

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

IB CONFERENCE OF THE AMERICAS 2014

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Supporting Underserved Students



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Session Presenters

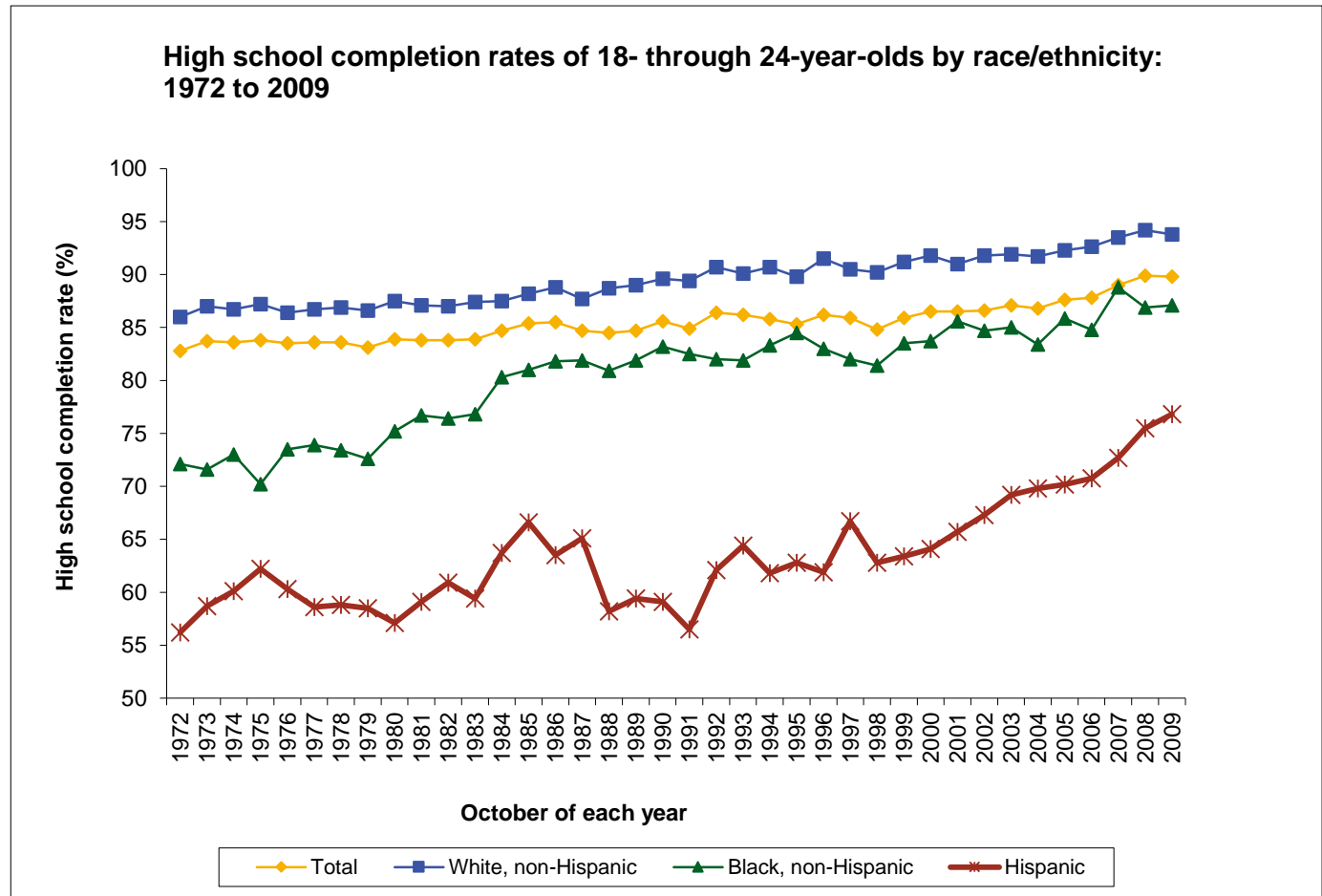
- **Shannon Gundy**, Director of Undergraduate Admissions, University of Maryland – College Park
- **Sara Leven**, Secondary Magnet and IB Schools Coordinator, Magnet, Gifted and IB Programs, Office of College and Career Success, Chicago Public Schools
- **Brian Spittle**, Assistant Vice President for Access and Attainment, DePaul University
- **Eddie West**, Director of International Initiatives, National Association for College Admission Counseling



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Differential High School Outcomes by Race/Ethnicity

White students complete high school at a higher rate than Black and Hispanic students



