



THE PROMISE OF COLLEGE COMPLETION

KIPP's Early Successes and Challenges



KIPP:

ABOUT KIPP

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools that works to prepare students in underserved communities for success in college and life. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth-grade public school program in inner-city Houston after completing their commitment to Teach For America. In 1995, Feinberg remained in Houston to establish KIPP Academy Middle School, and Levin returned home to New York City to establish KIPP Academy in the South Bronx.

In 2000, Feinberg and Levin partnered with Doris and Don Fisher, the founders of The Gap, to establish the KIPP Foundation, focused on replicating the success of the original KIPP Academies on a national scale. Since then, the network of KIPP public charter schools has grown to 99 schools in 20 states and the District of Columbia: 24 primary schools, 60 middle schools, and 15 high schools. The schools serve more than 27,000 students, 95 percent of whom are African American or Latino and more than 80 percent of whom qualify for free or reduced price lunch.

Each KIPP school is unique, but all share these guiding principles, known as the Five Pillars:

High Expectations. KIPP schools have clear expectations for academic achievement and conduct and make no excuses based on a student's background. Students, parents, teachers, and staff create a culture of achievement and support through rewards and consequences for performance and behavior.

Choice & Commitment. Students, their parents, and the faculty at each KIPP school commit to a college-prep education. Everyone must make and uphold a commitment to the school and each other to put in the time and effort required to succeed.

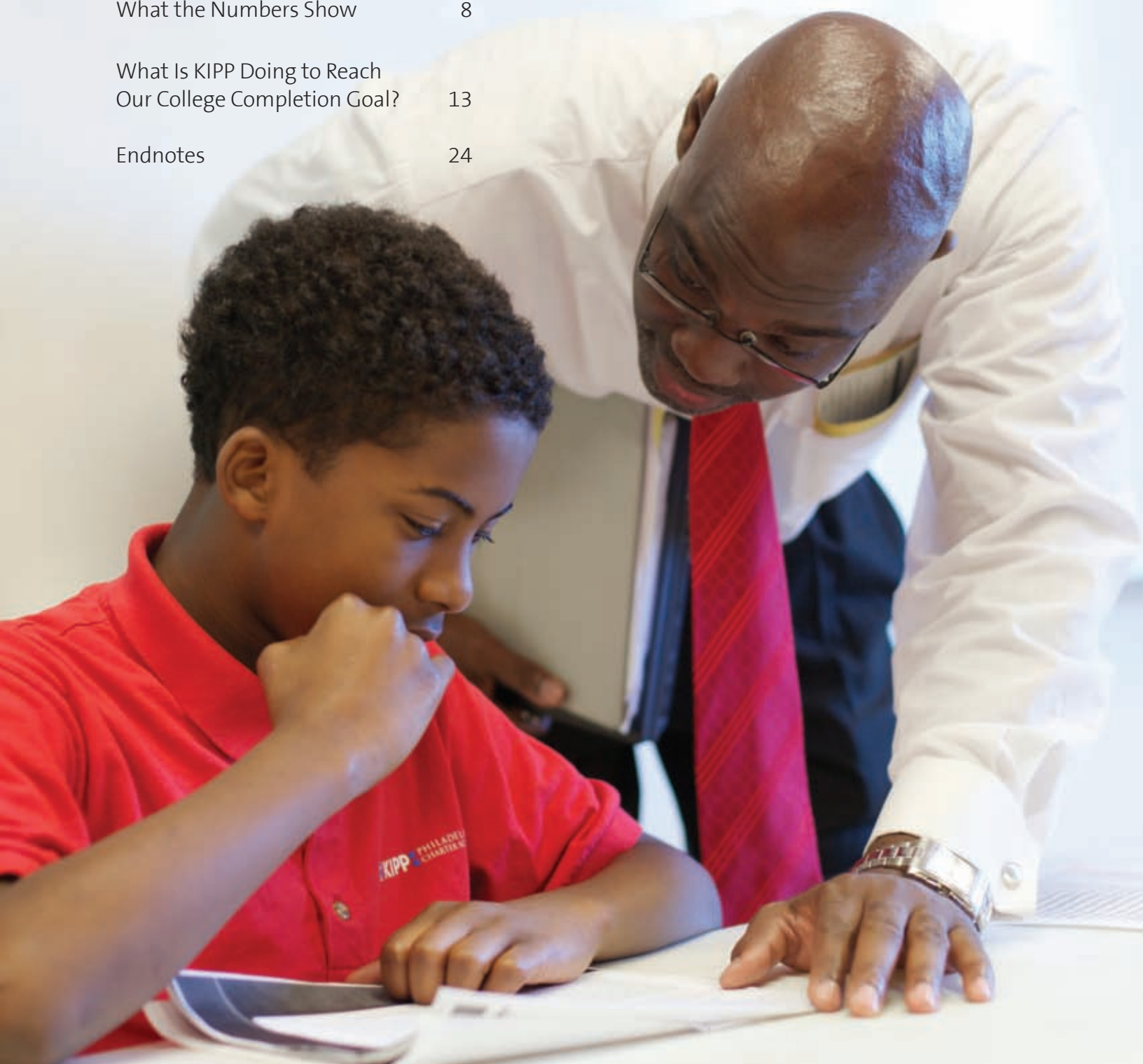
More Time. With an extended school day, week, and year, KIPP students have more time in the classroom to learn the knowledge and skills they need, plus opportunities to engage in extracurricular experiences.

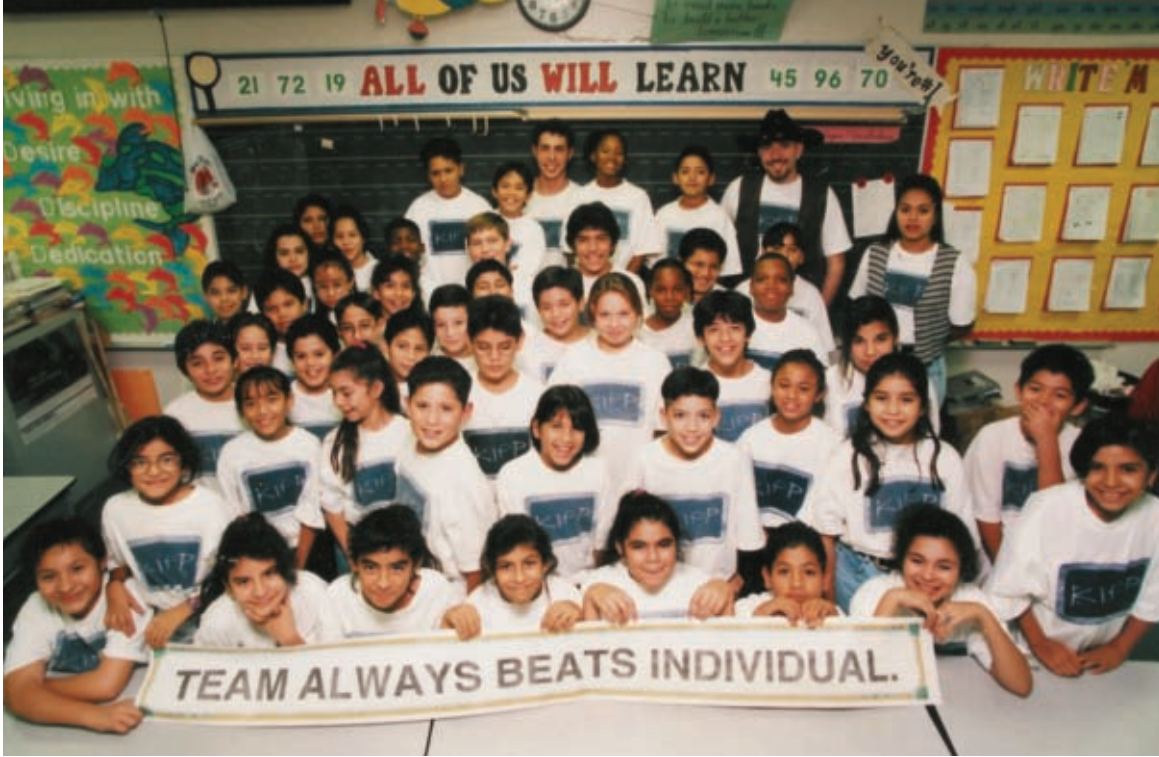
Power to Lead. The principals of KIPP schools are effective leaders who control school budgets and personnel. They can move dollars or make staffing changes to maximize student learning.

Focus on Results. KIPP schools focus relentlessly on student performance and measurable outcomes. Students are expected to achieve in preparation to succeed at the nation's best high schools and colleges.

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KIPP co-founders Dave Levin and Mike Feinberg with the original KIPP class of 47 Houston fifth-graders.

FOREWORD

Nearly two decades ago, KIPP was built on a promise: helping 47 fifth-graders from low-income families climb the mountain to and through college. KIPP classrooms would be joyful spaces, where dedicated teachers shared their enthusiasm for learning and challenged their students to excel. We believed that by offering a longer school day, week, and year; having rigorous expectations for character and academics; and building strong relationships with families, our original KIPP students — and those who followed — would go to and graduate from college.

Reaching this challenging goal has proved even more difficult than we originally thought. Yes, our original KIPP students entered college at more than double the average national rate of their peers. And yes, we are excited that today KIPP students, predominantly from low-income families, are graduating from four-year colleges at higher rates than students nationwide — and at four times the rate of students from underserved communities. These are remarkable accomplishments.

