Diploma Programme

RESEARCH BRIEF

International Baccalaureate programmes in Title I schools in the United States: Accessibility, participation and university enrollment

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BACKGROUND

The International Baccalaureate (IB) is committed to fostering a more diverse and inclusive IB community, enabling access to a rigorous education regardless of personal circumstances. One indicator of the IB's commitment to expanding access is the availability of IB programmes in schools designated as Title I. This study builds upon previous research (IB Research, 2012) to identify trends in Title I schools that offer IB programmes, explore issues of access to the IB, and examine the postsecondary trajectories of IB students from Title I schools.

Title I schools

Introduced through the Elementary and Secondary Education Act of 1965 (ESEA) and amended through the No Child Left Behind Act (NCLB) of 2002, Title I provides federal resources to schools with high numbers or high percentages of students from low-income families with an emphasis on supporting lower-achieving students. Title I aims to support learning and development among students from low-income families to improve academic outcomes (DOE, 2014; NCES, n.d.).

In this study, we define students from low-income families based on the National Center for Education Statistics (NCES) classification: "as those whose family income was below 125 percent of the federally established poverty level for their family size" (NCES, 2000, p iii).[1] Title I programs can take two forms. Schools in which 40% or more of the students are from low-income families may offer a "**schoolwide program**", meaning the funds can be used to support initiatives that benefit all students within the school. Alternatively, Title I schools with less than 40% of students from low-income families may offer a "**targeted assistance program**", which focuses on students that are either not meeting state academic standards or are at risk of failing to achieve state standards (DOE, 2014).

[1] While we strive to use person-first language, we at times refer to "low-income students" due to space limitations in figures.

RESEARCH DESIGN

This study used school-level and student-level data merged from multiple sources: (1) the NCES Common Core of Data (CCD); (2) International Baccalaureate Information System (IBIS), a database maintained by the IB; and (3) the National Student Clearinghouse (NSC).

- CCD Elementary/Secondary School Universe Survey is a national survey that "collects and compiles administrative data from state education agencies covering…all public elementary and secondary schools and school districts in the United States" (Keaton, 2014, p. 1). The latest available data (2012–2013) was used for this study.
- IBIS is a database that includes demographic and assessment data for all students who take at least one Diploma Programme (DP) examination as well as administrative data for all authorized IB World Schools. The school sample consisted of 1,405 public schools that are authorized to offer one or more IB programme (98% of all IB public schools in the US).
- NSC is a national data repository on student post-secondary enrollment, graduation and degree attainment. NSC returned detailed enrollment data for 36,883 students (86% of the whole 2013 DP cohort).

CCD, IBIS and NSC data were merged to identify DP students' postsecondary trajectories. The student sample used for these analyses included students from public high schools in the US designated as Title I who graduated in 2013 and took at least one DP examination. Students who attended non-Title I schools or private high schools were excluded.

We used descriptive statistics to examine the presence of IB programmes in Title I schools and to discern how socio-economic status (SES) and race and ethnicity relate to IB students' postsecondary enrollment. Comparisons to national statistics are made when available.

The racial and ethnic categories shown in this study reflect the categories used in NCES and IBIS data. As a result, in this

research brief, we use the following racial and ethnic categories. NCES guidelines allow for the shortening of racial and ethnic categories in text, tables and figures. We have used the shortened category labels when necessary—these are shown in parentheses when applicable.

- American Indian or Alaska Native (American Indian/ Alaska Native)
- Asian/Pacific Islander[2]
- Black or African American (Black)
- Hispanic or Latino (Hispanic)
- White
- Other[3]

FINDINGS

Title I schools offering the IB

Overall, 60% of all public schools that offered IB programmes in the US were designated Title I (targeted assistance or schoolwide programs) in 2012–2013 (figure 1, table 1).

This represents a substantial increase (46%) since the 2009–2010 school year, indicating that IB programmes have become increasingly relevant for schools that serve high proportions of students from low-income families.[4] By comparison, 68% of all US public schools were designated Title I nationally, a 5% increase from 2009–2010. The number of IB World Schools that were designated schoolwide Title I programs has increased even more since 2009–2010, by 53%. Currently nearly half (46%) of IB public schools qualify for schoolwide Title I programs (figure 2), which is comparable to the national average (52%).

