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PARENT PACK

IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students aged 3 to 19 with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

Validating the efficacy of the IB's four programmes are [research](#) and more than 45 years of practical experience. IB programmes emphasize learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives. The IB promotes the development of schools that:

- inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- encourage healthy relationships, individual and shared responsibility and effective teamwork.

Measuring Outcomes

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for older students, and are criterion-referenced. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

What is an IB education?

The IB's four programmes



In the [Primary Years Programme \(PYP\)](#), the IB's youngest students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes and begin to develop the attributes of the [learner profile](#).



The [Middle Years Programme \(MYP\)](#) is a challenging framework that encourages students to make practical connections between their studies and the real world and culminates in a personal project. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.



In the final two years of high school, students can choose to enter either:

- the [Diploma Programme \(DP\)](#), a curriculum which emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay (EE);
- or, the [Career-related Programme \(CP\)](#). The CP is combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.



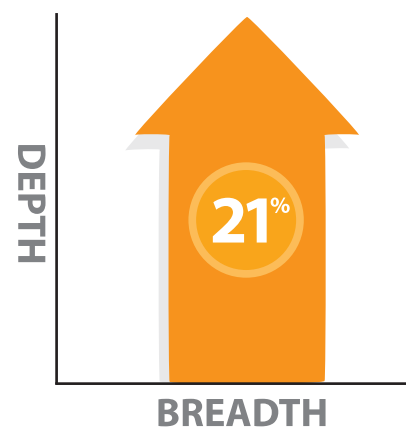
ibo.org

10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.

3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE



The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

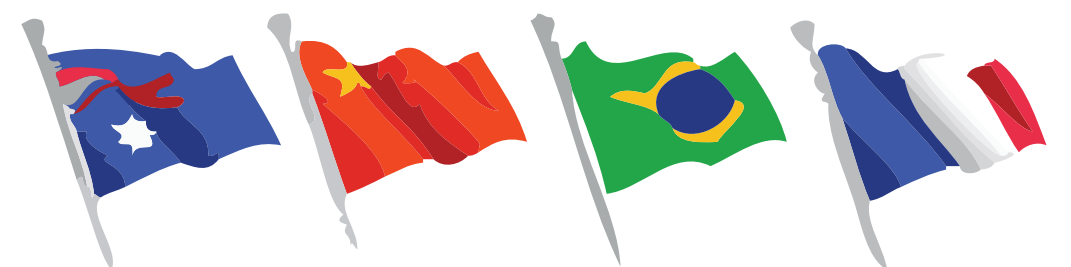
4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.

6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



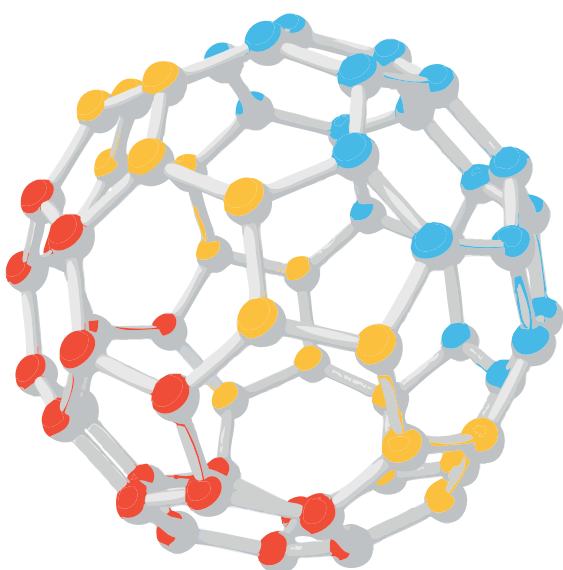
8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

For source attribution of any data contained herein, please refer to <http://www.ibo.org/research/>



Denton High School Transfer Procedures and Agreement for The International Baccalaureate Programme



The International Baccalaureate Programme at Denton High School operates in accordance with the transfer policies of Denton Independent School District.

In district and out-of-district transfer forms are accepted by the DHS Registrar's office and **MUST** be submitted by May 1st. Out-of-District transfers are reviewed mid-May and must be re-submitted annually.

In order to receive a transfer for the International Baccalaureate Programme transfer candidates and their parent/guardian must:

- ☐ Complete all district transfer paperwork.
- ☐ Schedule and attend an IB screening session with an IB Coordinator.
- ☐ Agree to fulfill the requirements of the IB Middle Years Programme (9th- 10th grade) including the participation in at least 2 Pre-IBDP courses, enrollment in Economics during the sophomore year, and the completion of an MYP Personal Project.
- ☐ Agree to fulfill the requirements of the IB Diploma Programme (11th- 12th grade) including:
 - Minimum participation in 2 Higher Level (HL) courses during both the 11th & 12th grade years
 - Full Diploma Programme participants are preferred.
- ☐ Adhere to the IB Academic Integrity Policy.