At the same time, these college graduation numbers are a long way from our goal. We aspire for our students to earn four-year degrees at the same rate as students from the nation's highest-income families, giving them the same opportunity for self-sufficiency.

So we continue to learn from our experience and build on our students' successes. In the next five years, we will double the number of children we serve nationwide to 55,000. The number of KIPP students in college will grow from 1,100 today to more than 10,000 in 2015. We are as committed as ever to doing whatever it takes to help all of them go to and graduate from college, if that is the path they choose. This has been our promise from the start, and we consider it sacred.

This publication is designed to grapple with the same questions every KIPP student and teacher wakes up thinking about: What will it take to make it to and through college? And what more can I do? We share candidly how we've done and what we've learned, in the hope that it is useful to educators and inspires others to share their own findings. To that end, we invite every PreK–12 teacher and principal, higher education leader, philanthropist, policymaker, district leader, and others to join us in a collective effort to offer underserved students greater opportunities through higher education — and a chance to build a better tomorrow.

Sincerely,



Mike Feinberg, Co-Founder



Dave Levin, Co-Founder



Richard Barth, Chief Executive Officer

EXECUTIVE SUMMARY

From KIPP's inception, college graduation has been our north star. While enrolling in college is an essential milestone to college success, we have always wanted our students to have the freedom, choices, and security we believe a college degree can uniquely provide.

Over time, we have gained insights into challenges students from low-income backgrounds face when pursuing higher education, as well as factors that help them succeed.

COLLEGE COMPLETION RATES

Today, 30.6 percent of all Americans age 25 to 29 have earned a bachelor's degree or higher. For students from low-income families, the college completion rate is even lower: Only 8.3 percent have earned a bachelor's degree by their mid-20s.¹

These low college completion rates are diminishing the United States' promise and economic competitiveness worldwide. While America is first in the world in the percentage of adults age 55 to 65 with a two- or four-year degree, our ranking slips to eighth in the percentage of 25- to 34-year-olds who have completed college.

As a baseline for measuring college completion, KIPP tracks students who complete eighth grade, rather than 12th-grade graduates. The two founding KIPP Academies in Houston and New York have existed long enough for their early alumni to be college graduates. As a result, we can track the trajectories of these students all the way through their undergraduate years.

As of March 2011, **33 percent of students who completed a KIPP middle school ten or more years ago have graduated from a four-year college.**² This means the original KIPP students — who are 95 percent African American or Latino, with more than 85 percent qualifying for federal free or reduced price meals — have a **higher college completion rate than the average of all students** across all income levels nationwide. And KIPP's college completion rate is **four times the rate of comparable students** from low-income communities across the country.

While the college graduation rate of our earliest students is a significant achievement, it is far short of our goal. **We aspire for 75 percent of our students** to earn four-year degrees and all of our students to have the knowledge and skills necessary to succeed in college if they so choose. This percentage is similar to the graduation rate of students from the highest-income families.

CRITICAL FACTORS

We are often asked what distinguishes KIPP's four-year college graduates from the KIPP students who do not enroll in college, or who start but do not finish. Rigorous research and our own early experience have helped us understand the factors instrumental to KIPP students' college success. These include:

- **Academic readiness** for the intellectual challenge of college
- **A powerful set of character strengths**, including grit, self-control, social intelligence (including self-advocacy), zest, optimism, and gratitude, that enable students to stick with college even in the face of considerable obstacles
- **The right match** between a student and his or her college
- **Social and academic integration** through study groups, campus clubs, alumni contacts, and activities that enhance a student's college experience and help him or her resist negative pressure to leave school
- **College affordability and financial understanding** to help navigate the challenge of paying for college

ADDRESSING THE CHALLENGE

As KIPP has evolved, we continue to refine our strategies and practices, from classroom instruction to college supports, to address these factors.

We are more convinced than ever of the importance of focusing on academic preparation *and* character development. Rigorous academic preparation and holistic character development have been the focus of KIPP's middle schools since we launched KIPP in 1994. We knew our students needed knowledge and strong academic skills to reach college, let alone succeed there. But we have always believed that the other key to our students' success is a set of character strengths from which they can draw as they work toward a college degree. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why we ask so much of our students but also provide joyful experiences in exchange for commitment and hard work. And it is the reason we have worked so hard to improve our teaching of rigorous content and effectively weave critical character lessons directly into every subject.

A holistic PreKindergarten–12 approach is vital for our students to make it to — and through — college. Despite the comparative success of our first middle school students, we have seen that true academic preparation and character development require a continuum of outstanding schools from PreKindergarten through 12th grade. So, in 2004, we began expanding KIPP to include primary and high schools. Today we have 60 KIPP middle schools, 24 KIPP primary schools, and 15 KIPP high schools across the country.

With structured supports to and through college, our students can reach graduation day. For students from underserved communities, too many unique obstacles often stand in the way of a college degree; they cannot go it alone. Even with a strong PreK–12 education, our students need continued support to make it to graduation day. We help KIPP students find a college that is a good fit; integrate socially and academically on campus; and understand and navigate the financial hurdles of earning a college degree.

A COLLECTIVE EFFORT

Over the past 15 years, we have seen that increasing college completion rates for students from low-income communities requires a collective effort. Higher education leaders, PreK–12 educators, politicians and policymakers, and other stakeholders have significant roles to play in helping increase the number of underserved students who complete college. Here are three strategies:

We must establish consistent, fair standards to measure college attainment. At KIPP, we are committed to clearly tracking outcomes for every student, not just high school graduates or incoming college freshmen.

PreK–12 systems, colleges, and universities must collaborate in supporting students at every stage. Educational leaders in PreK–12 and higher education must jointly commit to helping students from low-income families graduate college and put in place the supports to address the academic, social, and financial challenges they face.

Institutions must ensure that college is affordable. Even with a strong support network, students from low-income families may find the financial burden of college overwhelming. The federal government must lead the way in promoting access to college for students from low-income families. States can assist by keeping public university tuition affordable. Higher education institutions can also help by focusing more financial aid resources on the unmet needs of low-income students.

Working together, we can help build a national consensus about why the opportunity to earn a college degree is a necessity for all, rather than a luxury for the privileged few.

THE NATIONAL REALITY

A high school diploma once held the promise of the American Dream, enabling students to find a decent, stable job; support a family; and buy a home.

Our world has changed.

Now, in an ever-smaller world and a global economy, a college degree has become an essential stepping-stone to rewarding work, a steady income, self-sufficiency, and success.³ College graduates are more likely to earn more, vote more, volunteer more, hold onto their jobs, be healthier, and use public assistance less than people without a college degree.

Although many Americans live meaningful lives without a college degree, the reality is that a college degree offers greater freedom: freedom to choose a career and to choose one's path in life.

Nonetheless, it is unrealistic to expect that all students will finish four years of college. Even among the highest-achieving, most-advantaged students, college graduation rates are not 100 percent.

A four-year college might not be for everyone, but the skills necessary to get into and succeed in college are. Today, 30.6 percent of all Americans age 25 to 29 have finished college and earned a four-year bachelor's degree or higher.⁴

That's a far cry from a nation that promises every child a transformative public education with an equal shot at success.

For students from families in the lowest-income quartile, the college completion rates are even lower than the national average. Only 8.3 percent of students from low-income families earn a bachelor's degree by their mid-20s.⁶ This means that more than 90 percent of low-income students have less freedom to determine their futures — with lower earning potential, fewer choices, and diminished opportunities.

