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**Research on the IB**



- **Overview of the IB programs**
- **Research on the impact of IB programs**
- **Other education research that supports the strengths of the IB program**



## Overview of the IB programs

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**IBO is the educational leader in developing recognized international programs of study for students of all ages, now available in 120 countries.**



**Diploma Programme for students in the final two years of secondary school**

**There are 478 Diploma Programmes in the US.**



**Middle Years Programme for students ages 11 - 16**

**There are 88 Middle Years Programmes in the US.**



**Primary Years Programme for students ages 3 - 12**

**There are 49 Primary Years Programmes in the US.**



## Overview of the IB programs

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**IBO offers comprehensive, research-based curricula, aligned with rigorous international standards. Each of the 3 academic programs emphasizes:**



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**Flexible, yet comprehensive curriculum with rigorous international standards**

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**Unique approach to transdisciplinary learning using multiple instructional methodologies and teaching strategies**

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**Global focus with an emphasis on intercultural understanding**

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**Development of the whole child, including requirements for arts and community service**

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## Overview of the IB programs

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**IB programs support the development of effective and rewarding learning communities through services and professional networks focused on best practice in education.**

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**International standards for measuring teaching and learning**

**Challenging academic programs**

**A global professional network for educators to learn effective classroom practices and teaching strategies**

**Professional development opportunities in school leadership, curriculum writing, program evaluation and mentoring**

**A culture of continual improvement**



## Research on the impact of IB programs

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Various studies have been conducted on the performance of IB students, the standards of the IB program, the effect of the implementation of the program on a school. Results show that:

- ✓ IB students outperform their peers on state assessments
- ✓ IB Diploma students have higher acceptance rates to colleges
- ✓ IB Diploma students perform better in post-secondary education than their peers
- ✓ IB standards are aligned with best practice in education and support effective teaching practices
- ✓ IB has a positive impact on the culture of a school



IB students outperform their peers on state assessments

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## Academy School District 20 in Colorado Springs, Colorado

- Academy School District offers the continuum of IB, PYP, MYP and DP.
- A study of the 2003 results on the Colorado State Assessment Program (CSAP) compared the performance of IB students and non-IB students in the district and in the state from grade 3 through grade 10.
- Found that a greater number of IB students score at the proficient and advanced levels with the difference between IB students and their peers increasing at the higher grades.



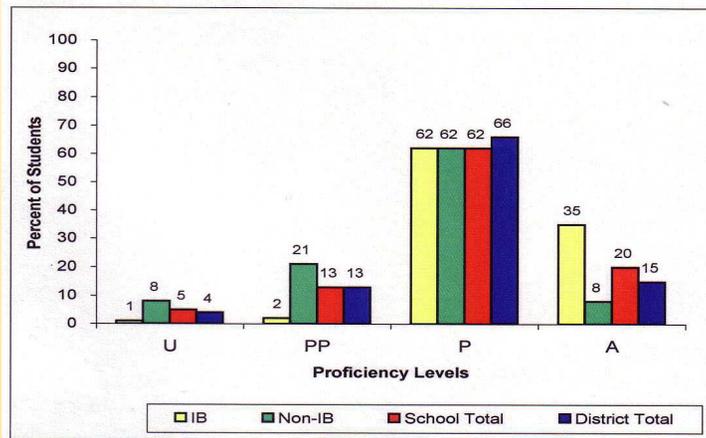
# IB students outperform their peers on state assessments

## Academy School District 20, Colorado Springs Colorado - Performance of 6<sup>th</sup> graders

- 97% of the IB sixth graders are proficient or advanced in reading. 91% are proficient or advanced in math.