Failure to comply with the above stipulations will result in a termination of the IB transfer and parents must reapply for a non-IB transfer.

Parent Signature _____

Date_____

Student Signature_____

Date_____

Screening Interview Date_____

Approval Date_____

Name _____

ID# _____

Class of _____ at THE Denton High School

International Baccalaureate Recommendations

9th and 10th grade IB Middle Years Programme (MYP)

All 9th and 10th graders are a part of the MYP.

9th Grade Diploma bound and IB transfer students must take 2 Pre-AP/IBDP courses.

Core Courses	Elective Courses
Pre-AP/IBDP or regular English 1	Pre-AP/IBDP 1 or 2 Language Acquisition <i>Spanish, French, Latin, German, Mandarin</i>
Pre-AP/IBDP or regular World Geography	Fine Art Credit <i>Dance, Visual Arts, Partner Art, Orchestra, Choir, Band, Theater</i>
Pre-AP or regular Biology	Physical Education Credit <i>Marching Band, PE, Partner PE, PE Soccer, ROTC, Athletics, Dance</i>
Pre-AP/IBDP or regular Algebra 1 Pre-AP/IBDP or regular Geometry Pre-AP/IBDP or regular Algebra 2	High School 101 (one semester) Professional Communications (one semester)

*Dance can be *either* PE or Fine Arts, not both in the same year

10th Grade Diploma bound and IB transfer students must take 2 Pre-AP/IBDP courses and complete the MYP Personal Project.

Core Courses	Courses
Pre-AP/IBDP English 2	Pre-AP/IBDP Level 2 or 3 <i>Spanish, French, Latin, German, Mandarin</i>
AP World History	Choice (fall)/Economics or AP Economics (spring)
Pre-AP or regular Chemistry	* <i>Consider</i> Pre-AP/IB DP or regular Algebra 2 or AP Physics or regular Physics <i>or</i> OR CHOICE Class
Pre-AP/IBDP or regular Geometry Pre-AP/IBDP or regular Algebra 2 IB Math SL, Year 1 (IB Pre-Cal)	CHOICE Class

*If in Algebra 2, consider Physics in addition. If in Geometry, consider Alg. 2 in addition. This will open up a block in the junior or senior year, which makes a junior or senior VERY happy.

11th and 12th grade IB Diploma Programme (DP)

The Diploma Programme is a rigorous, college-prep program.

11th Grade IB SCHEDULE Write "IB" on the top of your schedule card!

IB Higher Level Courses	IB Standard Level or State Requirements
IB English 3 HL, Year 1	Math: Pre-AP/IB Alg 2 or IB Math Studies SL or IB Math SL, Yr 1 (same Pre-AP Pre-Cal) or IB Math SL, Yr 2 (after Pre-Cal)
IB History HL, Year 1	Pre-AP/IB Level 3 or IB SL 4 Spanish, French, Latin, German, Mandarin
IB HL: Computer Science or Dance or Art or Film or Biology or Music HL, Year 1 (Choose 1)	AP or regular Physics (if not already taken) OR IB Art, Comp Sc, Dance, Film, Music SL OR IB Environmental Science SL or IB Bio SL or IB Physics SL CHOICE or DISMISS (if physics done in 10th)
IB Research (fall) & Theory of Knowledge (spring)	CHOICE Class or DISMISS

*If you choose IB Biology HL, then you will take an SL Arts. If you choose a HL Arts, then you will take an SL IB Science. IB Computer Science SL, or HL Year 1 counts as a state math credit.

12th Grade IB SCHEDULE Write "IB" on the top of your schedule card!

IB Higher Level Courses	IB Standard Level or State Requirements
IB English 4 HL	Math: IB Math Studies or IB Math SL, Yr 2 or AP Stat or Pre-Cal (if Math Studies SL in 11 th as 3 rd HS Math) or DISMISS/Choice (if 4 HS Maths complete)
IB History HL, Year 2	IB SL Language Acquisition 4 SL or HL Spanish, French, Latin, German, Mandarin or DISMISS/Choice (if Level 4 done as junior)
IB HL: Computer Science or Dance or Art or Film or Biology or Music HL YEAR 2 (Same one as in 11 th grade)	IB Environmental Science SL or IB Biology SL or IB Physics SL or IB Art, Comp Sc, Dance, Film, Music SL or DISMISS
Theory of Knowledge (fall), IB Research (spring)	CHOICE Class or DISMISS

Check yourself:

What are your 3 HL classes that you take in BOTH 11th/12th?

