

AVID National Conference

The International Baccalaureate
College Ready Students

Orlando December 2011





“The IB builds on the most important knowledge, wisdom and ways of knowing from the past; engages seriously with the trends, promises and tribulations of the 21st century; and, most importantly, ponders how we might achieve the kind of world in which we would all like to live—sane, peaceful, sustainable... the IB asks, *To what ends shall we put our knowledge?*”

- Professor Howard Gardner, Harvard University

Organization: What is the IB mission and legal status?

The IB is a not-for-profit foundation, motivated by its educational mission, focused on the student.

Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Legal status

The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.

Core values

Motivated by a mission

We aim to create a better world through education

Partnerships

We achieve our goals by working together

Quality

We value our reputation for high standards

Participation

We actively involve our stakeholders

International mindedness

We embrace diversity

Further resources:

- The *Annual Review* including accounts is available on www.ibo.org.

Programmes: What is the IB learner profile?



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

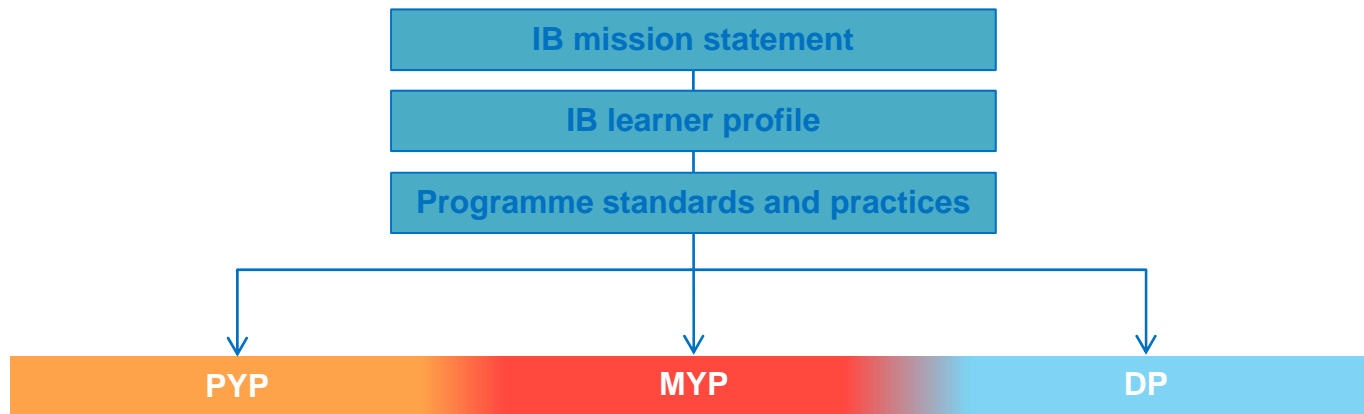
Caring

Risk-takers

Balanced

Reflective

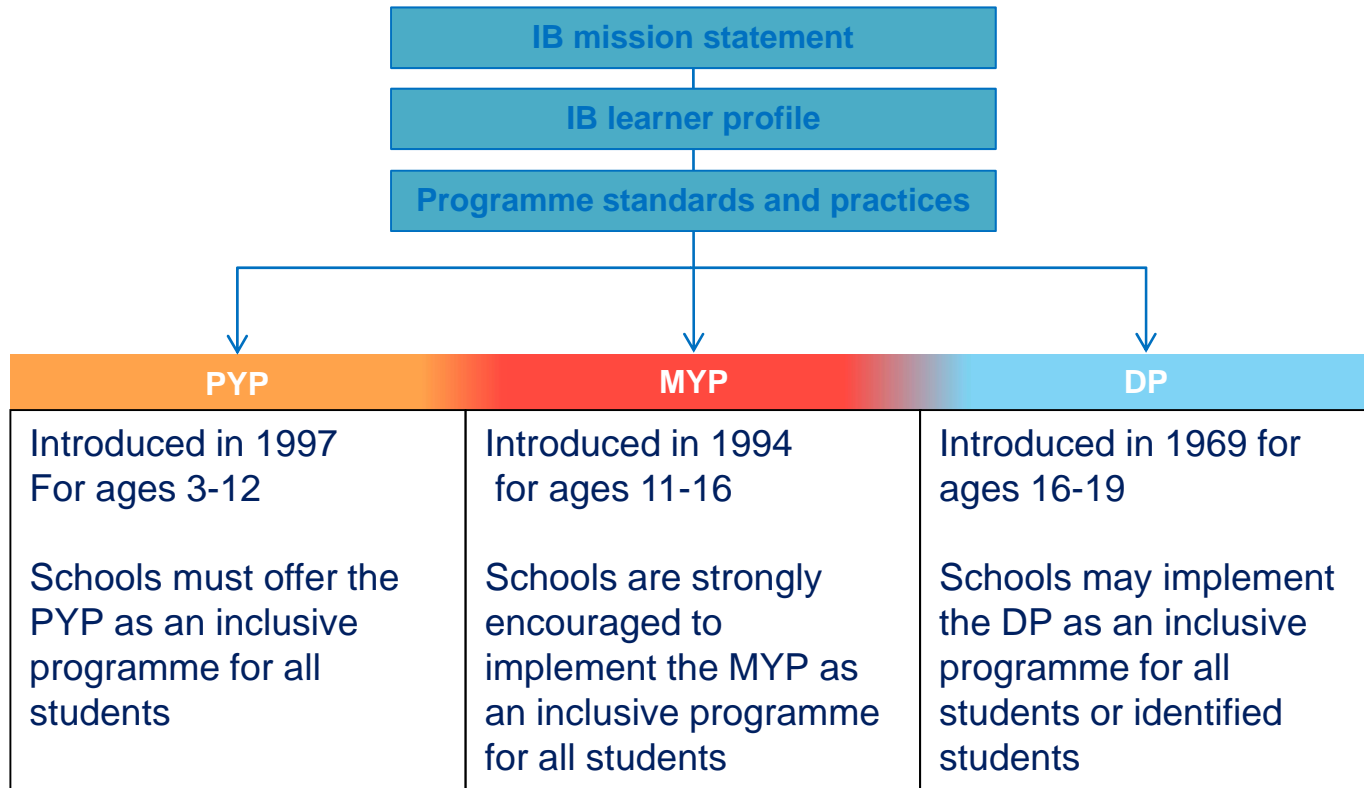
The IB continuum of education



Three programmes: one continuum

Continuum - part of a Latin verb now used in English as a noun meaning *to keep together, uninterrupted without a break: a continuous series in which no part is noticeably different from the parts immediately next to it but the extremes or ends are very different.*

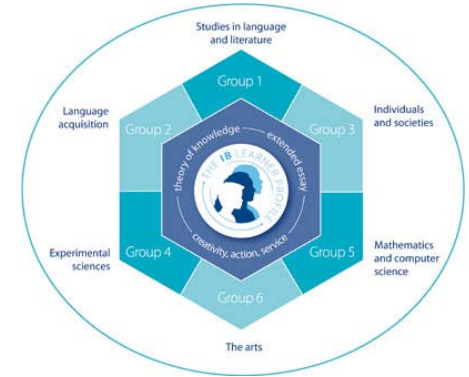
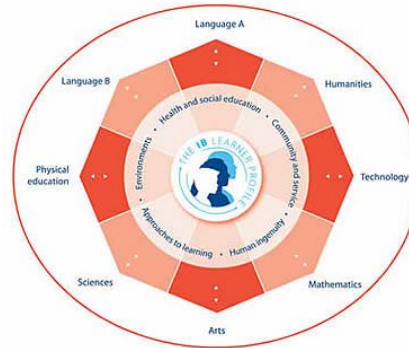
The IB continuum inception



PYP

MYP

DP



programmes that promote. . .