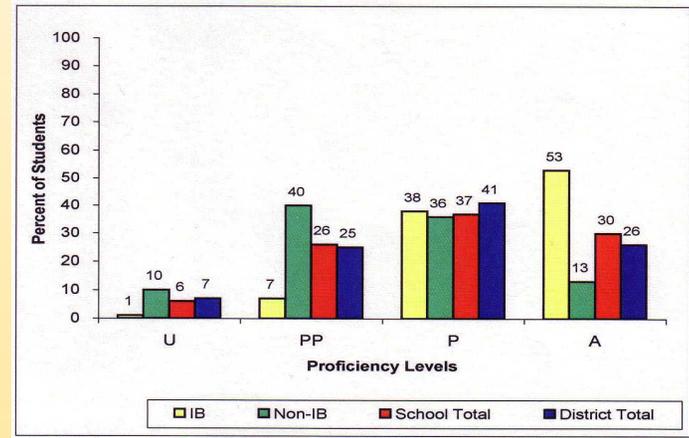
**Reading 6th**

	# of Students	Percentage of Students					
		U	PP	P	A	NS	PA
IB	169	1	2	62	35	0	<b>97</b>
Non-IB	225	8	21	62	8	1	<b>70</b>
School Total	394	5	13	62	20	1	<b>82</b>
District Total	1456	4	13	66	15	1	<b>81</b>



**Math 6th**

	# of Students	Percentage of Students					
		U	PP	P	A	NS	PA
IB	169	1	7	38	53	1	<b>91</b>
Non-IB	225	10	40	36	13	0	<b>49</b>
School Total	394	6	26	37	30	1	<b>67</b>
District Total	1456	7	25	41	26	1	<b>67</b>





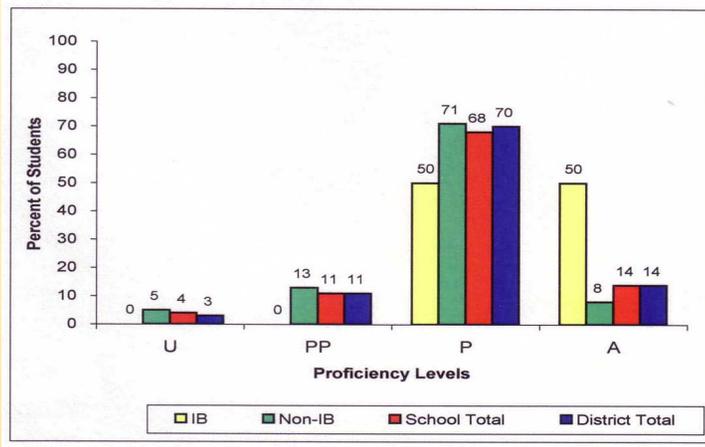
## IB students outperform their peers on state assessments

### Academy School District 20, Colorado Springs Colorado - 10<sup>th</sup> Grade Results

- By 10<sup>th</sup> grade, 100% of the IB students are proficient or advanced in reading. 93% are proficient or advanced in math.

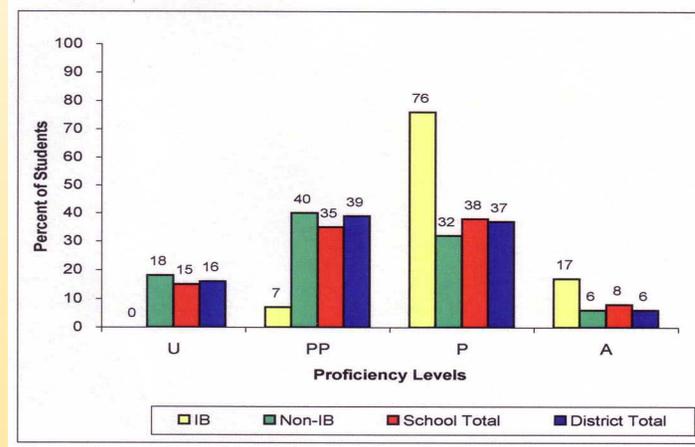
**Reading 10th**

	# of Students	Percentage of Students					
		U	PP	P	A	NS	PA
IB	54	0	0	50	50	0	<b>100</b>
Non-IB	305	5	13	71	8	4	<b>78</b>
School Total	359	4	11	68	14	3	<b>82</b>
District Total	1421	3	11	70	14	2	<b>84</b>