What are your 3 SL classes in 11th/12th combined?

You may test in up to TWO SL subjects in 11th grade only if you are in a terminal class.

Do you have 4 HS Math credits?

Credits from Middle School count towards graduation but NOT in your HS GPA. You need 4 in HS for GPA.

Do you have state requirements Professional Communications (.5) and Economics (.5)?

Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the IB. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered gifted programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All Diploma Programme teachers receive professional development in the IB's approaches to teaching and approaches to learning by certified IB workshop leaders. This is a requirement of IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to an diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB Diploma Programme differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB Diploma Programme is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at ibo.org/research

How can I learn more about the IB and CP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's CP coordinator
- Speak with your child's CP classroom teachers.



Frequently asked questions about the Middle Years Programme

What is the Middle Years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by International Baccalaureate (IB). The MYP is a five-year programme, which can be implemented in a partnership between schools or in abbreviated two-, three- or four-year formats.

In an MYP classroom, you'll notice that the students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. A unique feature of the programme is that it extends the traditional curriculum to include immersion in four themes—approaches to teaching and approaches to learning, global contexts and concepts. Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression.

What are the advantages of an IB education?

- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by International Baccalaureate, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB programmes are recognized internationally and ease the educational transition of students so that their education is not adversely affected if their families relocate.



Do IB teachers receive special training?

All MYP teachers are trained in the IB's approaches to teaching and approaches to learning by certified IB workshop leaders. This is a requirement of IB World Schools implementing the MYP.

Are IB programmes considered “gifted” programmes?

In most cases, the Middle Years Programme requires schoolwide implementation and therefore encompasses all students. All teachers who teach in MYP classrooms are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

Students who complete the MYP are well-prepared to undertake the IB Diploma Programme or Career-related Programme.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of an IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Have studies been done on the impact of the MYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent study found that Middle Years Programme students in a US public school district were more likely to achieve a proficient or advanced performance level on state mathematics and science assessments than their counterparts in five comparison schools. Additional studies on programme impact, quality assurance, programme development and assessment research are available at ibo.org/research.

Are there external assessments in the MYP like in the Diploma Programme?

In the final year of the programme, the optional MYP eAssessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement: Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period of time. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate. Find out more about [MYP assessment](#).

How can I learn more about the IB and PYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's MYP coordinator
- Speak with your child's MYP classroom teacher.

PARENT PACK

How to make your IB credentials stand out in the university application process

As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma (DP) and Career-related Programme (CP) students:

- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

- 1. Highlight your advanced writing skills:** Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

- 2. Consider universities that accept individual portfolios:**

Some universities allow students to submit individual portfolios of work. The DP and CP programmes place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admission officers to understand how an IB student is reflective and critical in their work.

- 3. Nail the interview:** DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

- 4. Recommendation letters that pack a punch:** The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

- 5. Show your global perspective:** IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.



Key findings from research on the impact of the IB Diploma Programme

The International Baccalaureate (IB) Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career-related Certificate (IBCC). Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, student performance and the learner profile**. The findings below come from internal IB, IB-commissioned and independent research relating to the DP.

Investigating the **implementation and impact of the IB Diploma Programme** on state schools in **Ecuador**, a mixed methods study examined governmental and other support for schools, changes in school practice and student outcomes. The findings suggest that: the Ministry of Education is actively supporting the DP in Ecuador by leading school selection and providing financial resources; generally DP students enjoy well-organized, interactive and imaginative lessons; and the DP has a noticeable effect on teacher pedagogy. Although, students in DP state schools seem to be benefiting from the programme in terms of academic and non-academic outcomes, students in Ecuador's DP private schools generally performed better in most subject areas (Barnett 2013).

Using data from the IB student data system (IBIS) and the National Student Clearinghouse (NSC), the IB Global Research department explored the **university enrollment, retention and graduation** rates of 2005 Diploma Programme graduates in the **United States** (n=9,654). DP college graduation rates were consistently higher than institutional university rates. 92% of DP candidates enrolled in college and 74% graduated within four years (Halic 2013).