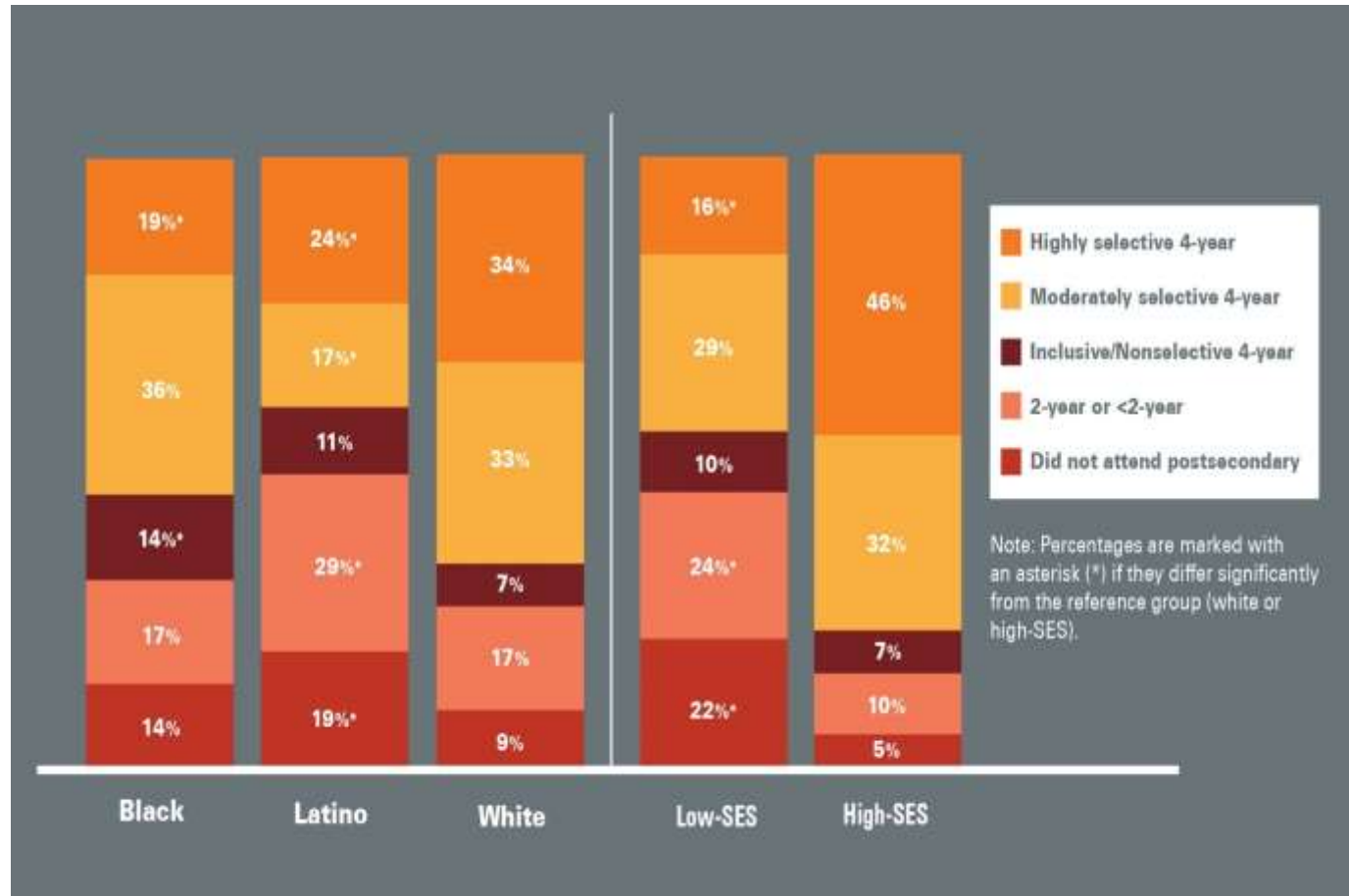
SOURCE: Chapman, C., Laird, J., Ifill, N., and Kewal Ramani, A. (2011). *Trends in High School Dropout and Completion Rates in the United States: 1972-2009*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. (Table 11).



Differential College Access by SES, Race/Ethnicity

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

Even among high-achieving students, there are gaps in postsecondary access based on socio-economic status (SES) and race/ethnicity (Education Trust, *Falling Out of the Lead*, 2014)





Importance of College Preparatory Curriculum in College Admission and Success

- College admission decisions strongly influenced by performance in college preparatory coursework, strength of curriculum (NACAC) Why? --
- High school curriculum produces a stronger correlation with bachelor's degree completion than any other student factor (Adelman, *Answers in the Toolbox*, 1999)

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)	56.1	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	28.4	57.9
State graduation exam scores	2.1	13.7	27.7	56.5
Work	1.0	16.5	48.5	34.0

SOURCE: NACAC Admission Trends Survey, 2012.



Access to College Preparatory Coursework

- Numerous studies document differential access to college preparatory coursework, as well as differential performance in high school between under-represented student populations
- Education Trust identified disparities among sub-groups, even among initially high-achieving students, in access to college-preparatory coursework (*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%



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	5.8	1.4	78.6	24.0	86.9	13.7
76 to 100%	72.6	18.2	2.4	1.3	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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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?



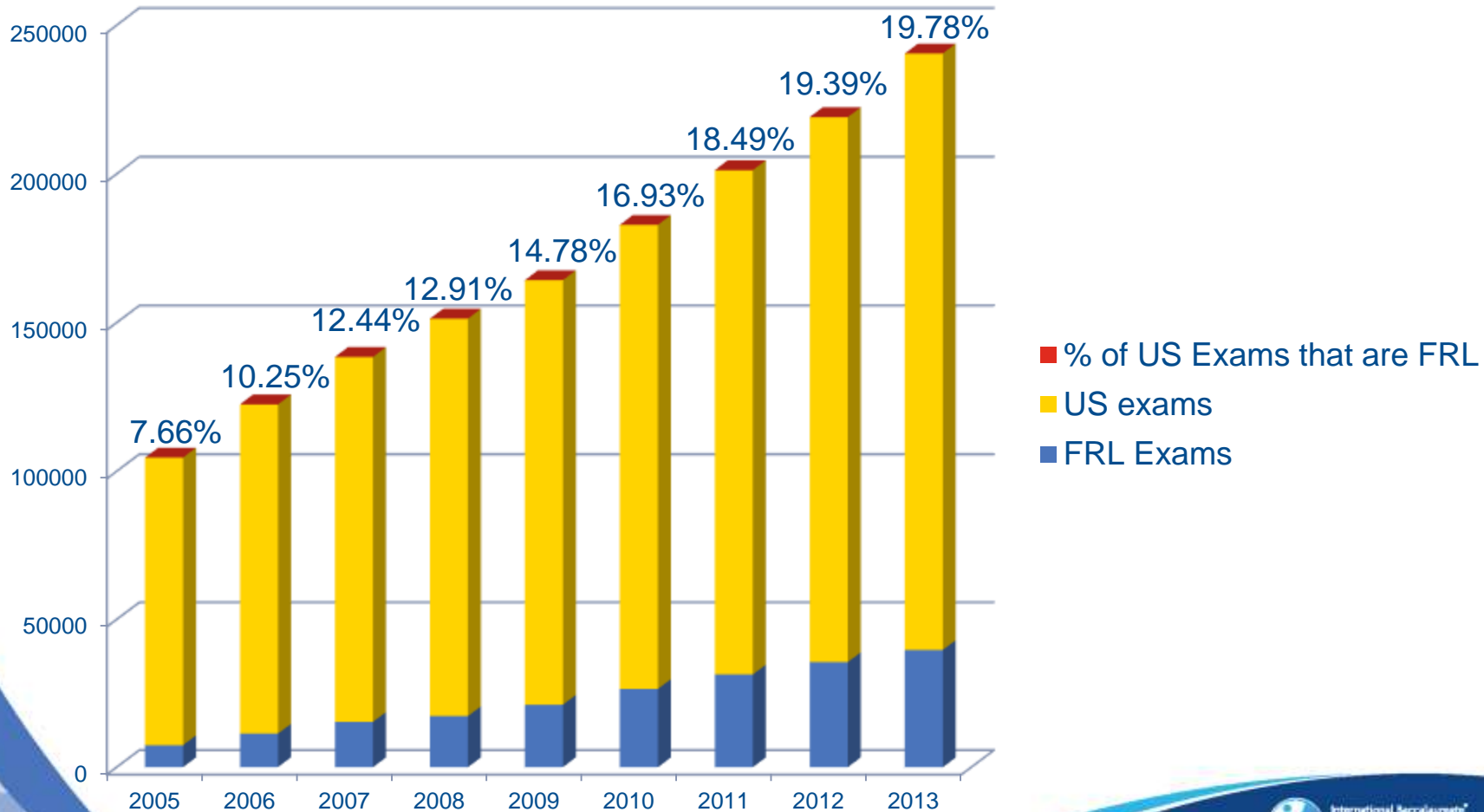
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Additional Reflection Questions

- 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?



