



IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July



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Supporting Underserved Students

Ontario Room
July 25, 2015
2:00pm-3:15pm



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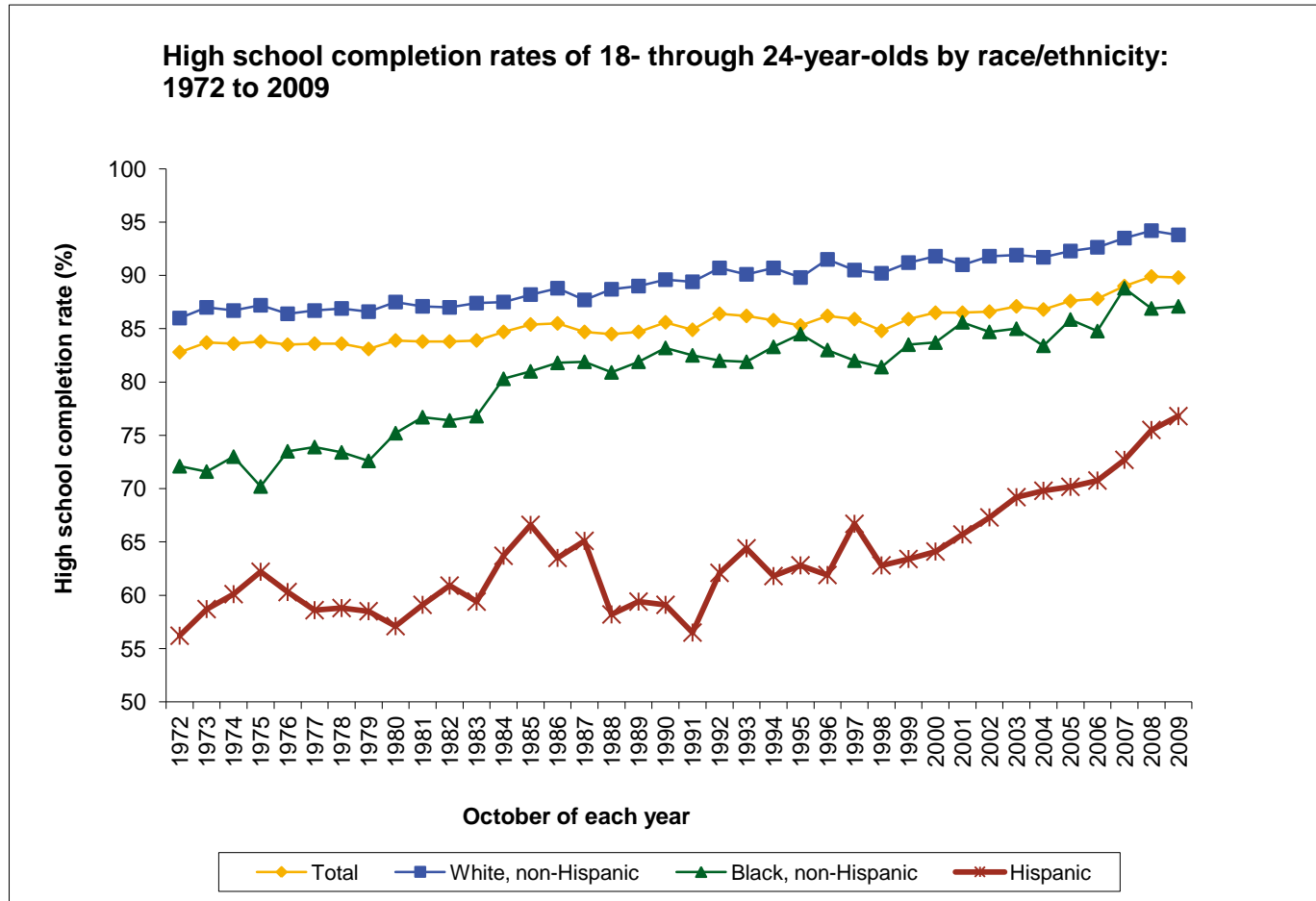
Session Presenters

- **Kedra Ishop**, Vice President for Enrollment Management. University of Michigan
- **Sara Leven**, Secondary Magnet and IB Schools Coordinator, Chicago Public Schools
- **Brian Spittle**, Assistant Vice President for Access and Attainment, DePaul University
- **Kara Turner**, Associate Provost for Enrollment Management and Student Academic Support Services (EMSASS), Morgan State University



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Differential High School Outcomes by Race/Ethnicity



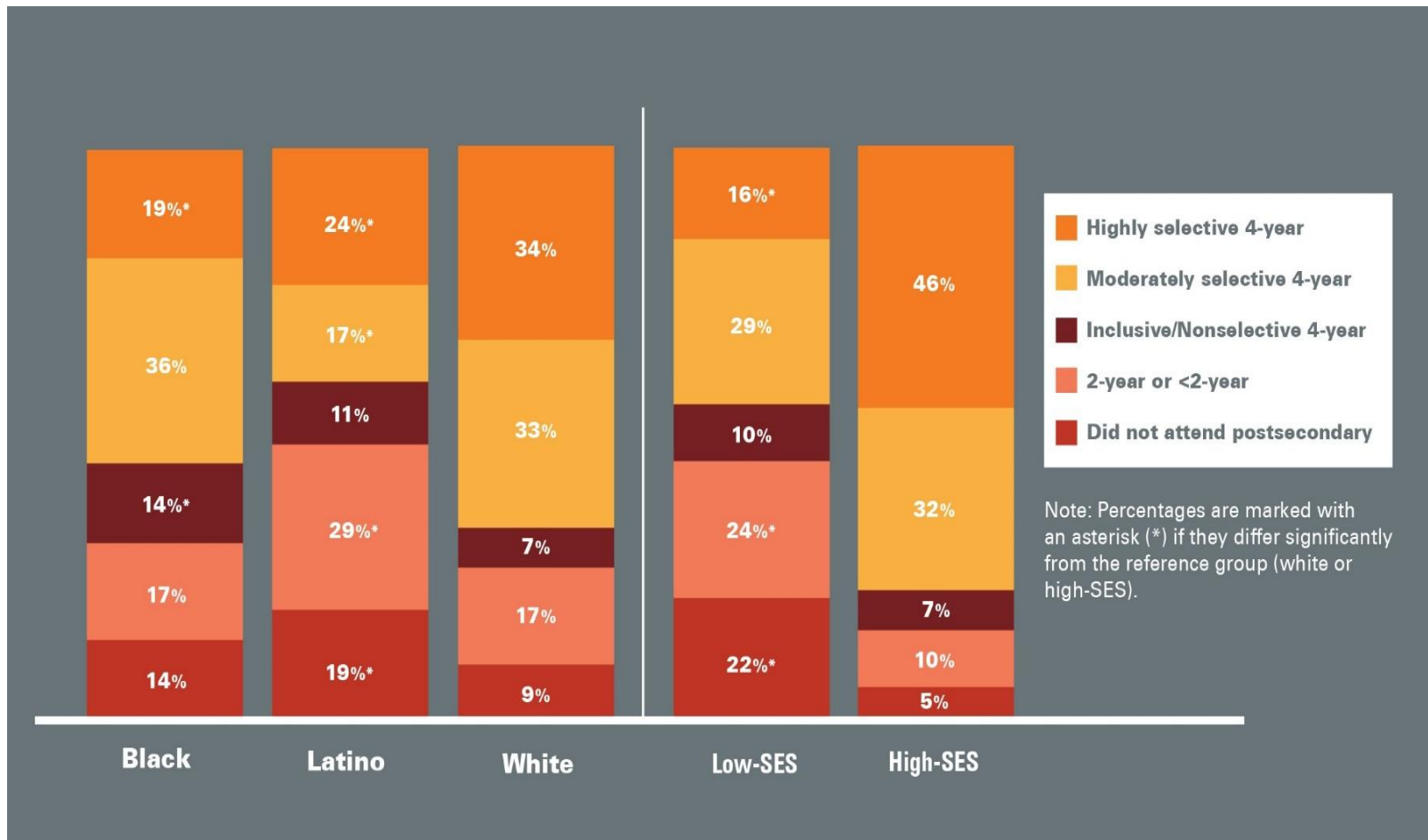
SOURCE: Chapman, C., Laird, J., Ifill, N., and Kewal Ramani, A. (2011). *Trends in High School Dropout and Completion Rates in the United States: 1972-2009*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (Table 11).