A study by the Higher Education Statistics Agency (HESA) in the **UK** examined the **characteristics and trends** of IB students (n=6,390), compared to A-level and other student groups with similar qualifications, at Higher Education Institutions (HEIs). Data from the academic year 2008–2009, with comparisons from 2007–2008, offers evidence that IB students were more likely to: enroll in a top 20 HEI; receive honours degrees or awards, in most subject areas; continue on to further studies; and be employed in graduate level positions and higher paid occupations (HESA 2011).

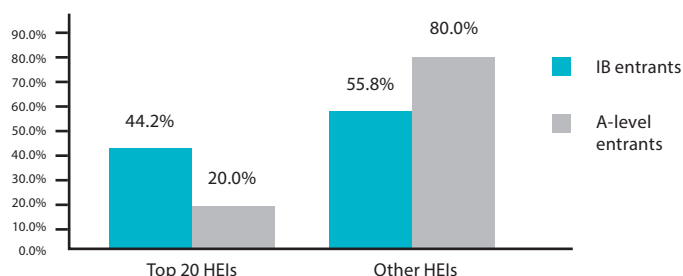


Figure 1: IB entrants were more likely to enroll in one of the UK's top HEIs.

A case study investigated the **enrollment, progression and achievement** of IB Diploma Programme graduates at two universities in **Australia**. The study tracked cohorts of students at the two universities (n=135 and n=19) over a five-year period, following enrollment in 2007; one of the universities also offered longitudinal data for a control sample of non-IB graduates. The results indicate that generally IB students were more likely than their non-IB counterparts to be offered admission and to graduate within five years, although students' GPA rates and plans for future education were similar (Edwards, Underwood 2012).

In the 1990s **Chicago Public Schools (CPS)** introduced the DP into 12 high schools throughout the city, mostly serving low income, racially diverse students with little or no history of college-going. Part of the Chicago Postsecondary Transition Project, this study sought to examine the impact of Chicago's IB programmes on **postsecondary outcomes and experiences of CPS graduates**, comparing DP and matched non-DP graduates. The sample included 18,075 CPS graduates between 2003 and 2007. Compared to similar non-DP graduates, DP graduates were more likely to enroll in college, to enroll in selective colleges, to stay enrolled and to perform better once there. Generally, DP students reported that they felt well-prepared to succeed in college coursework and described writing and mathematics preparation, motivation and time management as strengths (Coca, Johnson, Kelley-Kemple, Roderick, Moeller, Williams, Moragne 2012).

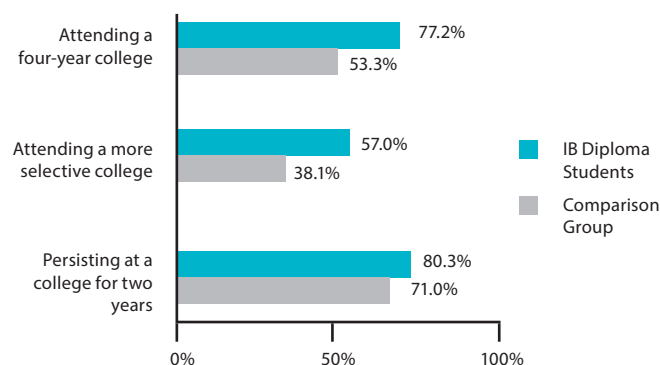


Figure 2: This figure compares former DP students and a comparison group on postsecondary outcomes.

To read summaries or complete reports of research projects conducted or commissioned by the IB Research department, please visit <http://www.ibo.org/research>, or contact research@ibo.org.

Key findings from research on the impact of the IB Diploma Programme

In a separate working paper, Anna Rosefsky Saavedra of RAND explored whether participation in the DP had an impact on **ACT scores, high school graduation rates and college enrollment** for 20,422 CPS students from 2002–2008. The findings suggest that participation in the DP may boost ACT scores by up to 0.5 standard deviations, and increase both the likelihood of graduating from high school (by up to 17%) and enrolling in college (by up to 22%) (Saavedra 2011).

The relationship between **students' enrollment in the DP and their college preparedness** was further examined at four case study schools in **Mexico**. The results of the study suggest that DP students do indeed enroll in top-ranking universities in Mexico. DP students, teachers and administrators reported a high level of preparedness for college coursework although respondents did not believe the DP offered an admissions advantage to DP students in the Mexican tertiary system. The study also suggests that academically stronger students tended to enroll in the DP, reportedly due to a lack of satisfaction with other high school options (Saavedra, Lavore and Flores 2013).