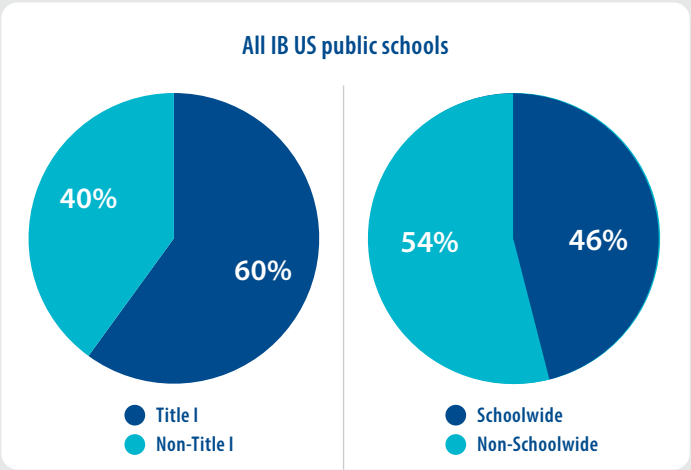

Figure 1. Percent Title I schools of all IB public schools, US, 2012–2013

Figure 2. Percent schoolwide Title I schools of all IB public schools, US, 2012–2013

	IB World Shools	Entire US
Total schools	**1,405**	**102,890**
% increase from 2009–2010	36%	-1%
Title I schools	**837**	**69,758**
% Title I	60%	68%
% increase from 2009–2010	46%	5%
Schoolwide Title I schools	**645**	**53,064**
% schoolwide Title I	46%	52%
% increase from 2009–2010	53%	15%

Table 1. Numbers and percentages of Title I schools, 2012–2013 (Source: CCD 2012–2013).

At the programme level, analysis shows that 65% of all schools offering the Primary Years Programme (PYP) in the US are implemented in Title I schools, followed by 63% of schools offering the Middle Years Programme (MYP) and 54% of schools offering the DP (table 2). In addition, 53% of schools offering the MYP are implemented in schools designated as schoolwide Title I, which is a higher proportion than the national average of 52%.

IB World Schools				
	All	PYP	MYP	DP
Total IB programmes in US public schools	**1,654**	**413**	**500**	**741**
% increase from 2009–2010	38%	93%	39%	19%
Title I schools	**978**	**268**	**313**	**397**
% Title I	59%	65%	63%	54%
% increase from 2009–2010	52%	69%	50%	43%
Schoolwide Title I schools	**756**	**212**	**263**	**281**
% schoolwide Title I	46%	51%	53%	38%
% increase from 2009–2010	59%	77%	51%	55%

Table 2. Number and percentages of Title I schools by IB programme, 2012–2013 (Source: CCD, 2012–2013).

[2] In the case of Asian, Native Hawaiian and other Pacific Islander students, these categories are combined in IBIS data; we have maintained the IBIS categorization to enable a sufficient sample size to conduct the analyses.

[3] This is a categorization used within IBIS data.

[4] It should be noted that the increase could be slightly overestimated due to the fact that compared to the 2009–2010 data, an increased effort has been made to match each IB World School within the CCD.

Access to IB programmes

School-level analysis

To understand the population of students with access to IB programmes in Title I schools, we examined the demographic characteristics of students enrolled in Title I schools in 2012–2013 (figure 3). Compared with national rates, Title I schools that offer IB programmes have higher enrollments of Asian/Pacific Islander students (6%) and Black or African American students (24%). The rate of Hispanic or Latino student enrollment (25%) is similar to the national average, whereas the proportion of White students in Title I schools offering IB programmes is lower (41%). With regard to SES, 50% of students in Title I schools that offer the IB were from low-income families compared to 61% of students in Title I schools nationally.

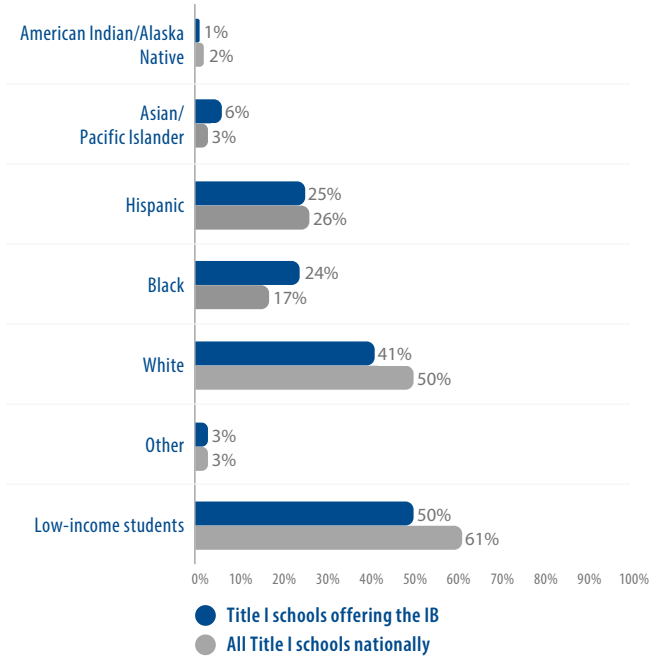

Figure 3. Race or ethnicity and SES of students in Title I public schools offering the IB in comparison to national averages in Title I schools (Source: NCES, 2013).