INTERNATIONAL MINDEDNESS *including* **MULTILINGUALISM**
ACTIVE, STUDENT CENTERED LEARNING
AUTHENTIC, CRITERION-RELATED ASSESSMENT

inspiring lifelong learners who become more. . .

INQUIRING

KNOWLEDGEABLE

CARING



Structural continuum

PYP	MYP	DP
<p>Programme of inquiry and scope & sequence for six subject areas:</p> <ul style="list-style-type: none"> •Language •Mathematics •Social studies •Science •Arts •Personal, social & physical education <p>Prescribed planner to support inquiry</p>	<p>Eight subject areas with aims, objectives & assessment criteria:</p> <ul style="list-style-type: none"> •Language A •Language B •Humanities •Sciences •Mathematics •Arts •Physical education •Technology <p>Planner for units of work</p>	<p>Six subject groups with detailed syllabus & assessment guides:</p> <ul style="list-style-type: none"> •Language A1 •Second language •Individuals & society •Experimental sciences •Mathematics & computer science •The arts <p>Course outline for each subject offered</p>

The IB continuum of education

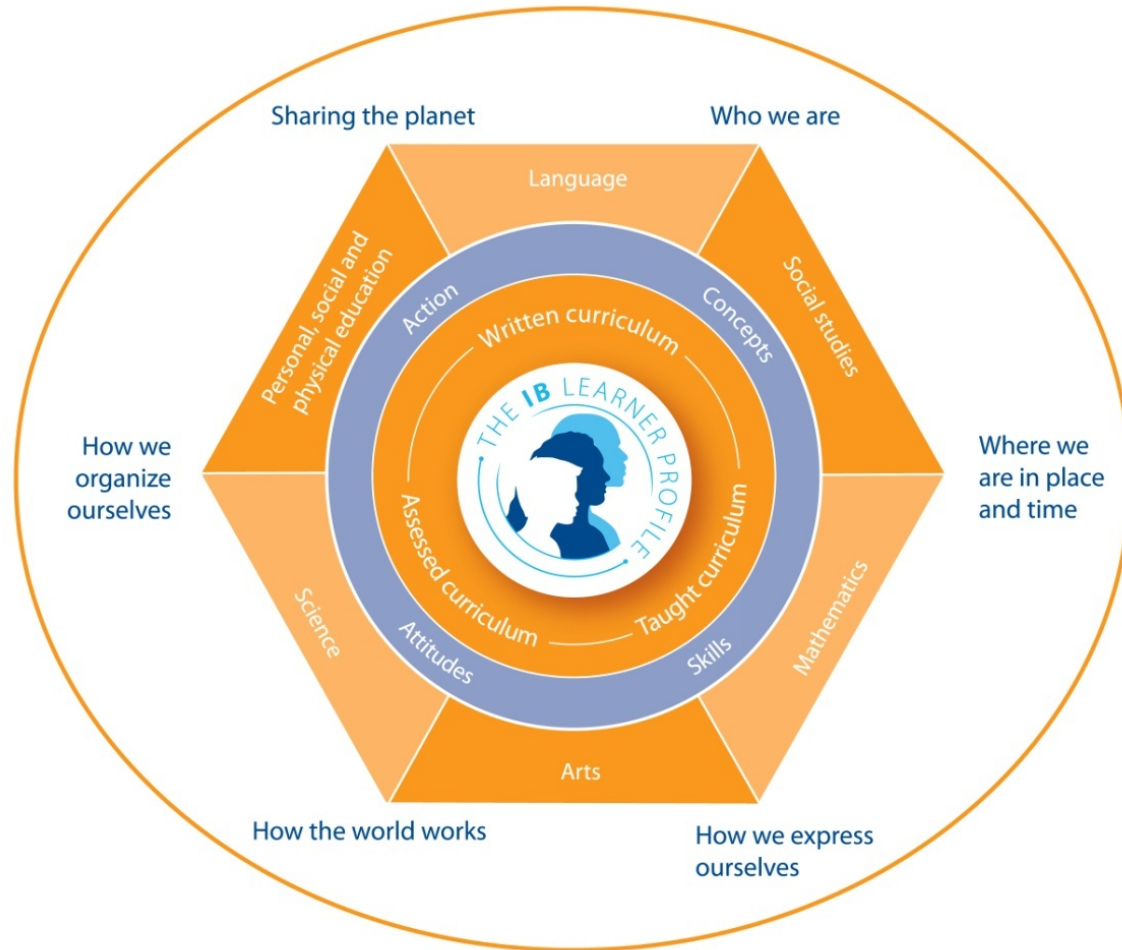


Structural continuum continued

PYP	MYP	DP
<p>Curriculum framework organized around units of inquiry within six transdisciplinary themes:</p> <ul style="list-style-type: none"> •Who we are •Where we are in place and time •How we express ourselves •How the world works •How we organize ourselves •Sharing the planet 	<p>Curriculum framework organized around disciplines with interdisciplinary areas of interaction:</p> <ul style="list-style-type: none"> •Approaches to learning •Human ingenuity •Community & service •Health & social education •Environments 	<p>Curriculum with some prescription organized around disciplines with three core components:</p> <ul style="list-style-type: none"> •Theory of knowledge connects the disciplines •Extended essay •Creativity, action, service (CAS)

The IB continuum of education

The PYP Curriculum Model



Learners constructing meaning: What are the essential elements of the programme?

- Knowledge
- Concepts
- Skills
- Attitudes
- Action

Essential elements: How are they described in the PYP curriculum?