To better understand how the **extended essay (EE)** prepares students for university-level research and academic success, a study was conducted at the **University of Virginia (UVA)**. Examining former IB students' (n=1,045) and former AP students' (n=1,046) perceptions of their high school research experience, a survey found that IB students were more likely to indicate they: felt prepared for college-level research; were proud of their research; intended to conduct future research; and believed research skills were important to their continued success. After controlling for background characteristics, the study also found a statistically significant relationship between the EE score and college grade point averages (GPAs) (Inkelas, Swan, Pretlow, Jones 2013).

The impact of the **extended essay (EE)** on preparation for university studies was also examined through interviews with 43 students and 14 tutors at two universities in the **UK**. Comparing A-level students' research experiences with those of former DP students, DP students were more positive about the value of the EE and their pre-university education. Overall, DP students reported that the EE strengthened their critical thinking skills and capacity for independent research. Some DP students, however, indicated that there were few opportunities at their universities to use the skills they had developed through the EE (Wray 2013).



This sheet aims to provide a brief sample of findings from recent research. It does not attempt to represent all research on the DP available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place.

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To read summaries or complete reports of research projects conducted or commissioned by the IB Research department, please visit <http://www.ibo.org/research>, or contact research@ibo.org.

RESEARCH BRIEF:

Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014

Liz Bergeron, PhD • University of Wisconsin, La Crosse
February 2015



Introduction

The International Baccalaureate (IB) Diploma Programme (DP) is an academically challenging and balanced educational programme that prepares students to succeed in postsecondary education and life beyond. Research suggests that IB participation improves secondary school academic performance (Caspary 2011, Saavedra 2011, Wade 2011), college enrollment and postsecondary persistence and achievement (Coca et al 2012, Caspary, Bland 2011, HESA 2011, Inkelas, Swan, Pretlow and Jones 2013). This study examines the pathways and outcomes of DP students in the United States who took IB exams in 2008, enabling analysis of four- and six-year graduation rates for the 2008 cohort. The full report also examines some data from DP students from Latin American countries, although data availability was limited for this cohort of students. Additionally, it extends previous research conducted by Halic (2013) reporting on the postsecondary outcomes of IB students graduating from US high schools in 2005.

DATA SOURCES

This study used data from two sources: the National Student Clearinghouse (NSC) student tracker system and the International Baccalaureate information system (IBIS). NSC is a non-profit organization providing student enrollment, performance and related information for more than 3,600 colleges and universities in the United States. IBIS is maintained by the IB and collects student demographic data and assessment data for DP students who register for exams. Exam scores, performance on other diploma requirements, diploma result codes and exam dates are recorded in IBIS. Data on all DP candidates (n=15,680) who took IB examinations in 2008 in public and private high schools in the US was requested in October 2014. Complete data was obtained for 13,555 students (94% attended public high schools and 6% attended private schools) which was used for these analyses.

Findings

Postsecondary enrollment

Ninety-two per cent of diploma students graduating from US high schools in 2008 enrolled in US postsecondary institutions between May 2008 and May 2014 (Figure 1). Seventy-eight per cent of students enrolled immediately. In comparison, in 2008 the national rate of immediate enrollment was 69% (Department of Labor 2009). Additionally, of all the DP students who enrolled immediately after high school graduation, 95% enrolled at a four-year institution. This is notably higher than the 2008 national average of 60% (Figure 2).

Terminology

This report defines key terms as follows:

Postsecondary enrollment: Postsecondary enrollment is enrollment or matriculation at a postsecondary institution. Postsecondary institutions include private, public, four-year, and two-year institutions.

Four-year institutions: Four-year institutions are generally referred to as colleges or universities and can award bachelor degrees or higher.

Two-year institutions: Two-year institutions are generally referred to as community colleges or junior colleges and do not award bachelor's degrees or higher, but can award associate's degrees and/or certificates.

Retention (one year and two year): Retention rates refer to yearly progression and continued enrollment one year or two years following initial enrollment, either at the same or a different institution.

Graduation: Graduation refers to successful completion of the programme of study or degree attainment. Both four-year and six-year graduation rates are included.

Diploma earner: A diploma earner is a student who successfully completed the requirements to earn the IB diploma. Diploma non-earners did not successfully complete the IB requirements to earn the IB diploma, but may earn the diploma awarded by their high school.