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Differential College Access by SES, Race/Ethnicity

Postsecondary Enrollment and Selectivity, High-Achieving Students, by SES, Race/Ethnicity



Source: Education Trust, 2014



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Importance of College Preparatory Curriculum in College Admission and Success

Percentage of colleges attributing different levels of importance to factors in the admission decision: 2012

Factor	Considerable importance	Moderate importance	Limited importance	No importance
Grades in college prep courses	82.3%	11.6%	4.4%	1.7%
Strength of curriculum	65.0	25.2	6.8	3.1
Admission test scores (SAT, ACT)	58.1	31.3	9.2	3.4
Grades in all courses	49.8	37.5	11.6	1.0
Essay or writing sample	19.7	38.1	25.2	17.0
Student's demonstrated interest	17.8	31.2	25.7	25.3
Counselor recommendation	15.6	42.9	27.9	13.6
Teacher recommendation	15.4	41.6	29.4	13.7
Class rank	13.3	36.2	35.8	14.7
Extracurricular activities	6.8	39.1	38.4	15.6
Interview	6.5	25.3	29.7	38.6
Portfolio	5.2	10.7	33.3	50.9
Subject test scores (AP, IB)	4.8	32.0	33.0	30.3
SAT II scores	3.8	12.0	26.4	57.9
State graduation exam scores	2.1	13.7	27.7	56.5
Work	1.0	16.5	48.5	34.0

SOURCE: NAACAC Admission Trends Survey, 2012.



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Access to College Preparatory Coursework

- Differential access to college preparatory coursework, differential performance in high school, and continued disparities among sub-groups continues to impeded access (*Falling Out of the Lead*, 2014)

	0 AP/IB Courses	1 AP/IB Course	2-3 AP/IB Courses	4+ AP/IB Courses	At least 1 AP/IB Course
Initially Low-Achieving	93%	5%	1%		7%
Initially High-Achieving	39%	18%	22%	21%	61%
Initially High-Achieving					
Black	49%	17%	26%		51%
Latino	37%	18%	22%	22%	63%
White	40%	19%	22%	19%	60%
Initially High-Achieving					
Low-SES	50%	15%	17%	18%	50%
High-SES	28%	18%	24%	30%	72%



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Access to College Preparatory Coursework: IB

IB schools still constitute a small percentage of overall number of US secondary schools; least offered in schools with largest percentage of students eligible for Free or Reduced-Price Lunch (FRPL) (NACAC, *State of College Admission*, 2013)

Percentage of schools that offer college preparatory curricula and mean percentage of 11th and 12th graders enrolled by school characteristics: 2012

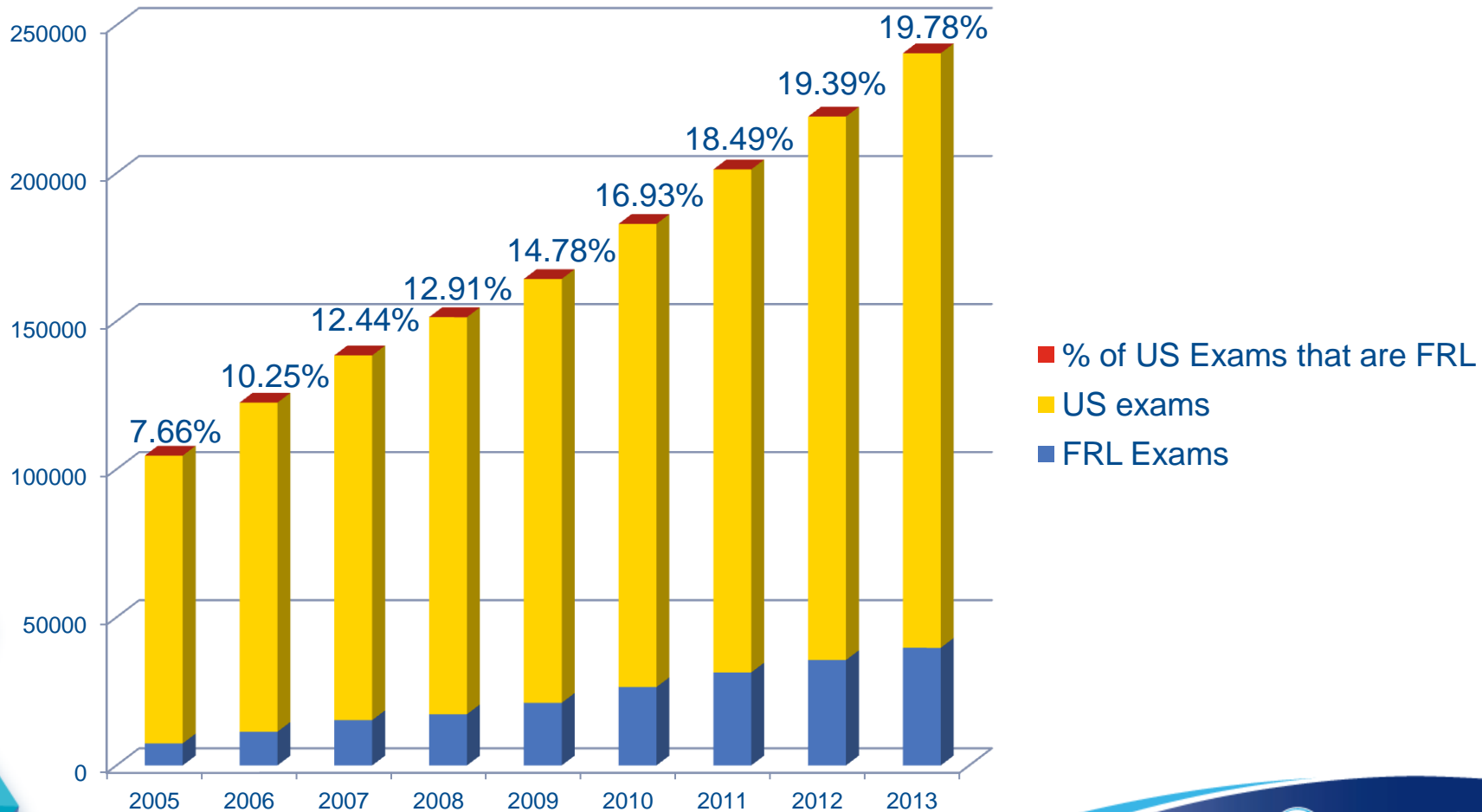
SOURCE: NACAC Counseling Trends Survey, 2012.

