



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

THE INTERNATIONAL BACCALAUREATE IN THE UNITED STATES

Growth, access and outcomes



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The value of the IB

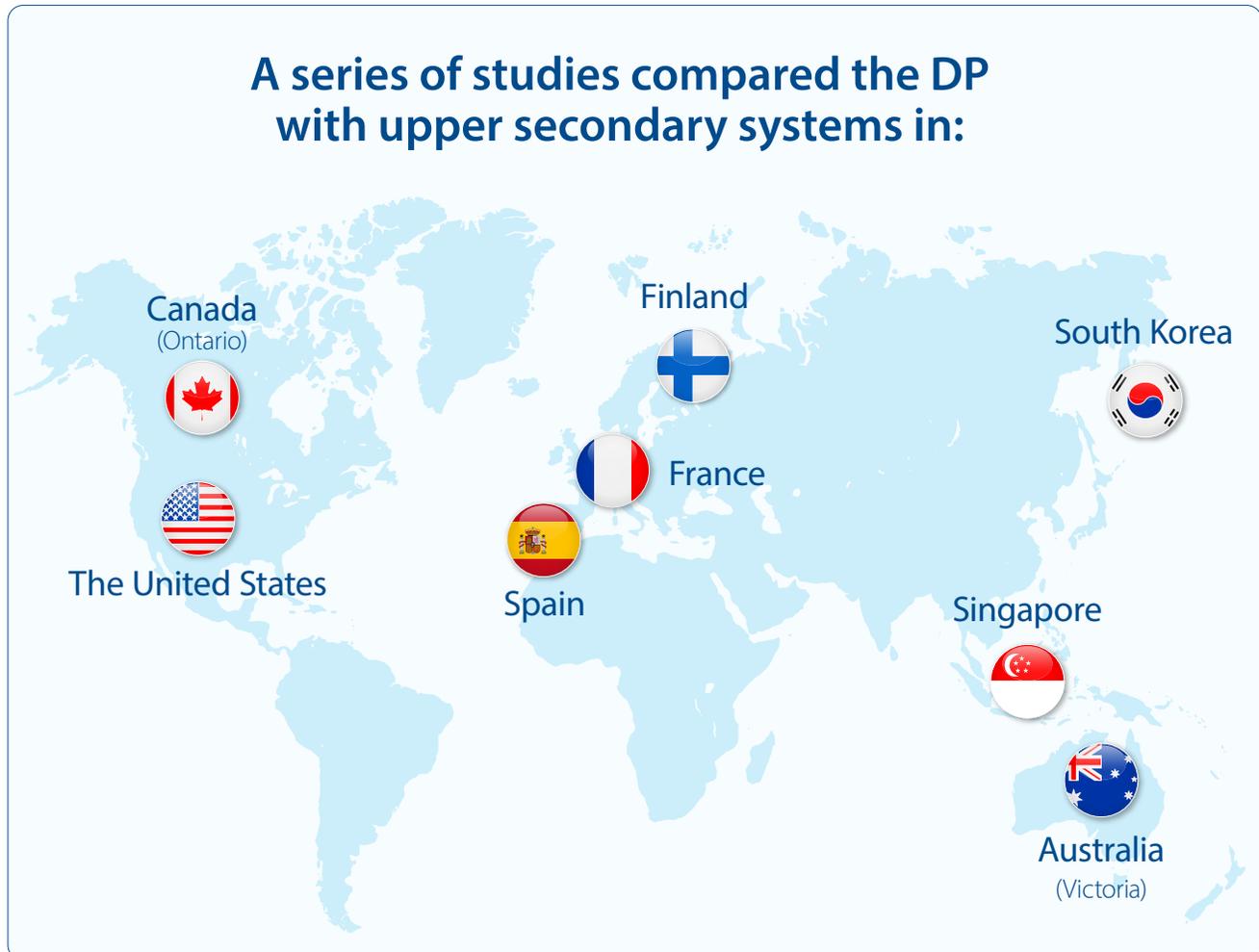
The mission of the International Baccalaureate (IB) is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.



Transformational education. Recognized by the Brookings Institution, the IB was identified as one of seven educational systems globally that provides transformational education,¹ setting high expectations for both academic learning and holistic student development.

Rigorous academic learning. A series of research studies² found that the IB's Diploma Program (DP) offers world-class courses that meet or exceed international standards and support significant depth and breadth of learning.

A series of studies compared the DP with upper secondary systems in:



Strong postsecondary outcomes globally. The DP is recognized by countries around the world for providing strong preparation for university. **DP students enroll, persist and graduate at higher rates than national averages based on research in the United States (US), United Kingdom (UK), Australia and Canada.**

¹ <https://www.brookings.edu/articles/transforming-education-for-holistic-student-development/>

² <https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/>

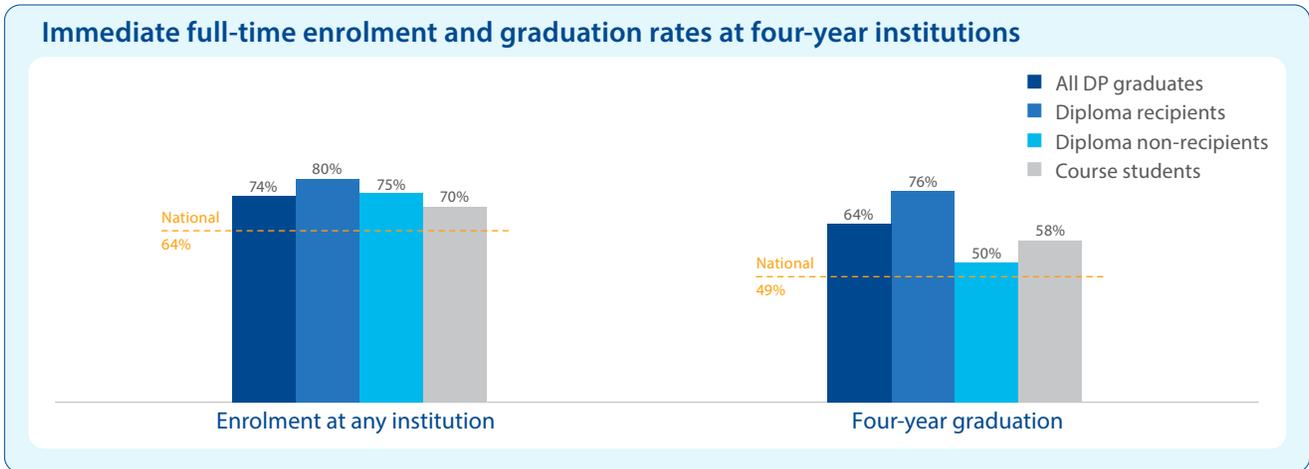
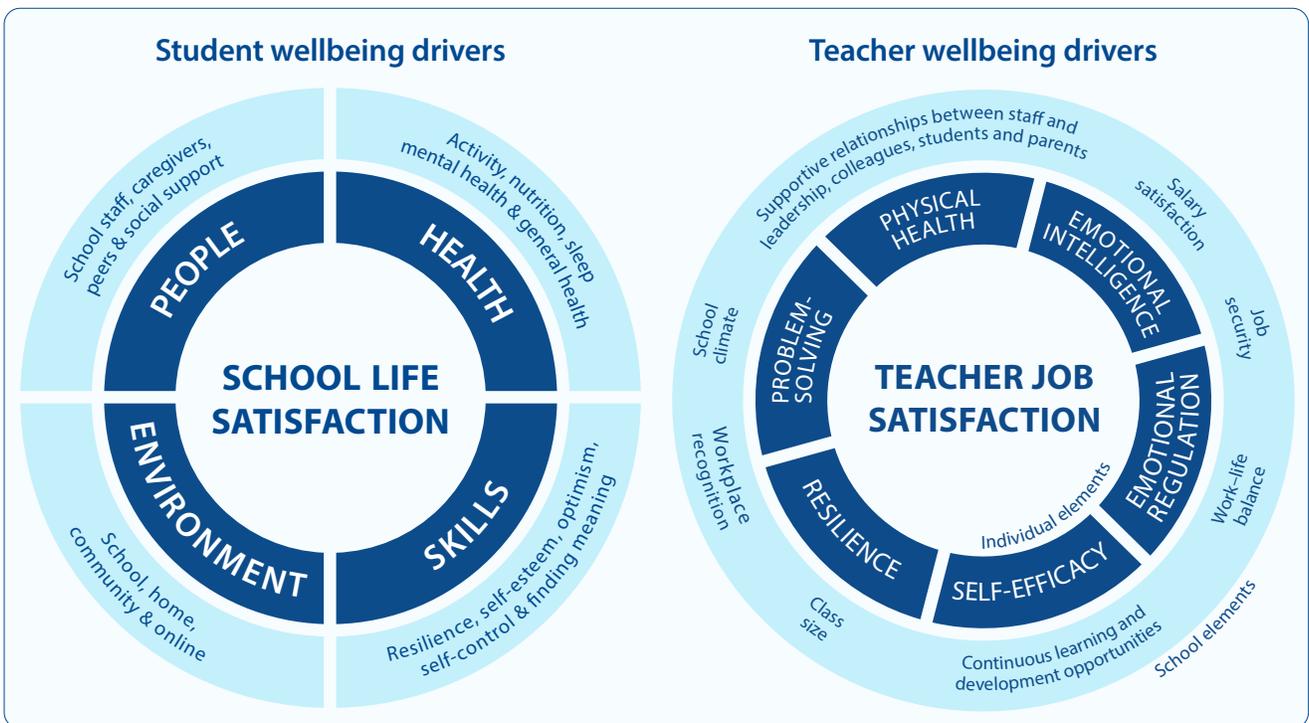


Figure 1. US DP graduating class of 2016: Immediate postsecondary enrollment and four-year graduation rates compared to the national average³

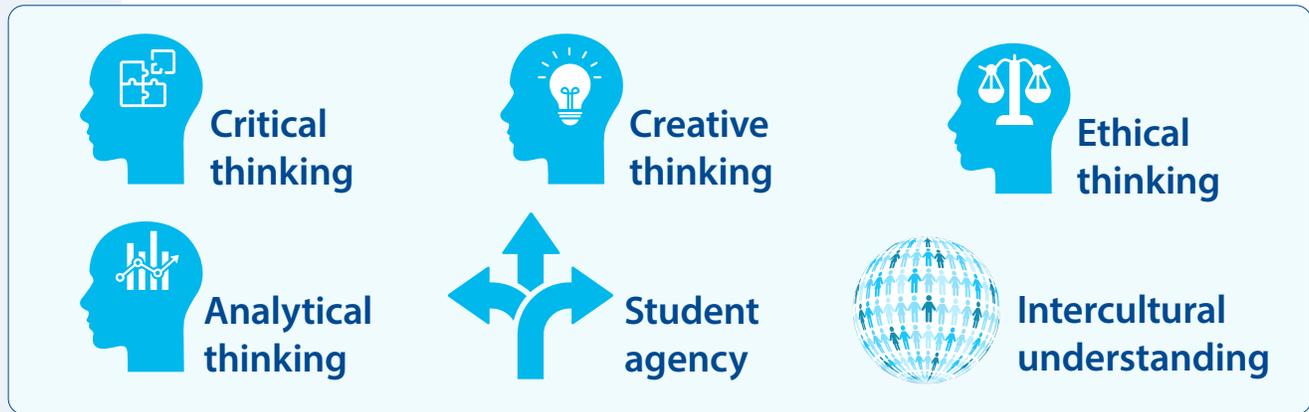
Wellbeing. The IB is committed to the wellbeing of our students, teachers and schools.⁴ We are working extensively through a generous grant from the Jacobs Foundation to extend the evidence to improve levels of wellbeing globally, with foundational research and repositories of effective interventions. The IB is also developing professional learning opportunities, as this is an area of critical need for schools.



