



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Increasing access for diverse schools and students

The IB Diploma Programme, for students aged 16 to 19, offers students an academically challenging and balanced education with courses in six different subject groups in addition to three core elements—theory of knowledge, extended essay and creativity, action, service.

For more than 40 years the IB has built a reputation for high-quality, challenging programmes of education. The Diploma Programme is founded on a philosophy of building tolerance and understanding among internationally minded students of different cultures and backgrounds.

Through the mission— “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world” — IB is committed to meeting the education needs of a diverse community of schools and to improving access to high quality education for students around the world.

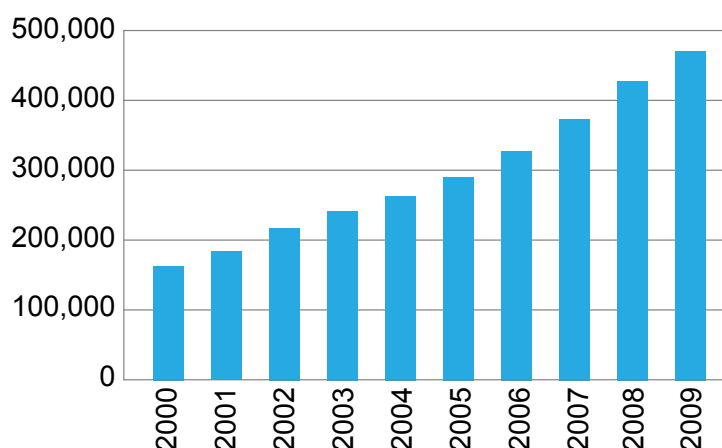
www.ibo.org

The number of IB Diploma Programme students is growing worldwide.

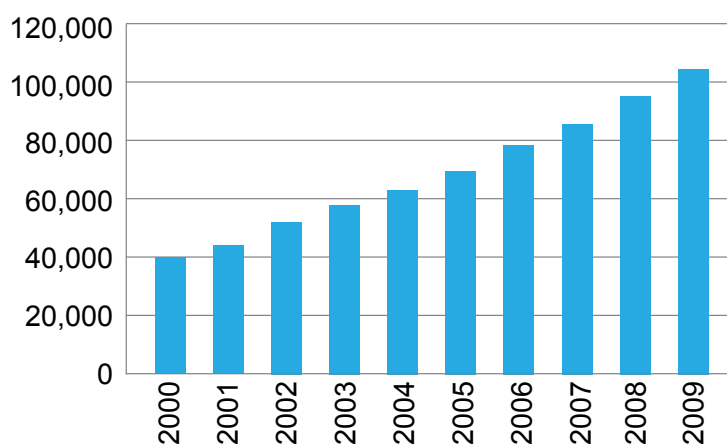
Increasingly, schools are looking to the Diploma Programme as a way to prepare students of diverse backgrounds for success in university and life in the 21st century. Currently, 2,200 schools offer the Diploma Programme in 140 countries. More than 115,000 IB students representing 200 nationalities take Diploma Programme examinations each year.

By 2020, there will be more than 250,000 IB students in the Diploma Programme taking 1 million examinations each year.

Growth in the number of IB Diploma Programme examinations taken 2000 to 2009



Growth in the number of IB Diploma Programme students 2000 to 2009



"I grew up in a pretty underprivileged neighborhood. A lot of kids in my neighborhood didn't really think about going to college—that wasn't really an option for a lot of them—and so having gone through the IB programme left a huge impression on me, and just helped steer me in the right direction. Even though I didn't know exactly what I was going to do, or exactly how I wanted to change the world, at least I had all the tools, or at least I had a great starting point. I have the IB Programme to thank for that".

—Bharani Rajakumar, 2002 IB Diploma Programme graduate, Eastside High School; bachelor of science, University of Florida; master of business administration candidate, Carnegie Mellon University, USA



The IB promotes innovations in teacher and school support to increase access and diversity.

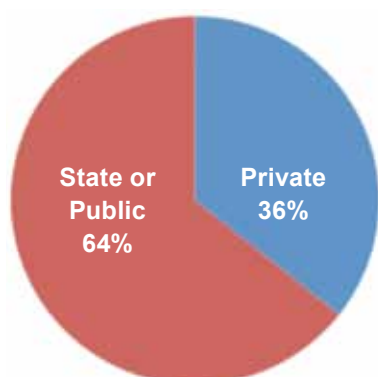
In 2009, the IB received a three-year, US\$2.4 million grant from the Bill & Melinda Gates Foundation to develop innovative tools and resources for student assessment and professional development to help prepare low-income and minority students in grades 9 and 10 for the Diploma Programme.

“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”

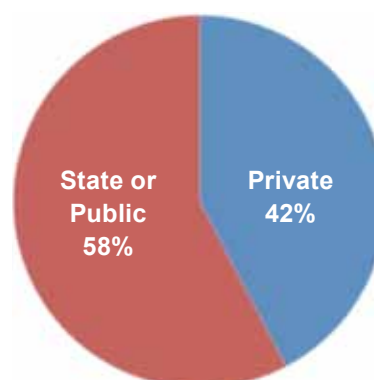
—Andrew Smiles, program officer, Bill & Melinda Gates Foundation

Nearly 60% of these IB programmes and 65% of IB students are in public or state-funded schools.