	Advanced Placement (AP)		International Baccalaureate (IB)		Enriched curriculum		Dual enrollment	
	% of schools that offer	Mean % enrolled	% of schools that offer	Mean % enrolled	% of schools that offer	Mean % enrolled	% of schools that offer	Mean % enrolled
Total	84.9%	28.0%	4.8%	1.6%	82.1%	35.5%	69.4%	9.9%
Control								
Public	83.0	20.4	5.1	1.4	78.5	27.2	86.9	13.0
Private	89.5	44.3	4.2	2.0	89.8	53.3	32.6	3.5
Private non-parochial	87.3	48.0	4.1	2.2	89.2	57.9	25.5	2.3
Private parochial	93.6	37.6	4.5	1.6	90.8	45.1	45.4	5.7
Enrollment								
Fewer than 500 students	69.3	24.3	1.5	0.8	71.9	31.5	65.5	13.3
500 to 999	88.8	29.2	3.8	1.7	85.8	39.1	67.9	7.5
1,000 to 1,499	97.4	31.8	5.8	1.0	94.5	40.6	71.6	8.2
1,500 to 1,999	98.8	29.4	14.8	5.8	82.9	30.8	78.0	10.5
2,000 or more	98.5	31.2	11.8	1.3	89.9	33.3	79.4	7.8
Free and reduced price lunch								
0 to 25% of students eligible	93.5	29.8	5.8	1.8	84.2	36.4	77.6	10.6
26 to 50%	81.6	16.4	5.5	1.3	74.7	23.0	91.3	13.2
51 to 75%	70.2	14.4			78.6	24.0	86.9	13.7
76 to 100%	72.6	18.2			73.5	25.5	78.8	12.9
Students per counselor								
100 or fewer	73.4	32.0	2.5	0.7	75.6	36.9	55.0	7.5
101 to 200	81.9	29.7	3.8	2.2	83.3	41.1	60.8	10.5
201 to 300	87.5	26.0	4.6	1.1	85.3	33.1	74.8	8.1
301 to 400	89.6	26.0	7.1	1.7	82.8	32.4	77.2	11.4
401 to 500	89.2	30.8	10.6	1.6	78.5	33.0	76.9	11.4
More than 500	89.5	30.9	1.8	1.7	71.9	33.7	69.6	10.7



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Free and Reduced Lunch Candidates in the USA (number of exams)

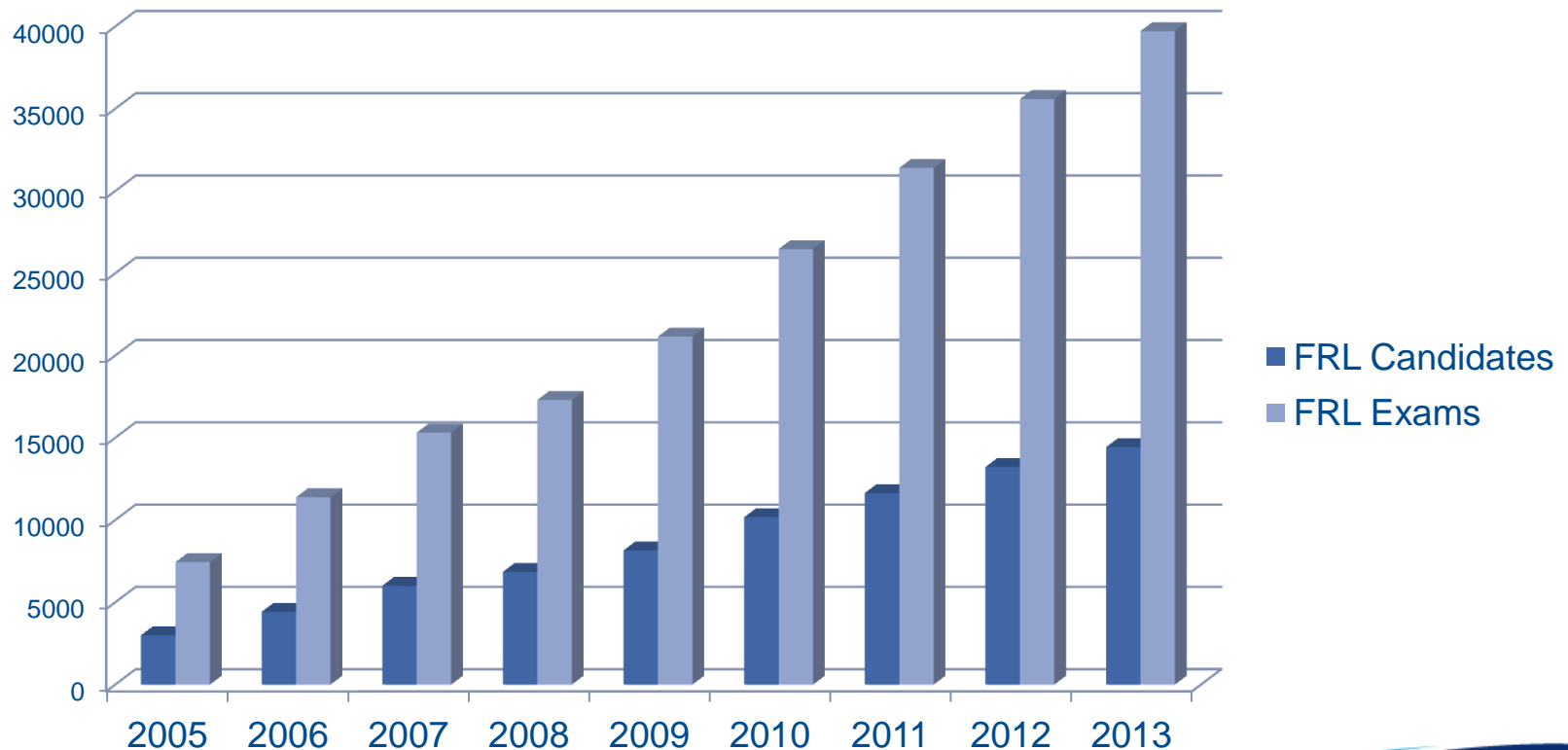




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Free and Reduced Lunch Candidates in the USA (number of candidates and exams)





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Differential Access and Success

From January 2014 White House summit, “Increasing College Opportunity for Low-Income Students”:

- While half of all people from high-income families have a bachelor’s degree by age 25, just 1 in 10 people from low-income families do.
- When children born into the bottom fifth of the income distribution get a college degree, their chances of making it to the top nearly quadruple, and their chances of making it out of the bottom increase by more than 50 percent.
- Colleges have grown more competitive, restricting access. While the number of applicants to four-year colleges and universities has doubled since the early 1970s, available slots have changed little.



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Reflection Points from Education Trust Report

- Does your school offer advanced course opportunities, such as AP or IB courses? Why or why not?
- Are high-achieving black, Latino, and low-SES students as likely to gain access to advanced courses as white and high-SES students?
- How does your school place students into courses? Could these practices be improved to ensure equity for high-achieving students?
- Does your school have a system for supporting students who come in behind to eventually take advanced coursework?



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Additional Reflection Questions

- What are barriers to adoption of IB coursework for high schools, particularly those that serve large numbers of low-income and/or racial/ethnic minority students?
- What are the enrollment patterns in IB coursework among schools that do offer the IB curriculum?
- What supports exist to ensure that there is equity in enrollment patterns for IB coursework in schools/districts?
- How can IB, within its operating framework, ensure that the students it serves reflect national and global demographics? What might IB provide to schools to help with challenges schools face in maintaining equitable participation and success?

Slides created by Eddie West, Director of International Initiatives, National Association for College Admission Counseling, 2014



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Primary Years
Programme



Middle Years
Programme



Diploma
Programme



Career-related
Programme

The Story of IB in Chicago

Sara Leven
IB Schools Coordinator



Chicago Public Schools at a Glance

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Schools

Elementary: 422
High schools: 105
Student Enrollment: 396,683
Charter schools: 131

Student enrollment

Preschool: 22,873
Kindergarten: 28,978
Elementary (1-8): 232,825
Secondary (9-12): 112,007

Student racial makeup

African American: 39.3%
Asian: 3.6%
Asian/Pacific Islander: 0.01%
Hawaiian/Pacific Islander: 0.2%
Hispanic: 45.6%
Multi-Racial: 1.1%
Native American/Alaskan: 0.3%
White: 9.4%
Not Available: 0.6%

Additional student information

Economically Disadvantaged Students: 86.02%
English Language Learners (ELL): 16.7%



Growth of IB in Chicago Public Schools

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2000: 10 more Diploma Programmes were authorized at neighborhood schools throughout the city.