³ <https://ibo.org/research/outcomes-research/diploma-studies/postsecondary-outcomes-of-dp-graduates-in-the-united-states/>

⁴ <https://www.ibo.org/research/wellbeing-research/>

Competencies of the future. The IB recognizes that the future of education requires a focus on key competencies that students will need to flourish, developing their uniquely human qualities that are unlikely to be replaced by technology. We are exploring the science behind many key competencies and are dedicated to ensuring that our teachers build the capabilities needed to help students thrive.⁵



International-mindedness. The IB is committed to developing students who are effective global citizens—individuals who are capable of taking multiple perspectives and being socially responsible. Research in six countries has demonstrated that **DP and CP students showed higher levels of global mindedness than young adults in the benchmark groups.**

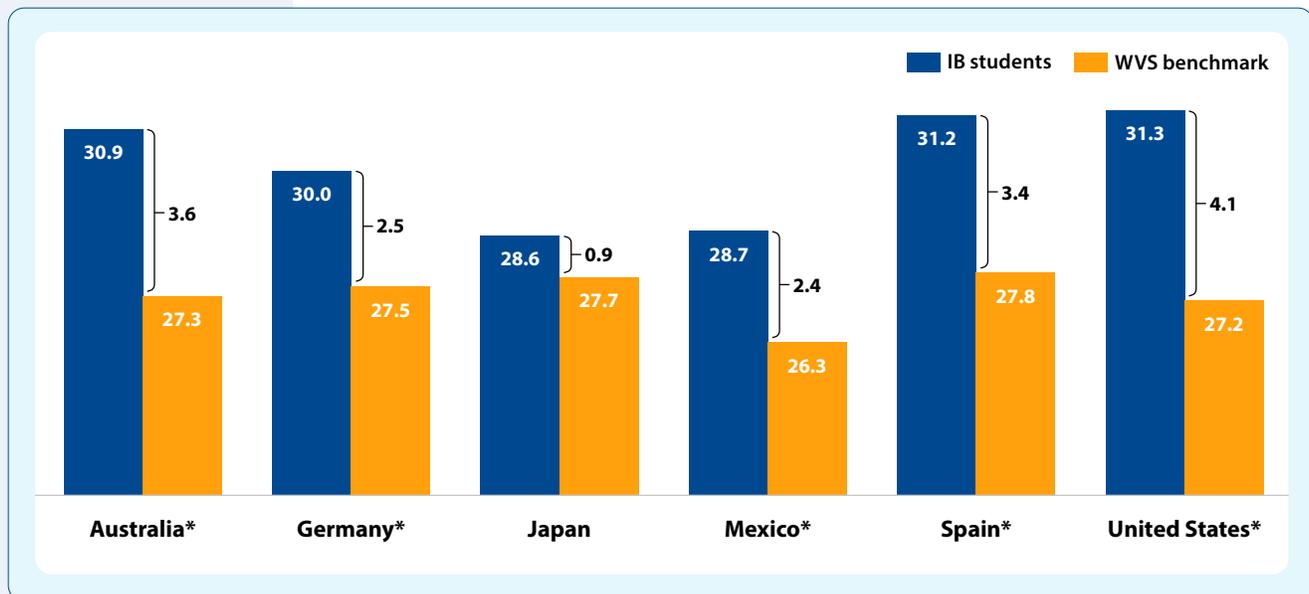


Figure 2. Levels of global mindedness of IB students compared to World Values Survey benchmarks, an international survey conducted in nearly 100 countries, which contains almost 90 percent of the world's population^{6,7}

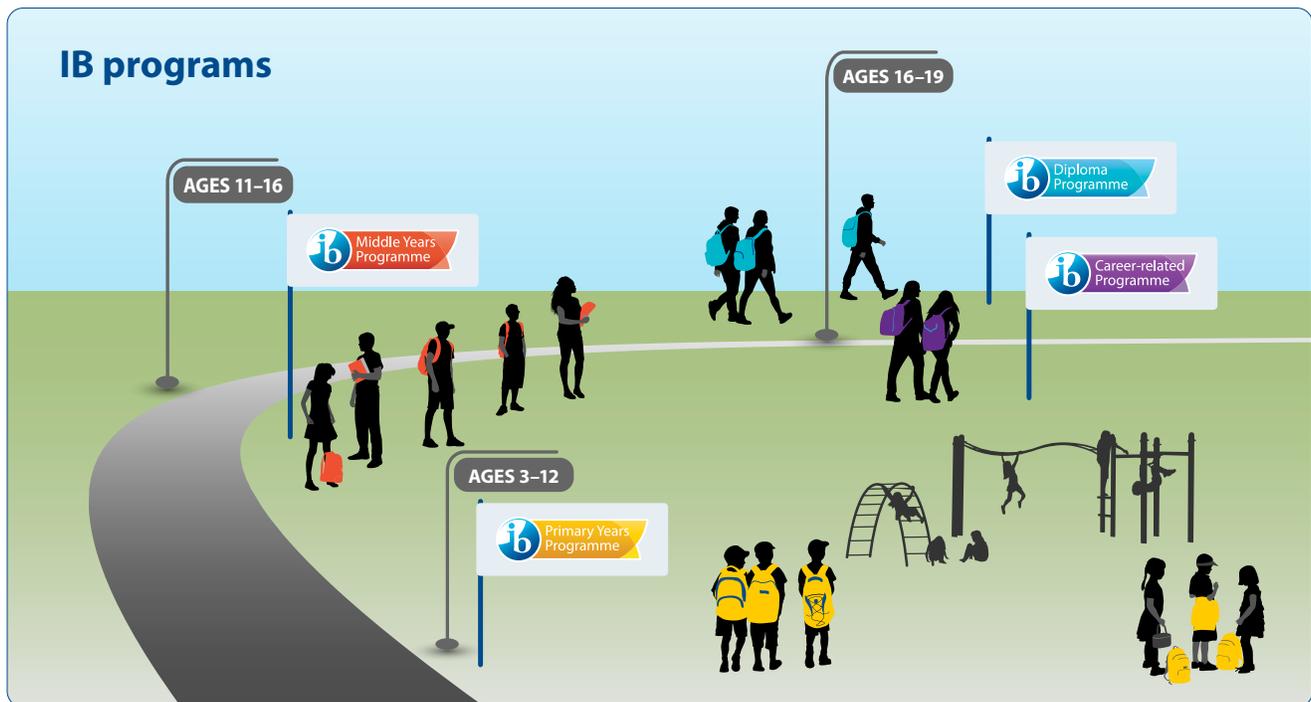
⁵ <https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/>

⁶ An asterisk (*) indicates a statistically significant difference between groups at a .05% level.

⁷ <https://www.ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>

Our offer

Programs. The IB delivers a powerful continuum of student-centric learning for students aged 3–19 years, which is designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. The IB's four programs provide a solid, consistent framework and the flexibility to tailor students' education according to their culture and context. IB programs enable teachers to develop resilient, self-motivated young people who have the knowledge, skills and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.



Professional learning. IB professional development (PD) workshops are designed to engage educators and leaders in rich learning experiences and challenging ideas about the IB's mission. They also serve as a powerful tool to ensure schools meet professional learning requirements.

Conferences. The IB gathers educational leaders, decision-makers and practitioners from schools, universities and governments to focus on international education. Our conferences identify best practices for the ways we educate students, giving practitioners the opportunity to exchange valuable ideas on international education.

Educational systems support. The IB has expertise across all elements of the world-class learning system framework,⁸ including quality curriculum, informative assessments, effective teaching, comprehensive school supports, leadership, and learning ecosystems.

⁸ <https://ncee.org/book-report/building-a-world-class-learning-system/>

The IB around the world

IB programs are currently offered in 161 countries globally in more than 5,800 schools. The United States currently has the largest number of schools and programs of any country.

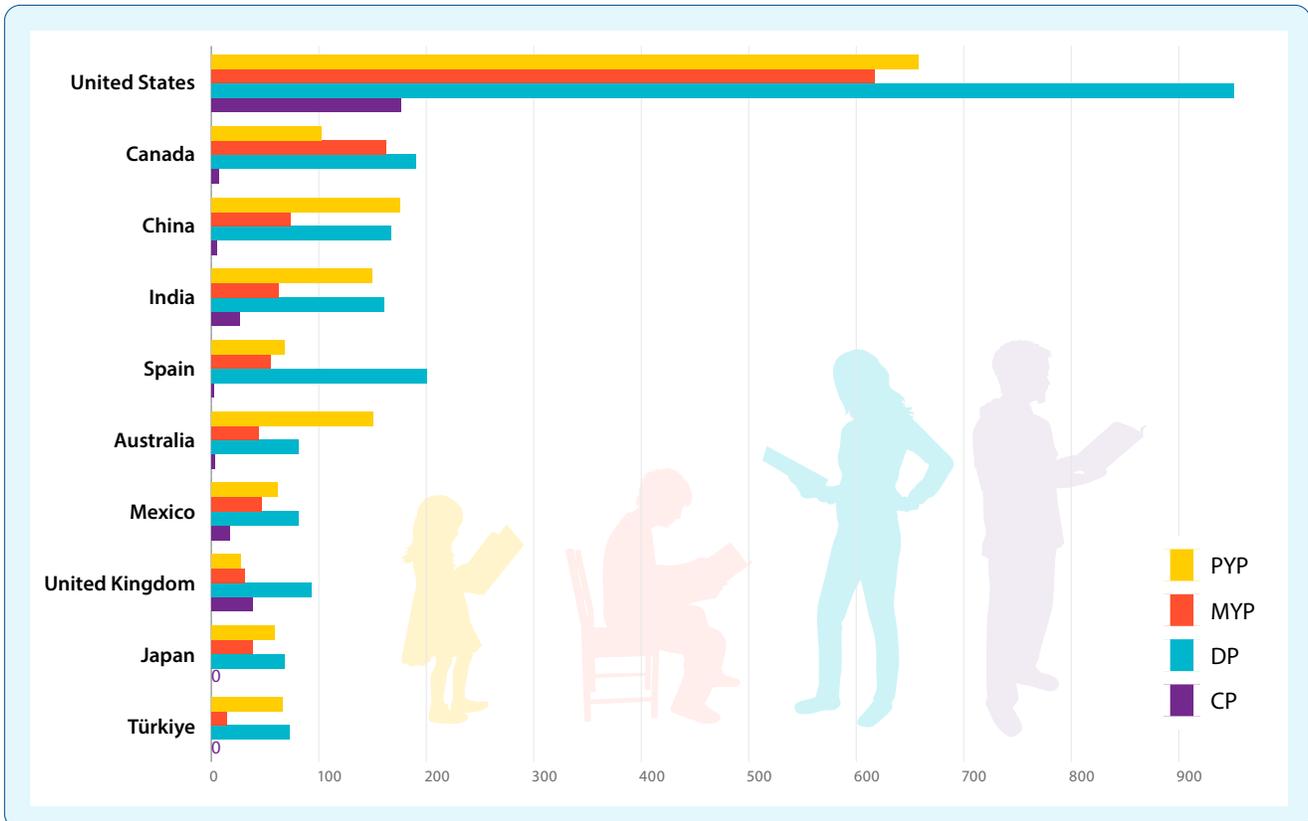


Figure 3. Top 10 countries offering IB programs

The IB in the United States

IB programs are currently⁹ offered in 48 US states and Washington, DC, in 1,924 schools—**notably, 89% of these IB World Schools are public schools.** Just over half (51.7%) of IB World Schools in the United States are located in cities.