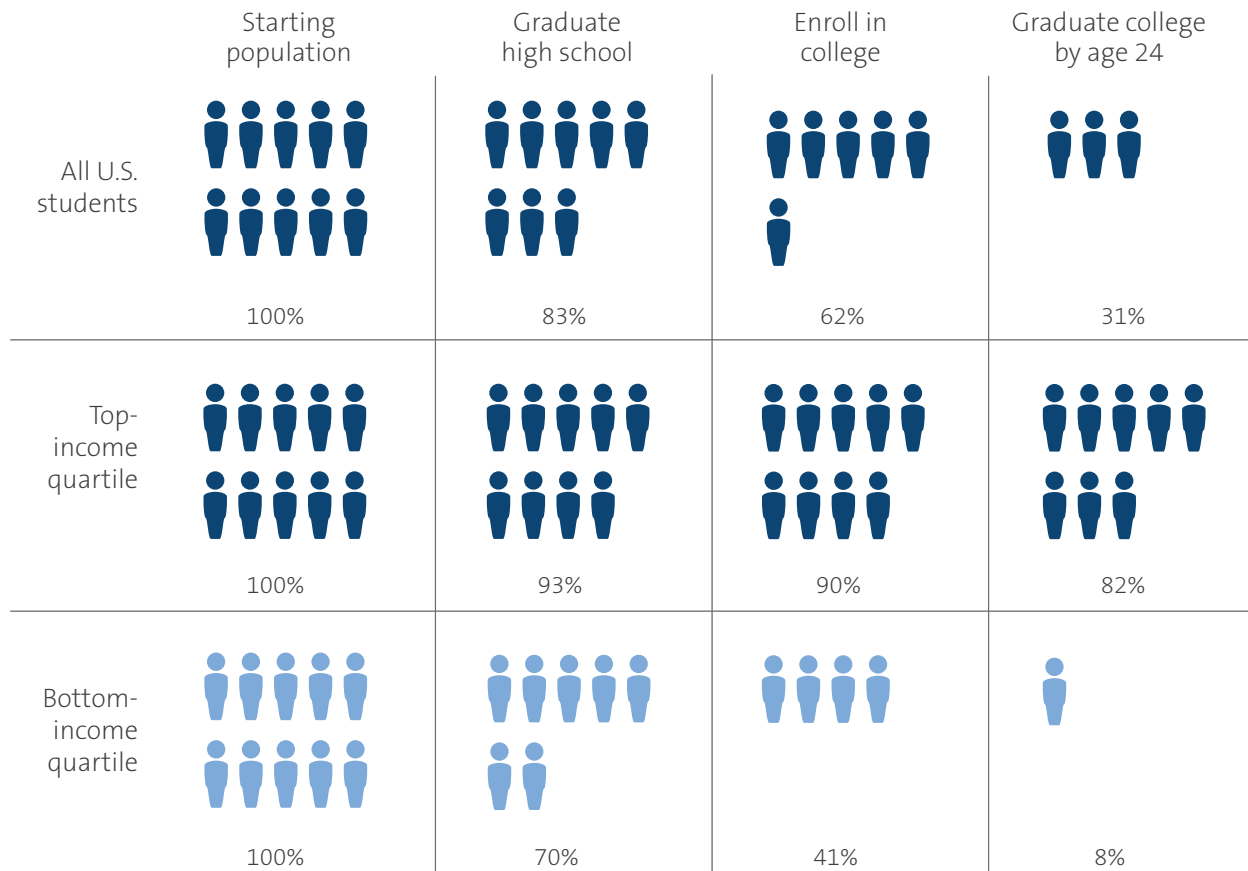
Family income is historically one of the strongest predictors of a student's college success, far outpacing the impact of high school performance. High-achieving, high-income students are more than 2.5 times as likely to graduate college as high-achieving students from low-income backgrounds.⁷ Even the lowest-performing students from high-income backgrounds graduate college at a higher rate than the highest-performing students from underserved communities. That means a student's family circumstances, a factor beyond his or her control, often determine his or her path in life.

Educators and researchers often spotlight the percentage of high school graduates who enroll in college, citing matriculation itself as a major achievement. Our goal for our students is graduating from college. Making it to college is an important first step, but it is just that: one step in a long, difficult journey. When fewer than half of students who begin college earn a two- or four-year degree within six years, enrollment numbers alone are not enough to celebrate.⁸

Four-year college graduates earn \$900,000 more over a lifetime than high school graduates without any postsecondary education.⁵

The United States is first in the world in the percentage of adults age 55 to 64 with a two- or four-year college degree, but it has slipped to eighth in the world in the percentage of 25- to 34-year-olds who've earned a degree.⁹

**ONLY 31% OF ALL U.S. STUDENTS EARN A COLLEGE DEGREE.
ONLY 8% OF LOW-INCOME STUDENTS DO.¹⁰**



The gulf between those who have graduated college and those who have not grows bigger every year: Three decades ago, workers with bachelor’s degrees or higher earned 21 percent more than workers with only high school diplomas. Today, the earnings gap between college and high school graduates is 81 percent.¹¹

In one of the worst economies in generations, unemployment rates vary greatly:

- 5 percent of college graduates
- 10 percent of high school graduates
- 15-plus percent of those without a high school degree¹²

TO AND THROUGH COLLEGE: WHAT THE NUMBERS SHOW

One-third, or 33 percent, of all students who completed the eighth grade at KIPP ten or more years ago have graduated from a four-year college.

This compares to 30.6 percent of all Americans between the ages of 25 and 29 who have earned a four-year degree, and the 8 percent of young adults from low-income families who have done so, as discussed previously.¹³

To put these data in context: KIPP students, 95 percent of whom are African American or Latino and more than 80 percent of whom qualify for free or reduced price lunch, already are earning college degrees at a higher level than the average of all students across the nation. And they are earning college degrees at a rate four times higher than comparable students.

This is an achievement to celebrate. Our data, which are based on the performance of our first groups of students, show that a child's family circumstance does not have to determine his or her destiny. With the right resources, help, and support, KIPP students can and do finish college, earning themselves access to greater career choices and opportunities.

The high school graduation and college matriculation rates of KIPP students also surpass the average rates for all students nationwide and surpass those of comparable students.

95 percent of students who completed a KIPP middle school five or more years ago have graduated high school — a critical milestone on the road to college. By comparison, 83 percent of students nationwide and 70 percent of students from low-income families earn their high school diploma or a GED by their mid-20s.¹⁴

89 percent of students who completed a KIPP middle school five or more years ago have matriculated to college.

By comparison, 62 percent of students nationwide and 41 percent of low-income students enroll in college for a two- or four-year degree. Our students are entering college at more than double the national average for comparable students.

We emphasize that the student pool from which these data are drawn is very small. Most KIPP schools are young and growing, and so just a fraction of our students are old enough to have had the opportunity to graduate high school, let alone go to and through college.

To date, KIPP college alumni come from only two KIPP schools: KIPP Academy Middle School in Houston and KIPP Academy Middle School in the Bronx. These middle schools are the two oldest and most-established schools in our 99-school network, with the only KIPP students old enough to be college graduates. Similarly, just five middle schools are included in our high school graduation and college matriculation statistics.¹⁵

The size of this group does not negate the importance of our initial achievement, made possible by the hard work of our students and teachers. But it does reinforce the hard work ahead as we track and try to ensure the success of our rapidly growing student population.

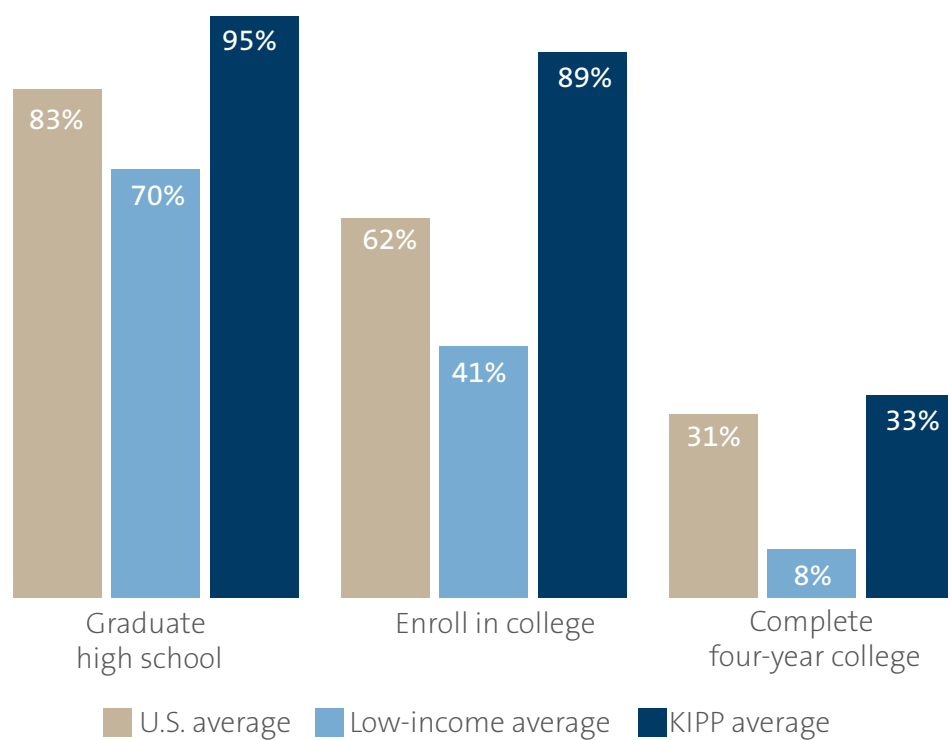
Many KIPP students are achieving, but we want all KIPP students to have a shot at college success.

We aspire for 75 percent of KIPP students to earn a four-year college degree.

Our goal of 75 percent college completion is roughly comparable to the graduation rate for the nation's highest-income students. Our students must have the same opportunities for self-sufficiency — and be held to the same high expectations. At the same time, should students choose paths other than college, whether an associate's degree, a vocational certificate, or a career, we respect their freedom to determine their futures and support them in finding fulfilling work and living productive lives. However, we want our students to have the additional freedom, choices, and security we believe a college degree can uniquely provide.

We continually ask ourselves, what will it take to reach our college completion goal, especially as the number of children we serve keeps growing? How can we ensure that all of our students enroll in and graduate from college, if that is what they choose?

KIPP STUDENTS START AND FINISH COLLEGE AT HIGHER RATES THAN THE U.S. AVERAGE. BUT WE ARE FAR FROM OUR GOAL.^{16, 17}



Note: An additional 5% of KIPP students complete two-year colleges

COUNTING EVERY STUDENT

In this report, we focus on reporting the high school graduation, college enrollment, and college graduation statistics of KIPP students who completed the eighth grade in our schools. We believe what we measure and how we calculate our students' educational attainment matters.

WHY DO WE TRACK OUR STUDENTS STARTING AT THE END OF EIGHTH GRADE?