1980

2000

2007

2012

1980: The first International Baccalaureate Diploma Programme in a Chicago Public School was authorized at Lincoln Park High School.

2007: 14 authorized Diploma Programmes (the number of participants in the program grew from 31 to 2,013) 21 authorized Middle Years Programmes and 5 candidate Primary Years Programmes

2012: Addition of the IB Career-related Certificate at Prosser Career Academy





Diploma Impact Study

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Working to My Potential: The Experiences of Chicago Public Schools Students in the IB Diploma Programme

Chicago Postsecondary Transition Project at the University of Chicago, Consortium on Chicago School Research 2012

- **Key Findings:**
 - **Compared to a matched comparison group, DP students more likely to:**
 - go to college
 - go to a selective college
 - persist in college for at least two years.*
 - **DP students in college reported:**
 - feeling prepared to succeed and, indeed, excel in their coursework
 - their strong academic skills, work ethic, motivation, time management and willingness to seek help as sources of strength in the transition to college-level work
 - their preparation in the DP as the source of their success as college students.

*Outcomes do not take into account IB exam or overall DP scores, suggesting that the benefits extend to all DP students, not just those who earn the diploma.

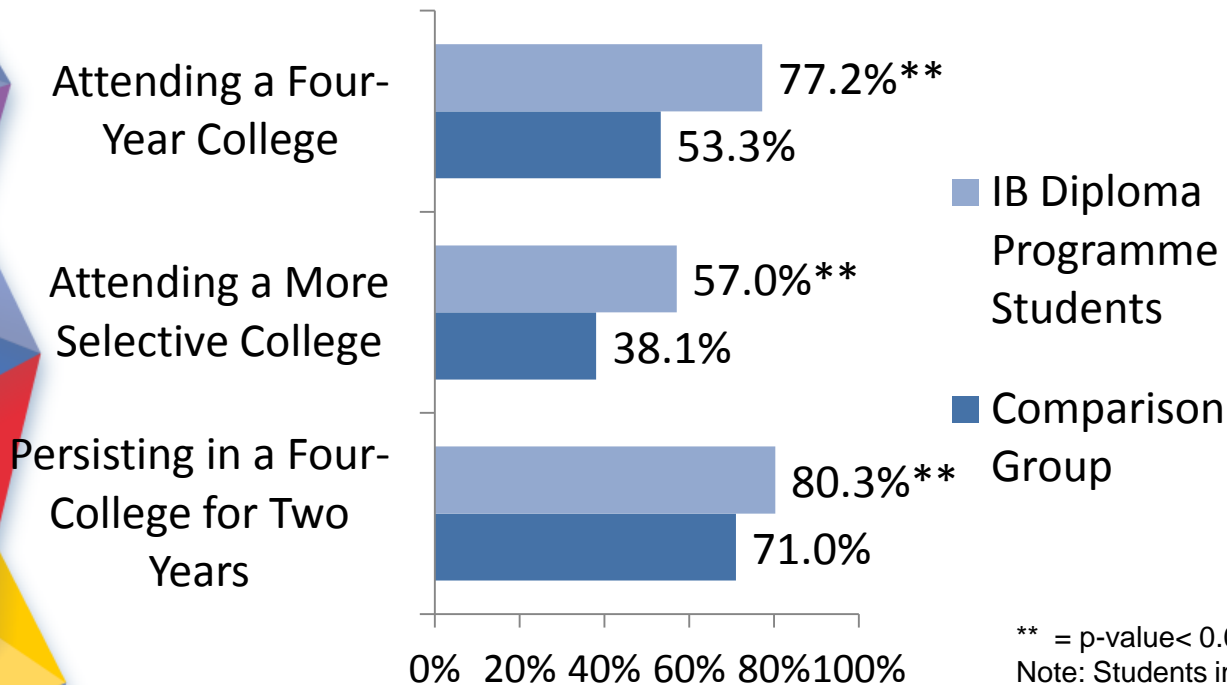




Diploma Impact Study

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Working to My Potential: The Experiences of Chicago Public Schools Students in the IB Diploma Programme

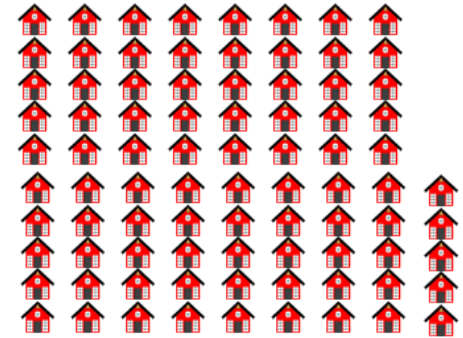
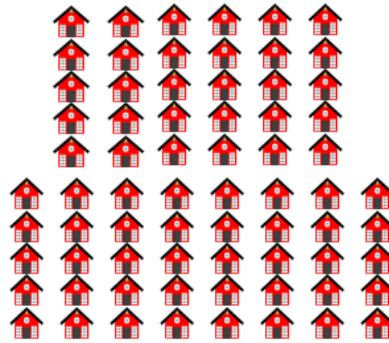


** = p-value < 0.01, * = p-value < 0.05, ~ = p-value < 0.10
Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the 'pre-IB' programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.

Growth of IB Programmes in CPS

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2012: Mayor Emanuel announced expansion of the IB Programmes in Chicago Public Schools.



2012

2015

By 2018

TODAY: There are over **21,000** Chicago Public School students participating in 70 IB programmes in grades K-12

Mayor Emanuel announces ongoing **expansion** of the IB Programmes in CPS elementary

By 2018 there will be a projected 86 IB programmes housed in 31 elementary schools and 22 high schools

serving close to **30,000** students.