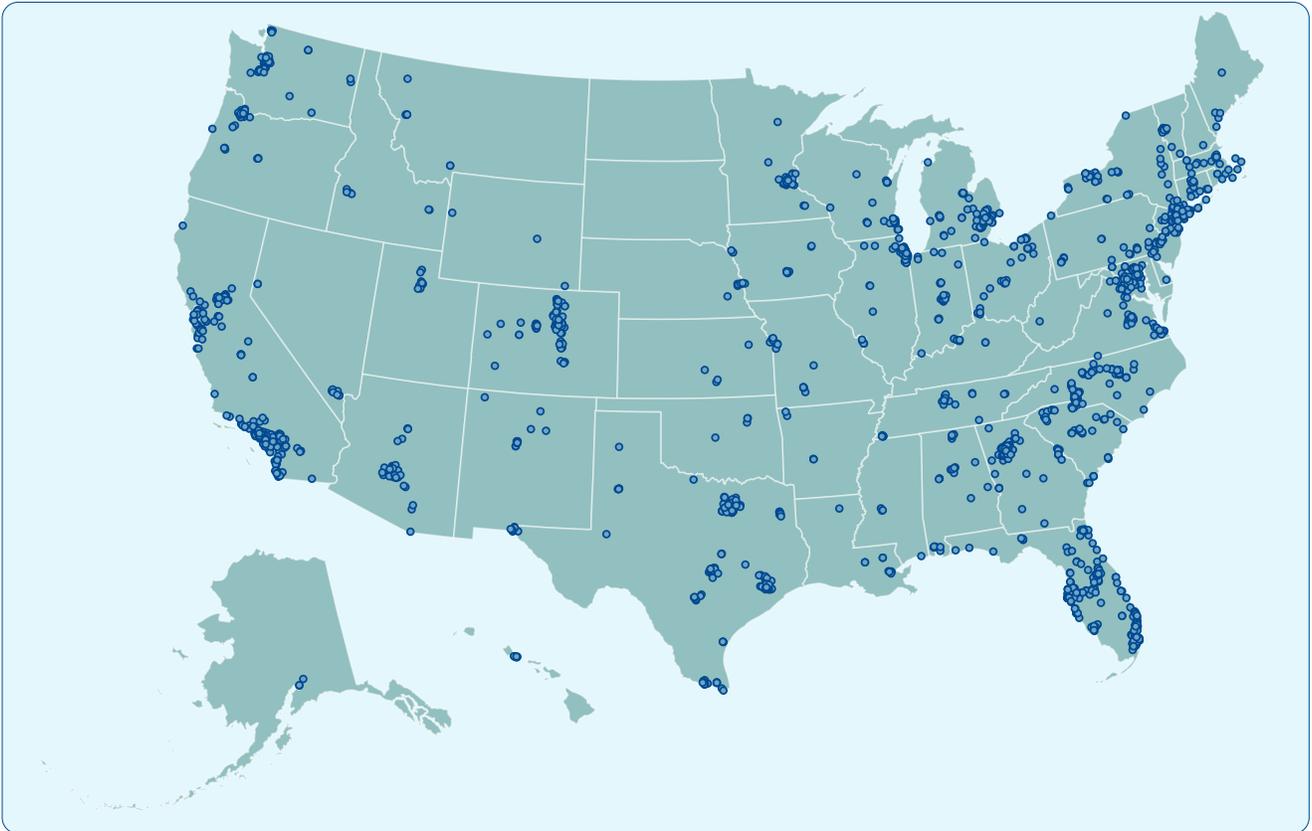


Figure 4. IB World Schools in the United States for the 2022–2023 school year

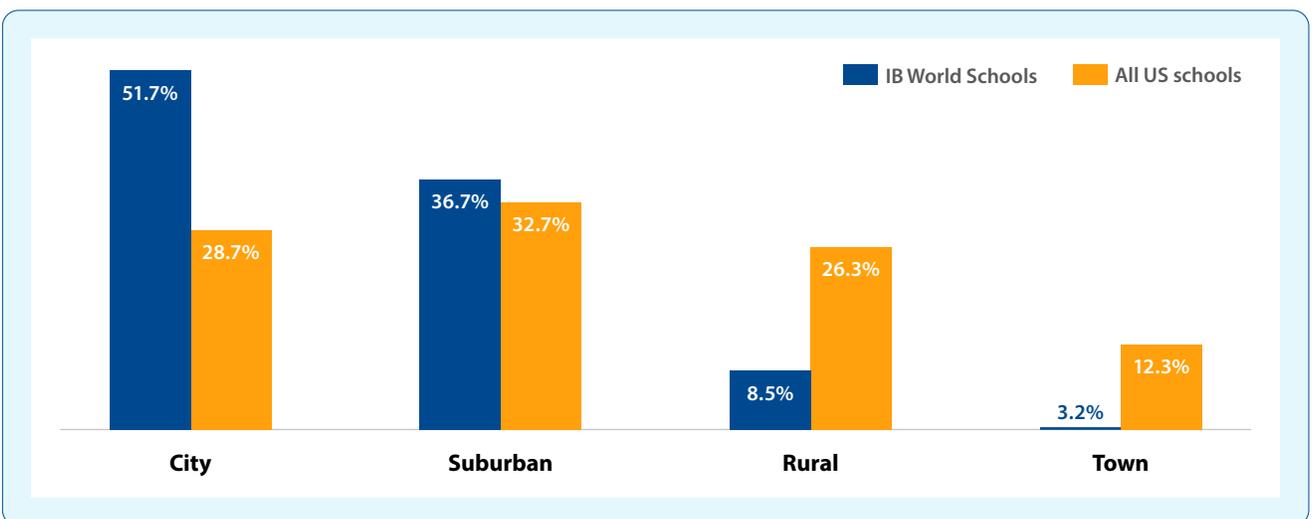
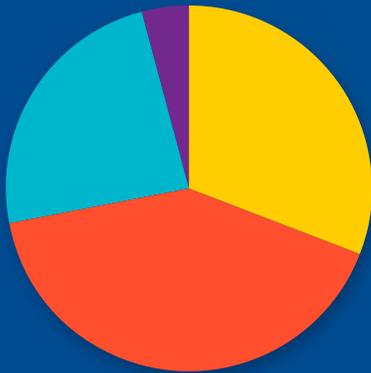
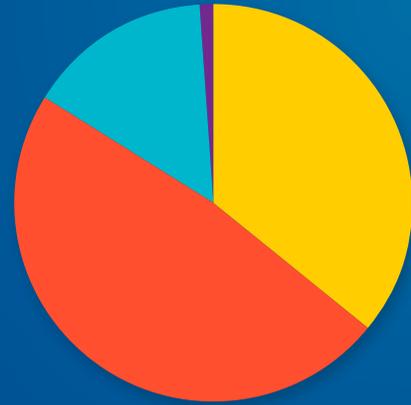


Figure 5. Percentage of IB World Schools and all US schools by urbanicity, 2022–2023

⁹ All counts listed as current in this report are as of May 1, 2024.

According to a recent IB survey of schools, the IB is currently educating over **785,000 students** in the United States, as follows.

- **283,140** Primary Years Program (**PYP**) students
- **375,498** Middle Years Program (**MYP**) students
- **118,989** Diploma Program (**DP**) students
- **8,458** Career-related Program (**CP**) students



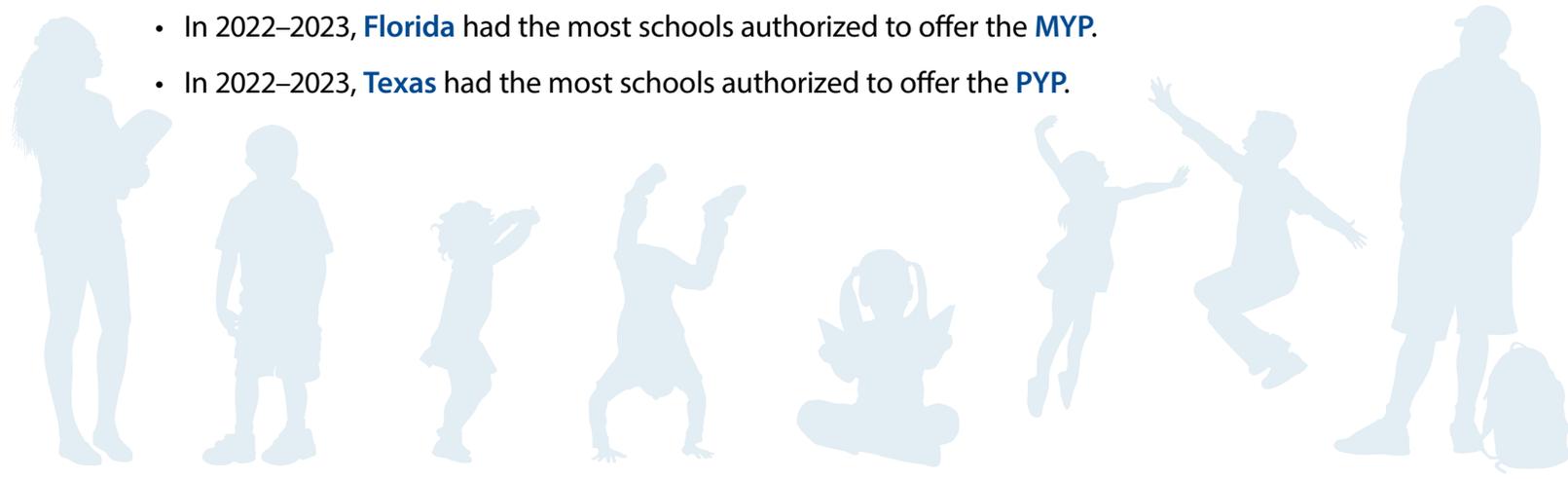
The IB has over **65,000 dedicated teachers**, as follows.

- **20,276** PYP teachers
- **26,883** MYP teachers
- **15,638** DP teachers
- **2,289** CP teachers

IB 10-year growth in the United States

Nearly every state in the country experienced growth in the IB over the last 10 years. **Thirty-nine states** experienced IB program growth of **more than 5%**, while **six states more than doubled** both the number of IB programs and IB World Schools in the past 10 years.

- **California, Florida** and **Texas** have the largest number of IB World Schools and IB programs and comprise **nearly one-third** of all IB World Schools and IB programs in the United States.
- **California** is the only state that increased its number of IB World Schools in each of the past 10 years.
- In 2022–2023, **California** had the most schools authorized to offer the **DP**.
- In 2022–2023, **Georgia** and **Illinois** had the most schools authorized to offer the **CP**.
- In 2022–2023, **Florida** had the most schools authorized to offer the **MYP**.
- In 2022–2023, **Texas** had the most schools authorized to offer the **PYP**.



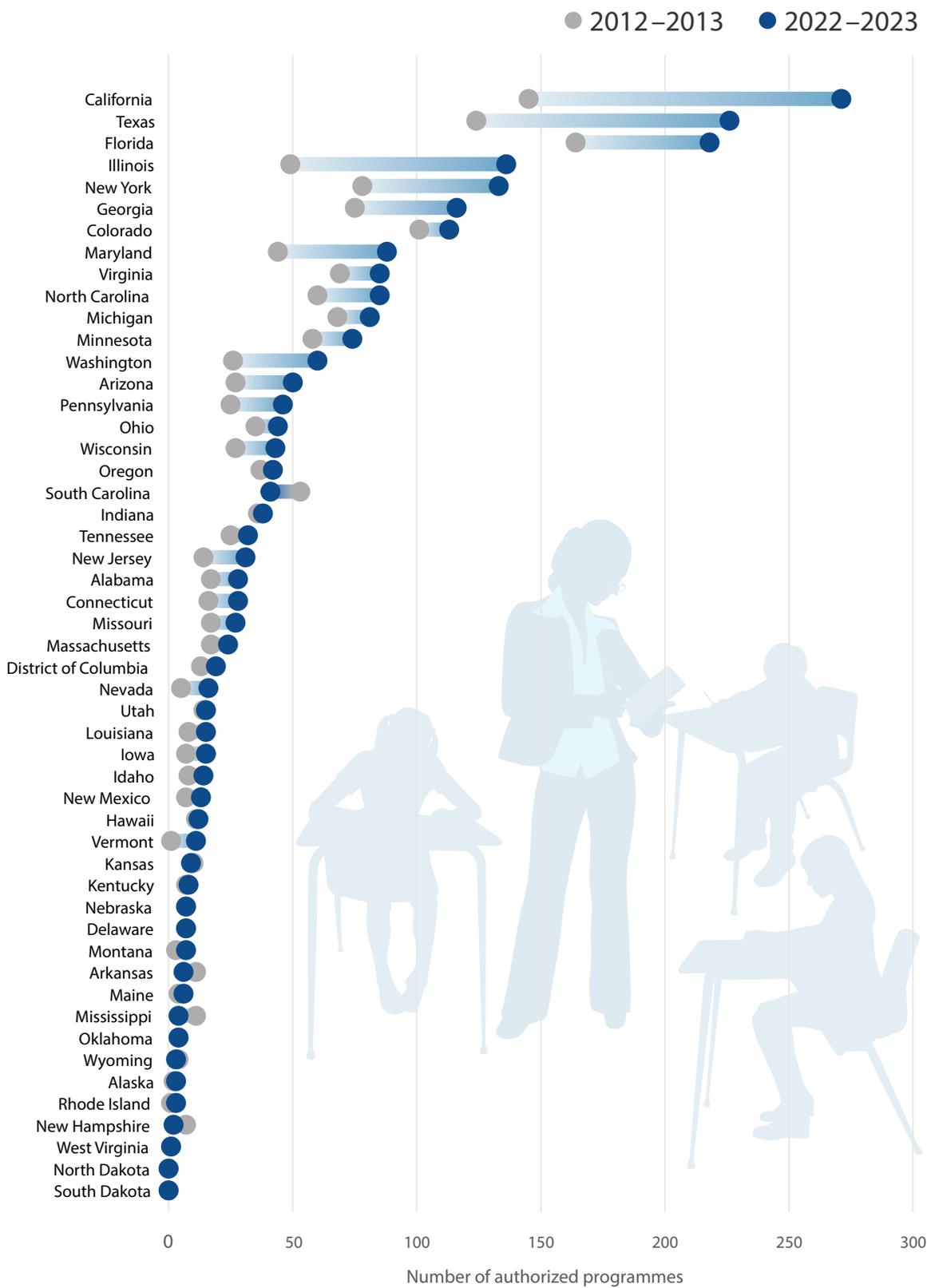


Figure 6. The 10-year change in authorized programs by US state (public and private schools)

Access to the IB in the United States

To ensure all students have an opportunity to obtain the education needed to contribute to a flourishing society and planet, the IB is committed to making our programs accessible and encouraging states, districts and schools to ensure equitable access to rigorous education that also supports holistic student development.