- **Knowledge**

Significant, relevant content we wish the students to explore and know about, taking into consideration their prior experience and understanding

- **Concepts**

Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

- **Skills**

Those capabilities the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

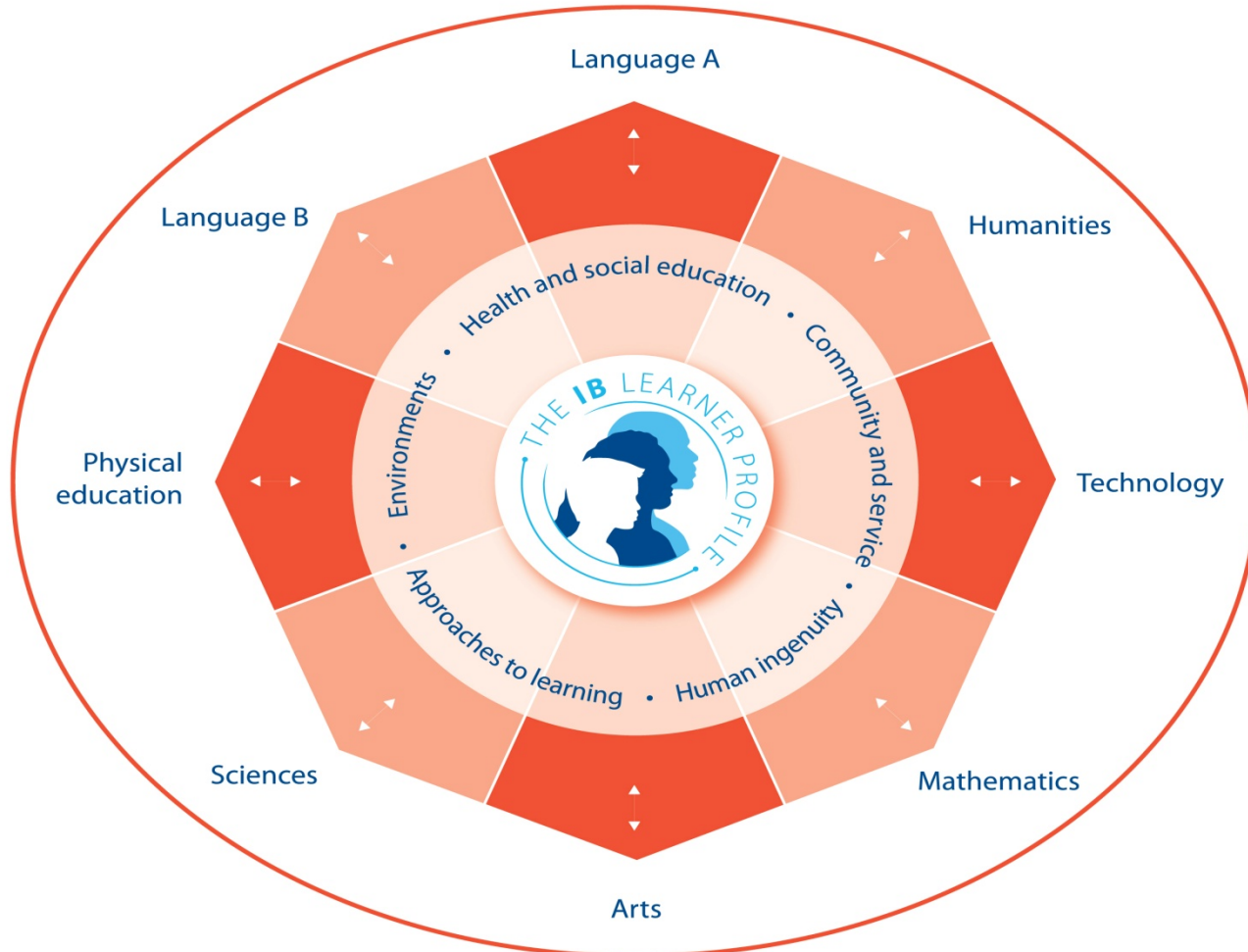


Essential elements: How are they described in the PYP curriculum?

- **Attitudes**
Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people
- **Action**
Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements



MYP Curriculum Model



What are the areas of interaction?

Approaches to learning

Community and service

Health and social education

Environments

Human ingenuity (*Homo faber*)

Areas of interaction: Approaches to learning

Through approaches to learning, teachers provide students with tools to:

- Take responsibility for their own learning
- Develop awareness of how they learn best
- Develop problem solving and decision making skills
- Develop awareness of thought processes and learning strategies
- Develop critical, coherent and independent thought

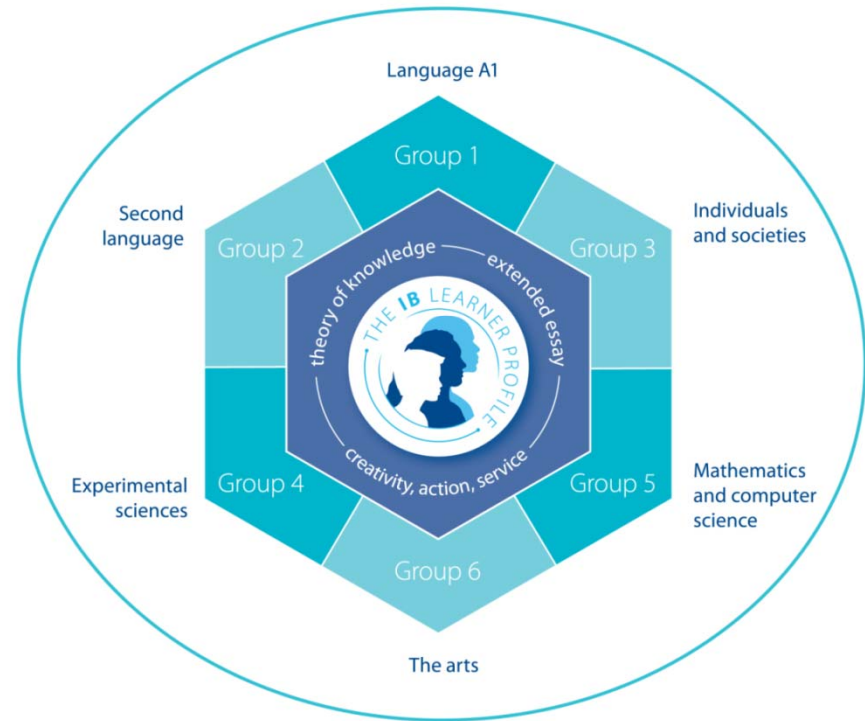


What is the Diploma Programme?

The curriculum contains six subject groups and a core of three parts.

Students study concurrently:

- Six subjects at higher level (240 hours each) or standard level (150 hours each).
- Extended Essay – Paper of Original Research, 4,000 words
- Theory of Knowledge – A course on critical thinking that encourages students to make connections across disciplines
- Creativity Action Service (CAS) – Includes an important element of community service



***Students gain an understanding of connections across the curriculum...
They realize that a topic like immigration is relevant even for math class.
They see how each area connects to create the world in which we live.***

IB DP Assessment

- **Designed to develop higher order cognitive skills, synthesis/analytical thinking and intellectual initiative**
- **Focus on students' analytical skills, ability to integrate their learning, creativity, ability to work collaboratively, and written and oral expression skills**

- Varied assessment tasks over the length of the course
- Balance of tasks that are independent and supervised
- Each subject has 3 or 4 components, with no component worth less than 20% or more than 50%
- Assessment is a combination of Internal assessments that are given by the teachers and external assessments given by the IB

Assessment Types

- Oral
- Multiple choice
- Short answer
- Portfolio
- Essay
- Exhibition
- Performance
- Independent research

Example: English A1

2 unsupervised papers (1 analytical, 1 comparative)

2 oral examinations (1 prepared, 1 extemporaneous)

2 timed written exams (1 based upon works read, 1 based upon unseen passage)



University recognition: How well is the diploma recognized by universities?