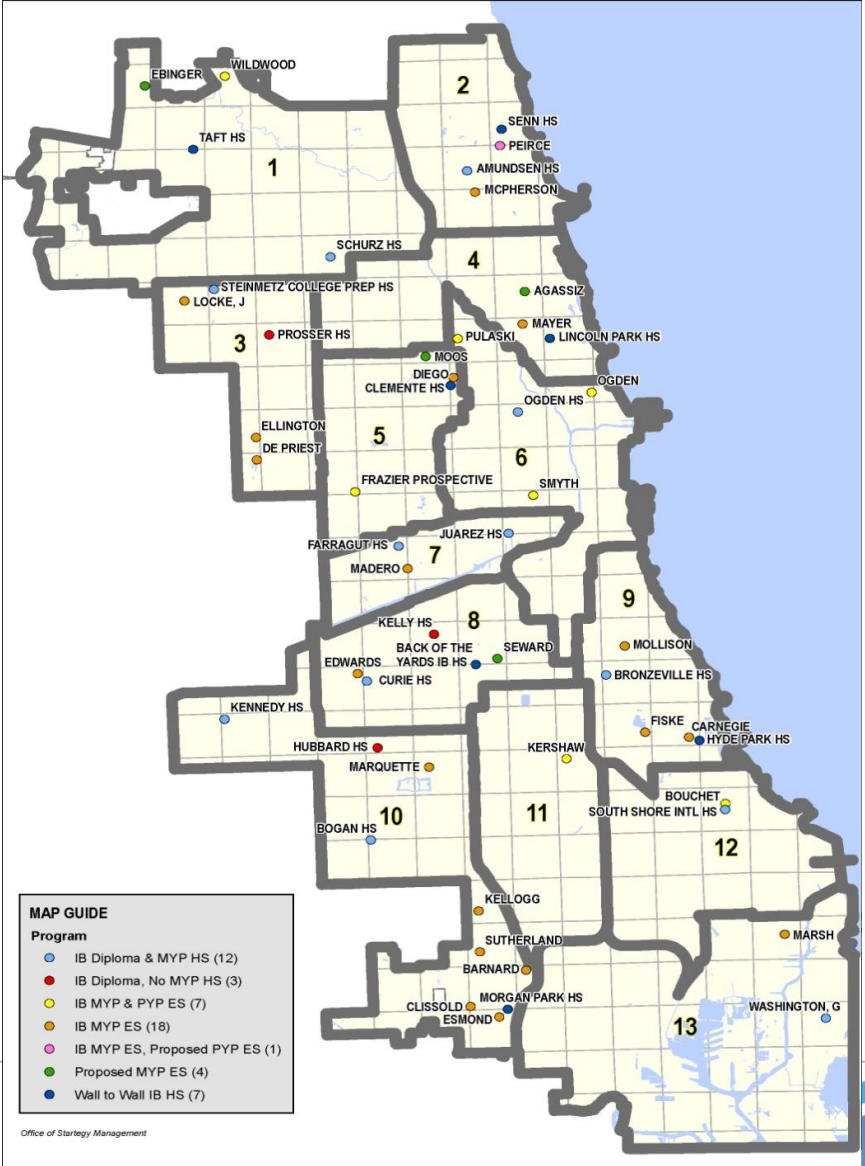


Map of IB Schools in CPS

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IB Programmes



- MAP GUIDE**
- Program**
- IB Diploma & MYP HS (12)
 - IB Diploma, No MYP HS (3)
 - IB MYP & PYP ES (7)
 - IB MYP ES (18)
 - IB MYP ES, Proposed PYP ES (1)
 - Proposed MYP ES (4)
 - Wall to Wall IB HS (7)

Office of Strategy Management

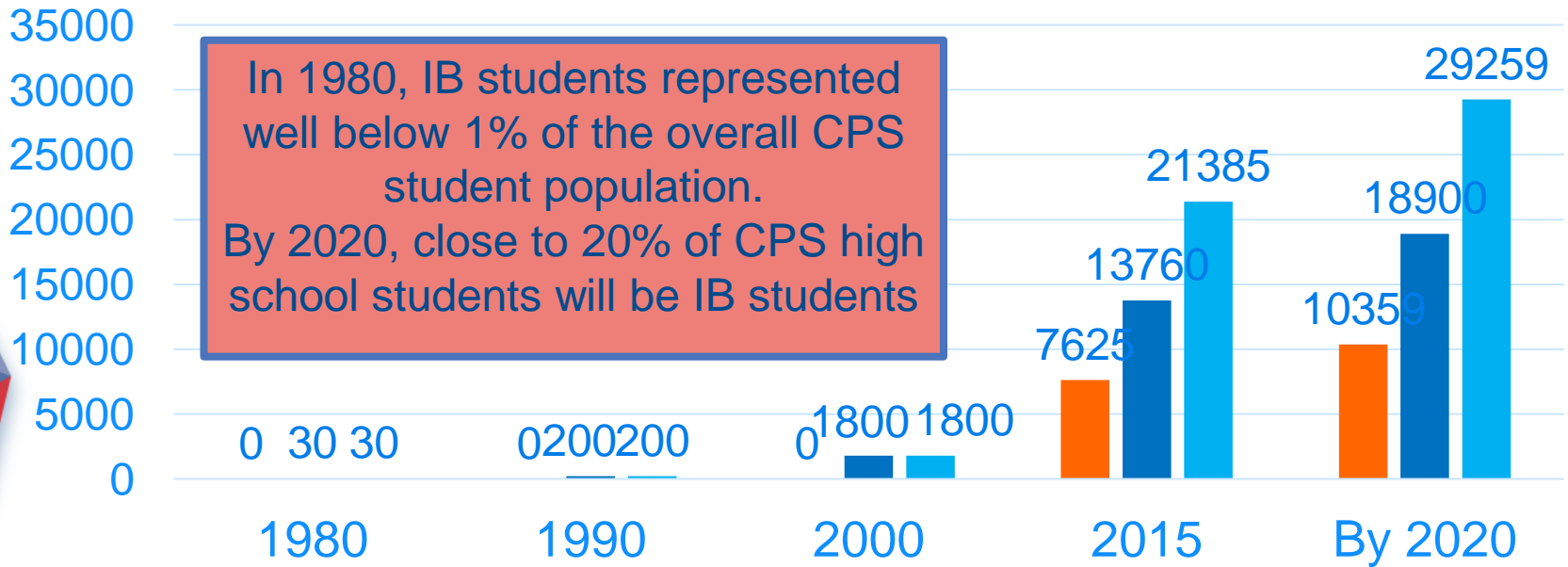




Increase in IB Students in CPS

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CPS IB Student Enrollment Past - Present - Future



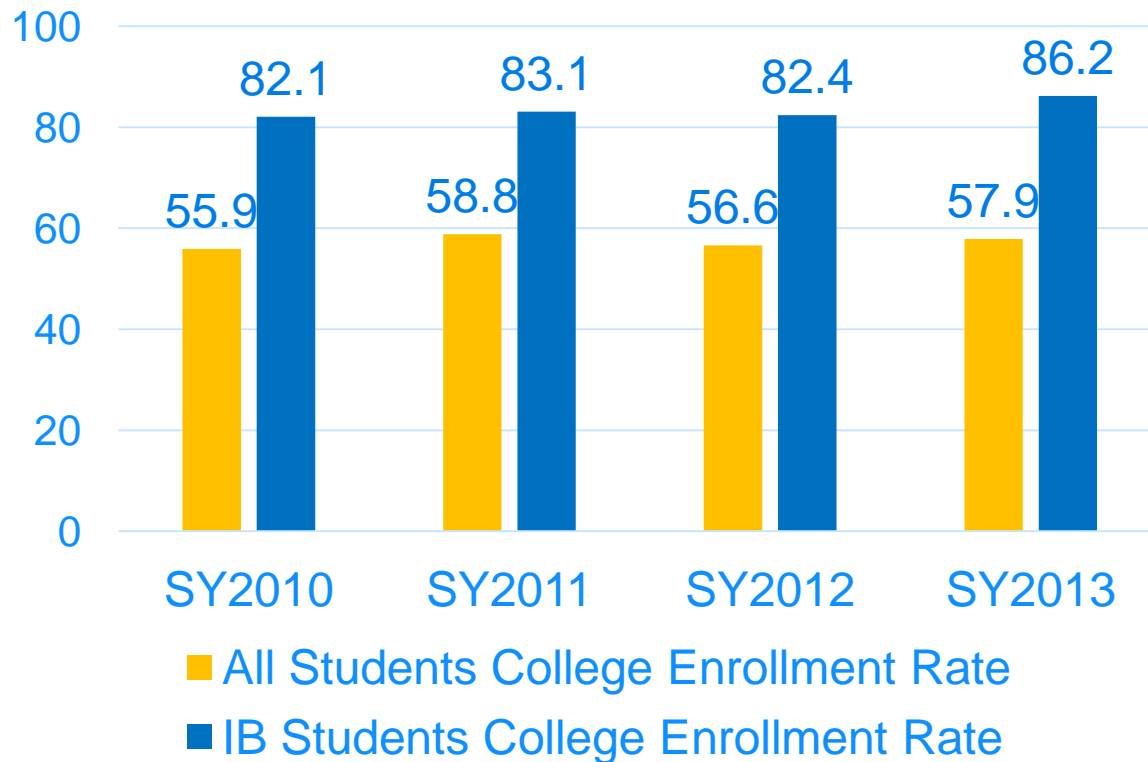
In 1980, IB students represented well below 1% of the overall CPS student population.
By 2020, close to 20% of CPS high school students will be IB students

- Elementary School IB enrollment
- High School IB Enrollment
- Total citywide IB enrollment