While there is not sufficient data to determine precisely who can access IB programs, the best possible approximation of racial and ethnic groups for IB students comes from enrollment data at IB World Schools. These approximations can be compared against the distribution in all US schools to estimate the availability of an IB education for diverse student groups. **Compared to enrollment percentages at all US schools, IB World Schools have greater percentages of students from traditionally underserved racial and ethnic groups, such as Hispanic or Latino and Black or African American students.**

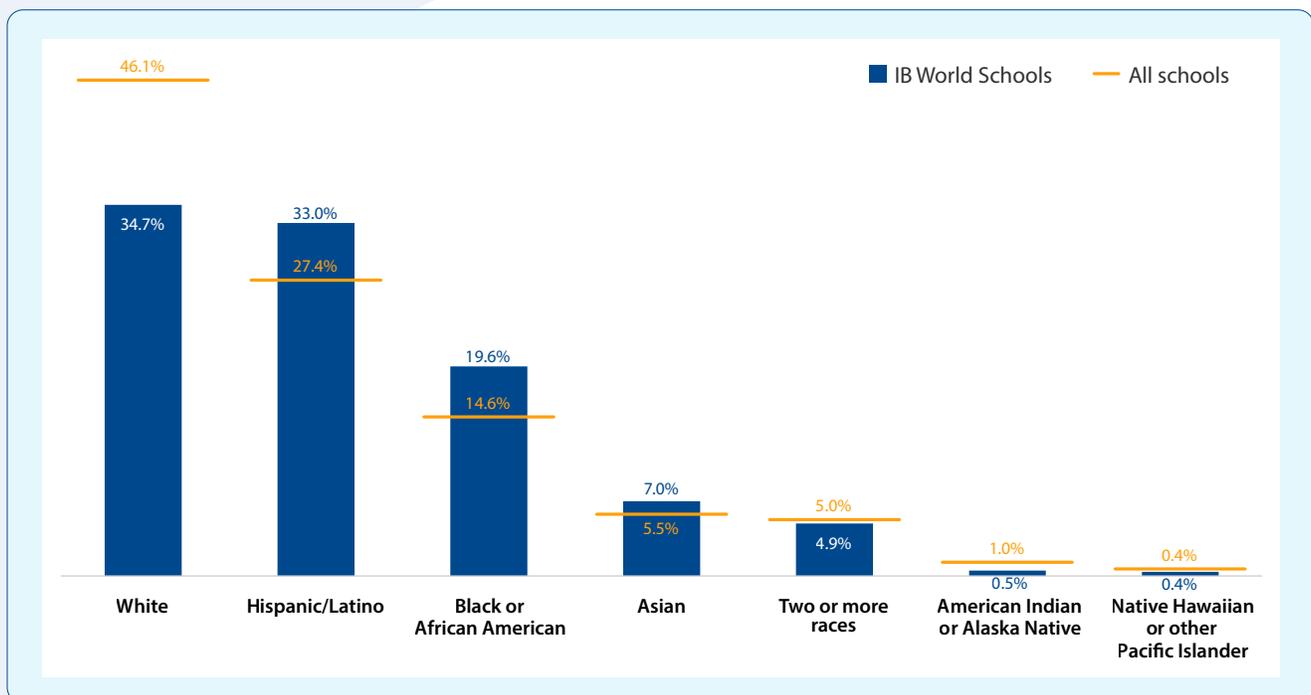


Figure 7. Percentage of school enrollment by race and ethnicity for all US schools compared to all IB World Schools (school-level data), 2022–2023

The PYP is delivered as a whole-school program, meaning all students in the school take the PYP, so we can accurately estimate student enrollment rates by race and ethnicity.¹⁰ As with IB World Schools in the US generally, PYP schools have greater percentages of students from traditionally underserved racial and ethnic groups than US primary schools overall.

¹⁰ Schools offering the MYP, DP, and CP are not required to operate as whole-school programs so we cannot estimate student-level race and ethnicity rates for these schools.

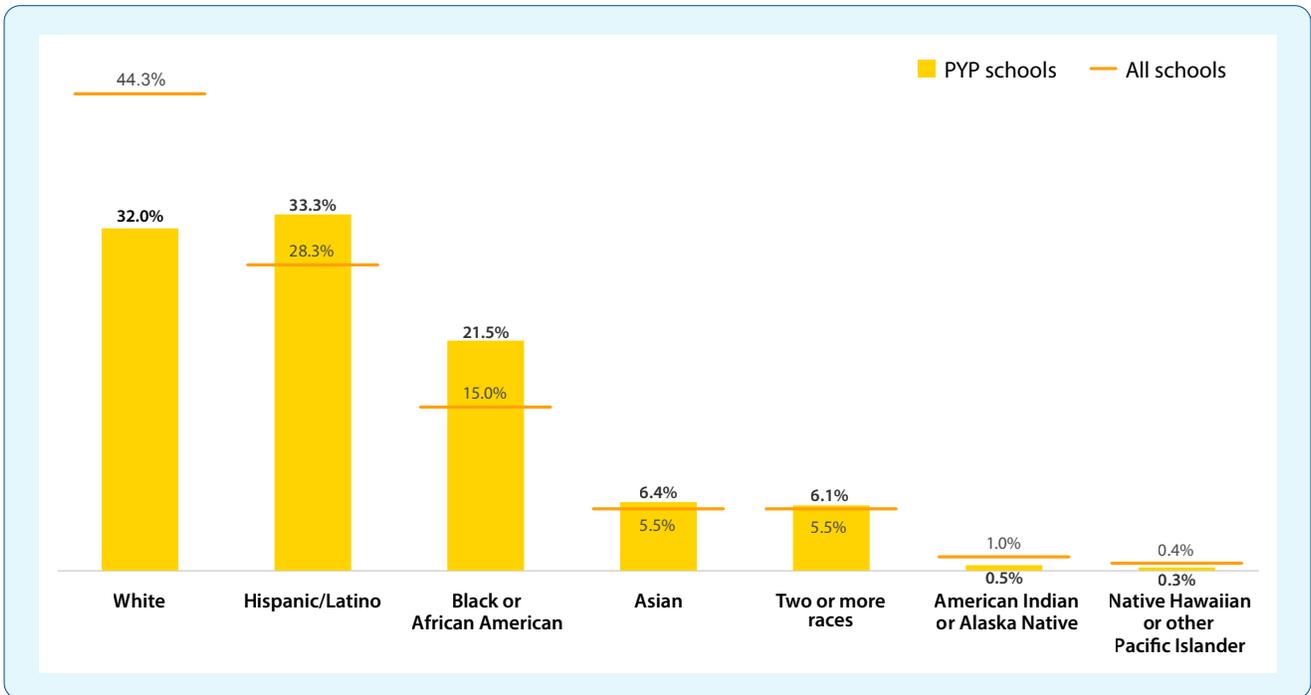


Figure 8. Percentage of enrollments by race and ethnicity for all US primary schools compared to all schools offering the PYP (PYP student-level data), 2022–2023

Over a quarter of IB public schools are identified as “high-poverty” schools in which more than 75% of students are eligible for free or reduced-price lunch. This closely mirrors the proportion of “high-poverty” schools nationally (28%).

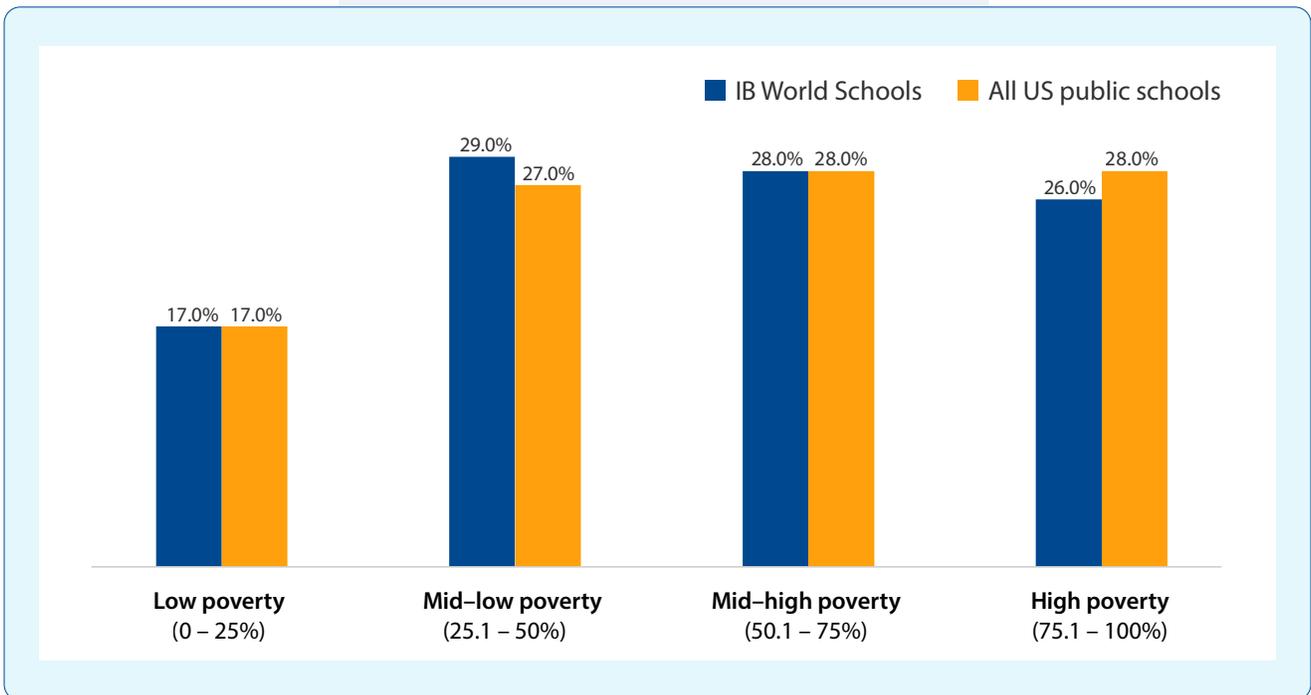


Figure 9. Percentage of all US public schools and IB US public schools by poverty levels, 2022–2023

Research shows that DP students from Chicago Public Schools that predominantly included students from historically underserved groups—for example, students from low-income households or families with little to no history of college-going—were more likely to attend and persist in four-year colleges and to choose a more selective college than similar non-IB students.¹¹

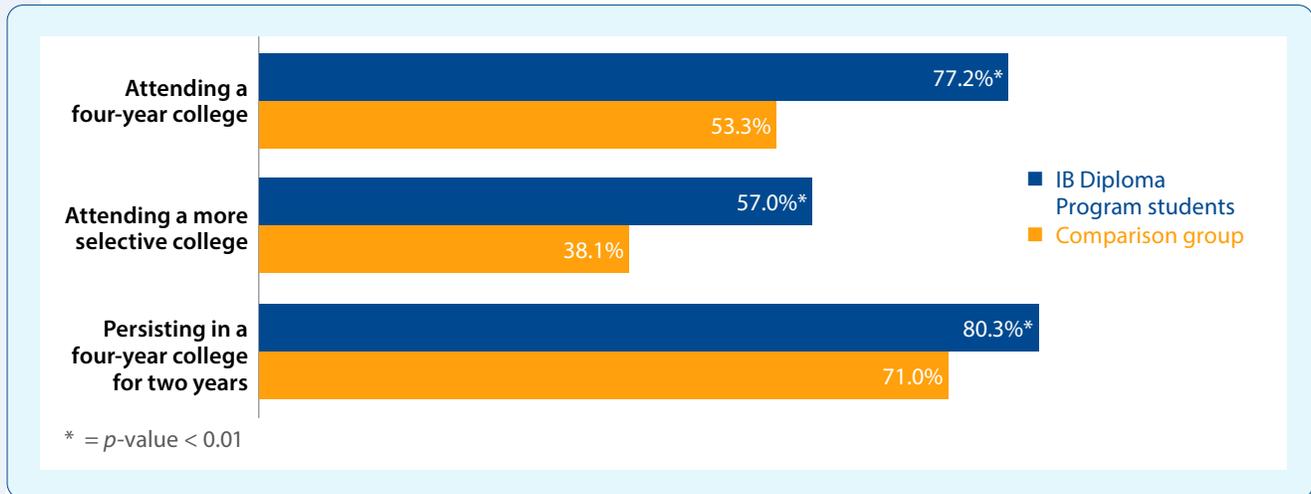


Figure 10. Rates of university outcomes for DP and comparison students

¹¹ <https://ibo.org/research/outcomes-research/diploma-studies/working-to-my-potential-experience-of-cps-students-in-the-ib-diploma-programme-2012/>

“To the students just starting out the IB program, I would definitely say to just give it a try and give it your all. I can say from experience that it can be rigorous at times, but it can definitely prepare you for your life ahead. I was recently given a full scholarship to attend Emory University in Atlanta, Georgia, and I can definitely say that the IB program has prepared me for that.”