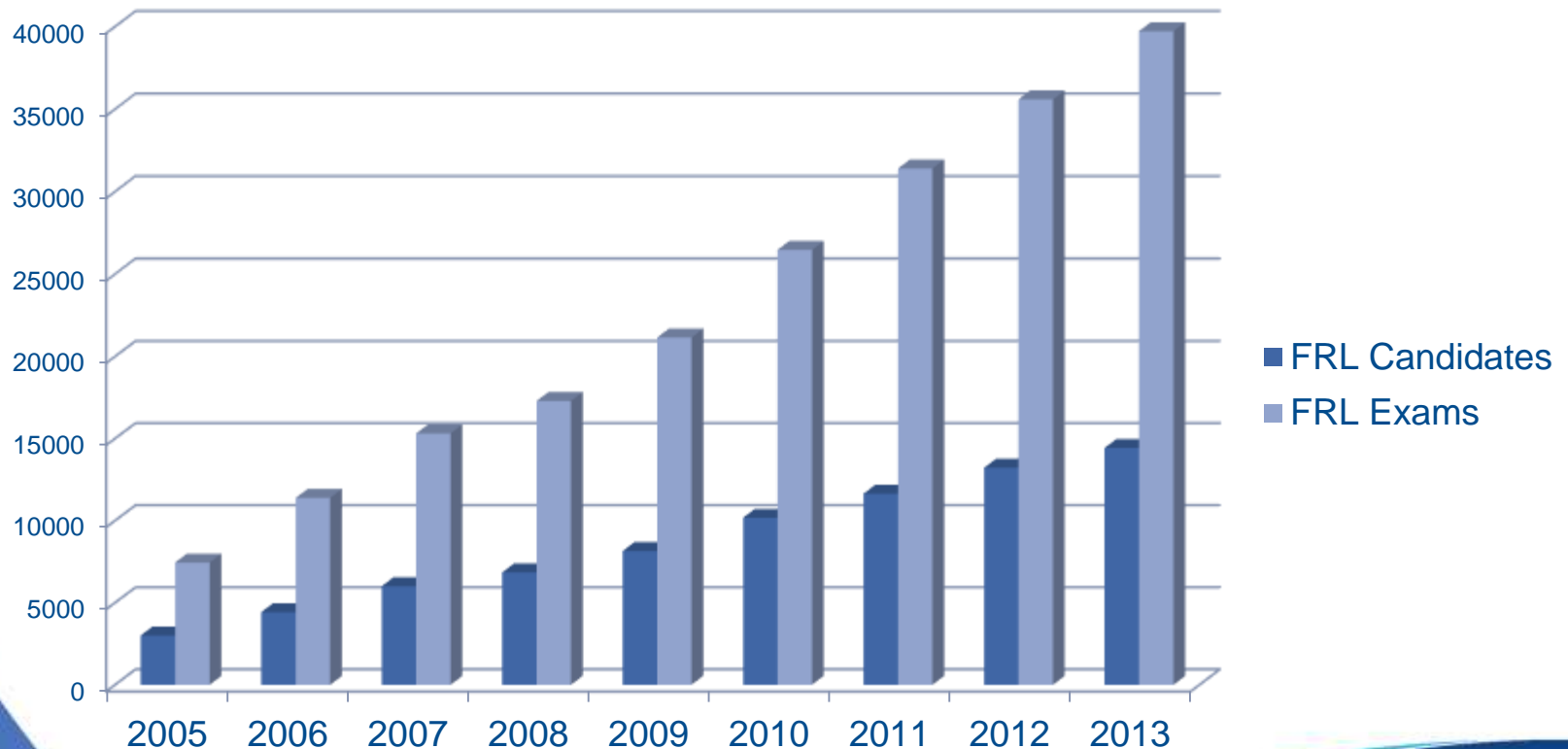
Free and Reduced Lunch Candidates in the USA (number of exams)





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





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Story of IB in Chicago

Sara Leven
Secondary Magnet and IB Schools Coordinator



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Chicago Public Schools at a glance

Elementary: 472

High schools: 106

Charter schools: 96 Campuses

Student racial breakdown

African-American: 39.6%

Hispanic: 45.6%

White: 9.4%

Asian/Pacific Islander: 3.6%

Native American: 0.31%

Multi: 1.07%

Student enrollment

Preschool: 24,028

Kindergarten: 30,025

Elementary (1-8): 232,772

Secondary (9-12): 106,013

Total: 392,838

Income and demographics: Students from low-income families: 85%

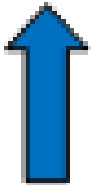


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Growth of IB in Chicago Public Schools



1980



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

2000



2007

2011

2012



Addition of the **IB Career-related Certificate** at Prosser Career Academy

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

14 authorized Diploma Programmes (the number of participants in the program grew from 31 to 2,013)

21 authorized Middle Years Programmes

5 candidate Primary Years Programmes

Mayor Emanuel announced **expansion** of the IB Programmes in Chicago Public Schools

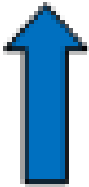


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Growth of IB Programmes in CPS



2014



By 2020



TODAY: There are over **15,000** Chicago Public School students participating in 46 IB programmes in grades K-12