The IB diploma is widely recognized by the world's leading universities.

The IB works closely with universities in all regions of the world to gain recognition for the IB diploma.

Recognition practices include;

- Credit and placement, including particular recognition for Diploma students (ToK, EE and CAS as well)
- Sophomore standing
- Scholarships
- Access to Honors or International Programs
- 'perks' such as preferred housing, registration, counseling services and other creative offerings

IB Programme validation

- Authorization
- Evaluation
- Professional Development

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Organization



International Baccalaureate
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THE EVIDENCE

What we know:

- Levels of engagement of IB students
- IB students in postsecondary education
- IB programs and student participation and success
- IB standards and alignment

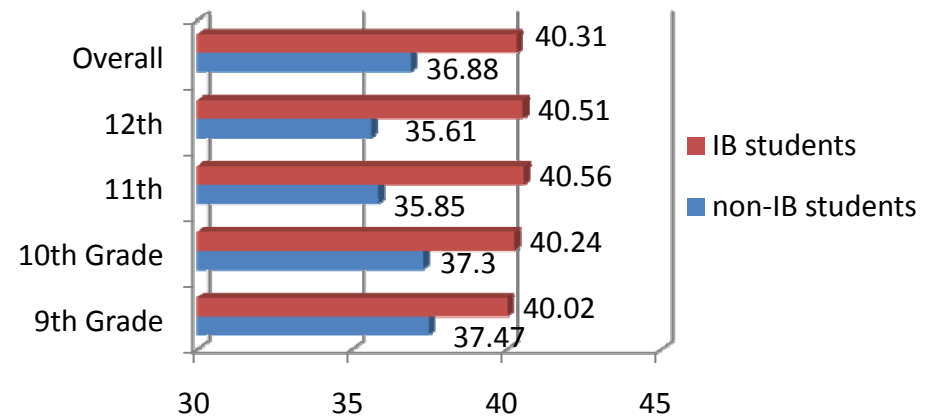
IB DP students are motivated and engaged learners.

Proven student engagement

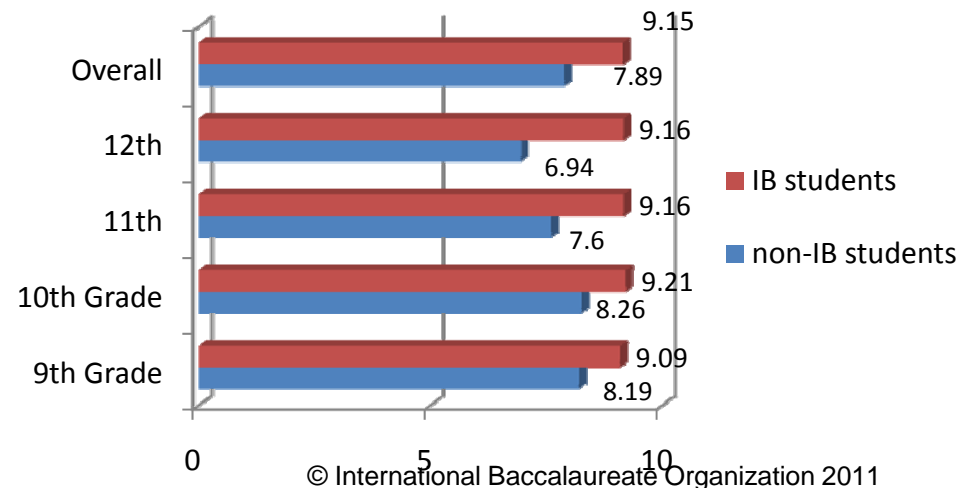
In a survey of more than 40,000 secondary school students, IB Diploma Programme students in grades 11 and 12 averaged 10% higher in academic, social and emotional engagement.

Source: *High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study*, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.

Cognitive/Intellectual/ Academic Engagement



Social/Behavioral/Participatory Engagement

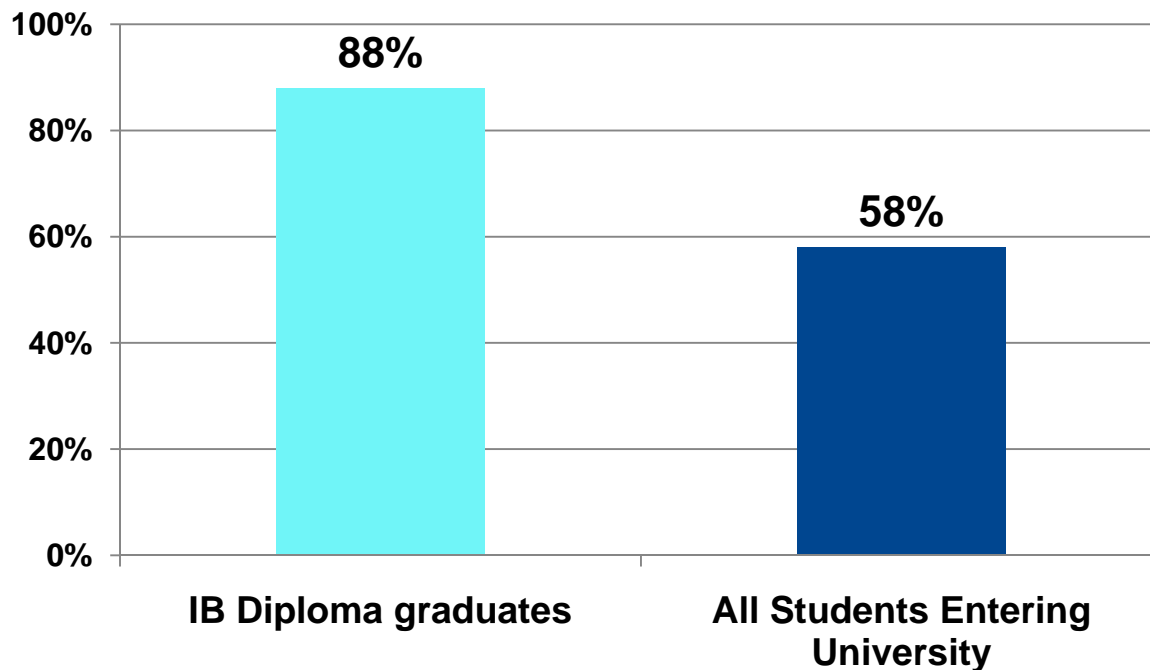


**The IB Diploma is a strong predictor for
university success;**

- Graduation/retention rates

IB Diploma Graduates in University

Percentage of students graduating with a bachelor's degree within 6 years of entering university