2013 IB College Enrollment

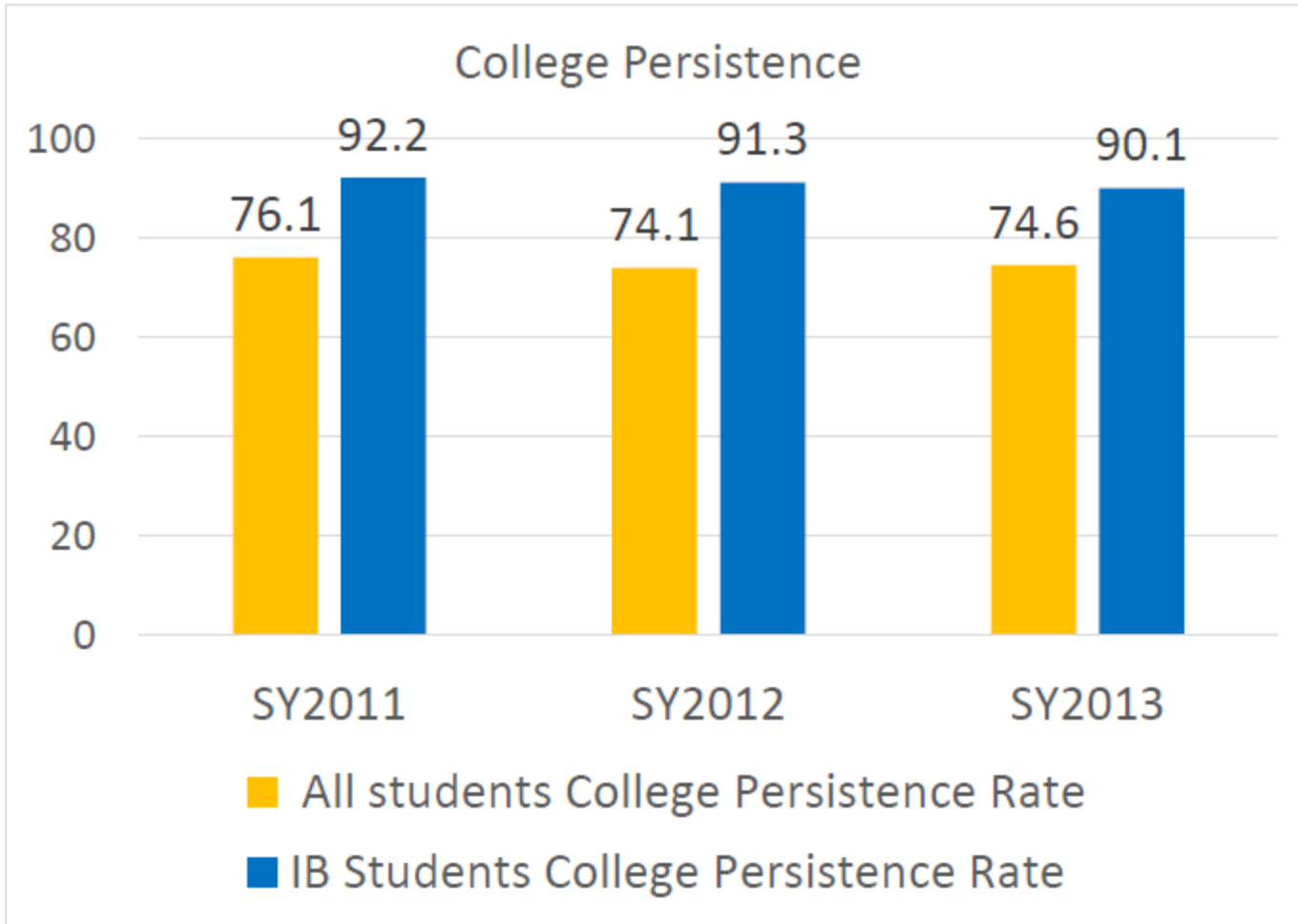
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College Enrollment Rate



2013 IB College Persistence

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IB Summer College Academy

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A 3-Day Intensive on the College Application Process (<http://vimeo.com/18714583>)

Student participants....

- Learn from experienced English teachers how to write an excellent personal statement,
- Meet college admissions counselors from local and out-of-state colleges and universities;
- Go on a campus tour;
- Learn how to interview;
- Learn how to complete the Common Application for college;



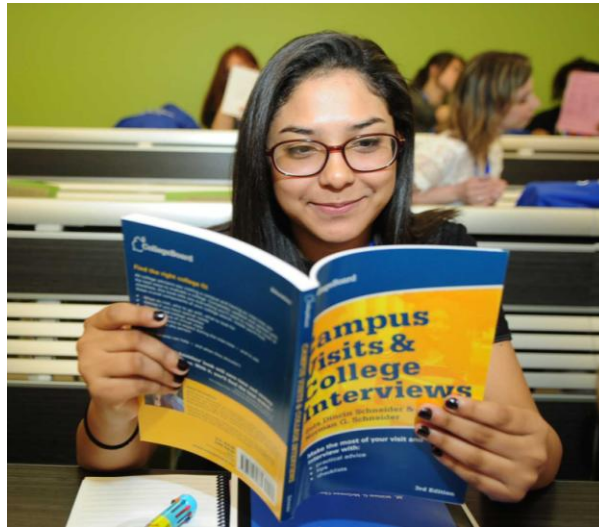


IB Summer College Academy

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Student participants....

- Become familiar with the financial aid process and applying for scholarships;
- Meet other IB students from the Chicago Public Schools; and
- Attend a college fair specifically catered to IB students





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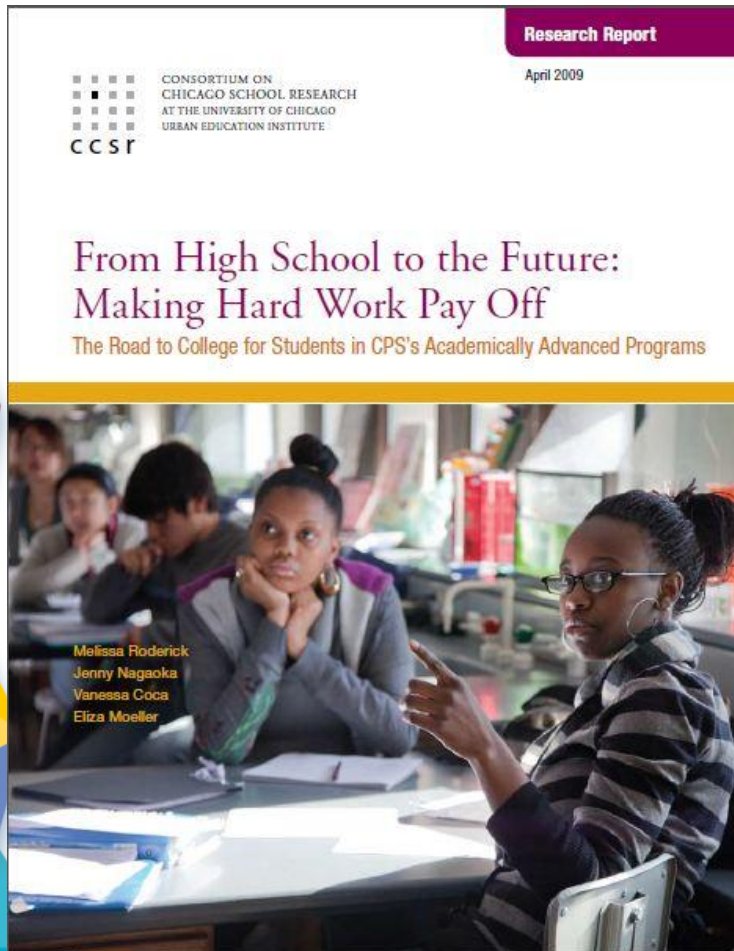
DePaul University – partnering with IB in Chicago for more than a decade

Brian Spittle
Center for Access and Attainment
DePaul University
bspittle@depaul.edu



The research: University of Chicago Consortium on Chicago School Research

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- The qualifications of students from academically advanced programs are impressive but do not translate into matched college enrollment.
- IB students are more likely to come from poorer families and communities but are making dramatic gains in high school.
- CPS students in academically advanced programs face distinctive challenges in navigating the road to college.