Initially, we used eighth-grade completion as the starting point to measure our students' educational attainment because completing eighth grade at a KIPP middle school was the point at which KIPP students became KIPP alumni. In KIPP's early days, our students did not have the option to attend a KIPP-run high school. However, even as we have opened high schools, we still believe that we must track students' progress starting at the end of eighth grade or the beginning of ninth grade to get a clear picture of KIPP's impact on our students' educational attainment. Some educational organizations and reports only measure the college success of high school graduates — an approach that fails to count the students who drop out before earning a high school diploma.

WHY DO WE REPORT COLLEGE GRADUATION SEPARATELY FROM PERSISTENCE IN COLLEGE?

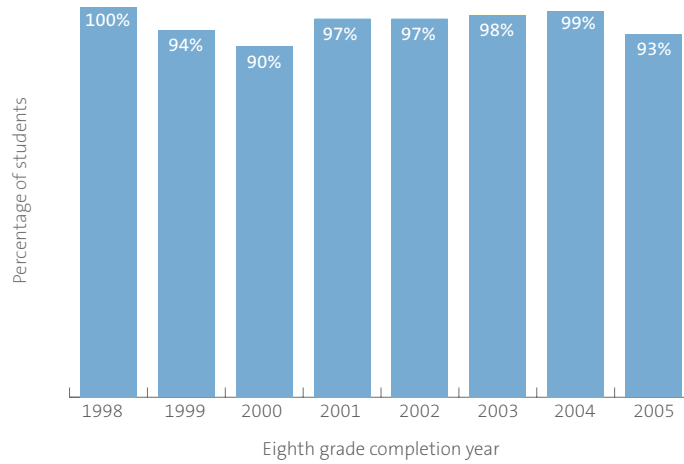
While we believe college admission, enrollment, and attendance are important milestones on the journey to graduating college, we want our students to enjoy the freedom, choices, and security a bachelor's degree uniquely can provide. Since many students — particularly those from underserved communities — who start college do not finish, it is critical to separate our measurement of college students from college graduates. As a result, we track students who have had at least six years to complete college to learn specifically how many earned a bachelor's degree versus how many simply matriculated and attended classes.

Although accurately tracking students over a long period of time is challenging, KIPP does so to gauge our success and hold ourselves accountable to what matters most: the long-term educational attainment of our students.

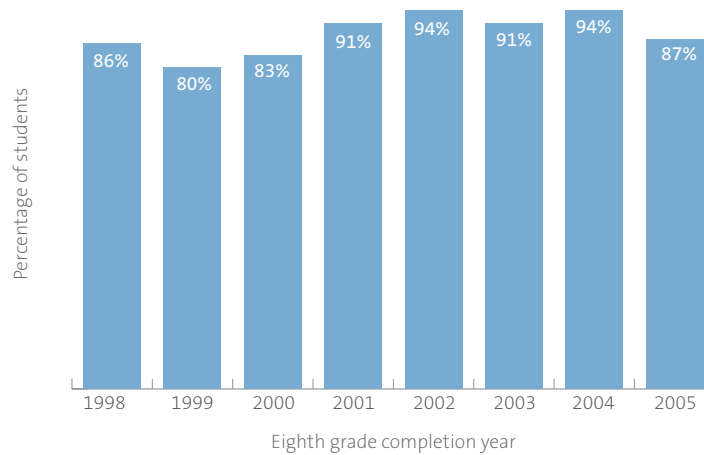
TRACKING AND REPORTING STUDENT MOBILITY

KIPP is committed to counting every student. This is why we use our students who completed eighth grade as a starting point for gathering educational attainment statistics. This is also why we track and report how many KIPP students stay with KIPP year after year. Specifically, we measure what percentage of KIPP students at the beginning of a school year return to KIPP the following year (or complete the highest grade in their school) and what percentage of students leave KIPP. Across all KIPP schools, the percentage of students who returned (or completed the highest grade in their school) has increased from 84 percent in 2006 to 88 percent in 2010.^{18, 19}

95% OF KIPP ALUMNI HAVE GRADUATED FROM HIGH SCHOOL FIVE OR MORE YEARS AFTER COMPLETING EIGHTH GRADE.^{20, 21}



89% OF KIPP ALUMNI HAVE ENTERED TWO-OR FOUR-YEAR COLLEGES FIVE OR MORE YEARS AFTER COMPLETING EIGHTH GRADE.



Note: Four years after completing eighth grade in 2006, 86 percent of students have graduated high school; 11 percent are still persisting; 3 percent have dropped out; 77 percent have matriculated to college. We expect these numbers to grow as more students that are still persisting graduate from high school and go to college.





WHAT IS KIPP DOING TO REACH OUR
COLLEGE COMPLETION GOAL?

WHAT WE KNOW ABOUT SUCCESS IN COLLEGE

The numbers illustrate the enormity of the college completion challenge; there is no easy answer. But KIPP has committed to help every one of our students do whatever it takes to make it not just to — but also through — college.

A multitude of daunting obstacles, academic and otherwise, stand between students and a college degree. Many underserved students are the first in their families to attend college, so earning a bachelor's degree means blazing a trail, confronting financial risks and an unfamiliar challenge. Undocumented students face additional hurdles.

What distinguishes KIPP's four-year college graduates from other students who started but did not finish?

While KIPP cannot fully answer this question, we continue to learn what it will take for our students to succeed in and graduate from college. As we have expanded and evolved from our original middle school model, we apply these valuable lessons to refine our approach to better serve our students.

FIVE FACTORS ARE ESSENTIAL TO THE COLLEGE SUCCESS OF OUR STUDENTS

We have leveraged respected national research and our own early experience to identify five key, interrelated factors instrumental in helping KIPP students graduate from college in numbers that exceed national averages.²²

ACADEMIC READINESS

Every high school student must be academically prepared for the intellectual challenge and rigor of college, developing the critical thinking abilities and study habits of a college scholar. Challenging students academically must be a priority throughout their PreK–12 educational careers.

A POWERFUL SET OF CHARACTER STRENGTHS

KIPP students who stick with college are not just academically prepared but also have a powerful set of character strengths, a finding validated by national research. These strengths include grit, self-control, social intelligence (including self-advocacy), zest, optimism, and gratitude. They are strong self-advocates who proactively problem solve, able to communicate with professors about scholastic concerns, identify challenges in areas such as financial aid or housing, and know where and how to ask for help. They persist when encountering obstacles, a characteristic we describe as having grit. Often, successful students can articulate

their reason for wanting to graduate college, a personal mantra they can embrace optimistically throughout their college journey.

THE RIGHT MATCH

Choosing the right higher education institution is key to a student's college success. Graduation rates vary widely among institutions at all levels of competitiveness. It is key that students find a match with institutions that demonstrate success with similar students. In general, research shows that the more competitive an institution is, the more likely an individual student is to graduate — making academic readiness from PreKindergarten a critical component of college success.²³

SOCIAL AND ACADEMIC INTEGRATION

There is a deep body of literature illustrating the link between students staying in college and forging connections on campus, reinforced by our observation of the early KIPP students' college experiences.²⁴ The more study groups, academic- and career-oriented clubs, faculty contacts, and other activities a student invests his or her energy in, the more rooted he or she will be to college, the richer his or her college education will be, and the less likely he or she will be to drop out. These reinforcing ties can also help a student resist pressure to leave school — whether it comes from friends, a neighborhood culture, or an obligation to contribute financially to the household.

COLLEGE AFFORDABILITY AND FINANCIAL UNDERSTANDING

Most families' primary college concern is affordability and with good reason. Some families believe all college costs are well out of reach; others think scholarships can cover it all. While families don't always know about available financial aid, few financial aid packages cover all college costs. It can be challenging for families to get accurate information about college financing, so we guide them to begin saving as early as possible. However, unmet needs remain huge, and many students must rely heavily on loans or shrinking federal Pell grants, or they devote too much time to work-study, hurting academic success and chances to integrate into the college community.

As KIPP has evolved from our original middle school model, we continue to refine our strategy, from classroom instruction to college supports, to address these factors essential to college success.



PROFILE: NATHAN WOODS

Nathan Woods knew his elementary school in southeast Washington, D.C., wasn't challenging him. He never had homework. His teachers didn't expect much. But Woods's sister had gone to KIPP DC: KEY Academy and liked it, so Woods's mom decided Nathan was going too. KIPP's long hours and heavy workload prepared Woods for boarding school at Woodberry Forest, in rural Orange, Virginia. "It was a huge transition, being from the city," Woods said. "The discipline I got from KIPP made it much easier to adapt to that environment."

At first, Woods felt misunderstood and that people were judging him by his race. "They thought I was a kid from the ghetto who was recruited to play sports," when the reality was that he had earned a full academic scholarship.

But the lessons Woods brought from KIPP to Woodberry Forest, like the power of optimism and grit, helped him persevere. Eventually, he opened up to his classmates. KIPP touched Woods's life in other ways. The school supported his family through the hardest of times: When his brother died while Woods was away at high school, KIPP stepped in with food for the family and attended the funeral.

Now, Woods is a freshman at Syracuse University, where he is thriving. He's got a plan: major in political science and history. Teach history with Teach For America. Then law school. He's got a KIPP sticker on his laptop and has made friends with other KIPP alumni who spotted him around campus.