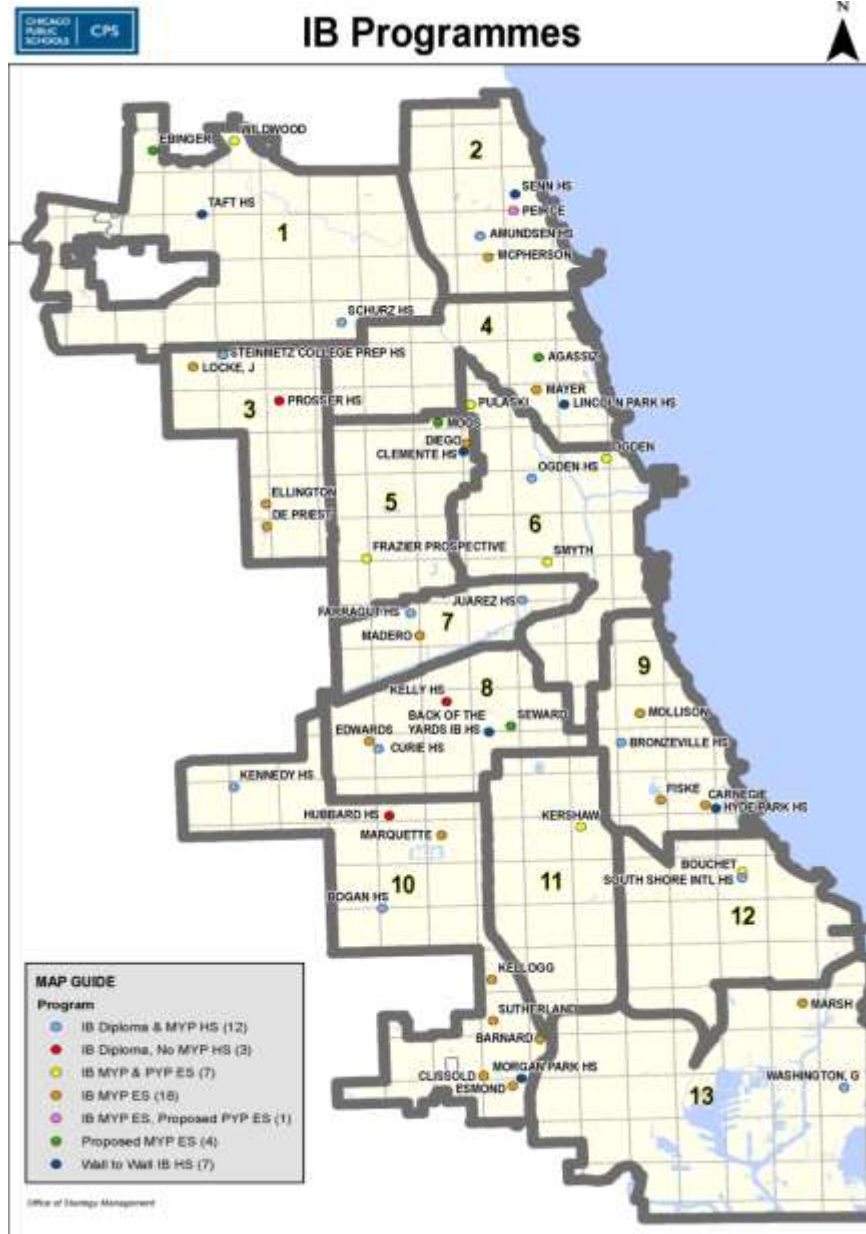
Mayor Emanuel announces ongoing expansion of the IB Programmes in CPS elementary and high schools

By 2020 there will be 86 IB programmes housed in 30 elementary schools and 22 high schools serving over 32,000 students



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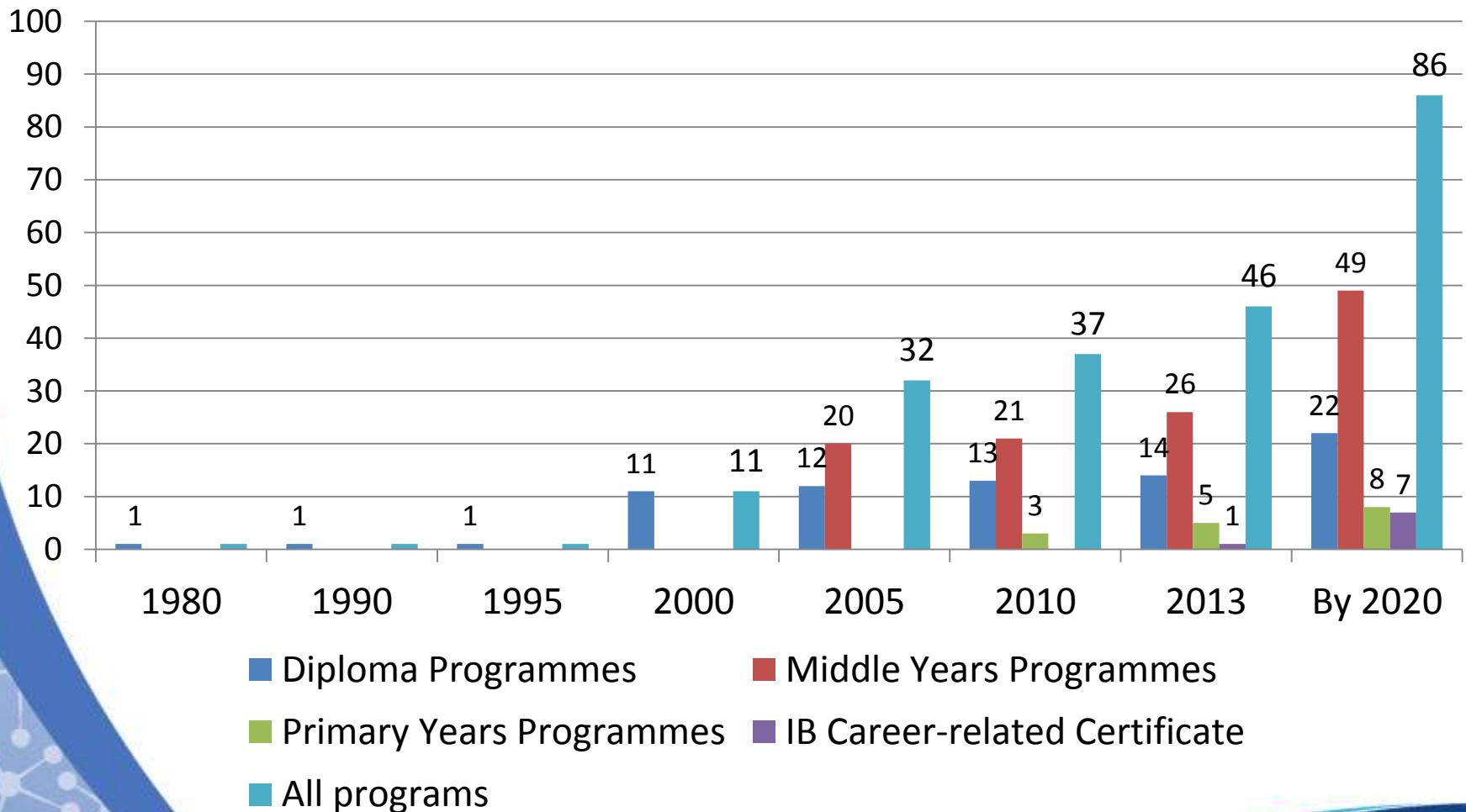
Map of IB Schools in CPS