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Working to My Potential (2012)



Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme

*Conducted by the Chicago Postsecondary Transition Project at the University of
Chicago Consortium on Chicago School Research*

Vanessa Coca, David Johnson, Thomas Kelley-Kemple, Melissa Roderick,
Eliza Moeller, Nicole Williams, and Kafi Moragne

March 2012

CPS IB students....

- 40% more likely to attend a four-year college and 50 percent more likely to attend a selective college
- Significantly more likely to persist in college for two years.
- Feel prepared to succeed in college and indeed do excel in their coursework.
- Have limited access to the social capital necessary to successfully navigate college course selection and establish relationships with faculty



DePaul: Balancing access with attainment

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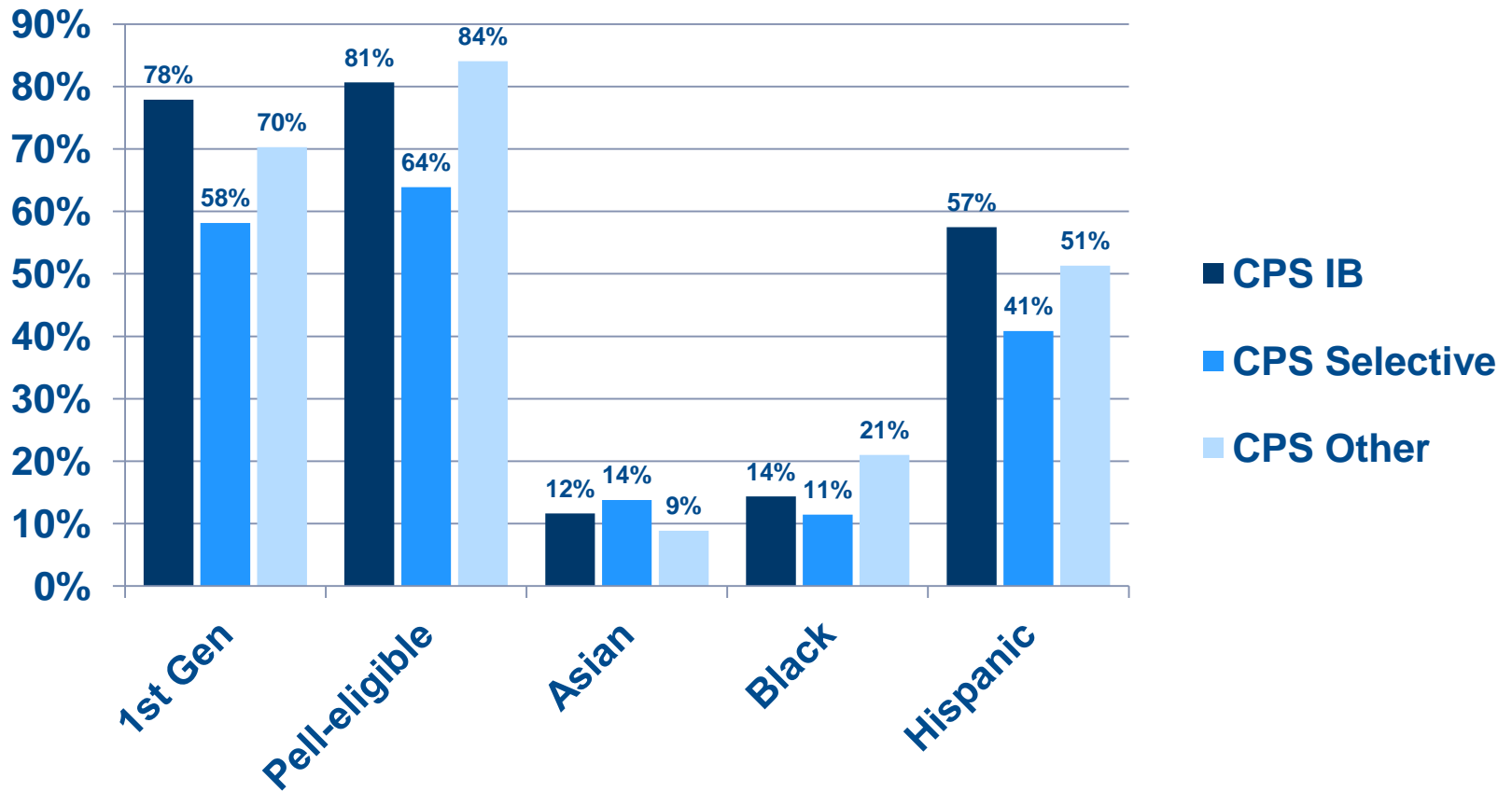
- Largest Catholic university in U.S.
- 25% of freshmen are students of color
- 33% are from first-generation college families
- 34% are Pell-eligible
- 19% are both Pell-eligible *and* 1st generation
- DePaul enrolls far more CPS grads than any other selective private university
- ***About one in ten of IB Diploma graduates in CPS enroll at DePaul***





CPS IB students at DePaul: socioeconomic profile

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*Data includes 2008-2012 cohorts & excludes students from Lincoln Park High School .



Building a partnership with IB in Chicago

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- IB coordinators planning meetings hosted on campus
- *IB Summer Academy*
- *In Our Own Words* oral history workshop
- IB teacher and coordinator workshops and conferences
- IB parent night presentations
- Dedicated IB admission staff
- Faculty review IB policies
- IB student research project
- IB campus pathways to study abroad, undergraduate research and graduate school





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Building pathways to and through DePaul for low-income and first-generation IB students from Chicago

- Coordinated IB enrollment strategy focused on Chicago
- Building relationships with IB coordinators and teachers
- Data collection and telling the story of IB on campus
- Strong pre-college programs for local IB students
 - *In Our Own Words – rising juniors*
 - *Mathematics workshop – rising juniors*
 - *Male college readiness program – rising juniors*
 - *College Connect – rising seniors*
- Tapping into IB peer networks and using former IB students as peer mentors in summer programs
- IB freshmen research program
- IB pathways to retention programs, undergraduate research, study abroad and graduate school -- TRIO/Student Support Services, Mitchem Fellows and TRIO/McNair Scholars.



In Our Own Words: stories of immigration, education and identity

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Exploring the connections between immigrant identity, IB, international skills and a college education....

- Week-long workshop for rising juniors from immigrant families
- Joint project of Center for Access and Attainment and Department of Modern Languages
- Student nominated by teachers and coordinators
- Students present their 'stories' to families on final day of workshop
- DePaul library digital archive project

<http://via.library.depaul.edu/immigration-stories/>





What we are learning: Comparing findings from CCSR and DePaul

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CCSR

- IB students are academically well-prepared, particularly in analytical skills and writing, though less so in mathematics.
- IB students exhibit strong ‘non-cognitive’ skills such as organization, help-seeking and motivation.
- Lower social capital of IB students reflected in constrained access to college resources especially advising services and faculty.