**Math 10th**

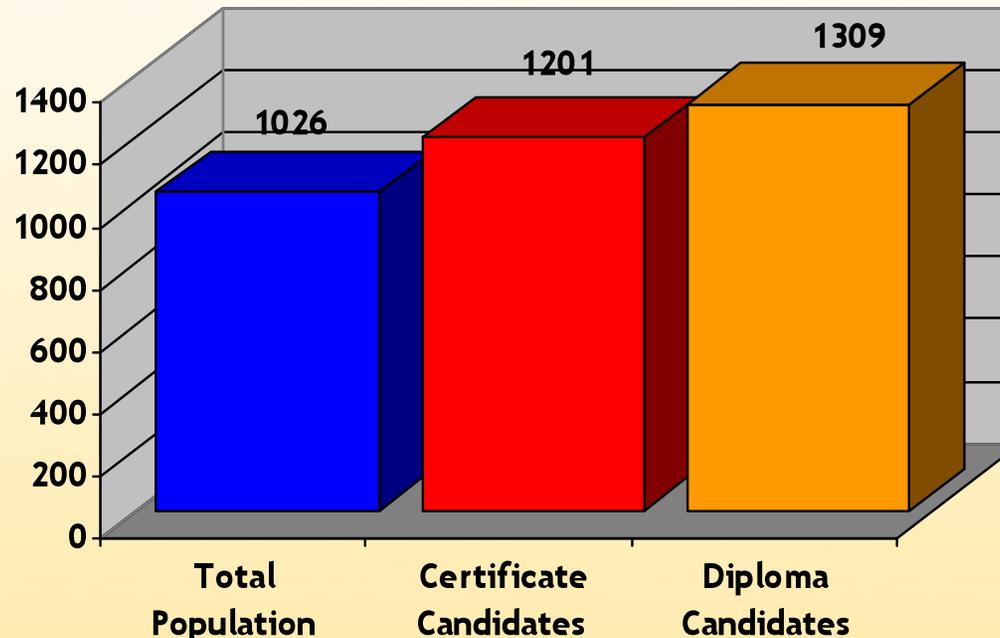
	# of Students	Percentage of Students					
		U	PP	P	A	NS	PA
IB	54	0	7	76	17	0	<b>93</b>
Non-IB	306	18	40	32	6	4	<b>38</b>
School Total	360	15	35	38	8	3	<b>46</b>
District Total	1420	16	39	37	6	2	<b>43</b>





## IB Diploma students have higher acceptance rates to colleges

IB conducted surveys in 2002 and 2003 of students on their acceptance rates to various colleges and universities and their scores on the SAT, ACT and AP exams. IBNA received responses from 6,392 candidates from 131 schools in 29 states to our 2003 survey.



- The mean score of 1274 was significantly higher than the average score of the total population in 2003. Diploma candidates' mean score was even higher than the mean score obtained by Certificate candidates.



## IB Diploma students have higher acceptance rates to colleges

Acceptance rates for IB students tend to be higher than those for the general population:

University	Total Population Acceptance	Total IB Candidate Acceptance	Diploma Candidate Acceptance
University of Florida	58.0%	88.4%	88.9%
Virginia Polytechnic Institute	66.0%	67.9%	80.2%
James Madison University	58.0%	65.1%	76.9%
University of Virginia	39.0%	55.9%	61.3%
University of California, Los Angeles	24.0%	41.4%	48.5%
University of California, San Diego	41.0%	60.5%	65.6%
University of California, Berkeley	24.0%	45.4%	50.6%
Florida State University	70.0%	92.9%	94.6%
George Mason University	66.0%	88.4%	97.5%
University of California, Irvine	56.0%	85.8%	89.9%



IB Diploma students have higher acceptance rates to colleges

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## **Independent studies by universities confirm that IB students are accepted at higher rates**

The Director of International Admissions at University of Pennsylvania in 1990 found that admissions professionals at 68 of the 115 most selective and highly selective universities give preference to IB students.