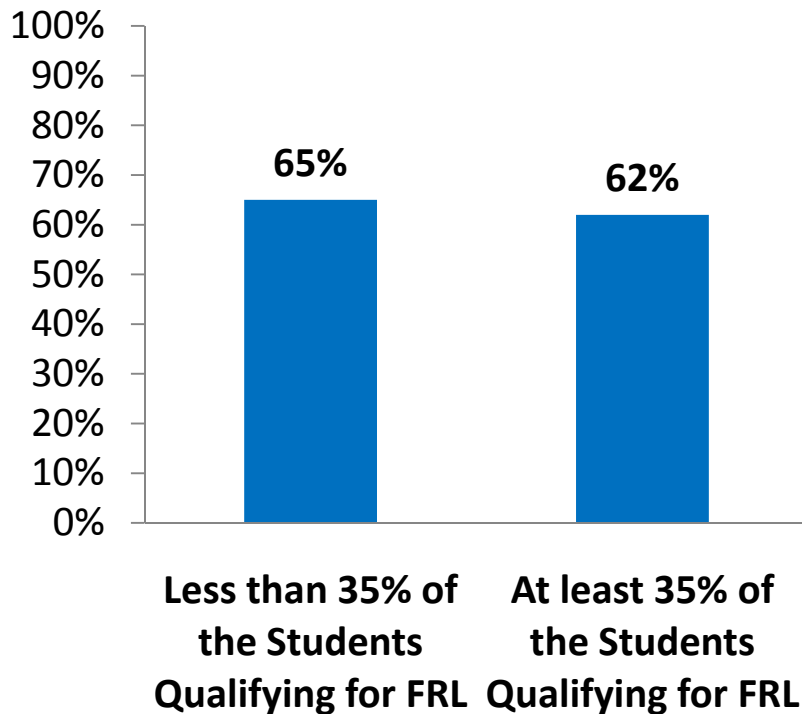


IB Diploma graduates 50% (or 1.5 times) more likely to graduate from university within 6 years.

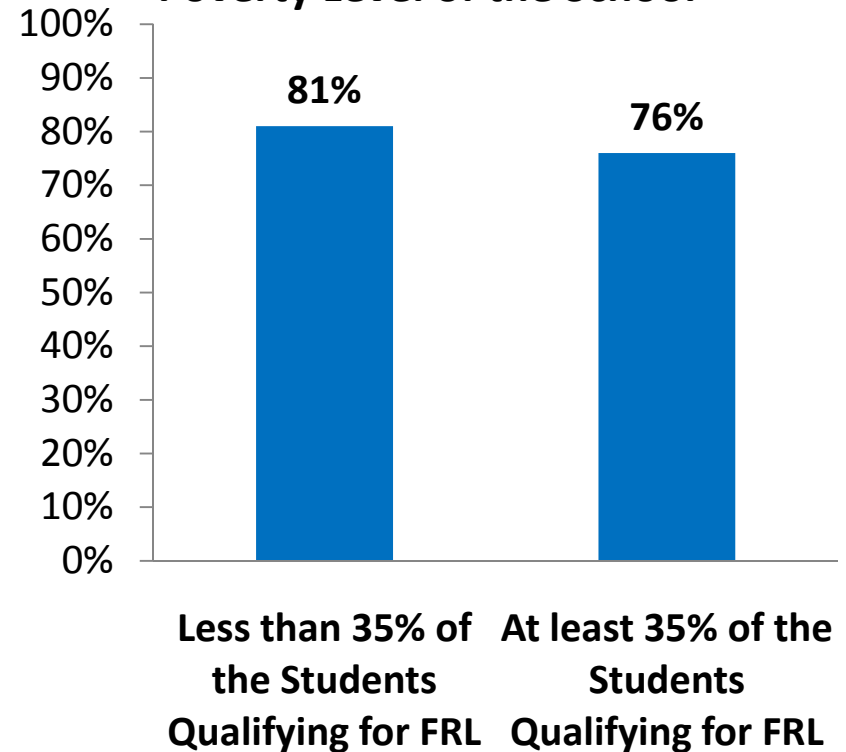
Source: US Census, the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse

Postsecondary Graduation Rates

Graduation Rate from 4-Year Universities for all IB Candidates According to the Poverty Level of the School*



Graduation Rate from 4-Year Universities for all IB Diploma Recipients According to the Poverty Level of the School*



* Source: National Student Clearinghouse data, IB Analysis

Selected data from SRI international research brief:

Postsecondary enrollment patterns of IB certificate and diploma candidates from U.S. high schools Sept 2010

Diploma Recipients enrolled, 2000 & 2001	4 year graduation rate DP candidates /Institution	
U of Colorado – Boulder	71.7	41.0
U of Virginia	93.2	84.0
UCLA	82.2	66.0
U of Michigan (Central)	88.4	70.0
College of William and Mary	91.7	84.0
Stanford	87.5	80.0
U of Maryland – College Park	76.5	58.0
New York University	86.3	78.0
Northwestern University	98.6	86.0
George Washington	82.0	73.0

Selected data from SRI international research brief: Postsecondary enrollment patterns of IB certificate and diploma candidates from U.S. high schools Sept 2010

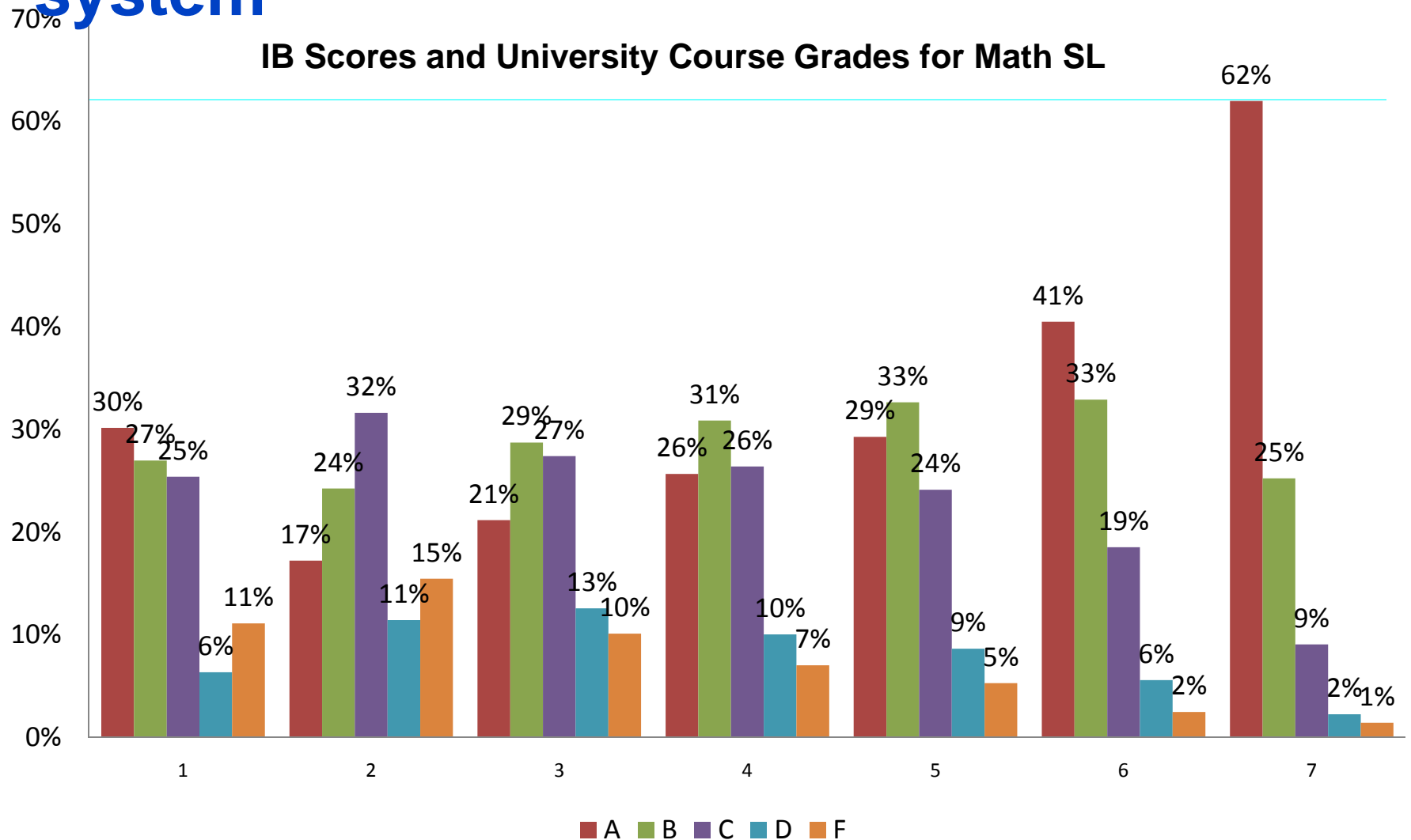
Diploma Recipients enrolled, 2000 & 2001	4 year graduation rate DP candidates /Institution	
University of Florida	75.2	53.0
Georgia Institute of Technology	58.8	33.0
U of Pennsylvania – we are not perfect!	77.7	87.0
U of S. California	80.0	66.0
Georgetown	92.2	90.0
U of Washington Seattle	59.0	48.0
U of Maryland – College Park	76.5	58.0
U of Illinois Urbana	76.5	63.0
Complete data available	Research at ibo.org	