Student-level analysis

To further understand the trends of access to and participation in IB programmes among students of color and students from low-income families, we explored the demographic characteristics of students from Title I schools who participated in IB programmes. We accomplished this by examining IBIS data for students who took at least one DP examination. Therefore, the following results are based on students enrolled in the DP who graduated in 2013 from Title I public high schools. Figure 4 shows that the highest percentage of DP exam-takers in Title I schools are White students (48%), followed by Hispanic or Latino students (21%), Black or African American students (13%), Asian/Pacific Islander students (13%) and American Indian or Alaska Native students (1%). In addition, a third of the DP exam-takers in Title I schools were from low-income families. Compared to the national rates, Black or African American students and students from low-income families are underrepresented among DP exam-takers in Title I schools.

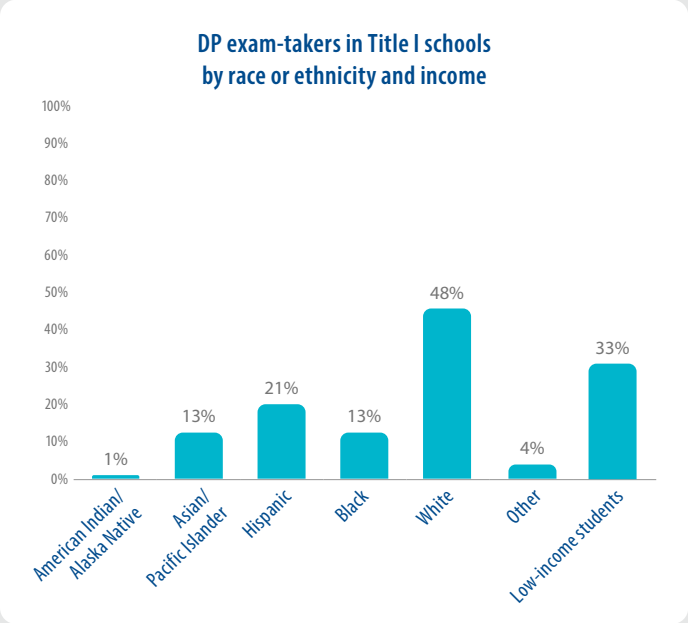

Figure 4. DP exam-takers in Title I public schools by race, ethnicity and income (Source: IBIS).

Nationally, higher proportions of students of color and students from low-income families attend Title I schools (NCES, 2015). IB data also reflects this national trend. As seen in figure 5, 67% of Hispanic or Latino students participating in the IB were from low-income families, while only 28% of White students were from low-income families.

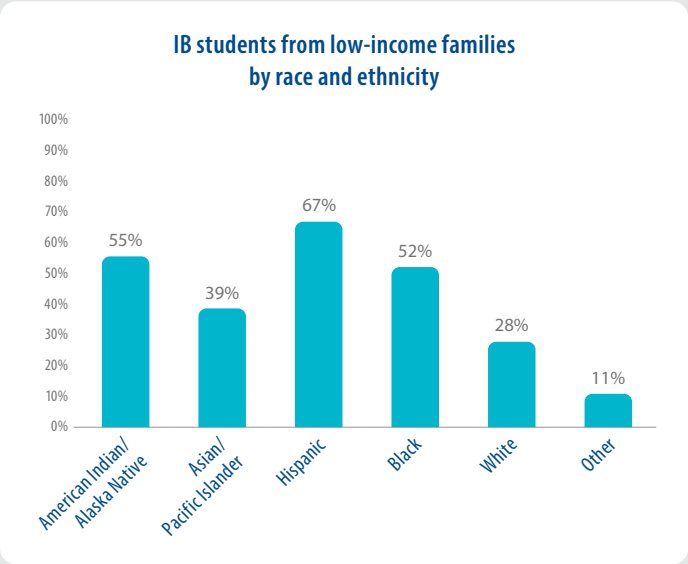

Figure 5. Percentage of IB students in Title I public high schools from low-income families (Source: IBIS).

Postsecondary outcomes

As figure 6 illustrates, DP students from Title I schools enroll in college at much higher rates than the national averages (source for national averages: NCES Datalab, n.d.).