RESEARCH BRIEF:

Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014

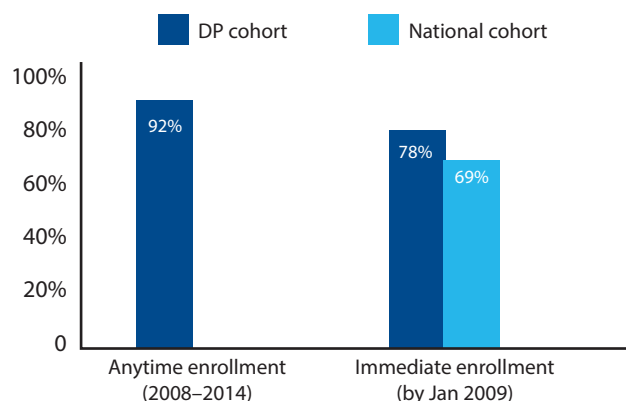


Figure 1. Anytime and immediate enrollment

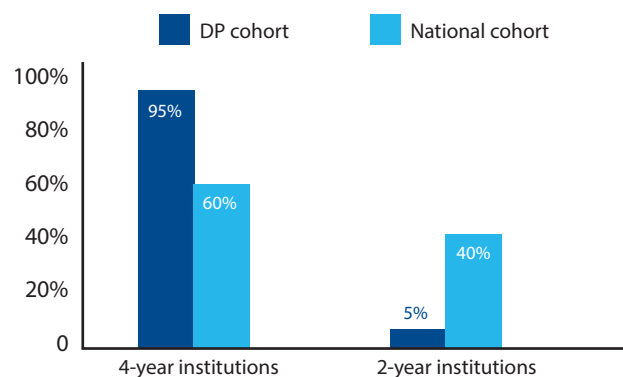


Figure 2. Immediate enrollment by type of institution

Postsecondary retention

The first year retention rate of DP students enrolled in four-year institutions was 98% (Figure 3), while the national rate was 77% (NCHEMS n.d.).

Graduation rates

The average four-year graduation rate of all DP students (both diploma earners and non-earners) was 79% (Figure 4). When considering diploma earners alone, the average four-year graduation (all four-year institutions) rate increases to 84%. Furthermore, DP students (both diploma earners and non-earners) have notably higher six-year graduation rates (83%) than the 2009 national average of 56% (NCHEMS n.d.).

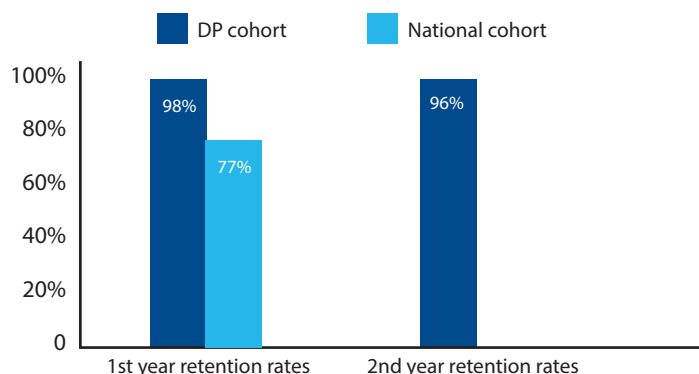


Figure 3. First and second year retention rates

Note: 2nd year retention rates are not currently available for the national cohort

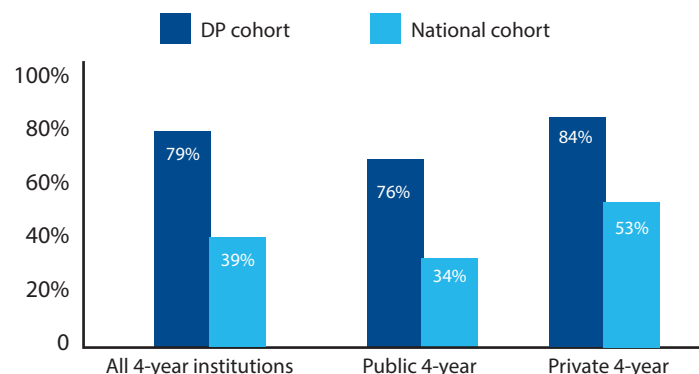


Figure 4. Four-year graduation rates by institution type

Note: National data only available for 2007 (NCES 2014)

The full report is available at <http://www.ibo.org/research>. To cite the full report, please use the following: Bergeron, L. 2015. *Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008–2014*. Bethesda, MD, USA. International Baccalaureate Organization.