The IB Diploma is a strong predictor for university success;

- GPA and more grad rates

Data on IB students in the UF system

IB Scores and University Course Grades for Math SL



Data on Graduation Rates of IB Students Qualifying for Bright Futures

Scholarship

4-year graduation rate among Florida Bright Futures Scholarship recipients who are enrolled in University of Florida

year of enrollment into FL state universities	University of Florida Graduation Rate**	IB			
		IB diploma		Others*	
	%	n	%	n	%
1998	51.18%	38	80.90%	29	70.70%
1999	52.22%	234	89.00%	91	79.10%
2000	53.27%	302	91.00%	105	77.80%
2001	52.97%	343	82.50%	136	81.40%

* Students who either did not fulfill IB diploma requirements, or were Certificate Candidates.

** published by University of Florida Office of Institutional Planning and Research

6-year graduation rate among Florida Bright Futures Scholarship recipients who are enrolled in University of Florida

year of enrollment into FL state universities	University of Florida Graduation Rate**	IB			
		IB diploma		Others*	
	%	n	%	n	%
1998	78.35%	45	95.70%	38	92.70%
1999	78.83%	253	96.20%	108	93.90%
2000	78.88%	319	96.10%	120	88.90%

* Students who either did not fulfill IB diploma requirements, or were Certificate Candidates.

** published by University of Florida Office of Institutional Planning and Research

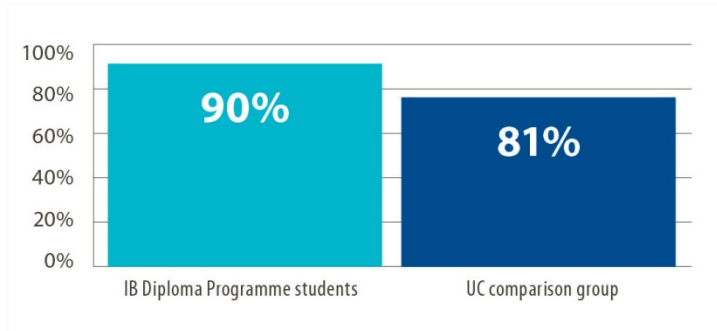
IB students in the UC system

Percentage of students graduating with a bachelor's degree in the University of California system within six years

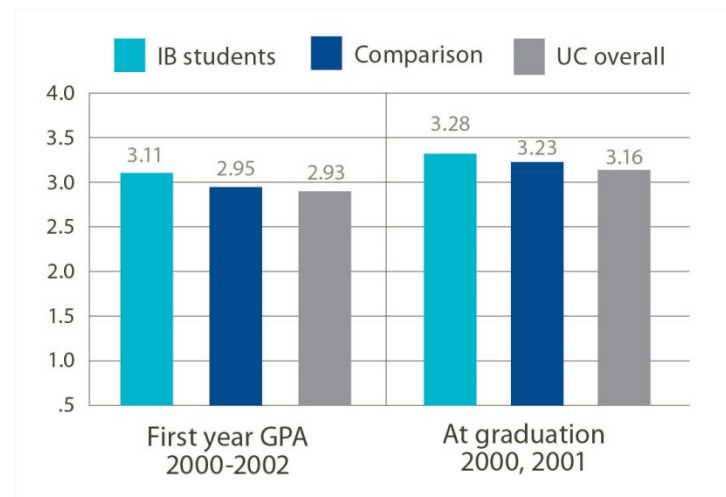
- Studies in the University of California system showed higher graduation rates than a matched comparison group

- These IB diploma students also had higher GPAs, both at the end of their first year and at graduation.