**Diploma Programme candidates
in state or public schools**



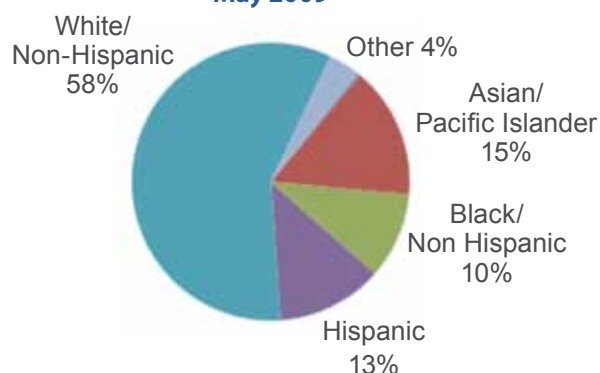
IB World schools



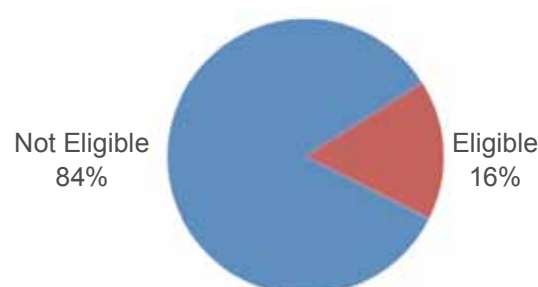
The IB offers educational excellence to historically underserved students.

Increasing access to educational opportunities for all students is a strategic priority for the IB. Within the United States (US), almost one-third of the schools offering the Diploma Programme are Title I eligible, serving a significant proportion of low-income students, and about one-sixth of IB students registering for examinations qualify for the federal free and reduced price lunch program, which subsidizes meals for students whose family income is at or near the poverty line. More than 40% of the IB Diploma Programme students in the US are non-white or Hispanic.

**Race/ethnicity of IB Diploma Programme
candidates in the US
May 2009**



**Eligibility for free and reduced price lunch
IB Diploma Programme candidates in the US
May 2009**



The IB Diploma Programme is “transformative” for underserved students.

“The IB is without a doubt better than other curricula available to high-needs students, and it’s more than just skills. It gives students a college experience with support, and that keeps high-needs students from being overwhelmed when they do go to college.”

—IB district coordinator, interviewed for the *Diploma Gap Study*

In 2008, the Bill & Melinda Gates Foundation funded a study by McKinsey & Company that revealed the IB’s unique benefits for underserved students. Focusing on the “diploma gap”—the underrepresentation of low-income and minority students in the Diploma Programme—McKinsey analysed quantitative data on participation and performance and collected qualitative data from interviews with students, teachers and education researchers.

The McKinsey study concluded, “The Diploma Programme stands out among other high school curricula available today in the US 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*, McKinsey & Company, September 2008)

Lamar Academy in McAllen, Texas, and Hillsborough High School in Tampa, Florida, are IB schools in large and diverse school districts in the United States. Both schools implemented the Diploma Programme to provide a more challenging curriculum for students and to better prepare them for university.

“[The IB] is made available for, really, anyone—the Diploma Programme, Middle Years Programme, Primary Years Programme—for anyone who is willing to work hard. So the parents and the students know the rigour and the coursework that they’ll have to go through, and if they’re willing to accept that challenge, we open our doors. We are very welcoming, as opposed to being elitist and saying ‘No, your GPA or your SAT score, etc, doesn’t meet the requirements’”.

—Teacher from Lamar Academy, McAllen, Texas, USA

Case Studies of Participation and Performance in the IB Diploma Programme

Jennifer A. Bland and Katrina R. Woodworth, SRI International

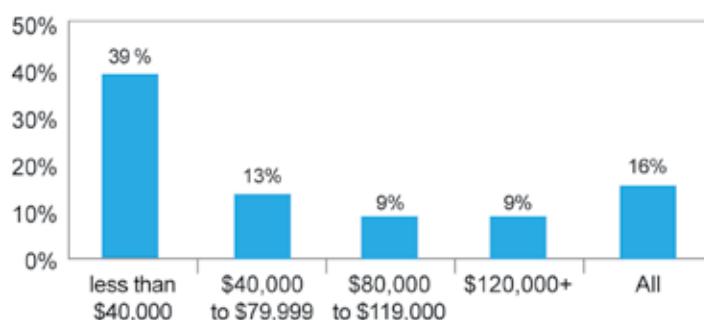
Both schools have increased access to the IB Diploma program for low-income and minority students and at the same time achieved high rates of success across all races, ethnicities and socioeconomic groups. All students in these schools who received the IB diploma enrolled in university.

The IB diploma programme is a strong predictor of success in university for all students.

Research by the Chicago Consortium for Public School Research and DePaul University shows that IB students from Chicago entering the university are more likely to be low-income, minority and the first in their family to go to university, and yet they have higher first-year retention rates than their peers from other selective programs in Chicago and first-year students at DePaul overall. IB students also show significantly higher graduation rates than DePaul students overall: 80% graduate in six years, compared to 62% of all DePaul students.

Analysis of IB students in the University of California (UC) system shows a similar pattern. Low-income IB Diploma Programme students in the UC system have graduation rates that are significantly higher than a matched comparison group of non-IB students. As the following chart shows, IB Diploma Programme students whose parents earn less than US\$40,000 per year have four-year graduation rates that are 39% higher than a comparison group of students from families with similar incomes.

Percentage difference in graduation rates in the UC system IB Diploma Programme graduates and a matched comparison group



Source: University of California Office of the President (UCOP) data 2000–2002, IB analysis

IB Diploma Programme students in the UC system also have higher grade point averages during their first year of university, showing they adapt well to the demands of university coursework. The grade point averages for students whose family income is less than US\$40,000 are on average 6% higher than those of students who did not participate in an IB programme.

“The IB diploma program is very specifically designed to engage students with the broader community. It’s an academic program, but very much a part of that academic program is helping those students see the world in a much bigger context.”

Dr Kedra Ishop, vice provost and director of admissions, University of Texas at Austin, USA



For more information on these findings, the latest research on IB student performance and access, visit the research section on the IB website, <http://www.ibo.org/research>.

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