

For IB students in Title I schools, race and poverty have limited effects on college-going



A recent study shows that in U.S. Title I schools, 85% of African American students who participate in the International Baccalaureate Diploma Programme enroll in college immediately after graduation.

The figure is striking not only because it represents the highest postsecondary enrollment rate among the racial and ethnic groups represented in the study, but also because nationally, the college enrollment rate of African American students is the *lowest* of all race and ethnic groups at 57%. Findings like these that favor African-American students are practically unheard of in education research.

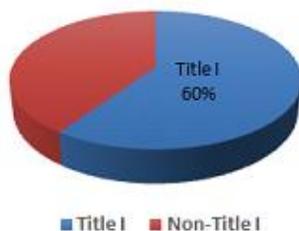
According to the [study results](#), Hispanic graduates of Title I schools implementing the [DP](#) also enroll in college at very high rates (82%).

In fact, IB graduates of U.S. public schools all go to college at similarly high rates—regardless of family income, regardless of their schools' Title I status, and regardless of their race and ethnicity. In other words, the study found that participation in the IB Diploma Programme mitigates the inequality usually observed between races and income levels when it comes to college enrollment.

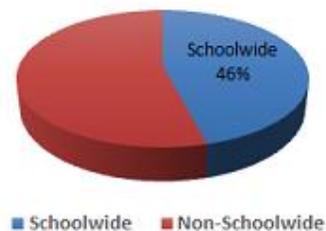
Expanding access to the IB for all

Since the IB's founding half a century ago, the typical profile of an IB World School has changed quite a bit. *Among U.S. schools offering the Diploma Programme, almost all (88%) are public schools. Of those, 60% of all public schools that offered IB programmes in the US in 2012-2013 received Title I funding.* Nearly half (46%) of IB public schools qualify for schoolwide Title I programs, as opposed to targeted assistance. This is comparable to the national average of 52%.

All IB US public schools



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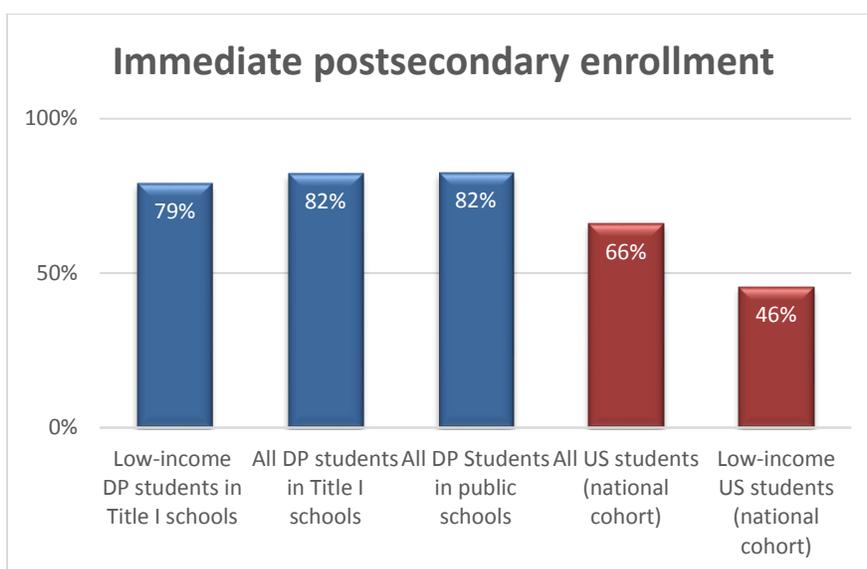


Approximately 45% of children under the age of 18 in the United States are from low-income families. Furthermore, the percentage of children living in poverty appears to be on the rise.¹ With this growing number of low-income students, it is critical that US educational programs make targeted efforts to ensure that low-income students are provided with quality education and support. Successful interventions have the potential to improve the educational outcomes of low-income students as well as to contribute to equal opportunity and social justice in the United States. Title I provides federal assistance to schools with high numbers of students from low-income families with an emphasis on supporting lower-achieving students.

“The International Baccalaureate (IB) certainly has a part to play in this and has a commitment to fostering a more diverse and inclusive IB community,” says John Young, Ph.D., Head of Research. “At the IB, we aim to enable greater access to an excellent education regardless of students’ personal circumstances.”

