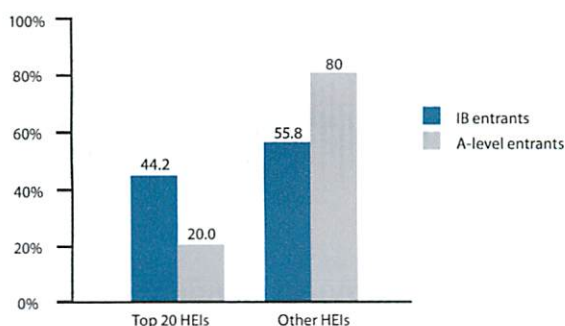


Key findings from research on the impact of IB programmes

The IB's Global Research Department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's three programmes. Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, the learner profile and student performance.**

Research on **standards alignment** examines how IB standards compare with those at national and state levels and to what extent IB graduates are prepared for post-secondary success. Key findings include:

- Diploma Programme (DP) students are more likely than A level students to enroll at a top 20 higher education institution (HEI) in the UK, achieve first-class honours in most subjects, be employed in graduate level and in higher-paid occupations, and go onto further study.

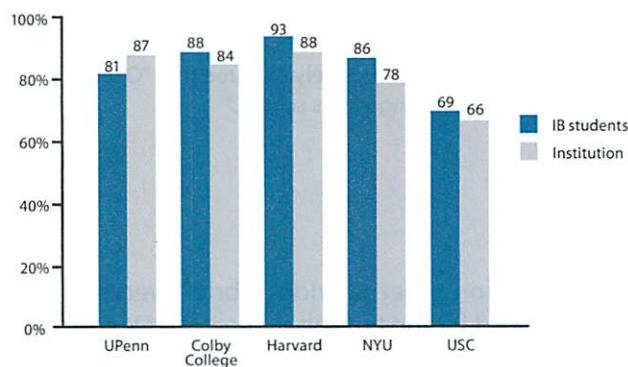


Full-time first degree entrants in the UK by type of qualification held and type of HEI, 2008–09. Sample includes 423,455 full-time entrants (domestic and international) across 165 HEIs, of which 1.5% (6,390) held IB qualifications and 67.5% held A levels or equivalent.

- DP standards are well aligned with the standards for *Knowledge and Skills for University Success (KSUS)*¹ in all subject areas.
- In the University of California system, DP performance was the best predictor of college performance, and across income groups IB students earned higher grade point averages and graduated at higher rates.
- Of DP students (domestic and international) who attend college in the US, most enroll directly in *somewhat selective or more selective* four-year institutions, and generally graduate at higher rates than the institutional averages.

Studies on **programme implementation** attempt to answer the questions: What is the impact/value-add of implementing IB programmes in schools? What changes, if any, result from implementation? What are the enablers/inhibitors of successful implementation? Key findings include:

- At case study schools in the Asia-Pacific region, factors associated with better programme transitions were consistency and coherence of curriculum, pedagogy and assessment; student supports; cross-programme interaction; articulation strategies; and strategic staffing.
- In implementing the Primary Years Programme (PYP), critical elements were whole-school immersion, collaborative planning, continuous training, availability of resources, community involvement and school leadership support.
- A fully constructed Middle Years Programme (MYP) to DP pipeline in US Title I schools showed a pattern of increased diplomas awarded.
- Favourable instructional practices and student behaviours were observed more frequently in Texas IB classrooms.

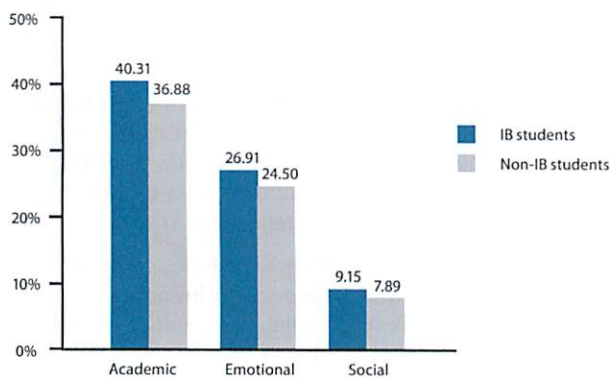


Four-year post-secondary institutions in the US with the highest number of IB international student enrollments. Sample included 1,919 DP and DP course students who completed high school outside the US in 2001 or 2002 and subsequently enrolled in US post-secondary institutions.

¹ Comprehensive set of standards describing what US university faculty expect in entry-level students, developed by university faculty members in the respective content areas.

Research on the **learner profile** seeks to explain the extent to which IB students demonstrate the characteristics of the profile, and what distinguishes IB students in levels of motivation, values and attitudes. Key findings include:

- In US high schools, IB students rated higher levels of academic, social and emotional engagement, and the IB World Schools in general had significantly higher rates of engagement, although effect sizes were small.



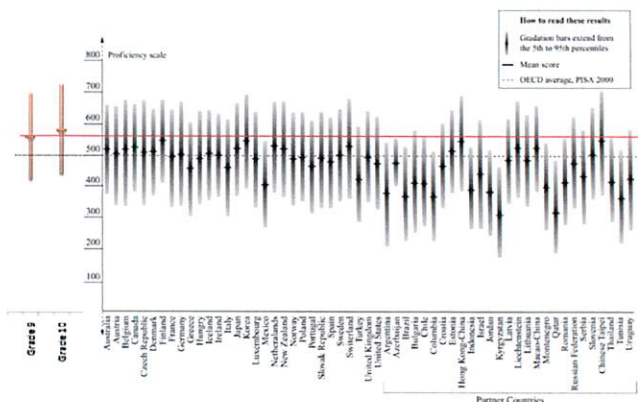
Aggregated differences between a targeted sample of IB (N=3499) and non-IB (N=4193) students' mean scores on the 2009 High School Survey of Student Engagement (HSSSE).

- IB high school students were more likely than their peers to have written papers of five pages or more on a regular basis, discuss ideas with teachers outside of class, believe their school contributed very much to their ability to think critically, and strongly agree they felt academically challenged by their coursework.
- MYP students were more likely to agree that "Overall, I feel good about being in this school."

This information sheet provides a brief overview of key findings to come out of recent research conducted or commissioned by the IB Global Research Department from 2008 to 2011, and does not attempt to represent all research on the IB available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place. To read more in-depth summaries of the studies or the complete reports, as well as projects currently under way, please visit: <http://www.ibo.org/research>.

Studies associated with **student performance** investigate the academic experience of IB students and performance on external measures of academic achievement when compared with non-IB peers. Key findings include:

- As a whole, PYP and MYP students outperformed peers on the *International Schools Assessment* (ISA) in reading, math and writing in a majority of grades. Strongest effects were generally found in grade 10.
- As a group, IB students' ISA scores in grades 9 and 10 compared very favourably to Programme for International Student Assessment (PISA)² benchmarks; scoring significantly higher than Organisation for Economic Co-operation and Development (OECD) mean scores in reading and outperforming all countries in mathematics.



IB students mean ISA results in math compared to 2006 mean PISA benchmarks for participating countries. The study sample included IB students (N=23,575) and non-IB students (N=14,317) across Asia and Oceania, Europe, Africa, and the Americas, who participated in the ISA in 2007/2008 and 2008/2009.

- A higher percentage of students in MYP schools achieved a proficient or advanced performance level on mathematics and science assessments than counterparts in comparison schools.

² PISA is an internationally standardized assessment administered to 15-year-olds in OECD-participating countries.