DePaul

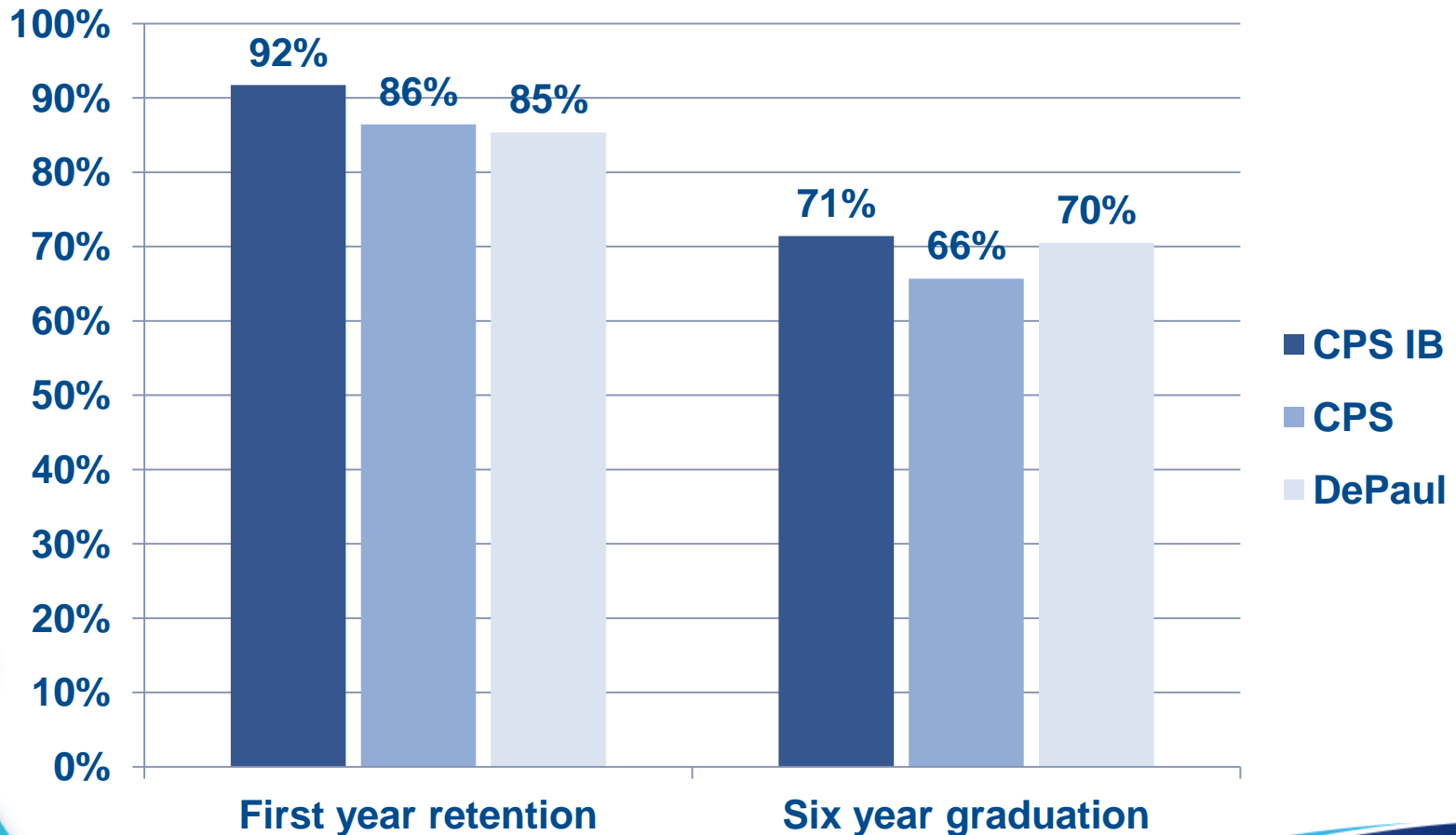
- IB students do well in first-year courses particularly those requiring extensive writing. Math preparation is not an issue unless a student has not taken an appropriate math course in the final year of high school.
- IB students are used to high levels of academic challenge and support in high school and that their strong study habits are a key reason for their success at DePaul.
- IB freshmen at DePaul have strong peer networks with other IB students from CPS and this seems to be a factor in their successful transition to the university.
- IB students are adept at navigating institutional resources and report high levels of satisfaction with advising and faculty.



CPS IB student retention & graduation rates at DePaul

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(IB and CPS averages for 5 most recent cohorts; CPS & CPS IB does not include Lincoln Park HS; DePaul retention rate for fall 2012 freshmen and graduation rate for 2007 freshmen.)





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Telling the story: Making hard work pay off...

“I’m grateful to have been a part of the IB program. Now that I’m in college, my essays are a breeze. I am able to manage my time. In all honestly, from all the work and hours of homework given to me in high school, I’m less stressed out in college. As each quarter goes by, more is expected of me, and I’m prepared to give it my all. I wouldn’t have done it without the motivation of my parents and support from all my amazing teachers in high school.”

- *Andrea Ortiz, sophomore, DePaul University and IB Diploma graduate, Curie Metro High School, Chicago*





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IB AND HBCUs

Kara Turner
Morgan State University



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What are HBCUs?

- “...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association...”

Source: <http://www.ed.gov/edblogs/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>

- Diverse group of 105 institutions
- Some are public; others are private
- Located primarily, but not exclusively, in the southern U.S.
- Urban, suburban, and rural locations
- Oldest founded in 1837; youngest-1960s
- Some are religiously affiliated; others aren't
- Some are more *historically* black; most remain majority black today
- Student populations range from 200-15,000
- Liberal arts colleges to doctoral research universities



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HBCU Snapshot: Morgan State University

- Baltimore, MD; founded 1867
- Doctoral research institution; 46 bachelors, 35 master's and 14 doctoral programs
- Approximately 7,800 students; 6400 undergraduate, 1400 graduate
- 44% males; 56% female; 78% from Maryland; 80% full-time; 82% African American; 7% international; 3% white; 3% Hispanic; 1% Asian
- Top feeder states: NY, NJ, DC, PA, VA with students from 65 countries;
- 90% of students receive federal financial aid



HBCUs as Gateways to Opportunity

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- HBCUs make up only three percent of the nation's colleges and universities, but produce 27 percent of African Americans with bachelor's degrees in STEM fields, and approximately 25% of the bachelor degrees in education awarded to African-Americans.
- Nationally, of the top 10 four-year institutions producing African Americans with bachelor's degrees in all disciplines combined, 3 of the top 10 degree producers are HBCUs (FAMU, Howard, NC A&T)
- Nationally, of the top 10 four-year institutions producing African Americans with bachelor's degrees in Engineering, 7 of the top 10 degree producers are HBCUs (NC A&T, Morgan, Prairie View, AL A&M, Southern, Howard, Tuskegee)
- NSF study of the top 10 institutions where blacks who earned doctorates in Science and Engineering fields between 2002-2011 had earned their undergraduate degrees--all 10 were HBCUs. (Howard, Spelman, FAMU, Hampton, Xavier, Morehouse, Morgan, NC A&T, Southern, Tuskegee)



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So Why HBCUs and IB?

- As the IB Diploma Programme has grown and continues to grow in schools that serve large numbers of low-income, first generation students, HBCUs can be a very good fit for these students-academically and culturally.
- HBCUs long history of successfully educating low-income, first-generation, underserved students--both the best and the brightest, and those who would not have many other options open to them



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IB and HBCUs--A Good Fit

- No stigma attached to being low-income and/or first-generation college
 - Close of 50% of Morgan freshmen indicate that their father’s highest level of education is high school; close to 30% indicate that their mother’s highest level of education is high school.
 - 90% of Morgan students are eligible for federal financial aid; more than 60% are eligible for Pell grants
- Sense of belonging and/or attempting to “get in touch” with black culture
 - In Morgan freshman survey asking “what influenced you the most in making your decision to enroll at Morgan” 25% responded “I wanted to attend an HBCU”; 20% responded “Morgan was affordable”; 10% “I was impressed by the reputation of the academic program” and 10% “My parent(s) encouraged me to enroll at Morgan.”
- Very diverse culturally
- Vibrant Honors Programs
- No stigma to underpreparedness
- Wide array of support programs
- Significant opportunities for leadership, service, academic competition, and academic and professional exposure



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Next steps

- Strengthening focus on recruitment of IB students at HBCUs
 - Data on current IB student performance to make case for enhanced focus on recruitment of IB students
 - Review of IB policies
 - Work with IB on becoming as IB-friendly as possible (best practices in admissions timeline, credit evaluation, scholarship criteria, etc. for IB students)
- Strengthening support for IB students who do choose HBCUs
 - Surveying/focus groups of current IB students regarding their experiences on campus and support/services needs