Source: University of California, Office of the President, IB analysis



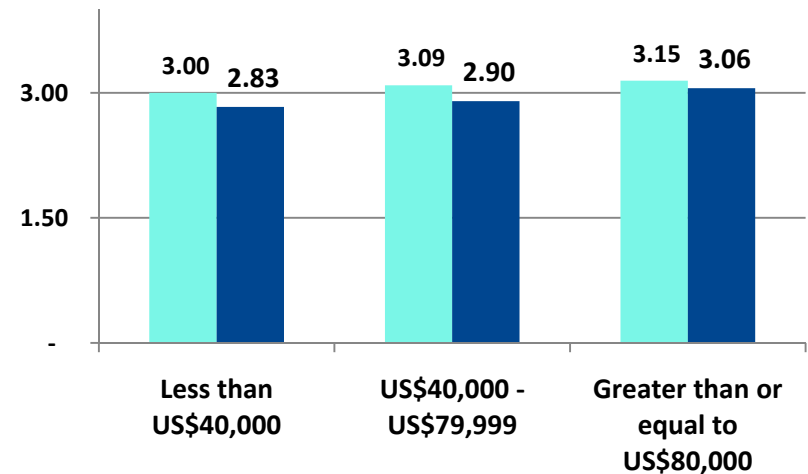
First year GPA and GPA at graduation



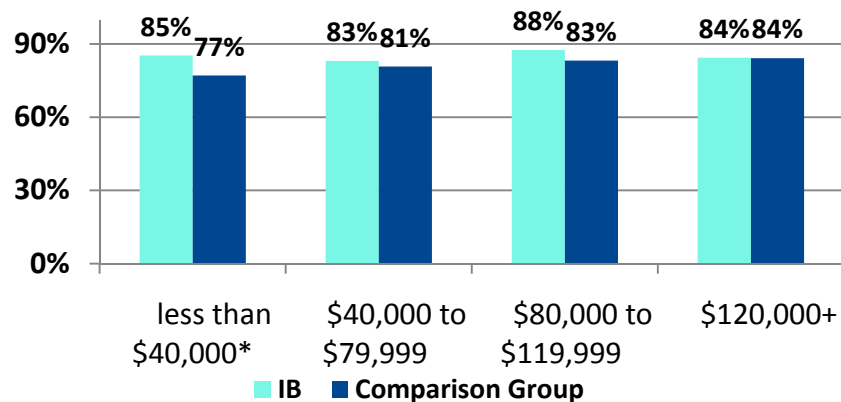
IB Diploma Graduates in University

- Analysis of data on IB Diploma graduates in the University of California system shows that they have higher graduation rates and GPAs.

First Year GPA by Parent Income Level



6-Year Graduation Rates by Parent Income Level



Source: University of California, Office of the President, IB analysis

IB Diploma standards are well aligned with expectations for university.

Alignment Study

- Develop and define academic content standards for the IB Diploma Program
- Align IB's academic content standards with the Knowledge and Skills for University Success (KSUS)
- Align the IB standards with several states

Key Finding

“The results of this study clearly confirm the strong relationship between the IB Programme and standards for college readiness and success. The IB standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In addition, many the individual IB standards are at a level more advanced than entry-level college courses. . . . In short, students who participate successfully in IB should be well prepared to succeed in entry-level college general education courses and in some cases to have already learned material covered in such courses.”

- David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon

What the IB Programme Does Well

- Has the potential to **develop key skills and content knowledge systematically** over multiple years of the Primary Years Programme, the Middle Years Programme and the Diploma Programme
- Can result in key skills being developed progressively from year to year in order to foster **intellectual maturity** particularly during the senior year, through semi-independent projects and the extended essay
- Can promote **intellectual coherence** by helping students understand better the nature of disciplinary knowledge and thinking in the context of complex, important problems and tasks
- Can help students **make connections among disciplines** through classes such as Theory of Knowledge

The Centrality of Intellectual Coherence and Intellectual Maturity in the IB Programme

- Nature of the IB assessments, classroom work samples
 - Require complex performances
 - Extended essay requirement
- Community nature of IB programs of study
 - IB teachers share a common reference point
- Defined intellectual core of IB
 - Emphasis on writing, thinking, analysis, global perspective
- Comprehensive program with the potential to be internally coherent
 - Courses connect themes and concepts

College-Ready Standards: Knowledge and Skills for University Success Standards

- Three-year national study sponsored by the Association of American Universities
 - Conducted by Center for Educational Policy Research, University of Oregon
 - First such undertaking sponsored by a consortium of American universities
- Sponsored and funded by the Association of American Universities, 17 member institutions, and The Pew Charitable Trusts
 - Endorsed by an additional 11 AAU institutions

The DP aligns with college ready standards.

- Language A1, Theory of Knowledge and Extended Essay – IB meets or exceeds college readiness expectations. IB exceeds standards in critical thinking and research skills.
- Math – Strong alignment with college readiness expectations. IB goes beyond expectations for college readiness in some areas, exceeding the scope and challenge level of the KSUS.
- Chemistry, Biology and Physics – Strong alignment and the majority of IB standards exceeded scope and challenge level of KSUS.

The Knowledge and Skills for University Success (KSUS) standards are a nationally recognized set of college-ready standards endorsed by the leading research universities and developed by EPIC.

Main Finding in the Alignment Study

“What is perhaps most notable about our findings is the degree to which IB standards were found to be related to the kinds of key cognitive strategies that our previous research points to as being so important for success in colleges and universities. We have learned that it’s not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims.”

– David Conley, CEO, EPIC

Conclusions

The conclusion of the studies undertaken for this project is that students who are exposed to the IB curriculum are learning material that is highly aligned with the expectations of university faculty and that in many cases IB standards exceed those expectations.

(Taken from International Baccalaureate Standards Development and Alignment Project: Final Report, 2009)

University Admissions Findings – U.S.

Institution	# of students applied	# of students accepted	IB student acceptance rate	General rate
Brown University	218	38	17.4%	8.7%
Columbia University	221	30	13.6%	6.9%
Cornell University	190	60	31.6%	18.0%
Dartmouth College	88	15	17.0%	9.7%
Duke University	187	53	28.3%	12.6%
Harvard University	218	21	9.6%	6.2%
Princeton University	168	29	17.3%	8.4%
Rice University	102	39	38.2%	18.6%
Stanford University	229	35	15.3%	7.1%
Texas A&M University - College Station	71	55	77.5%	69%*
University of Pennsylvania	190	47	24.7%	12.3%
University of Texas - Austin	139	102	73.4%	47%*
University of Florida	354	291	82.2%	42%*