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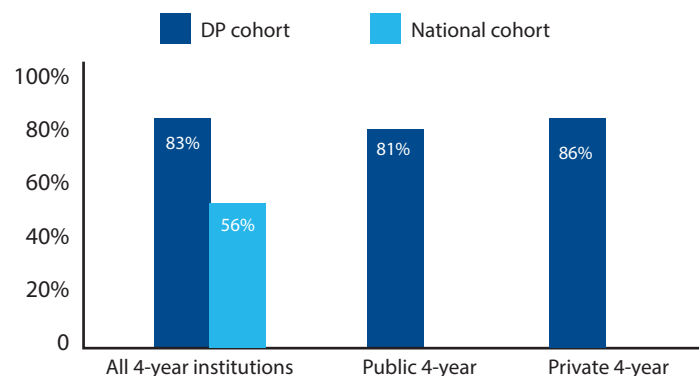


Figure 5. Six-year graduation rates by institution type

Note: National data not available by institution type

RESEARCH BRIEF:

Postsecondary educational attainment of IB Diploma Programme candidates from US high schools

Olivia Halic

IB Global Research, May 2013



Introduction

The International Baccalaureate Diploma Programme (DP) is an academically challenging and balanced educational programme that prepares students to succeed in postsecondary education and life beyond. The programme's high quality, indicated by the success of its graduates, is recognized by many universities around the world (IBO 2013).

For the purpose of this report, DP graduate success at university is defined by their enrollment in postsecondary institutions and, more importantly, by their persistence toward completion and degree attainment. Recent research provides evidence that DP graduates pursue and successfully complete postsecondary studies in higher proportions than other high school graduates (Shah, Dean and Chen 2010; HESA 2011; Caspary 2011; Edwards and Underwood 2012; Coca et al 2012).

With the purpose of further studying the postsecondary trajectories of DP graduates, IB Global Research obtained longitudinal postsecondary data on the DP candidates from the year 2005. Looking within a 6-year cycle of university completion for these candidates, this study identified their patterns of postsecondary enrollment, retention, and graduation.

DATA SOURCES

The National Student Clearinghouse (NSC) offers a repository of data on postsecondary student enrollment, graduation, and degree attainment across multiple institutions in the US. In November 2011, IB Global Research requested data on all DP candidates (n=11,273) who sat in 2005 for IB examinations in public and private high schools in the US. Complete data were returned for 9,654 students (86%), which were used for these analyses.

Findings

Postsecondary enrollment

Overall, 92% of the DP candidates graduating in 2005 enrolled in US postsecondary institutions anytime between May 2005 and November 2011, and 77% enrolled directly from high school (before 31 January 2006). By comparison, the national rate of postsecondary enrollment directly from high school was 69% in 2005 (US Department of Labor 2006). Figures 1 and 2 below show DP candidates' postsecondary enrollment compared to national rates of enrollment.

Postsecondary destinations

At the state level, the highest immediate enrollments at both 2-year and 4-year institutions were in Florida (n=2,230; 26%), California (n=872; 10%), and Virginia (n=649; 8%). Among the 4-year institutions, University of Florida had the highest enrollment of DP graduates (13%) followed by Florida State University (3%) and University of Virginia (2%).

Terminology

Once students enroll in postsecondary institutions, typical indicators of postsecondary success are retention and graduation. This report defines these terms as:

Postsecondary enrollment:

Enrollment or admission at any postsecondary institution, including both public and private, two-year and 4-year institutions.

Retention: Yearly progression and continued enrollment subsequent to the first semester of admission, either at the same or a different institution.

Graduation: Successful completion of a prescribed program of studies or degree attainment at either the institution of first admission or a different institution.

Diploma Programme candidates are students enrolled in authorized IB schools participating in the DP with the intention of pursuing the IB diploma (regardless of whether they earn it or not).



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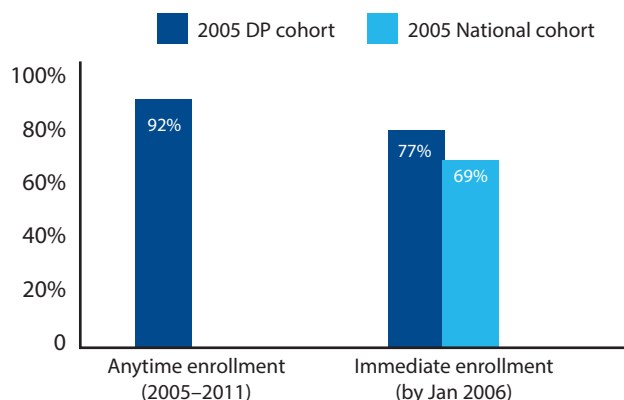