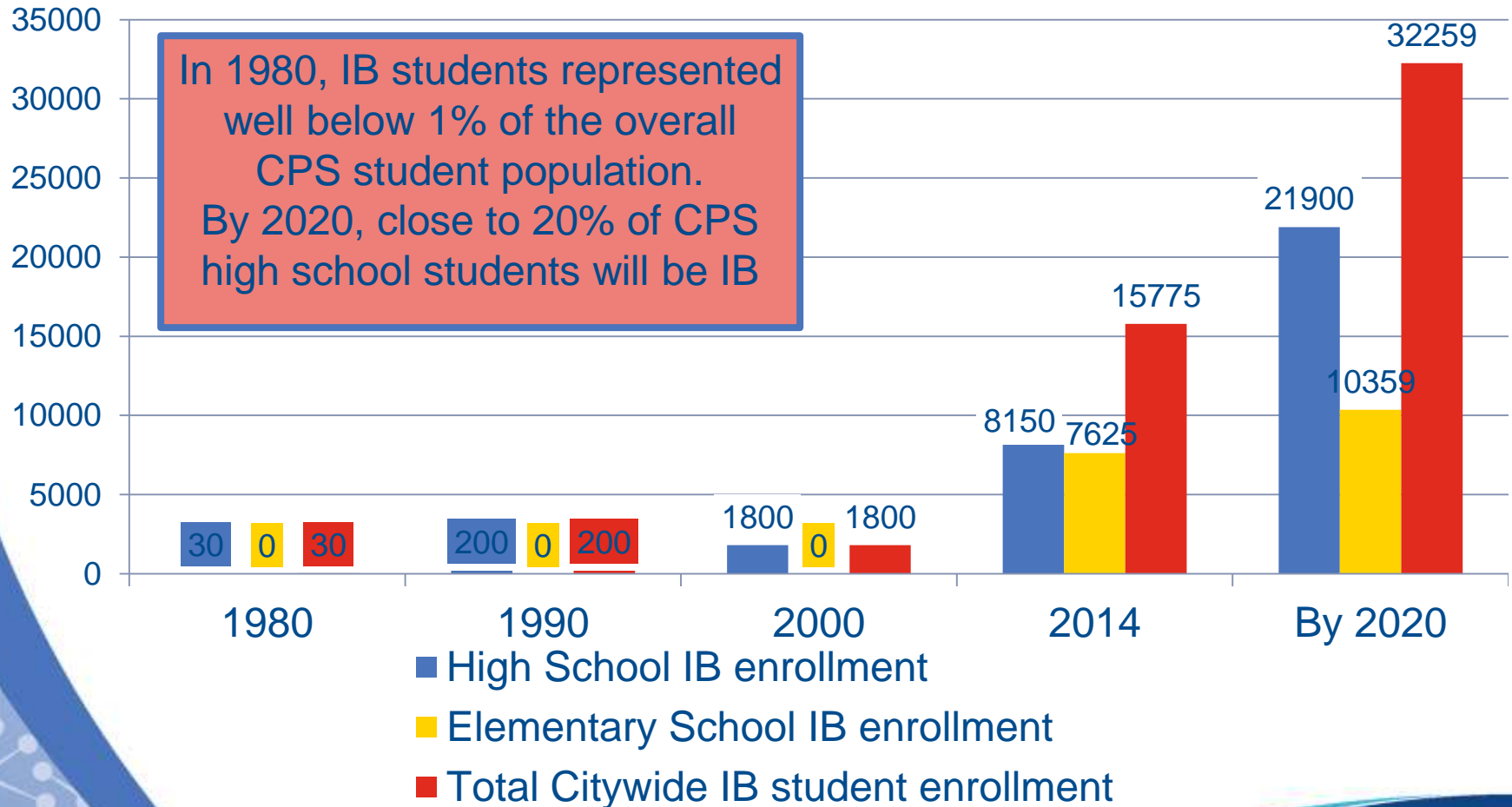
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Growth of IB Programmes in CPS