Jezmin, IB diploma student
KIPP University Prep High School, San Antonio, Texas

“The greatest value of the IB Diploma Program is the opportunity to gain leadership experience, both in and out of the classroom. I have become more comfortable and outgoing, and I now hold myself to a higher standard within my classes and larger community. I continue to grow as a leader alongside my peers; we are all becoming the people that we want to be to lead the next generation.”

Alama Cisse, IB diploma student
Harlem Village Academies, New York, New York

Compared to US public schools nationally, IB US public schools are only slightly less likely to be Title I eligible.

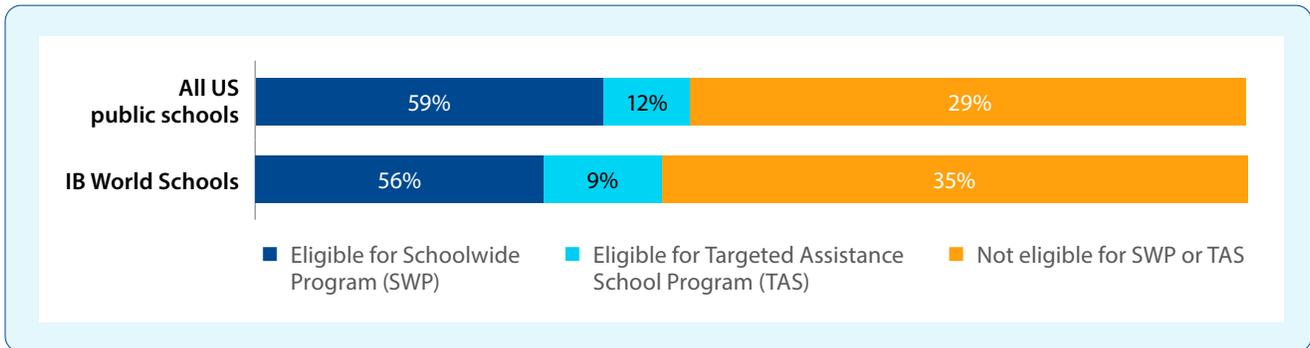


Figure 11. Percentage of all US public and IB US public schools by Title I eligibility, 2021–2022

Research shows that DP students attending Title I schools in the US enroll in college at much higher rates than national averages.¹² Moreover, DP students from Title I schools enroll in college at the same rate as DP students from US public schools generally. These findings suggest that students from many different backgrounds who participate in the DP are similarly successful in terms of postsecondary enrollment.

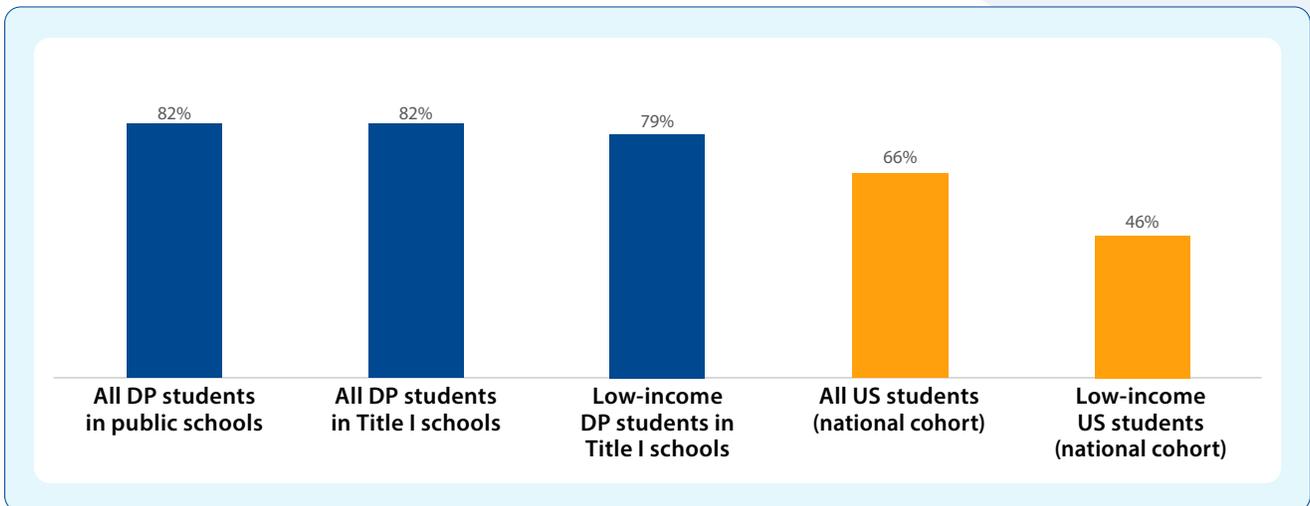


Figure 12. University enrollment rates among DP students in public and Title I schools compared to the US national cohort

¹² <https://ibo.org/research/outcomes-research/diploma-studies/international-baccalaureate-programmes-in-title-i-schools-in-the-united-states-accessibility-participation-and-university-enrollment-2015/>

Over the past 10 years, at public schools offering the DP, the percentage of graduates who took at least one DP course increased from 16.6% to 18.9%.

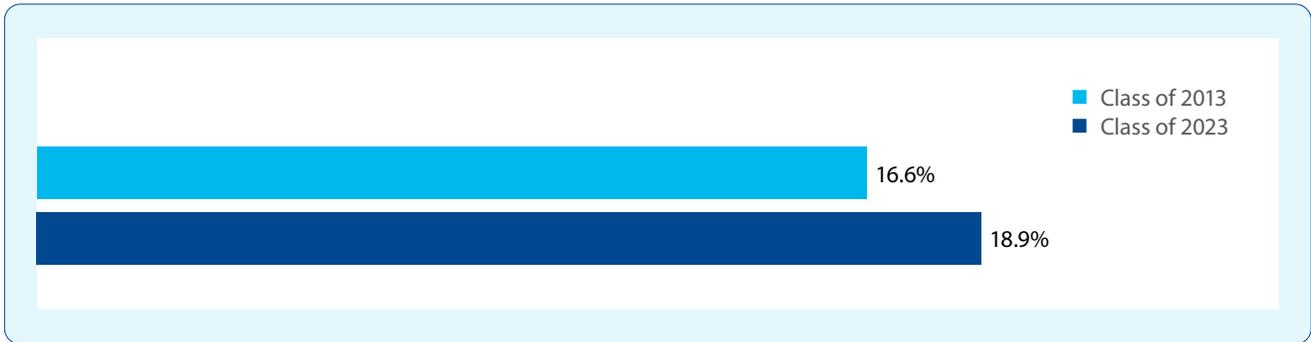


Figure 13. Percentage share of high-school graduating class at public schools offering the DP that took at least one DP examination

Further, the percentage of public schools offering the DP that had more than half of their graduating class take at least one DP examination grew from 8.1% in 2013 to 13.5% in 2023.

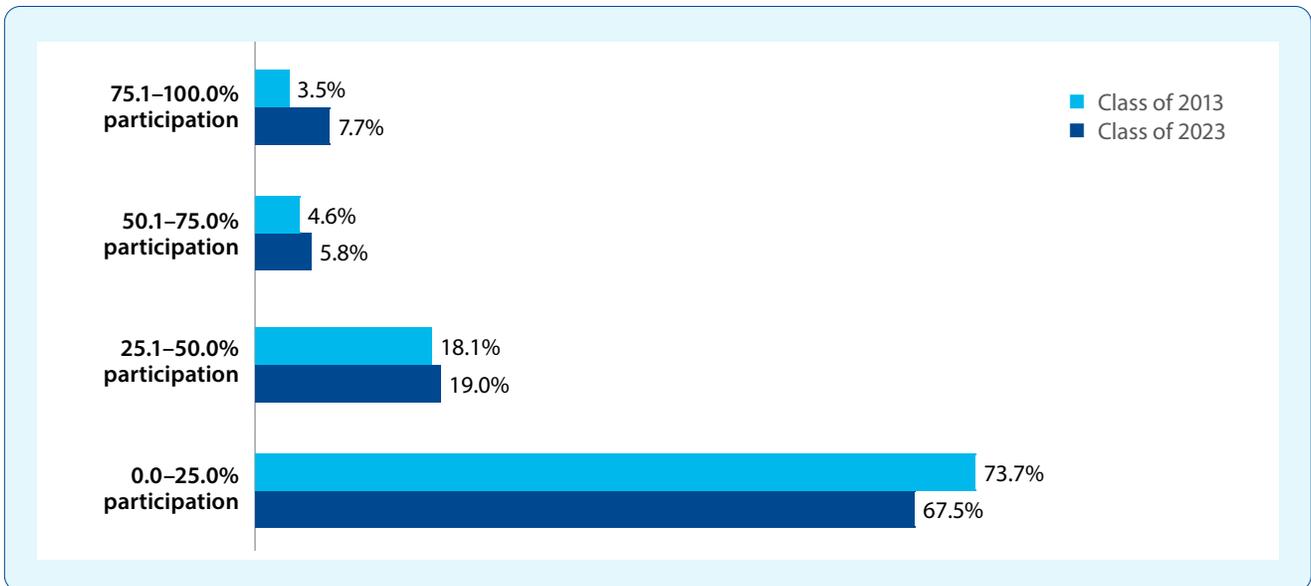


Figure 14. Share of public schools offering the DP by percentage of graduating class taking at least one DP examination



IB schoolwide is built into faculty training and the school handbook at KIPP University Prep High School in San Antonio, Texas: “As an International Baccalaureate Diploma Program School, we will provide the highest level of university preparatory education to students within an underserved community in San Antonio, Texas. Because we believe that education can change lives, we will ensure that 100% of our students are provided with access to this program. At KIPP University Prep, we will deliver a world-class education to these students, enabling them to open doors to educational and career success. Once they step through these doors, they will become the architects and leaders that address the global challenges of today and the future. . . . By offering open access to the IB Diploma Program, we are blazing a new trail for students traditionally denied world-class educational opportunities.”

Jonathan Villegas-Caine, IB Coordinator
KIPP University Prep High School, San Antonio, Texas



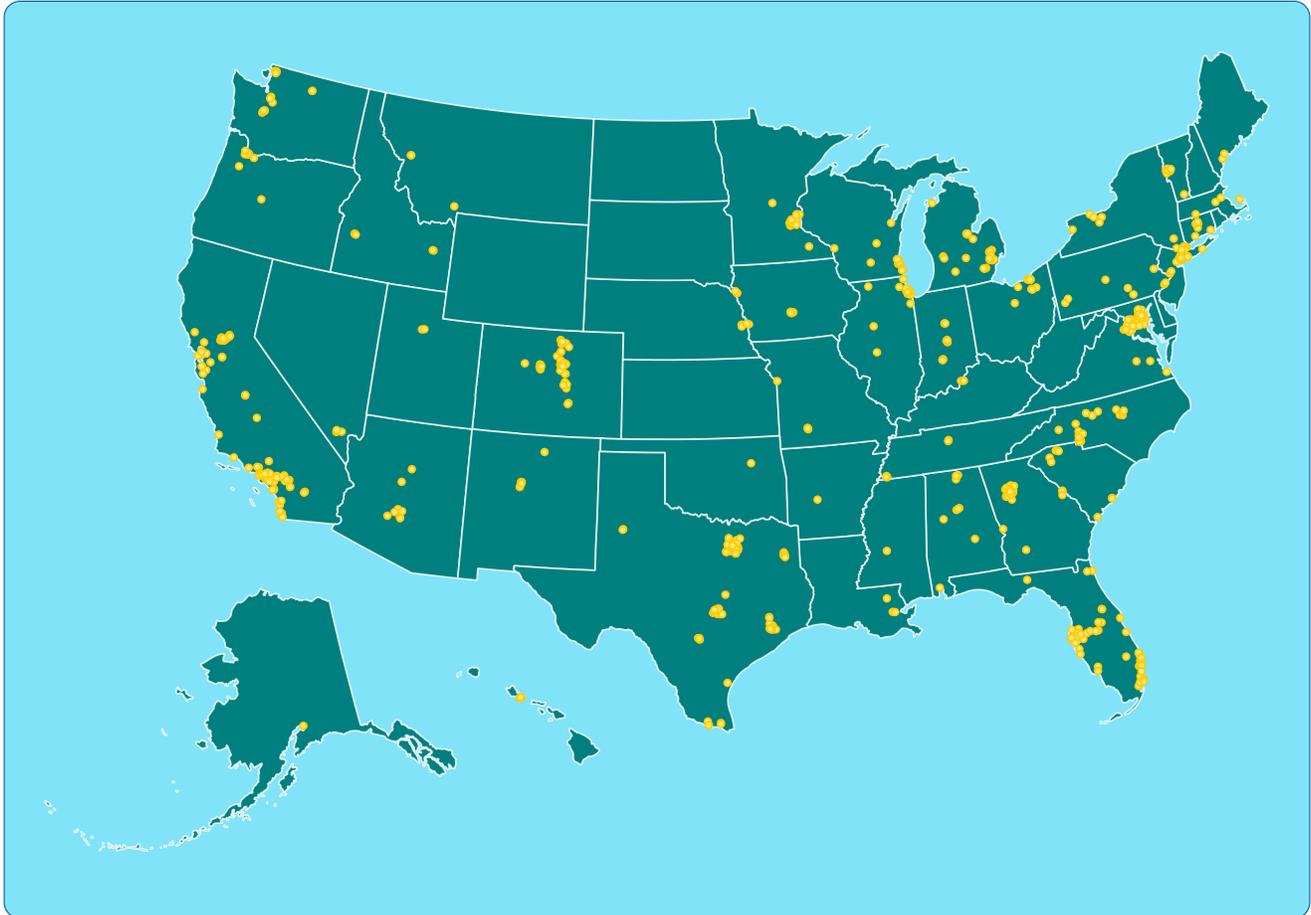
“The point for IB is not necessarily getting the IB diploma”, notes Benjamin García, a DP teacher at the school. “I think it’s about developing these skills to answer complex questions. I believe that IB and being a part of this class is actually helping them with their critical skills. They’re able to see how their small actions at home could have big effects elsewhere. . . . It’s about this conversation that you’re willing to have. It’s about you looking at a problem and being able to break it down. These are really the skills and attributes we want you building off of when you finish IB.”