In 1997/98, the College of William and Mary admitted 64% of the IB Diploma candidates.

In 1997, Smith College admitted 68% of the IB Diploma candidates.



IB Diploma students perform better in post-secondary education than their peers

- University of Florida (UF) has both the highest number and highest percentage of applications from IB Diploma students.
- In a 1996 study conducted by the Admissions office, IB students at UF had higher SAT scores and a higher GPA their first year of college.

Performance of IB Students at the University of Florida							
Student Category		HS GPA		SAT		UF GPA	Change
Standard College Prep		3.6		1158		2.6	-1.0
Advanced Placement		3.9		1177		3.1	-0.8
International Baccalaureate		3.8		1213		3.3	-0.5

- The study also showed that the percentage of students with IB credit who score “B” or above in upper level classes for Math, Chemistry and English is consistently higher than that of all students enrolled in the university in those classes.



IB Diploma students perform better in post-secondary education than their peers

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## Dissertation at Purdue University

- Duevel analyzed participation in the IB program as a predictor of college success.
- 92% of students to hold an IB Diploma earned a Bachelor's degree and 87% of IB Diploma holders earned their degrees in five years or less.
- 59% of the students receiving IB Diplomas advanced to graduate school.
- Most IB Diploma holders believed their IB experience had a positive impact on their global awareness, understanding of complex assignments, critical thinking and time management skills.



IB standards are aligned with best practice in education and support effective teaching practices

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## Dissertation College of William and Mary

- In this study, Hutchinson analyzed the IB program as an advanced academic option, comparing the curricular goals of the IB program to 21 recommended practices for gifted and general education.
- Hutchinson found that the IB curricular goals and the 21 recommended practices aligned with one another.
- IB teachers implement a variety of instructional strategies with high levels of instructional clarity and complexity and high expectations for student learning in and out of class
- According to the Teachers' Sense of Efficacy Scale, designed by Tschannen-Moran & Hoy (2001), and the Teachers' Effectiveness Behavior Scale, designed by Strong & Tucker (2001), IB teachers had strong feelings of efficacy and effectively used their teaching time.



## IB has a positive impact on the culture of a school

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**Dissertation from Oxford University included case studies on the implementation of IB at several schools in the US.**

**As a result of IB program, schools were able to:**

- **Raise academic standards and change perceptions towards academic achievement**
- **Increase diversity within the school**
- **Bring an international perspectives to the classroom and raise awareness around intercultural understanding**
- **Improve the reputation of the school in the community**



Other education research that supports the strengths of the IB program

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**Several recent research studies point to the need for stronger standards and assessment in high school:**

- *Answers in the Toolbox* by Clifford Adelman
- *College Knowledge* by David Conley
- *From High School to College: Improving Opportunities for Success in Post-Secondary Education* by Michael Kirst and Andrea Venezia



## Other education research that supports the strengths of the IB program

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- *Answers in the Toolbox* by Clifford Adelman  
Adelman studied longitudinal data on students and identified academic resources, or the intensity and quality of the curriculum, as the strongest predictor of college success.
- *College Knowledge* by David Conley  
Standards for Success is a research project that identified the skills students need for success in college and whether state assessments are aligned with these standards. The study found that most students enter college unprepared. Students may face setbacks based on their intellectual immaturity.
- *From High School to College: Improving Opportunities for Success in Post-Secondary Education* by Michael Kirst and Andrea Venezia  
Examines the poor alignment in standards and communications about expectations for post-secondary study. Authors point to the need for stronger standards in curriculum development and assessment.



Other education research that supports the strengths of the IB program

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**Each of the 3 programmes offers a comprehensive curriculum, aligned with rigorous international standards.**

**Studies on the performance of IB students in elementary, secondary and post-secondary education have shown that IB students:**

- **Possess the knowledge, skills and attitudes for success in advanced courses**
- **Perform better than their peers on various assessments**



- For more information on these studies, contact the IBNA Office:

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