"From the moment you walk into KIPP, they tell you you're going to go to college," Woods said. "Hearing that message every day makes somebody like me who comes from the ghetto, who didn't have the best things growing up, makes me yearn for that success."

And the Woods family isn't finished with KIPP. His late brother's son, three-year-old Erick, is in PreKindergarten at KIPP DC: LEAP Academy. "KIPP, they're more than a school," Woods said. "It's a family."

PREPARING FROM DAY ONE



KIPP SCHOOLS HAVE ALWAYS BEEN ABOUT ACADEMIC PREPARATION AND CHARACTER DEVELOPMENT

THE IMPORTANCE OF DUAL-PURPOSE EXPERIENCES

The first two factors listed on page 14, rigorous academic preparation and character development, have been the focus of our middle schools since we launched KIPP in 1994. Clearly, our students need knowledge and strong academic skills to reach college, let alone succeed there. But we have always believed that the other ingredient in our students' success is a powerful set of character strengths from which they can draw as they work toward a college degree.

KIPP's longstanding motto — “Work hard. Be nice.” — embodies our middle schools' culture. Building on respected national research, namely the landmark work of psychologists Dr. Martin Seligman and Dr. Christopher Peterson, we have been able to

articulate the character strengths on which our students' success depend, qualities including grit, self-control, social intelligence, zest, optimism, and gratitude.²⁵

Ensuring our children develop their character strengths while learning the knowledge and skills they need to succeed makes KIPP schools unique.

This dual purpose inspires the college-going culture fostered in all our schools from day one. Energetic, compassionate teachers embed college readiness into their work, down to the smallest detail: Classrooms are named for teachers' alma maters or colleges KIPP alumni are attending, school walls are plastered with the year incoming students will graduate high school and enter college, and students regularly are taken on visits to local universities.

Our dual purpose is also the reason behind KIPP's extended schedule and curriculum. KIPP students start their day earlier and go home later, do homework every night, and learn on Saturdays and during part of the summer. Our schedule provides more time

for rigorous academic instruction in literacy and mathematics, but it also provides plenty of time for art, science, music, languages, and dance, or wherever students' interests take them. It also gives our teachers enough time to weave critical character lessons directly into their academic instruction. As we have learned more about developing character, we have become more scientific and strategic about teaching and modeling the character strengths we value.

Finally, joyful experiences, significant rewards, and meaningful teamwork go hand in hand with the hard work we ask of our students. For example, educational trips at the end of the school year expand students' horizons and reward hard work. Moreover, we make sure that KIPP students know that their classmates and teachers are in it together: struggling, supporting, and celebrating one another. Teachers are available to offer help over the phone in the evenings. They also become trusted mentors and friends.

With an unshakeable belief in education's transformative power, great KIPP teachers and principals bring a passion for their work and a zest for learning to school each day, as invested in nurturing students' hearts as they are in strengthening their minds.

THE NEED FOR A MORE HOLISTIC, PREK-12 APPROACH

Recognizing the vital importance of the "tween" and early adolescent years to a student's growth, KIPP began by creating middle schools. We knew that if those years passed without academic intervention, it would be nearly impossible to get an underserved student back on the college track. We believed that excellent middle schools focused on rigorous academic preparation and character development were the keys that would unlock college for our students.

We still believe academics and character are fundamental to everything we do. But we have since learned that great middle schools, while essential to preparing every child for the future, are not enough to ensure true academic and character readiness. Our students need a rigorous, comprehensive academic experience from the first day of PreKindergarten to the last day of college.

So we have expanded the KIPP school network beyond middle schools to include primary and high schools. In 2004, we opened our first primary school and high school, and now our network includes 60 KIPP middle schools, 24 KIPP primary schools, and 15 KIPP high schools across the country.

We open new schools in communities we already serve to provide students a continuous KIPP education with more opportunities to achieve. KIPP students often begin middle school with skills significantly behind grade level. Our teachers can spend two

academic years or more working to catch our students up.

By creating a continuum of KIPP schools within a community, our hope is that our students will be able to hit the ground running on the first day of middle school. And by high school, they will excel in Advanced Placement and other higher-level courses. By entering a KIPP school at age 4 or 5, our students can begin to develop the character strengths they will need to succeed. By starting earlier and staying longer with our students, KIPP ensures that character and academic expectations remain high and students remain focused on graduating college throughout their educational career.

We plan for KIPP to continue to grow: KIPP schools will serve an estimated 55,000 students by 2015 and have more than 10,000 KIPP alumni enrolled in college. An additional 15,000-plus KIPP middle school alumni will attend non-KIPP high schools on their journey to college. That makes an intense focus on college completion more urgent than ever.

WHAT DOES CHARACTER LOOK LIKE IN THE CLASSROOM?

INTEGRATING SOCIAL INTELLIGENCE INTO A ROUTINE MATH LESSON

Word problem: Brian won a jellybean contest by guessing the closest number of jellybeans in the jar. He won a total of 953 jellybeans. He decided to share the jellybeans with the other students in his class. There are 28 students in the class, including Brian.

- How many jellybeans would each student receive if Brian shares the beans equally?
- Which character strength is Brian demonstrating?

INTEGRATING OPTIMISM INTO A WRITING EXERCISE

Writing prompt: Select two aspects of American society that you would improve and compare and contrast two different possible plans you would present to government leaders to make our country better.

USING GRIT AND SELF-CONTROL TO INTRODUCE A READING LESSON

"We've recently been building our stamina during independent reading. Good stamina requires lots of self-control, because you have to ignore distractions, and lots of persistence, because it isn't easy reading without stopping. Today, we'll be practicing our grit and self-control as we build our reading skills."²⁶

COLLEGE SUCCESS DEPENDS ON A COMPREHENSIVE, LONG-TERM APPROACH

SUPPORTING OUR STUDENTS THROUGH COLLEGE GRADUATION

We have learned that no matter the quality of PreK–12 schooling, our students need continued support leading up to and throughout their college years to make it to graduation day.

In 1998, we created a program called KIPP To College in order to stay connected with students after they leave KIPP schools and provide families with essential knowledge to prepare students to succeed in college. Recently, we changed the name to KIPP Through College (KTC) to reflect our increased emphasis on college completion.

KTC encompasses supports for KIPP students beginning in middle school all the way through college. In areas where there are no KIPP high schools, KTC helps students identify and apply to college-prep high schools. Throughout high school, KTC stays connected with students so it can offer supports where needed such as SAT prep classes, counseling, and academic advisement. In communities both where we have high schools and where we don't, KTC bridges the transition from high school to college through a support strategy that addresses the factors described above that research and our own experience show are critical to college success. KTC helps KIPP students in three main areas: finding a college that is a good fit; integrating socially and academically once there; and understanding and navigating the financial hurdles they face earning a degree.

FINDING A GOOD COLLEGE MATCH

KTC counselors offer students and families guidance during the college admissions process, and they help students find the college or university that will be the best fit for him or her. This has three main components: (1) informing KIPP students about the colleges where KIPP students historically have had the most success, (2) establishing relationships with universities at various levels of selectivity across the country where clusters of KIPP students will thrive, and (3) pointing our students to the most competitive college at which they can succeed.

INTEGRATING SOCIALLY AND ACADEMICALLY

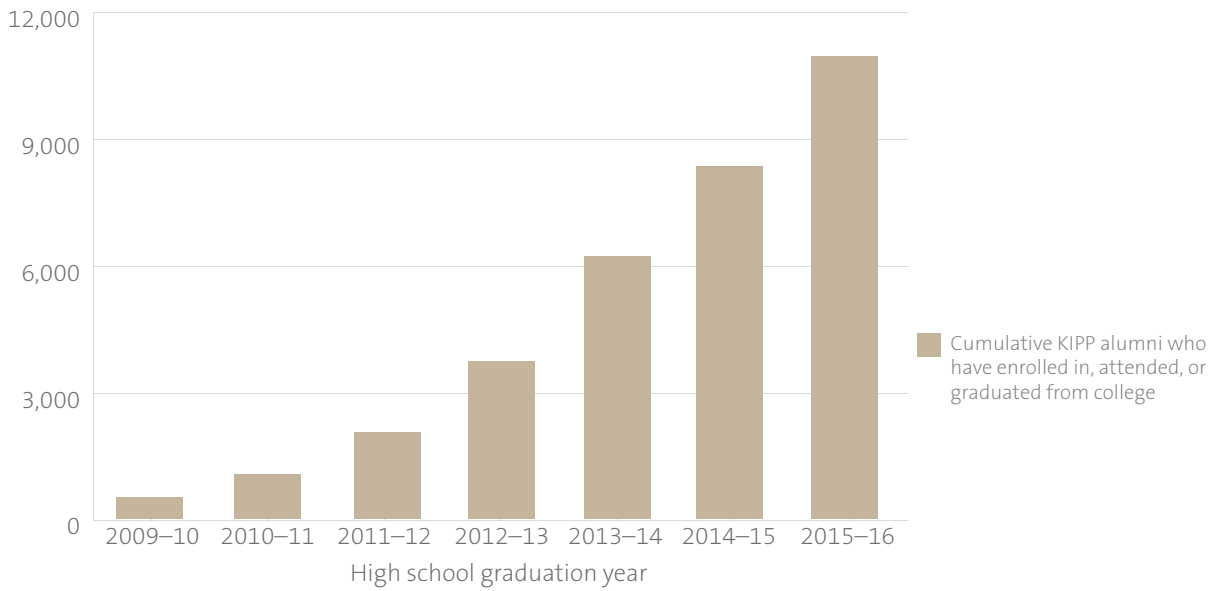
KTC's second priority is helping our students integrate socially and academically once in college. Some colleges and universities already work closely with KIPP students on campus, linking them with support groups or providing space for them to meet, study, and hold events. Holistic support available at a given college — from an engaged admissions office to an effective writing center — can make a huge difference between a student who drops out and one who earns a degree.