Benjamin García, IB environmental systems and societies teacher
KIPP University Prep High School, San Antonio, Texas

IB programs in focus

Primary Years Program

There are currently 648 schools offering the PYP in the United States.



The PYP marks the start of a lifelong journey. It develops caring and culturally aware children aged 3–12 who become active participants in their own learning. The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

The PYP reflects the best of educational research, thought leadership and experience derived from IB World Schools, and it has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

On a global level, PYP students performed as well or better than students from non-IB schools in all subject areas and grade levels on the International Schools Assessment (ISA).¹³

Grade	Mathematical literacy	Reading	Narrative writing	Expository writing
3		++	+	++
4				
5		++	+	++
6				

Notes
 A plus (+) symbol indicates a significant result in favor of IB students. A blank cell indicates that there was no significant difference between IB and non-IB students.
 + Small effect size; ++ Medium effect size.

Figure 15. PYP student performance on the ISA compared to non-IB students globally

The PYP is a flexible curriculum framework that is compatible with the Science of Reading.¹⁴

There are learning benefits to meeting reading instruction needs alongside and through the PYP. The PYP is designed to blend with national, state and district curriculum requirements, seeking to enhance student learning in all contexts.

¹³ <https://ibo.org/research/outcomes-research/myp-studies/performance-comparison-between-ib-and-non-ib-school-students-on-the-international-schools-assessment-2021/>

¹⁴ <https://www.ibo.org/globalassets/new-structure/research/pdfs/pyp-and-the-science-of-reading-brief.pdf>

Providing children with the tools for future success at Thomson Elementary School

The IB’s commitment to celebrating diversity and providing a curriculum that allows educators the flexibility to support their diverse student population is an aspect of the PYP early years that is crucial to Thomson Elementary School.

“We’re a very diverse school”, says Maria Sparkman, the school’s IB Coordinator. “Thanks to the diversity of the local area, and our prominent location in downtown Washington, our students are 37% Black, 40% Hispanic and Latino, 8% White, 8% Asian and then the rest are mixed race. That immersion and exposure in a rich multilingual and multicultural environment at an early age is a great way for our early years students to learn and develop in an international setting.”



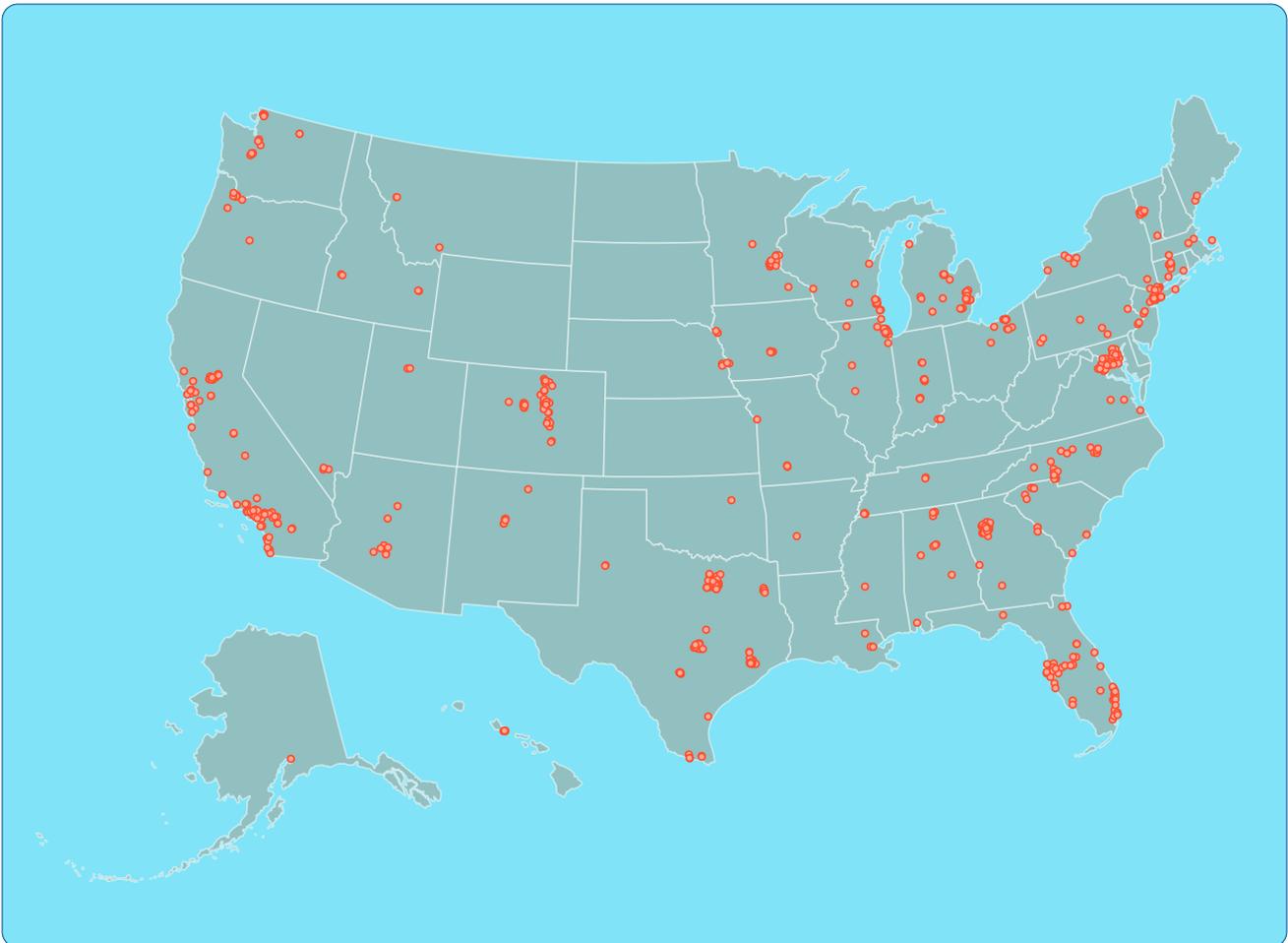
Sparkman explains: “Being guided by the IB learner profile and flexible curriculum, the IB affords us the time to go above and beyond the traditional curriculum that DCPS [District of Columbia Public Schools] offers. We’re able to advance an educational program that builds creative thinkers who have the agency not to just think critically, but to ask thoughtful and impactful questions too. The depth of understanding across multiple disciplines within the classroom encourages students to make meaningful connections and helps us to promote the idea of being lifelong, reflective learners who have agency in this increasingly interconnected world.”

“It’s important for us, however, to still be part of the public school system that is offered to any child in the district, offering them an alternative provision to what is typical in the area. Especially in our early years provision, the IB enables us to offer more significant experiences where students can be active participants in their learning and explore through a variety of modalities.”

Maria Sparkman, IB Coordinator
Thomson Elementary School, Washington, DC

Middle Years Program

There are currently 753 schools offering the MYP in the United States.



Building a solid academic foundation, the MYP (for students aged 11–16) is a challenging framework that develops students' confidence in managing their own learning and making connections between their learning and the real world. The MYP is a five-year program that can be implemented in a partnership between schools or in several abbreviated (two-, three- or four-year) formats.

The curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. In the final two years of the program, carefully defined subject group flexibility allows students to meet local requirements and personal learning goals.

MYP students performed as well or better than students from non-IB schools in all subject areas and grade levels on the International Schools Assessment (ISA) (equated to the Programme for International Student Assessment (PISA) examination).¹⁵

Grade	Mathematical literacy	Reading	Narrative writing	Expository writing	Scientific literacy
7			++	++	++
8				++	
9	++	++	++	++	++
10					+++

Notes
 A plus (+) symbol indicates a significant result in favor of IB students. A blank cell indicates that there was no significant difference between IB and non-IB students.
 + Small effect size; ++ Medium effect size; +++ Large effect size.

Figure 16. MYP student performance on the ISA compared to non-IB students globally

Further, MYP students’ ISA scores were significantly higher than PISA benchmark scores in all three domains.

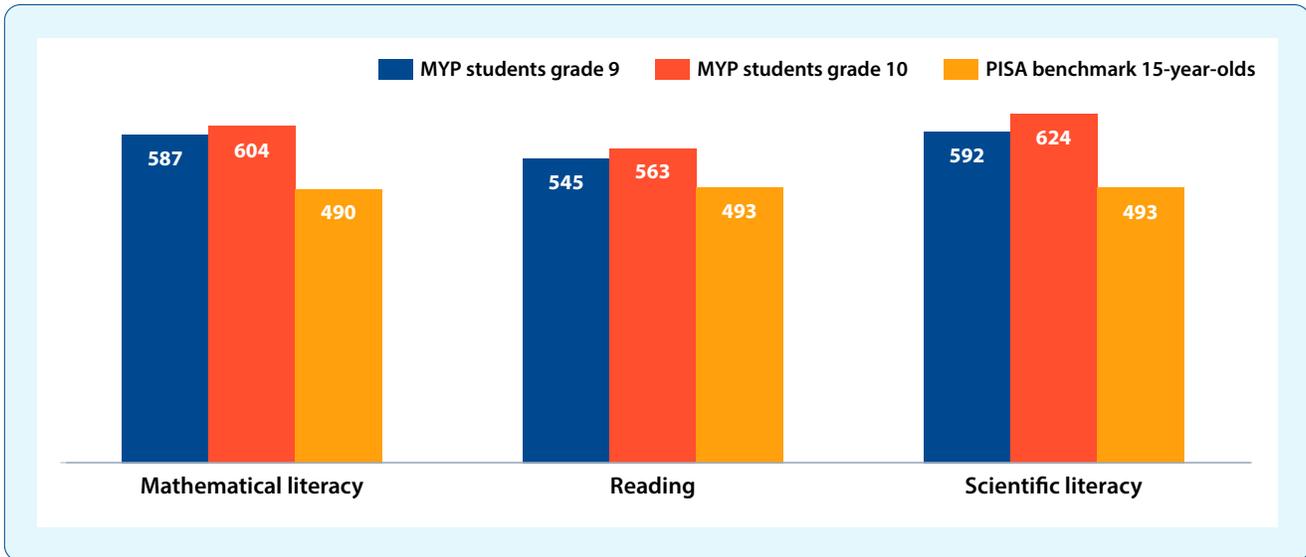
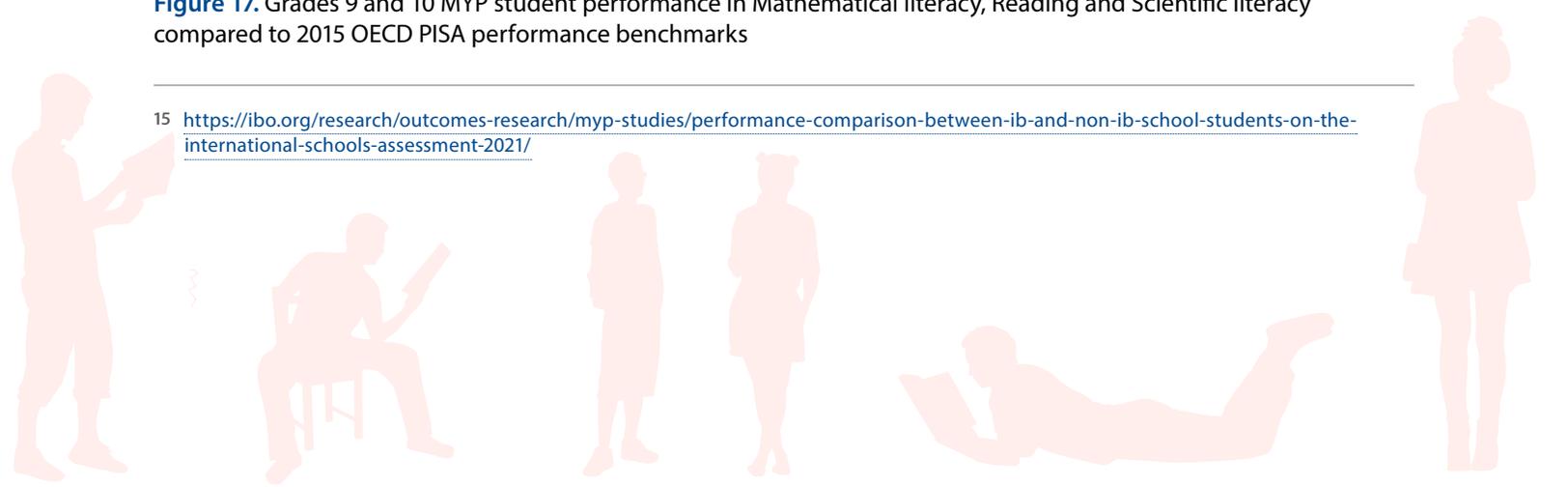