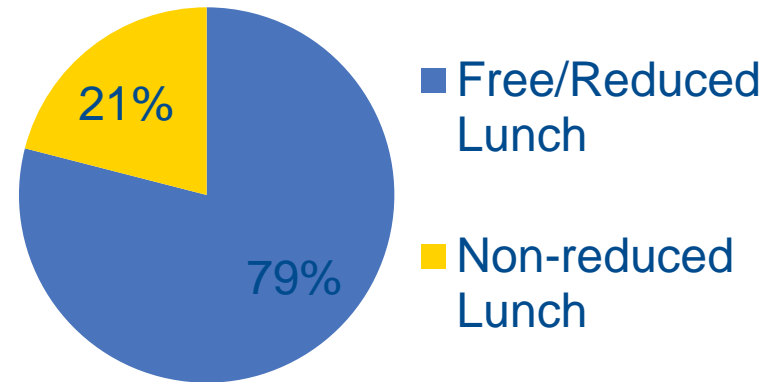
Increase in IB Students in CPS



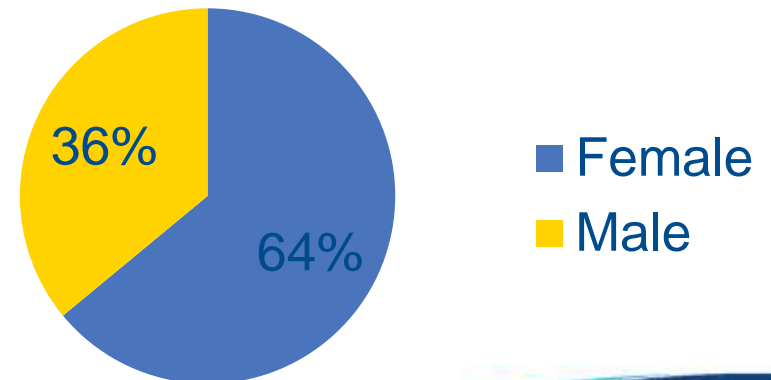


Demographics of IB in Chicago Public Schools

79% of CPS students enrolled in DP courses qualify for free or reduced lunch

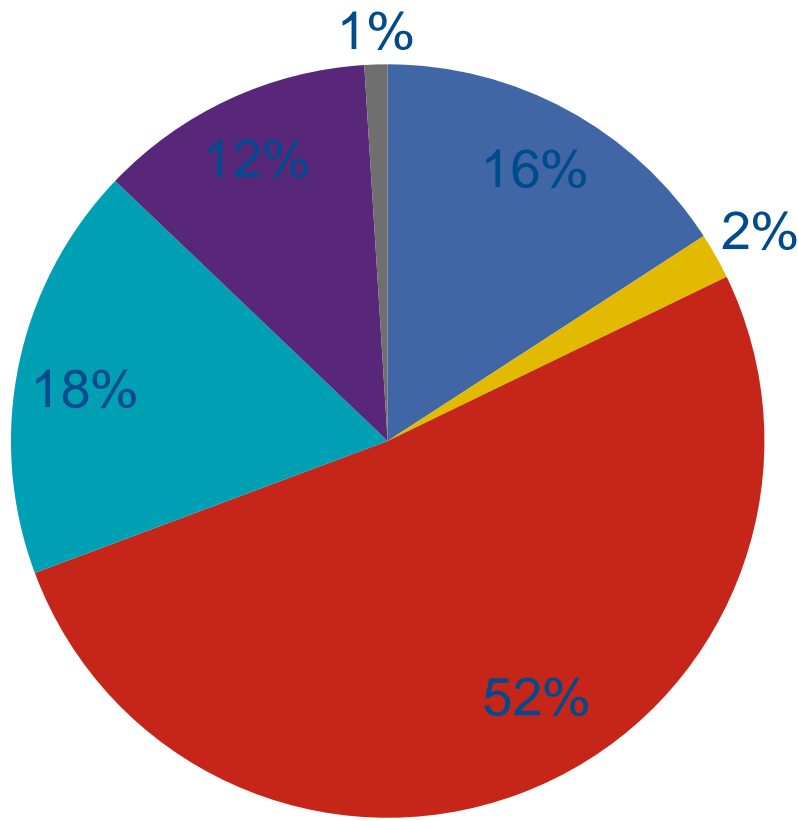


64 % of CPS students enrolled in DP courses are female





IB Students enrolled in DP courses in CPS High Schools

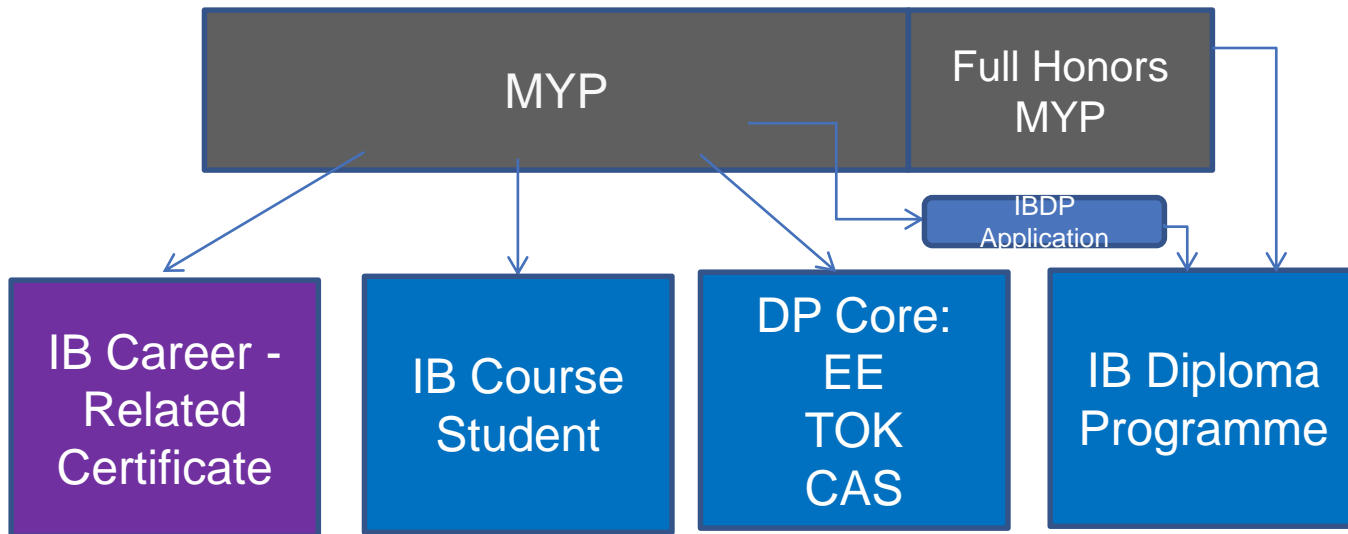


- WHITE, NON-HISPANIC
- MULTI
- HISPANIC
- BLACK, NON-HISPANIC
- ASIAN
- AMERICAN INDIAN



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What is Wall-to-Wall IB?





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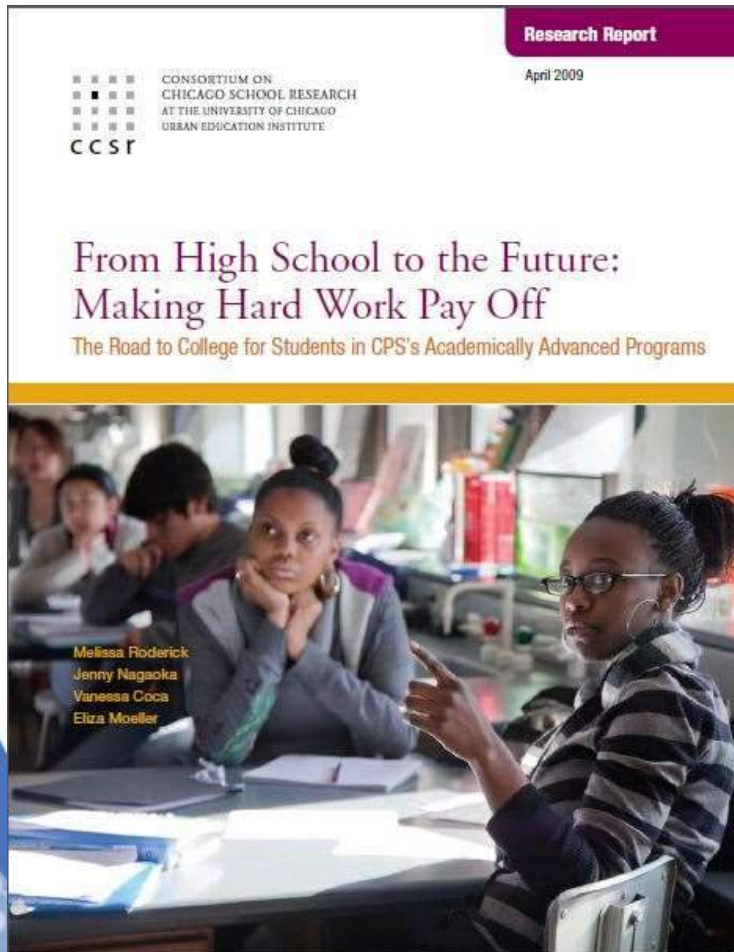
IB, college access and the higher education landscape