Additionally, it is worth noting that DP students from Title I schools enroll in college at the same rate as DP students from US public schools generally (82%). In Title I schools, DP

students from low-income families also enroll at very high rates (79%). This rate is comparable to overall DP student postsecondary enrollment and substantially higher than the national average for students from low-income families (46%).

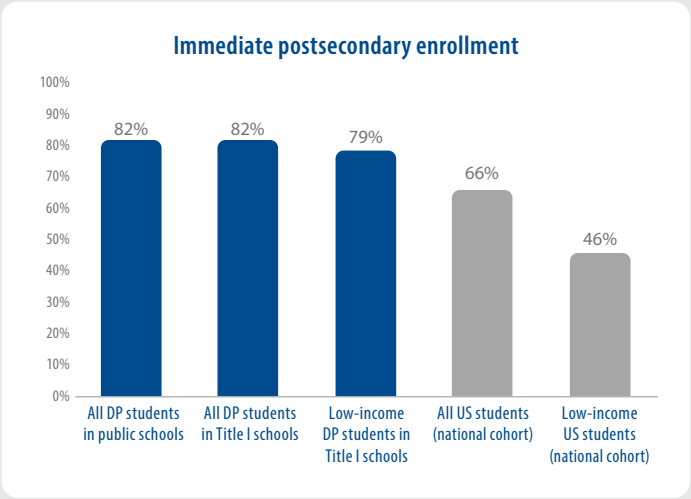

Figure 6. Immediate postsecondary enrollment at four-year and two-year institutions (Source for national averages: NCES, 2015).

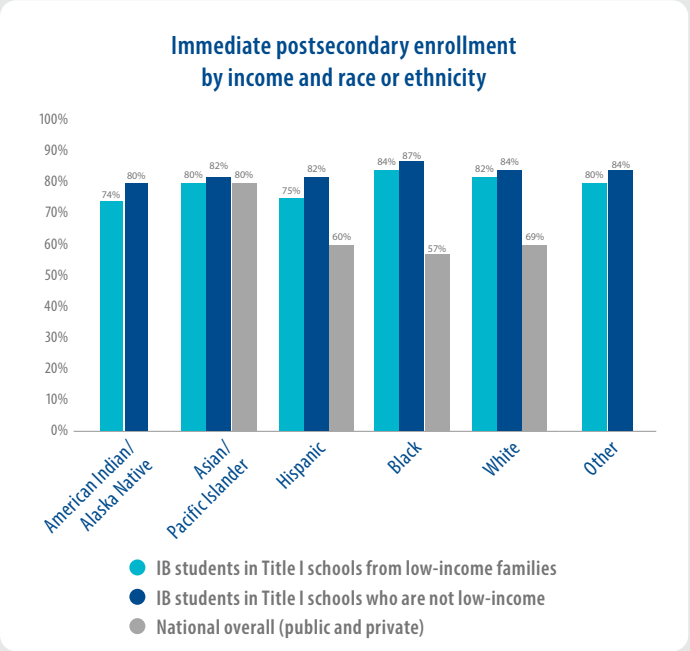

Figure 7. Immediate postsecondary enrollment for IB students in Title I public high schools by income and race or ethnicity (Source for national averages: NCES, 2015[5]).

Next we consider whether SES and race or ethnicity are related to postsecondary enrollment for DP exam-takers from Title I schools. As figure 7 shows, Black or African American DP students from Title I schools have the highest postsecondary enrollment rate among the racial and ethnic groups represented in this study (87%), while nationally the college enrollment rate of Black or African American students is 57%. Additionally, 84% of Black or African American DP students from low-income families enroll immediately in college. This is the same percentage as White students who are not from low-income families. While Hispanic or Latino students make up 21% of the DP exam-takers and have the highest percentage of IB students from low-income families (67%), they enroll in college at similar rates to other racial or ethnic groups in the sample.

Based on these findings, the race or ethnicity and SES of an IB student has limited effects on their college enrollment, with students of all racial and ethnic groups enrolling in college at rates of 74% or above.

CONCLUSIONS

The results of this analysis indicate that nearly two-thirds of the IB programmes implemented in public schools in the US are available to students from low-income families through Title I schools. Students of color and students from low-income families represent a notable proportion of students who take DP exams in Title I schools, however, this remains an area for growth and development for the IB. Further research will be required to investigate how IB and school-level policies can foster greater participation among students of color and students from low-income families.

The findings related to college enrollment from this study are interesting and unique in the field. For those students who participate in the DP, race or ethnicity and SES are not strongly related to college enrollment. These findings suggest that students from many different backgrounds who participate in the DP are similarly successful in terms of postsecondary enrollment.

[5] National rate for American Indian or Alaska Native students was not available at the time of this analysis.

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