Figure 17. Grades 9 and 10 MYP student performance in Mathematical literacy, Reading and Scientific literacy compared to 2015 OECD PISA performance benchmarks

¹⁵ <https://ibo.org/research/outcomes-research/myp-studies/performance-comparison-between-ib-and-non-ib-school-students-on-the-international-schools-assessment-2021/>



“What I find most valuable in our MYP is that our students are prepared academically, emotionally and socially. They are prepared academically by the rigor of the coursework created by our teachers. Our students grow emotionally through developing the values and attributes of the learner profile embedded within their lessons. And our students develop socially by providing opportunities for them to bridge the connection between school and home, as well as with the community. We expose them to issues that occur both locally and globally, helping them understand how they fit within that larger system.”

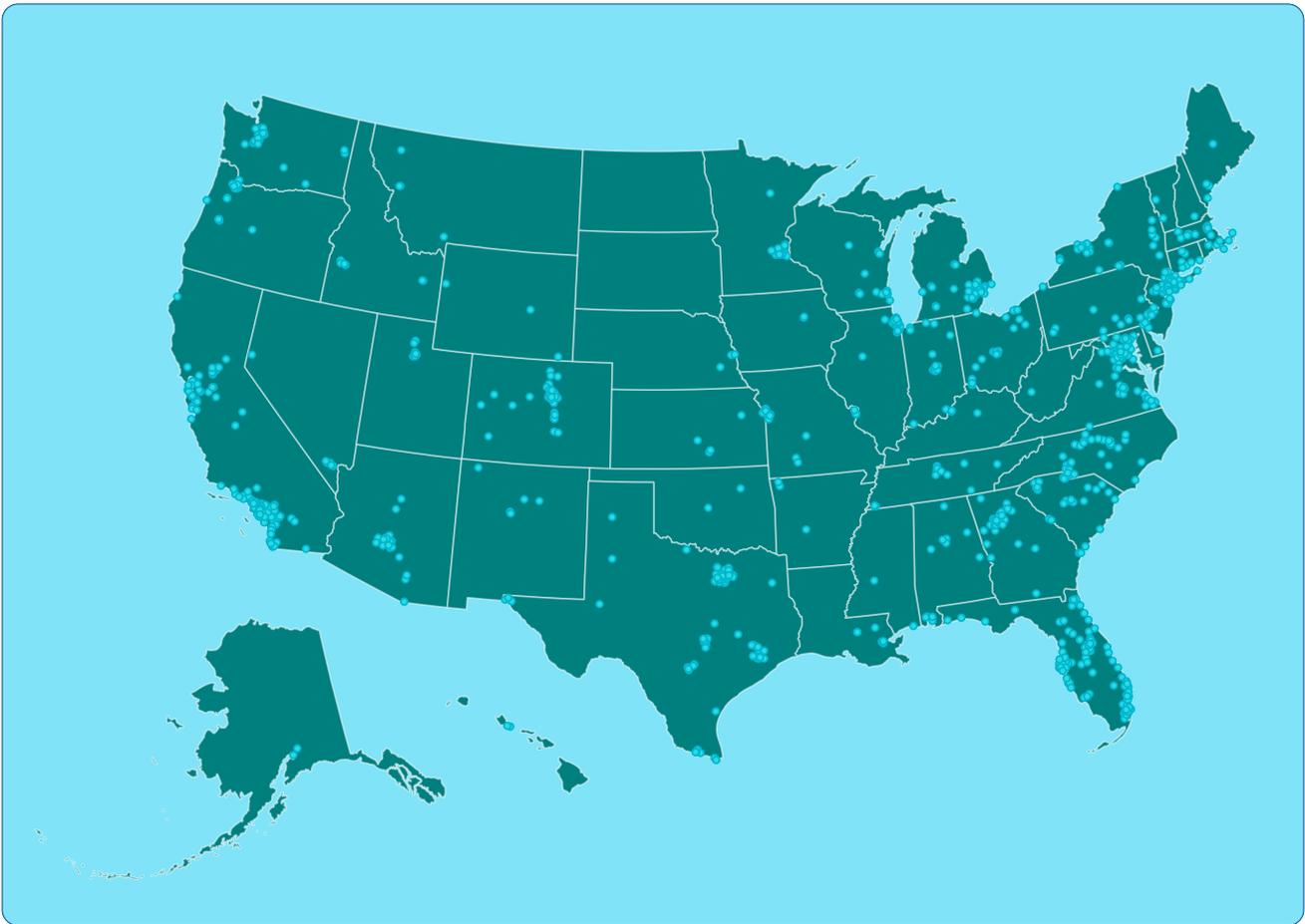


Manny Co, IB Coordinator
Edgewood Middle School, West Covina, California



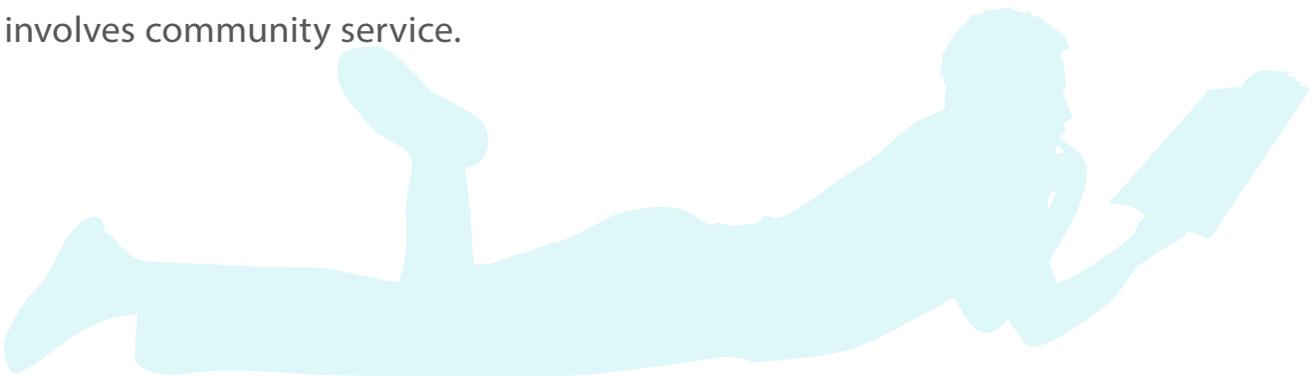
Diploma Program

There are currently 934 schools offering the DP in the United States.



The DP aims to develop students aged 16–19 to have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically.

The DP curriculum is made up of six subject groups and the DP core. The DP core comprises theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay (EE). Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.



Recent research demonstrates the benefits of participating in the DP for success in higher education. **DP graduates show higher enrollment, persistence and graduation rates than the US national average.**¹⁶

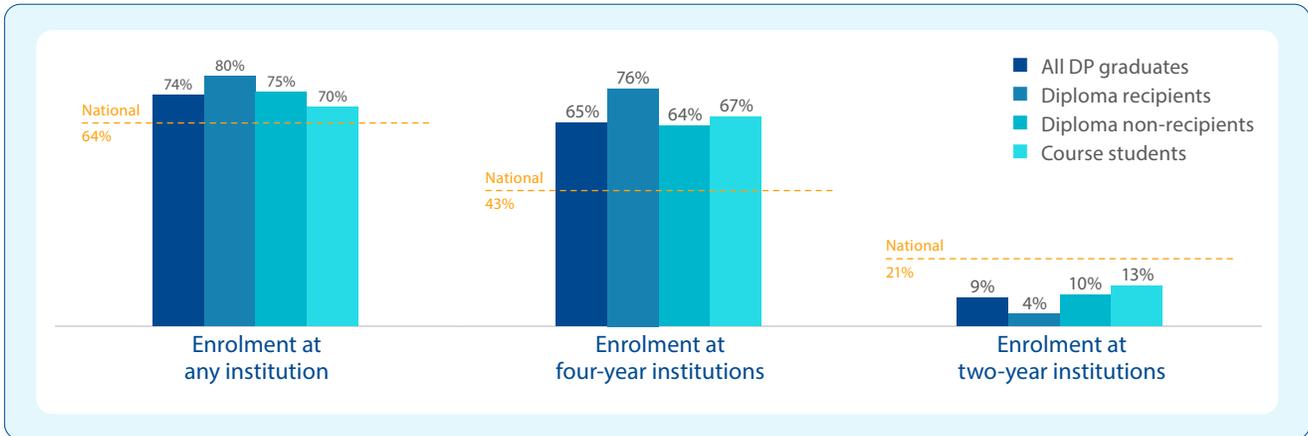


Figure 18. Immediate postsecondary enrollment by institution type

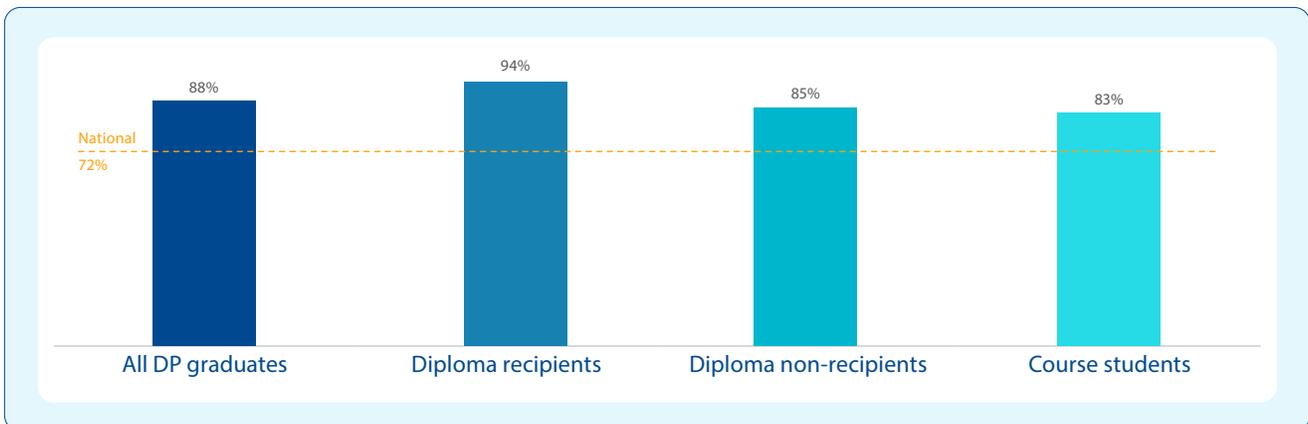


Figure 19. Persistence rates at four-year institutions

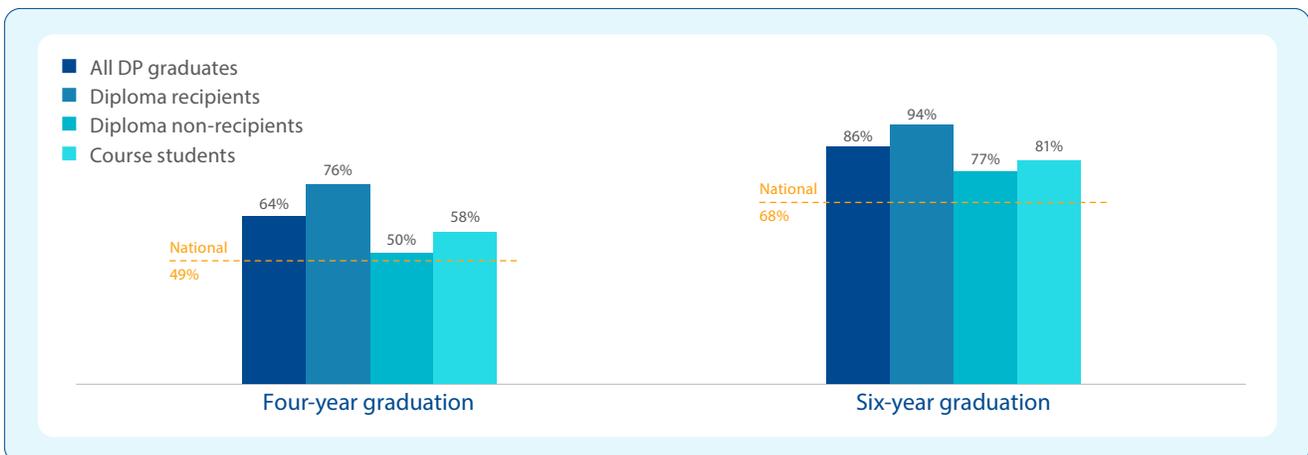


Figure 20. Four- and six-year graduation rates

¹⁶ <https://ibo.org/research/outcomes-research/diploma-studies/postsecondary-outcomes-of-dp-graduates-in-the-united-states/>

A culture of access at Sturgis Charter Public School

All of its 800-plus students come to Sturgis Charter Public School via public lottery, and all of them participate in the DP in the 11th and 12th grade. Being IB schoolwide is central to the school's mission and one of the main reasons it attracts so many students. Twenty-five percent of Sturgis's student body is classified by the state of Massachusetts as high needs, which means they receive special education services or their families are economically disadvantaged.