- 60% by 2025?
- Low income students and higher education
- Accountability and the shift from access to outcome
- IB and the college match agenda
- IB and school reform in Chicago



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CCSR High School Transitions Project: *Making Hard Work Pay Off* (2009)



- The college 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 seem to be 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)

UCHICAGOCCSR

THE UNIVERSITY
OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

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....

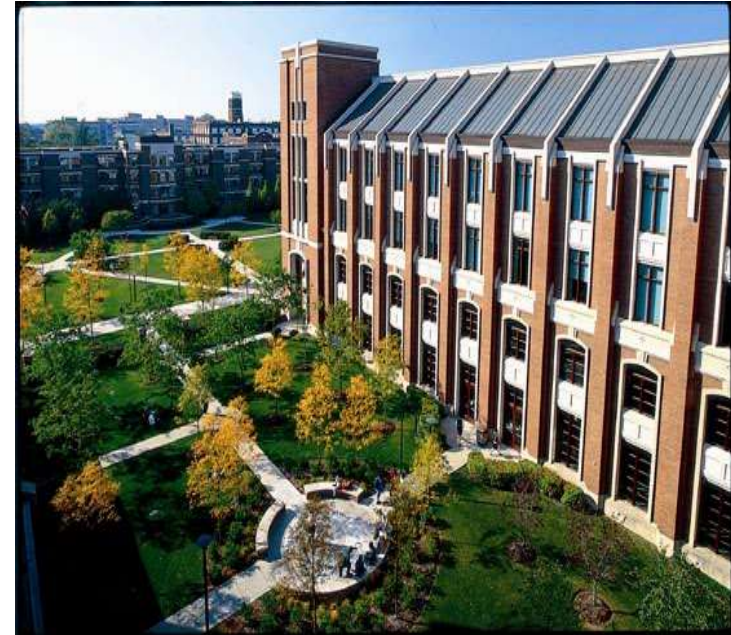
- 40% more likely to attend a four-year college and 50 percent more likely to attend a selective college
- Significantly more likely to persist in college for two years.
- Feel prepared to succeed in college and indeed do excel in their coursework.
- Have limited access to the social capital necessary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



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DePaul: balancing access with attainment

- Largest Catholic university in U.S.
- Average HS GPA is 3.5; average ACT is 25.
- Test optional admission
- 25% of freshmen are students of color
- 33% are from first-generation college families
- 33% of freshmen are Pell-eligible
- 19% are both Pell-eligible and 1st gen
- 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





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Building a partnership with IB in Chicago

- 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 and graduate school





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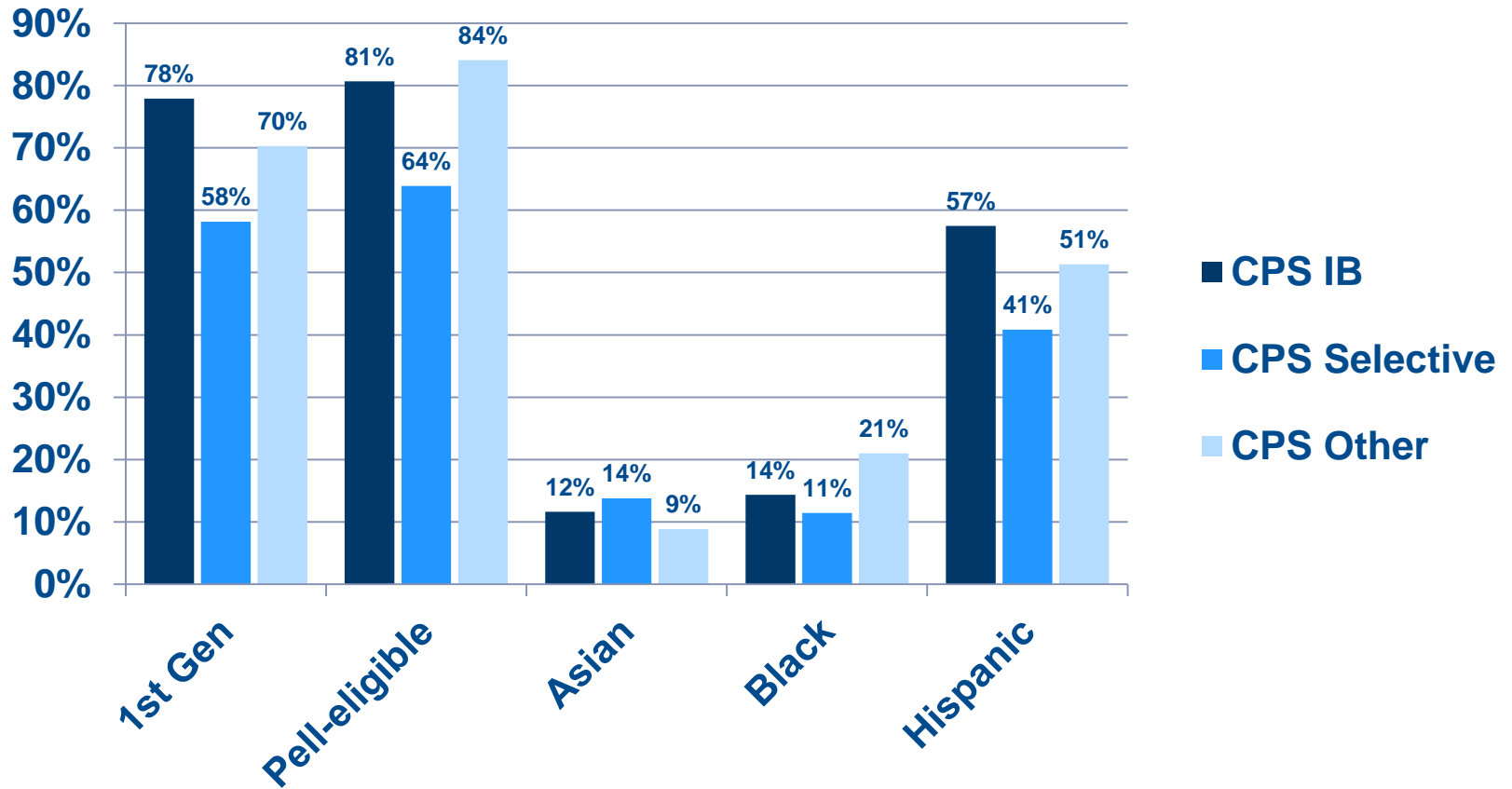
In Our Own Words: stories of immigration, education and identity