By 2015, we project that more than 10,000 KIPP students will be in college, up tenfold from the 1,100 KIPP students in college now. Hundreds more will already have graduated or moved into the working world. A key part of KTC's strategy is creating a broad and deep alumni support system. KIPP is striving to track, connect, and keep in contact with this growing alumni corps, linking them to one another for tutoring or job opportunities, and connecting KIPP students in college far from home to the nearest KIPP school for additional support. Our next generation of students will make college journeys with thousands of alumni backing them up.

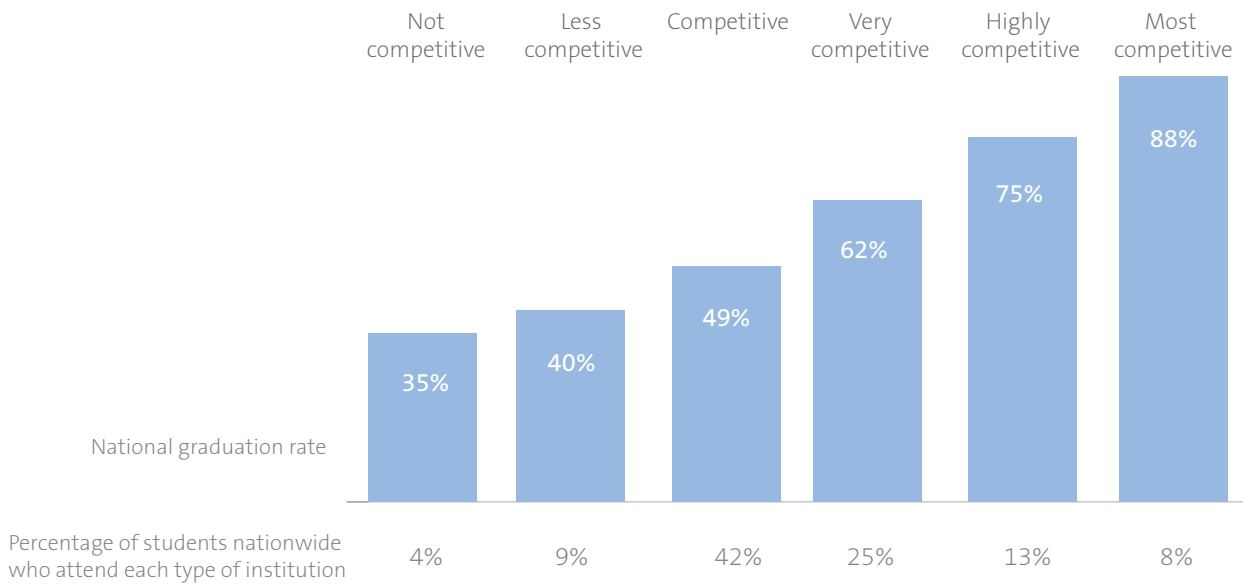
UNDERSTANDING AND NAVIGATING FINANCIAL HURDLES

Although the financial burden of college is daunting, KTC works to dispel college cost myths and misperceptions, offer families financial aid guidance, help create college savings plans, and educate families about the long-term value of investing in a college education. KTC also helps students and families understand the trade-offs of a part-time or full-time job. A part-time job, for example, offers many benefits, but shouldering too great a part-time workload can prove detrimental over time by reducing the time a student has to devote to study groups, campus activities, and meeting with professors. While students who leave college for a full-time job might reduce their tuition expenses in the short-term, they severely limit their earning potential over a lifetime.

BY 2015, WE PROJECT THAT MORE THAN 10,000 KIPP ALUMNI WILL HAVE ENROLLED IN COLLEGE²⁷



MORE SELECTIVE FOUR-YEAR COLLEGES HAVE HIGHER GRADUATION RATES²⁸



PARTNERSHIP FOR COLLEGE COMPLETION PILOT

KIPP understands the power of partnerships to leverage on a large scale the resources of different organizations with a shared mission. As part of the Partnership for College Completion (PCC), KIPP is working with the United Negro College Fund (UNCF), a historical leader in providing minority students educational opportunities, and the Corporation for Enterprise Development (CFED), which has decades of experience expanding economic opportunity for Americans, to pilot a college completion model for KIPP students. The PCC pilot program, which complements the work of KIPP schools and KTC, began this year at KIPP schools in the San Francisco Bay Area, Chicago, the District of Columbia, and Houston.

The PCC pilot supplements the academic rigor and ongoing character development in KIPP schools, as well as the individual attention and guidance of KTC with a broad set of supports. These include teaching college knowledge and financial literacy, providing annual scholarships, and helping families establish college savings accounts seeded with \$100 deposits and corporate matching funds.

The hope of the PCC pilot program is to push policymakers and educators to rethink what is possible for low-income students pursuing higher education and to create a model that could be replicated in underserved communities across the United States.

“That’s the power, I think, of KIPP Through College. . . . KIPP has a long and strong relationship with students. It makes students feel like they’re part of something that has done this before. By KIPP creating an aspiration — 75 percent of our students graduating from college — we’re really saying we’re part of something: the civil rights movement of this century.”

— Craig Robinson, KIPP Foundation,
National Director, Alumni Services

A CLOSER LOOK AT PROGRAMS

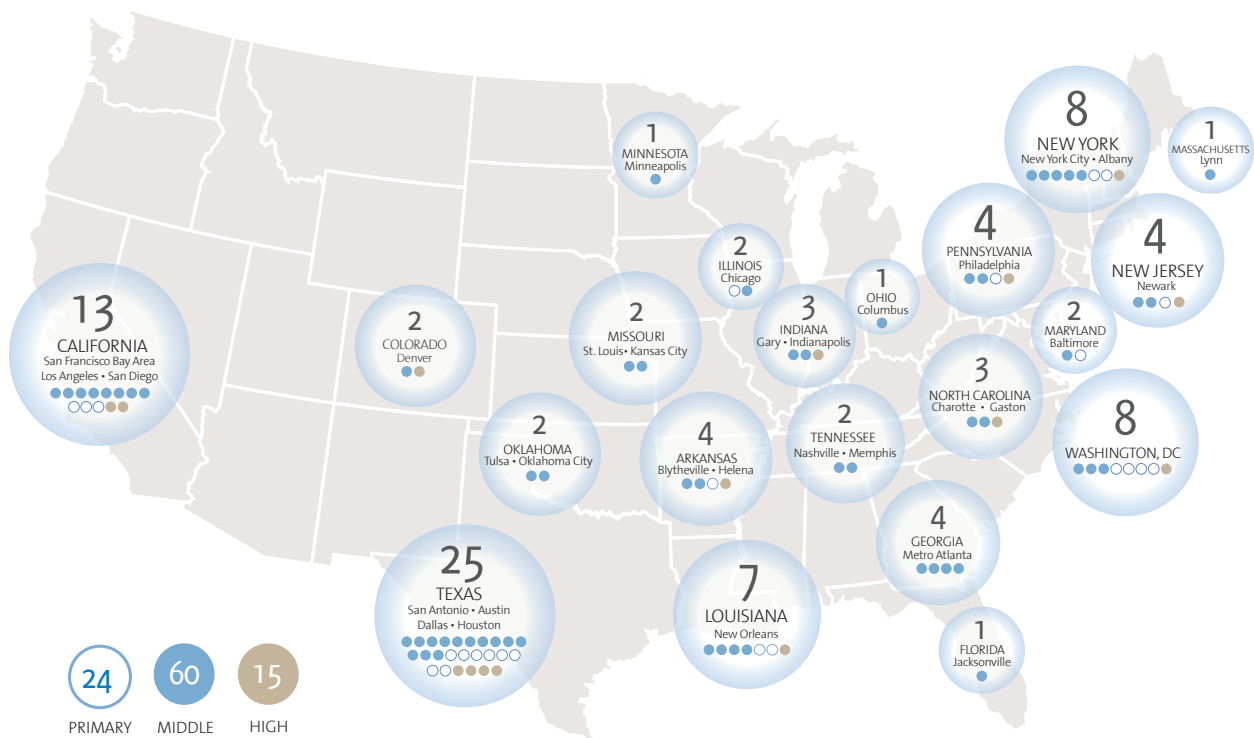
KTC NYC COLLEGE SCHOLARS

KIPP Through College New York City (KTC NYC), one of KIPP’s largest and best-established KTC sites, features a unique program, College Scholars, for KIPP students attending higher education institutions in New York City. College Scholars provides an academic haven for students who might be living at home while they work toward a degree. The program, which often serves students who are enrolled at community college, offers a quiet study area, tutoring, academic workshops, and recreational opportunities. Besides academic aid, KIPP students receive financial help and educational stipends of \$800 per semester. College Scholars is intended to smooth the path for students balancing the challenge of college coursework with the demands of living at home and could be replicated in communities across America.