Figure 1. Anytime and immediate enrollment

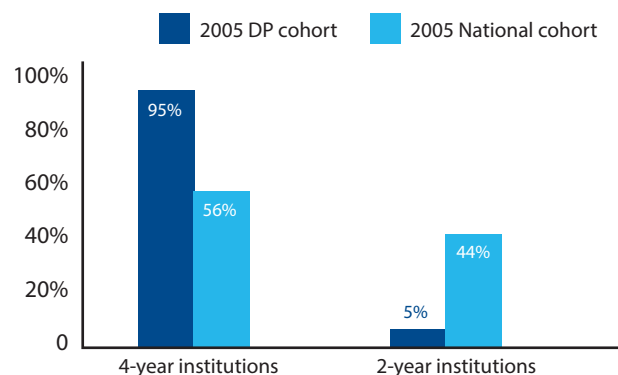


Figure 2. Immediate enrollment by type of institution

Retention rates at 4-year institutions

The rate of first-year retention of DP students enrolled at 4-year institutions was 98% (Figure 3), while the national rate was 75% (NCHEMS 2012).

Graduation rates at 4-year institutions

Overall, 74% of the DP candidates graduated within four years (Figure 4), while the comparative national rate was 38% in 2004 (Knapp, Kelly-Reid and Ginder 2012). The overall 6-year graduation rate of the DP graduates was 87%, while the national rate of the 2005 cohort was 56% (Figure 5).

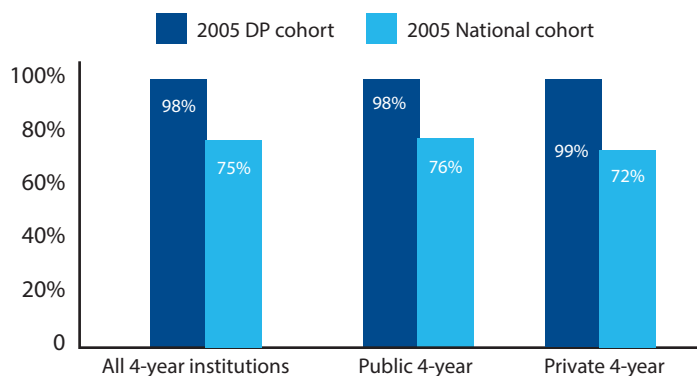


Figure 3. First-year retention rates of DP students enrolled in 4-year institutions compared to national rate

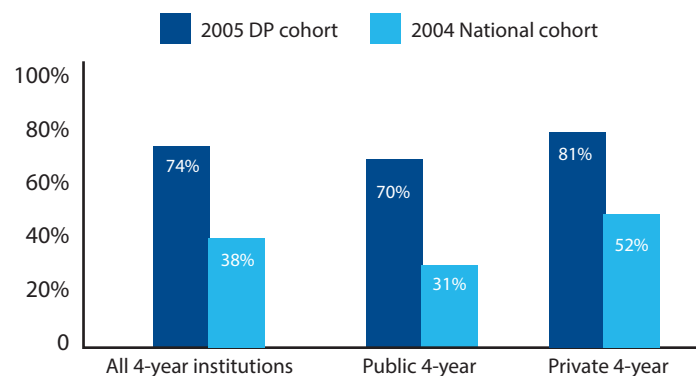


Figure 4. 4-year graduation rates

The graduation rate of DP candidates at institutions considered in this sample was consistently higher than the institutional rate. The percent difference ranged from 5% to 35% for the 4-year graduation rate (University of Virginia; University of South Florida, respectively), and from 4% to 29% for the 6-year graduation rate (University of Virginia and University of California, Los Angeles; University of South Florida, respectively).

The full report is available at <http://www.ibo.org/research>
To cite the full report, please use the following:

Halic, O. 2013. "Postsecondary Educational Attainment of IB Diploma Programme Candidates from US High Schools." Geneva, Switzerland. International Baccalaureate Organization.

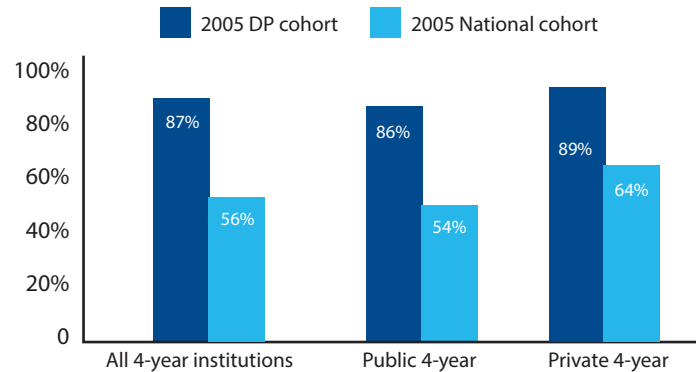


Figure 5. 6-year graduation rates