- Six-day oral history workshop for CPS IB rising juniors from immigrant families
- Students nominated by IB teachers or coordinators
- Participants learn about oral history, interview family members and present their stories
- Former IB students at DePaul serve as peer mentors
- Joint project of Center for Access and Attainment and Department of Modern Languages
- Digital archive project





CPS IB students at DePaul: socioeconomic profile



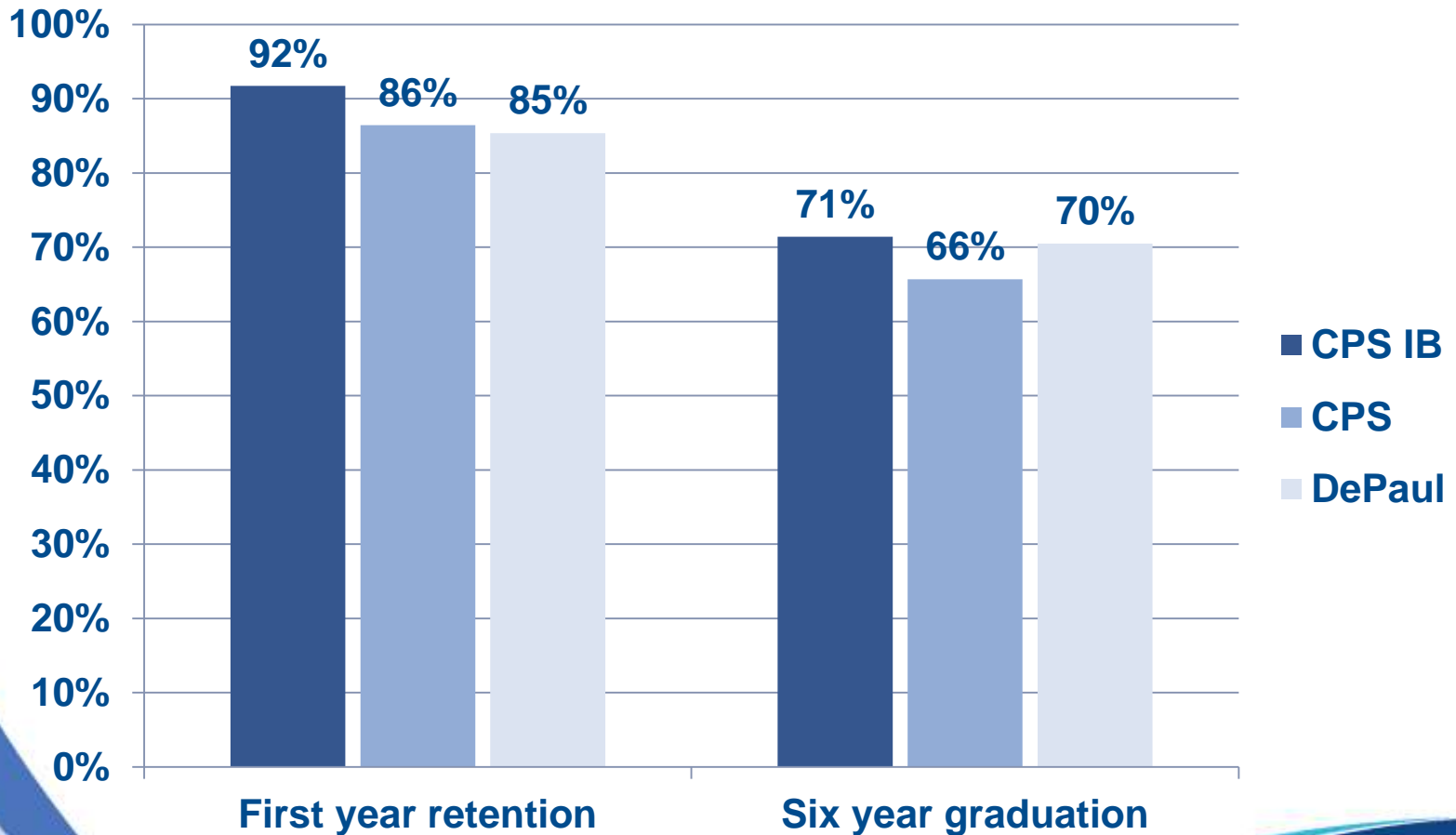
*Data includes 2008-2012 cohorts & excludes students from Lincoln Park High School .



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CPS IB student retention & graduation rates at DePaul

(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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What we are learning: Comparing findings from CCSR and DePaul

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. We have not found math preparation to be an issue unless a student does not take an appropriate math course in the final year of high school.
- IB students report that they were used to high levels of academic challenge and support in high school and that their strong study habits were a key reason for their success at DePaul.
- IB freshmen at DePaul appear to 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.



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What we are learning: IB, social capital and international competence

“We tend think that the challenge in foreign language instruction is how to get more American students to become fluent in another language. And indeed this is the challenge. But when we look at some of the IB students in Chicago of Mexican, Chinese, Vietnamese, Polish or Romanian descent who are already fluent in two and sometimes more languages, what does the educational challenge become then?”

*Fr. Dennis Holtschneider
President, DePaul University
IBNA Annual Conference, 2007*

- Most IB students at DePaul are from immigrant families
- Over 70% are from first-generation college families and are unfamiliar with both the college choice process and campus environments.
- Yet many are fluent in two or more languages and are comfortable moving between cultural settings.
- ***At a time when international competence is more important than ever it may be that for IB students in Chicago our definitions of social and cultural capital are themselves culturally constrained.***



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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*

