Brian Gill, and Philip Gleason. "Student Characteristics and Achievement in 22 KIPP Middle Schools." Washington, DC: Mathematica Policy Research, June 2010 < http://www.mathematica-
    

[^1]:    Note: Standard errors reported in parentheses.

    * Statistically significant at the five percent level
    ** Statistically significant at the one percent level

[^2]:    Note: Standard errors reported in parentheses.

    * Statistically significant at the five percent level
    ** Statistically significant at the one percent level