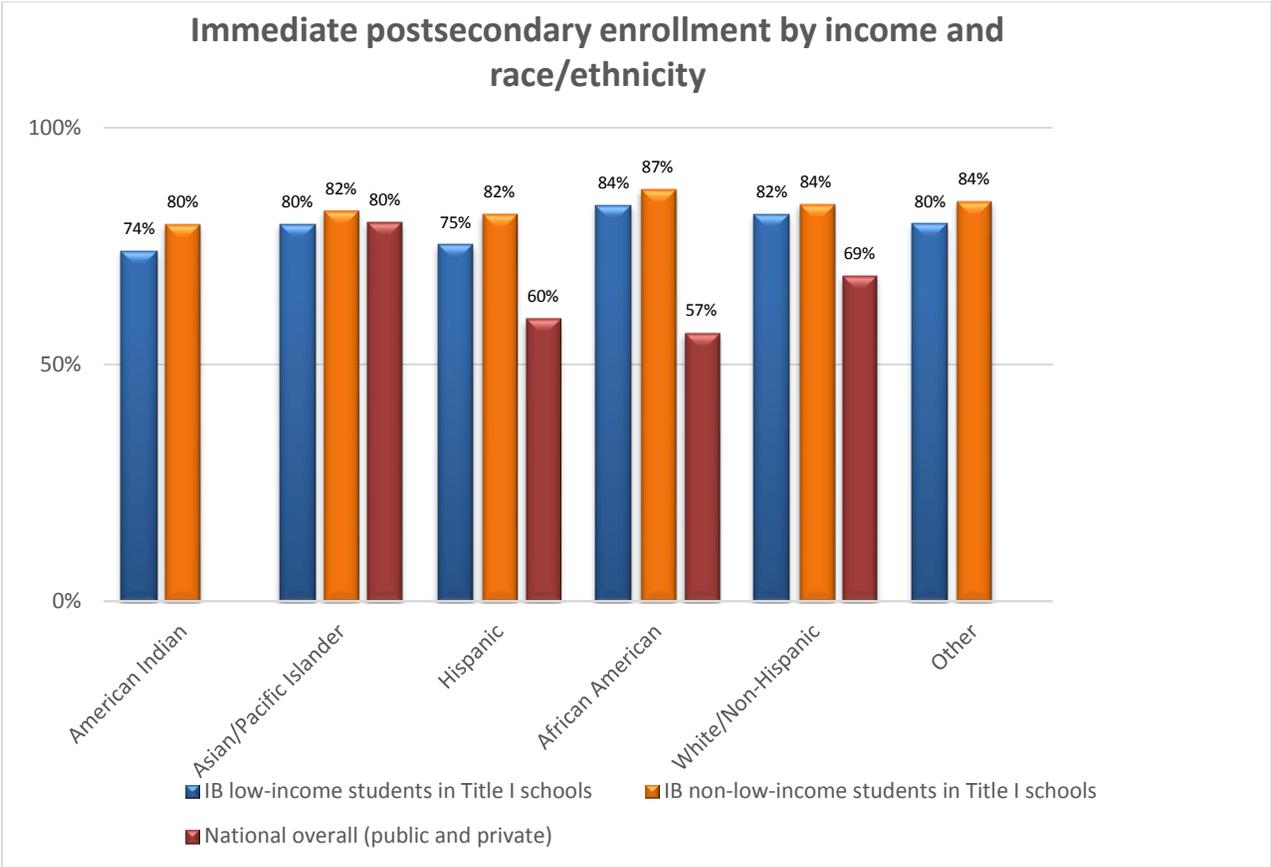
Postsecondary outcomes

DP students from Title I schools enroll in college not only at much higher rates than the national average, but also at the same rate as all DP students in US public schools (82%). Low-income DP students from Title I schools also enroll at a very high rate (79%). This rate is substantially higher than the national average for low-income students (46%).



These findings suggest that the race/ethnicity and family income of an IB student has limited effects on his or her college enrollment, with students of all racial/ethnic groups enrolling in college at rates of 74% or above. Read the [research brief](#) to learn more.

¹ Addy, S., Engelhardt, W., & Skinner, C. (2013). *Basic facts about low-income children*. New York, NY: National Center for Children in Poverty. Retrieved June 1, 2015, from http://www.nccp.org/publications/pdf/text_1074.pdf



Reference

Gordon, M, VanderKamp, E, Halic O. (2015). *International Baccalaureate programmes in Title I schools in the United States: Accessibility, participation and university enrollment*. Bethesda, MD, USA: International Baccalaureate Organization.