KTC HOUSTON

At KIPP Through College in Houston, KIPP’s largest alumni network of about 680 college students and college graduates return to KIPP schools to coach soccer, conduct science programs, teach Saturday school, or undertake service projects. There are 18 KIPP schools in Houston serving 6,000 students. The number of students KIPP Houston serves is expected to double in the next five years, making KIPP Houston larger than two-thirds of school districts in Texas. Not only do KIPP alumni teach in and work for KIPP Houston schools, but they also enrich KIPP students’ learning experiences on a daily basis and serve as real role models of college success.

KIPP SERVES MORE THAN 27,000 STUDENTS IN 99 SCHOOLS ACROSS THE COUNTRY.



THIS WORK REQUIRES A COLLECTIVE COMMITMENT

WE NEED MORE HELP FROM OTHERS FOR OUR STUDENTS TO SUCCEED

CONSISTENT, FAIR STANDARDS TO MEASURE COLLEGE ATTAINMENT

To support our students and ensure their success, we need to track them from eighth-grade graduation through college. And we need to collect more specific, robust data about them, including college acceptances, matriculation rates, scholarships received, and post-college employment. This long-term tracking effort can be time consuming and labor intensive. But without such data, we cannot determine how different groups of students are doing and the paths they're taking after high school so we can help them do better.

We can't gather all of this information alone. We need the support of higher education institutions to know how our students are doing once they arrive on campus. Colleges and universities that have committed across departments, from housing to financial aid, to support first-generation students and students of color can help us measure the success of these students and work to ensure they graduate.

We also encourage school districts and networks of charter schools to publish their high school graduation, college matriculation, and college completion data and track these outcomes for eighth-grade completers or ninth-grade starters so we can develop more of a shared understanding of what's working and what's not. This means measuring the number of students who graduate college — not simply reporting the number who enroll.

Political leaders, particularly at the state level, also can facilitate student tracking by upgrading and integrating the data systems that school districts use to measure college completion. Only through meaningful exchange of comparable data and ideas can we fully understand the scope of the problem and collaborate on solutions.

Armed with better data, we need to make sure we will use our data to answer the tough questions about how to do more for our students.

What are our completion rates for different groups of students? Which groups are prevailing and which are dropping out? Why? And how can we increase our success rate?

Are we reaching the students who need us? Are we doing all we can to serve English language learners and students with special needs? If not, what more can we do with recruiting and outreach?

Are our students staying with us? If not, why are they leaving? How can we strengthen student supports to keep students in our schools?

How can we monitor student progress to intervene when we see warning signs for students at risk of not graduating?

GREATER INVOLVEMENT BY HIGHER EDUCATION INSTITUTIONS IN SUPPORTING THE COLLEGE SUCCESS OF UNDERSERVED STUDENTS

In addition to measuring the success of first-generation and low-income students, some colleges have undertaken creative solutions, such as removing financial aid barriers through no-loan scholarships, creating near-peer mentoring opportunities on campus, and establishing bridge programs to facilitate the transition to college. We need to replicate these successful ideas and spread them to more campuses.

Aligning campus supports and measuring first-generation and low-income students' progress are major steps toward boosting college completion rates. We look forward to learning more about the effectiveness of different university programs and welcome partnerships with colleges and universities at every level of selectivity to collaborate on better serving this student population.

INSTITUTIONS ENSURING COLLEGE AFFORDABILITY

At a time when access for all to a college degree is more important than ever, students' unmet financial needs and debt levels are growing. All levels of government must commit to ensure those students who enroll and work hard in college have the resources to graduate.

Strong federal support for need-based aid is an important part of the college completion equation, as are incentives for families to save for college. States must work to keep tuition and fees at public universities within reach for underserved students. And higher education institutions can also help by focusing more financial aid resources on the unmet needs of low-income students.²⁹

A SHIFT IN NATIONAL EMPHASIS FROM COLLEGE ENROLLMENT TO COLLEGE GRADUATION

At KIPP, we believe that educating a child means making a commitment to his or her future from PreKindergarten through college graduation and giving that child every possible opportunity to complete an undergraduate degree.

Our commitment means relentlessly learning from our successes and mistakes, sharing our data, urging others to do the same, and seeking higher education institutions and others to partner in our work.

It also means intensifying a national dialogue about why having the choice of college is a necessity for all, rather than a luxury for the privileged few.

America's college graduation rates are a national crisis. Our nation's low college attainment diminishes the life choices and chances of thousands of students, particularly those with low incomes who live in underserved communities. Citizens without

the opportunities afforded by a college degree undermine the United States' promise and potential.

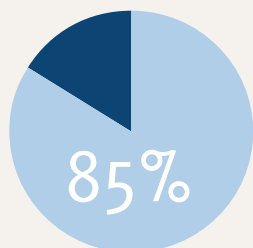
But creating consensus on the importance of college completion is difficult. We seek the help of others who share our belief that all students deserve a fair chance to get to and through college and who will work alongside us to help them earn the freedom to live their dreams.

Our nation's children deserve nothing less.

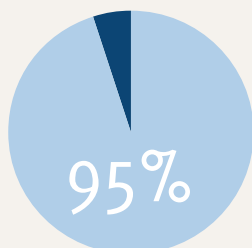
ENDNOTES

At KIPP, we constantly assess the health of schools across our network. Here are key data we use to track the student-focused elements of health.

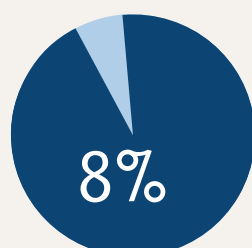
ARE WE SERVING THE CHILDREN WHO NEED US?



85% of students are eligible for free/reduced price meals



95% of students are African American or Latino

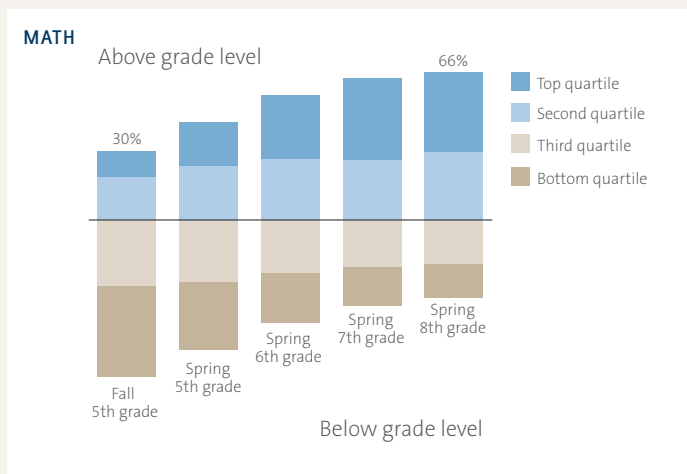
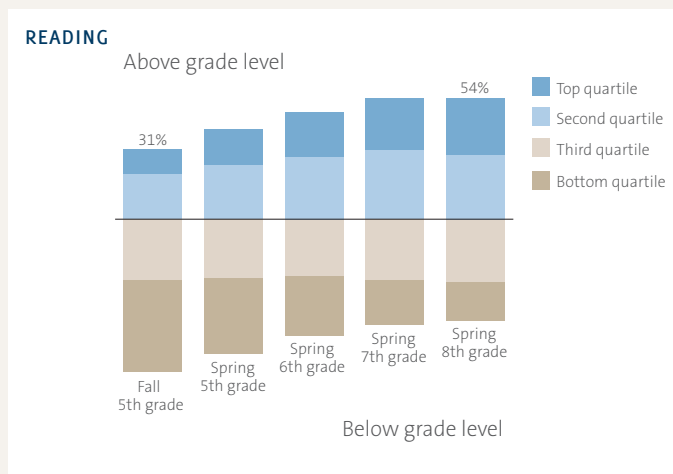


8% of students receive special education services

ARE OUR STUDENTS STAYING WITH US?

88% of students stayed with KIPP or completed the highest grade in their schools in 2009–10.

ARE OUR STUDENTS PROGRESSING AND ACHIEVING ACADEMICALLY?



ARE OUR ALUMNI CLIMBING THE MOUNTAIN TO AND THROUGH COLLEGE?

95 percent of students who completed eighth grade at a KIPP middle school five or more years ago have graduated high school.

89 percent of students who completed eighth grade at a KIPP middle school five or more years ago have matriculated to college.

33 percent of students who completed the eighth grade at KIPP ten or more years ago have graduated from a four-year college.