**IB leads to outstanding results for a
diverse mix of students**

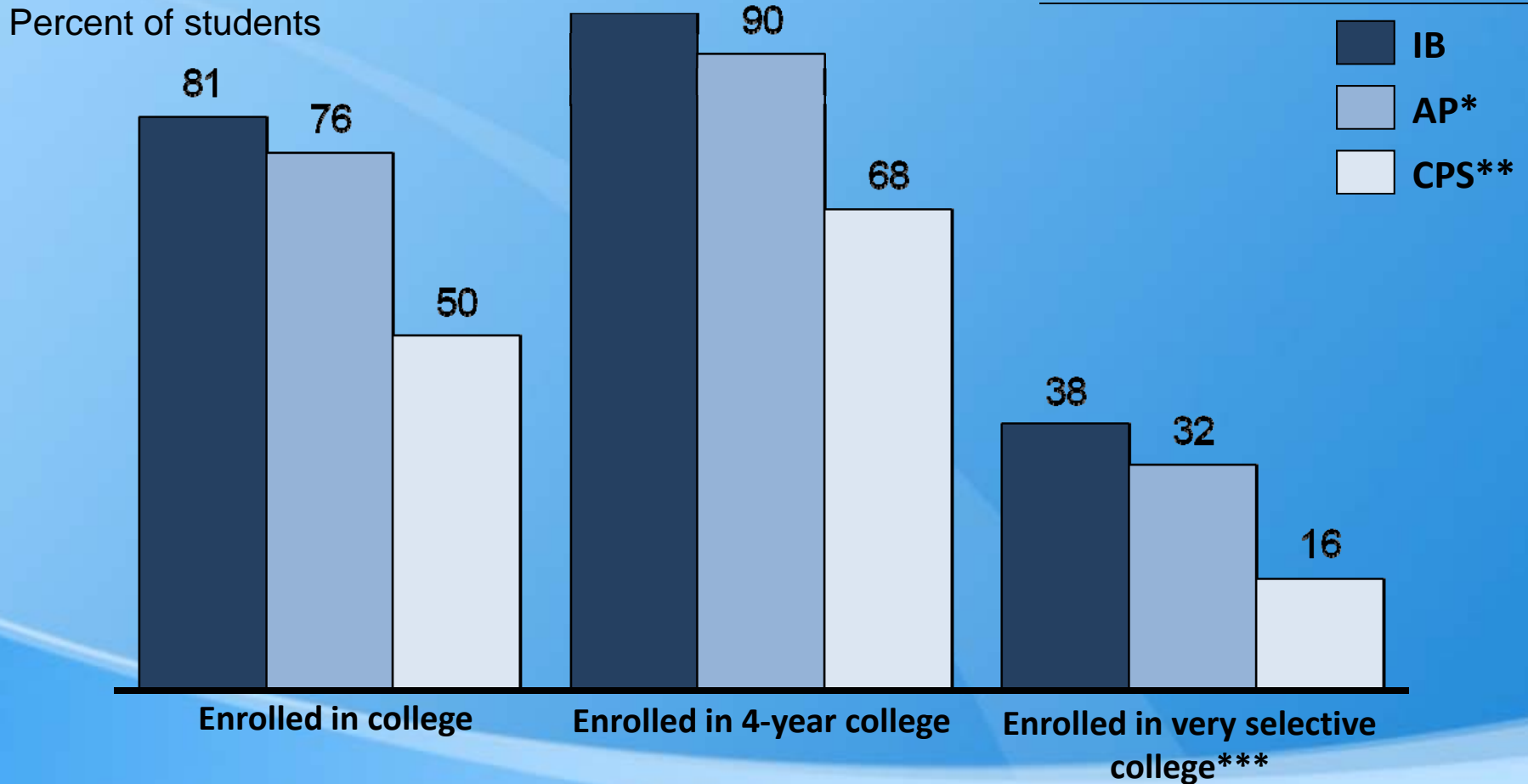
IB and high-needs students

The Diploma Program (the “DP”) stands out among other high school curricula available today in the U.S. public education system because it offers a rigorous, aligned, integrated instructional system that is both appropriate and valuable for students of average skill proficiency, and transformative for minority and low-income, i.e., “high-needs,” students.

“Understanding and Closing the IB Diploma Gap for High-Needs Students in the United States” by McKinsey for the Diploma Gap Study, September 2008

IB helps high-needs students gain admission to college

CHICAGO PUBLIC SCHOOLS CASE STUDY



* Denotes students who took 2 AP (Advanced Placement) classes

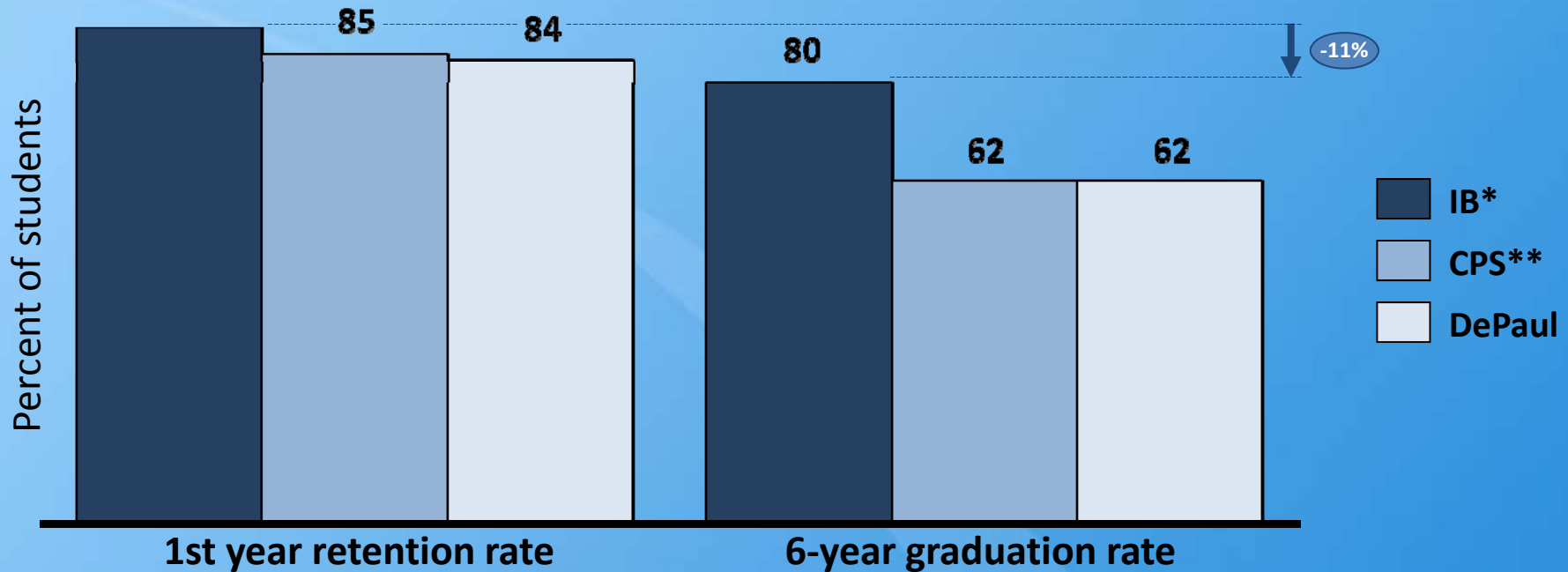
** Chicago Public Schools, all graduates

*** Denotes institutions which admit very small percentages of applicants

Source: Chicago Public Schools Department of Postsecondary Education and Student Development, 2007; DePaul University

IB helps high-needs students succeed in college

DEPAUL UNIVERSITY CASE STUDY



	Average ACT	% 1 st gen college	% minority	% low-income
IB	22	58%	69%	74%
CPS	23	51%	51%	62%
DePaul	25	30%	18%	26%

* Does not include Lincoln Park IB students as these students do not represent CPS IB students more broadly.

**Chicago Public Schools

Source: Chicago Public Schools Department of Education and Student Development, 2007; DePaul University

new developments towards increased access

Innovation in the MYP and DP to Support Access

In 2009, the IB received a three-year, US\$2.4 million grant from the Bill & Melinda Gates Foundation to develop innovative tools and resources for student assessment and professional development to help prepare low-income and minority students in grades 9 and 10 for the Diploma Programme.

“Only one-third of entering ninth graders in the United States graduate from high school with the skills and knowledge they need to be prepared for college, career and life. An expanded IB Diploma Programme with easily accessible materials will help provide more students with a strong academic base that can support their successful transition from high school to and through college.”

—Andrew Smiles, program officer, Bill & Melinda Gates Foundation



Admissions Assumptions

... about the IB graduate

- Accepts challenges
- Strong academic preparation
- Valid GPA
- Top student
- Consistent performance
- International standing
- Excellent research and writing skills
- Critical thinking skills
- Awareness of holistic nature of learning
- Strong oral presentation skills
- Community engagement
- Reliable recommendations
- Maturity & responsibility

Questions?



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