- 1 In this report, national data about educational attainment is based primarily on information published by the U.S. Census Bureau. We have elected to use this as a primary source rather than information published by the U.S. Department of Education's National Center for Education Statistics (NCES) because NCES data typically separates K–12 attainment and college attainment, calculating college graduation rates as a percentage of students who matriculate to college, rather than a percentage of all high school students. We believe this understates the challenge of college completion by not including students that either do not finish high school or do not enroll in college. Specific sources used in this report are cited as they occur in the text. The primary source for national attainment is U.S. Census Bureau, Current Population Survey, Educational Attainment in the United States: 2009; available online at <http://www.census.gov/hhes/socdemo/education/data/cps/2009/Table1-01.xls>. The primary source for comparisons across income levels is Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." <http://www.postsecondary.org>.
- 2 We measure college attainment ten years after our students complete eighth grade to allow four years to graduate high school and six years to graduate college, the national standard for reporting college graduation. We use the end of eighth grade as the starting point for measuring college attainment because the majority of KIPP alumni to date have not had the option to attend a KIPP-run high school, making middle school the last academic point of contact with KIPP. This approach allows students just five years to finish college if they required a fifth year to finish high school; for the vast majority of our students, it allows six years to finish college.
- 3 A recent study by the Harvard University Graduate School of Education, "Pathways to Prosperity," projects that nearly two-thirds of the 47 million new jobs created through 2018 will require employees to have some postsecondary education. Just 36 percent of workers with only a high school degree will fill these jobs.
- 4 U.S. Census Bureau, Current Population Survey, Educational Attainment in the United States: 2009; available online at <http://www.census.gov/hhes/socdemo/education/data/cps/2009/Table1-01.xls>.
- 5 U.S. Census Bureau, "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings," by Jennifer Cheeseman Day and Eric C. Neuburger, July 2002.
- 6 Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau.
- 7 Fox, M. A., Connolly, B. A., and Snyder, T. D. Youth Indicators 2005: Trends in the Well-Being of American Youth, (NCES 2005–050). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office, 2005. Underlying data from: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," unpublished data.
- 8 U.S. Department of Education, National Center for Education Statistics (NCES), BPS Longitudinal study: "Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After Six Years." Walton, A., et al., available online at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011151>, released Nov 30, 2010.
- 9 Education at a Glance 2010 — OECD Indicators; available online at <http://www.oecd.org/dataoecd/45/39/45926093.pdf>.
- 10 Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau. Notes: Bottom quartile: \$0 to \$36,080; second quartile: \$36,081 to \$65,310; third quartile: \$65,311 to \$108,284; top quartile: more than \$108,284. "Enroll in college" includes two- and four-year degree-granting institutions. "Graduate college by age 24" includes only four-year degree-granting institutions. Mortenson estimates that 30.3 percent of all Americans graduate from college by age 24. We have aligned the number in this chart to 30.6 percent (shown as 31 percent) in order to be consistent with the value shown in the rest of the report. (As described in other notes, the value shown in the rest of the report comes from Census reporting and is based on college attainment by age 25 to 29.)
- 11 Combined analysis of U.S. Census Bureau, Current Population Reports, P60-203, "Measuring 50 Years of Economic Change Using the March Current Population Survey," Washington, DC: U.S. Government Printing Office, 1998; available online at <http://www.census.gov/hhes/www/income/publications/p60203/index.html> and U.S. Census Bureau, Current Population Survey, personal income table P-24 from 2009.
- 12 U.S. Bureau of Labor Statistics, Employment Situation, Table A-4, "Employment Status of the Civilian Population 25 Years and Over by Educational Attainment" from Dec 3, 2010 at <http://www.bls.gov/news.release/empst.t04.htm>. These statistics likely understate the employment impact of a college degree; labor force participation among college graduates is 77 percent compared with 61 percent of high school graduates.
- 13 Another 19 percent of KIPP students are still in college working toward their degrees, while 5 percent have graduated from a two-year college. The U.S. Census Bureau, the source of the national college attainment statistics quoted here, does not provide details about the number of students who persist in college more than six years. Therefore, no national comparison is provided in this report.
- 14 Other national data sources show lower high school graduation rates; one recent national report stated that the overall graduation rate for the high school class of 2007 was 68.8 percent. ("Diplomas Count 2010" by Education Week, available online at <http://www.edweek.org/ew/toc/2010/06/10/index.html>.) This is generally because these sources focus on students who receive high school diplomas after a direct progression from ninth through 12th grade, typically finishing by age 18 to 20. The source cited in this report (Mortenson) focuses on students in their mid-20s and also includes GEDs, accounting for the higher overall rates.
- 15 Many students from three of these five middle schools graduated from one of two KIPP high schools. Nearly all KIPP high school alumni attended a KIPP middle school; future data will examine the achievements of students who attended only KIPP high schools. In addition to these five middle schools whose students completed eighth grade at least five years ago, there are eight more middle schools whose students finished eighth grade four years ago. We will report on this group's high school and college progress once these students have had five or more years to earn their high school diplomas.
- 16 Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2009 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau. Notes: low-income: \$0 to \$36,080. "Enroll in college" includes two- and four-year degree-granting

institutions. Mortenson estimates that 30.3 percent of all Americans graduate from college by age 24. We have aligned the number in this chart to 30.6 percent (shown as 31 percent) in order to be consistent with the value shown in the rest of the report. (As described in other notes, the value shown in the rest of the report comes from Census reporting and is based on college attainment by age 25 to 29.)

- 17 KIPP Through College tracking.
- 18 Includes data from all 82 schools, but data verification was still in progress at time of publication.
- 19 A comprehensive study by Mathematica Policy Research published in June 2010 found that KIPP schools have similar student mobility rates to other urban schools.
- 20 The first group of students to complete eighth grade with KIPP in 1998 began in the original KIPP fifth grade and returned to KIPP Academy Middle School Houston for eighth grade.
- 21 We appreciate and remember our six alumni represented here who are deceased: four students who completed eighth grade in 2000, one who completed eighth grade in 2001, and one who completed eighth grade in 2005.
- 22 The College Board, “The Effectiveness of Student Aid Policies: What the Research Tells Us,” by Sandy Baum, Michael McPherson and Patricia Steele, 2008. The College Board, Research Notes RN-19, “College Persistence, Graduation, and Remediation,” by Wayne J. Camara, March 2003. The Pell Institute for the Study of Opportunity in Higher Education, “Moving Beyond Access: College Success for Low-Income, First-Generation Students,” by Jennifer Engle and Vincent Tinto, 2008.
- 23 Bowen, William G., Chingos, Matthew M. and McPherson, Michael S. *Crossing the Finish Line: Completing College at America’s Public Universities*. Princeton, New Jersey: Princeton University Press, 2011.
- 24 KIPP Through College tracking and surveys.
- 25 Peterson, Christopher, and Seligman, M.E.P., *Character Strengths and Virtues: A Handbook and Classification*. Washington, D.C.: APA Press and Oxford University Press, 2004. Peterson, Christopher. *A Primer in Positive Psychology*.

New York: Oxford University Press, 2006. Peterson and Seligman define the following terms as character strengths:

1. Creativity: coming up with new and productive ways to think about and do things
2. Curiosity: taking an interest in experience for its own sake; finding things fascinating
3. Open-mindedness: examining things from all sides and not jumping to conclusions
4. Love of learning: mastering new skills and topics on one’s own or in school
5. Wisdom: being able to provide good advice to others
6. Bravery: not running from threat, challenge, or pain; speaking up for what’s right
7. Grit: finishing what one starts; completing something despite obstacles
8. Integrity: speaking the truth and presenting oneself sincerely and genuinely
9. Zest: approaching life with excitement and energy; feeling alive and activated
10. Love: valuing close relationships with others; being close to people
11. Kindness: doing favors and good deeds for others; helping them; taking care of them
12. Social intelligence: being aware of motives and feelings of other people and oneself
13. Citizenship: working well as a member of a group or team; being loyal to the group
14. Fairness: treating all people the same; giving everyone a fair chance
15. Leadership: encouraging a group of which one is a valued member to accomplish
16. Forgiveness: forgiving those who’ve done wrong; accepting people’s shortcomings
17. Modesty: letting one’s victories speak for themselves; not seeking the spotlights
18. Prudence: being careful about one’s choices; not taking undue risks
19. Self-control: regulating what one feels and does; being disciplined
20. Appreciation of beauty: noticing and appreciating all kinds of beauty and excellence
21. Gratitude: being aware of and thankful for the good things that happen

22. Hope: expecting the best in the future and working to achieve it

23. Humor: liking to laugh and tease; bringing smiles to other people; seeing a light side

24. Spirituality: having beliefs about the higher purpose and meaning of the universe

26 Hostetter, Mayme, David Levin, Brent Maddin, Chi Tschang, and Mike Witter for Teacher U.

27 KIPP student tracking data.

28 American Enterprise Institute, “Diplomas and Dropouts: Which Colleges Actually Graduate Their Students (and Which Don’t),” by Frederick M. Hess, Mark Schneider, Kevin Carey, and Andrew P. Kelly, June 2009. Hess uses Barron’s college selectivity rankings, which factor in SAT/ACT scores and the percentage of freshman applicants who were accepted, among other criteria.

“Noncompetitive” colleges generally require only high school graduation.

“Less competitive” colleges have median freshman SAT/ACT scores generally below 500/21.

“Competitive” colleges have median freshman SAT/ACT scores of 500–572/21–23.

“Very competitive” colleges typically admit students with median freshman SAT/ACT scores of 573–619/24–26.

“Highly competitive” colleges generally admit students with median freshman SAT/ACT scores of 620–654/27–28.

“Most competitive” colleges generally admit students with median freshman SAT/ACT scores of 655–800/29.

29 The Education Trust. *Opportunity Adrift: Our Flagship Universities Are Straying from Their Public Mission*. January 2010 <http://www.edtrust.org/dc/publication/opportunity-adrift-our-flagship-universities-are-straying-from-their-public-mission>.





If we do the right thing,
the good things will happen.

If we do the wrong thing,
the bad things will happen.

Special Girl
Barbara

PEOPLE

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