"Our version of IB for all is that all seniors have spent the last two years fully immersed in the Diploma Program", says Executive Director Paul Marble. "There are no gatekeepers, no prerequisites for any courses, no [minimum] grade point averages, no teacher recommendations required, nothing of that kind. That framework follows through on the founders' goal", Marble says. "Their thinking was 'Let's create a school that has world-class expectations for kids and that has a world-class curriculum. Let's make it available to any kid in this area.'"

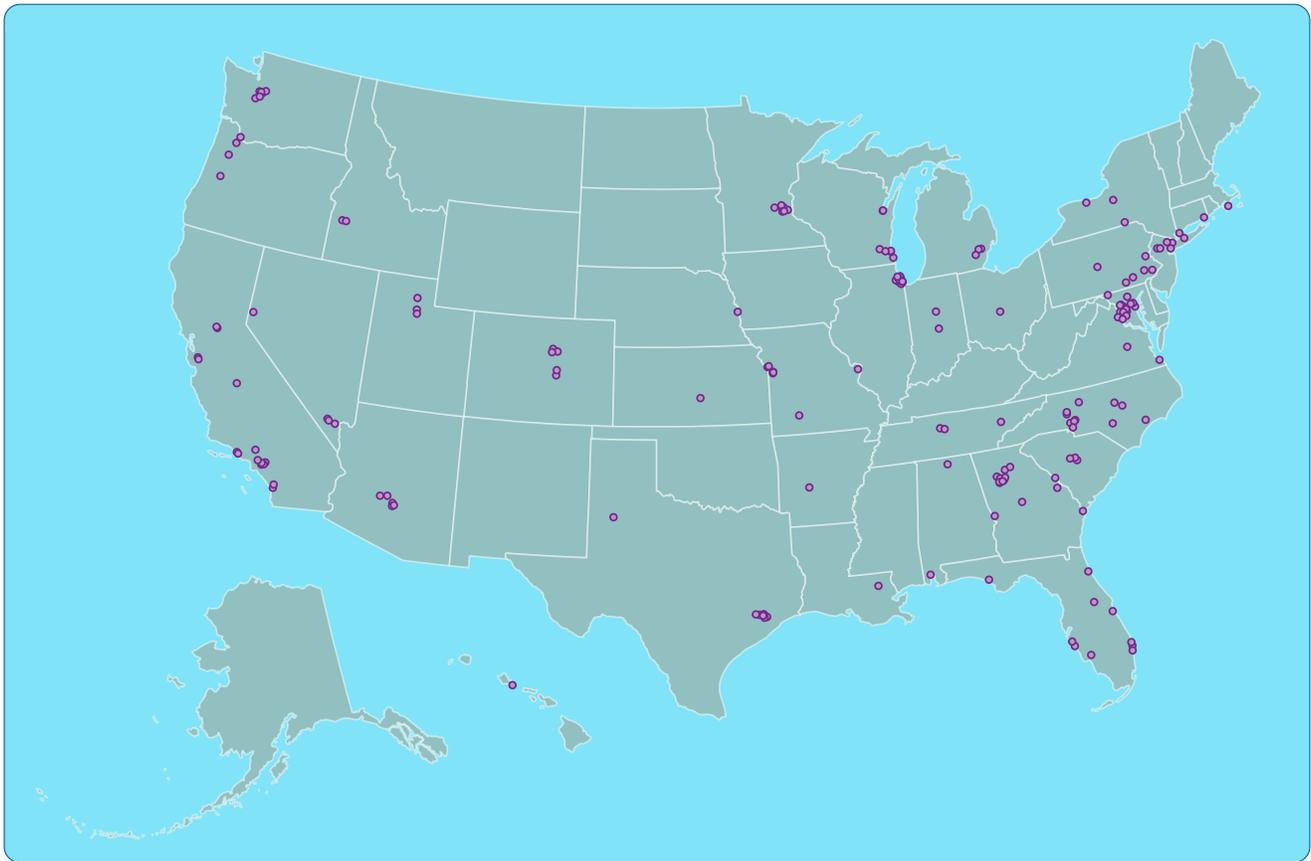
"The IB is a wonderful mechanism for growth for all students, particularly those who tend to be underrepresented in the most rigorous courses at a school."

Paul Marble, Executive Director
Sturgis Charter Public School, Hyannis, Massachusetts



Career-related Program

There are currently 175 schools offering the CP in the United States.



A unique program for students aged 16–19, the CP equips students with future-ready skills and prepares them to follow their career pathways—combining academic subjects with their own professional interests, which leads to further or higher education, apprenticeships or employment. The CP is a framework of international education that incorporates the values of the IB in a distinctive program, addressing the needs of students engaged in career-related education.

CP students undertake a minimum of two DP courses, a core consisting of four components and a career-related study. Most students are using their state career and technical education as the career-related study. For CP students, DP courses provide the theoretical underpinning and academic rigor of the program. The career-related study further supports the program's academic strength and provides practical, real-world approaches to learning, and the CP core helps students to develop skills and competencies required for lifelong learning.

New research on the graduating class of 2016 shows that **CP students in the US have stronger higher education outcomes than the national average, with higher immediate college enrollment rates, higher enrollment in four-year institutions, and higher persistence and graduation rates within six years compared to the national average.**¹⁷

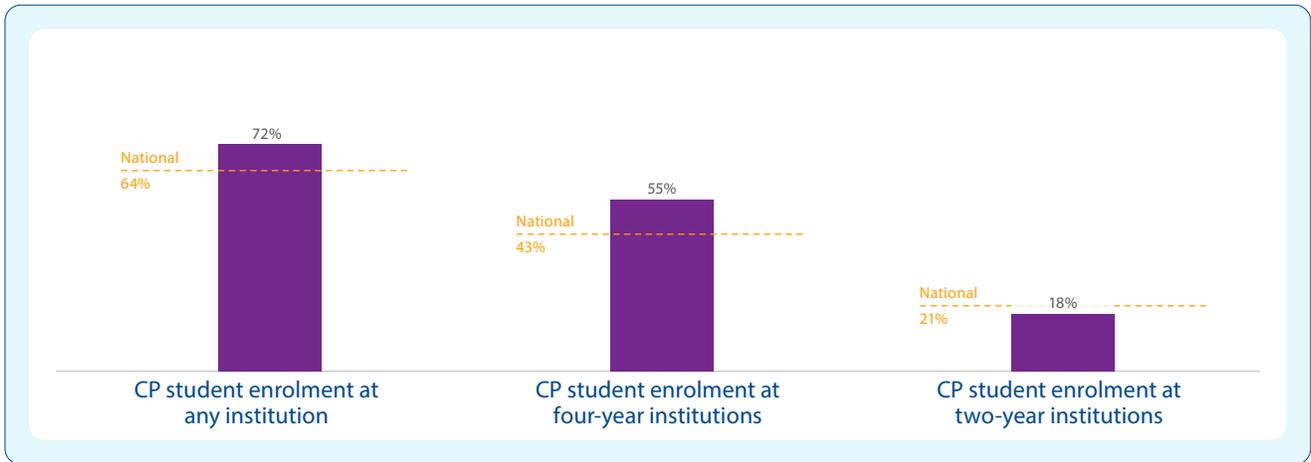


Figure 21. CP immediate postsecondary enrollment by institution type

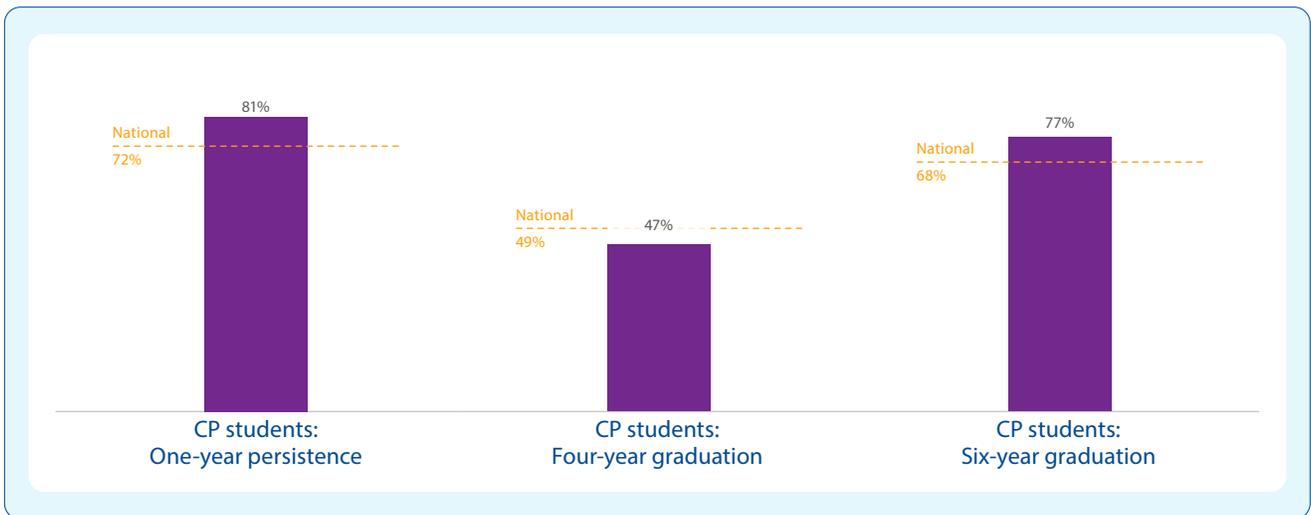


Figure 22. CP postsecondary persistence and four- and six-year graduation rates

¹⁷ <https://ibo.org/research/outcomes-research/cp-studies/postsecondary-outcomes-of-cp-graduates-in-the-united-states/>



“Our CP cohort enjoys building stronger connections with their community and embracing academic rigor that integrates theoretical learning with practical skills and knowledge relevant to their future career goals. They appreciate the greater flexibility and autonomy over their school schedule, empowering them to tailor their educational journey to their individual needs and interests.”



Dr. Veronica Perez, DP and CP Coordinator
Edgewood Schools, West Covina, California

“The Career-related Program within the IB is a wonderful opportunity for students to be able to get different skills—a lot of digital skills, computer programming, computer hardware, graphic design. All of these programs and skills really can be used beyond high school, whether it’s just for a student’s personal interest. Some of our students have already started their own business and they’re able to use the graphic design skills that they learned to design their own logo and create their own webpages. So, it’s a really cool opportunity for students to get skills and knowledge that they can use beyond high school no matter what they choose to do after high school, whether they go to college or whether they immediately pursue a career. ... I would also say that the Career-related Program allows students different opportunities. There is an equal amount of challenge in it; it’s just kind of different skills and knowledge that they focus on.”

Ashley Porter, CP teacher
District of Columbia International School, Washington, DC

Examination-taking trends of DP and CP students

Students choose DP courses across six subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and arts. Courses are offered at either a higher level (HL) or a standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors. History, English A literature and Spanish B are among the most popular examinations taken by US students.

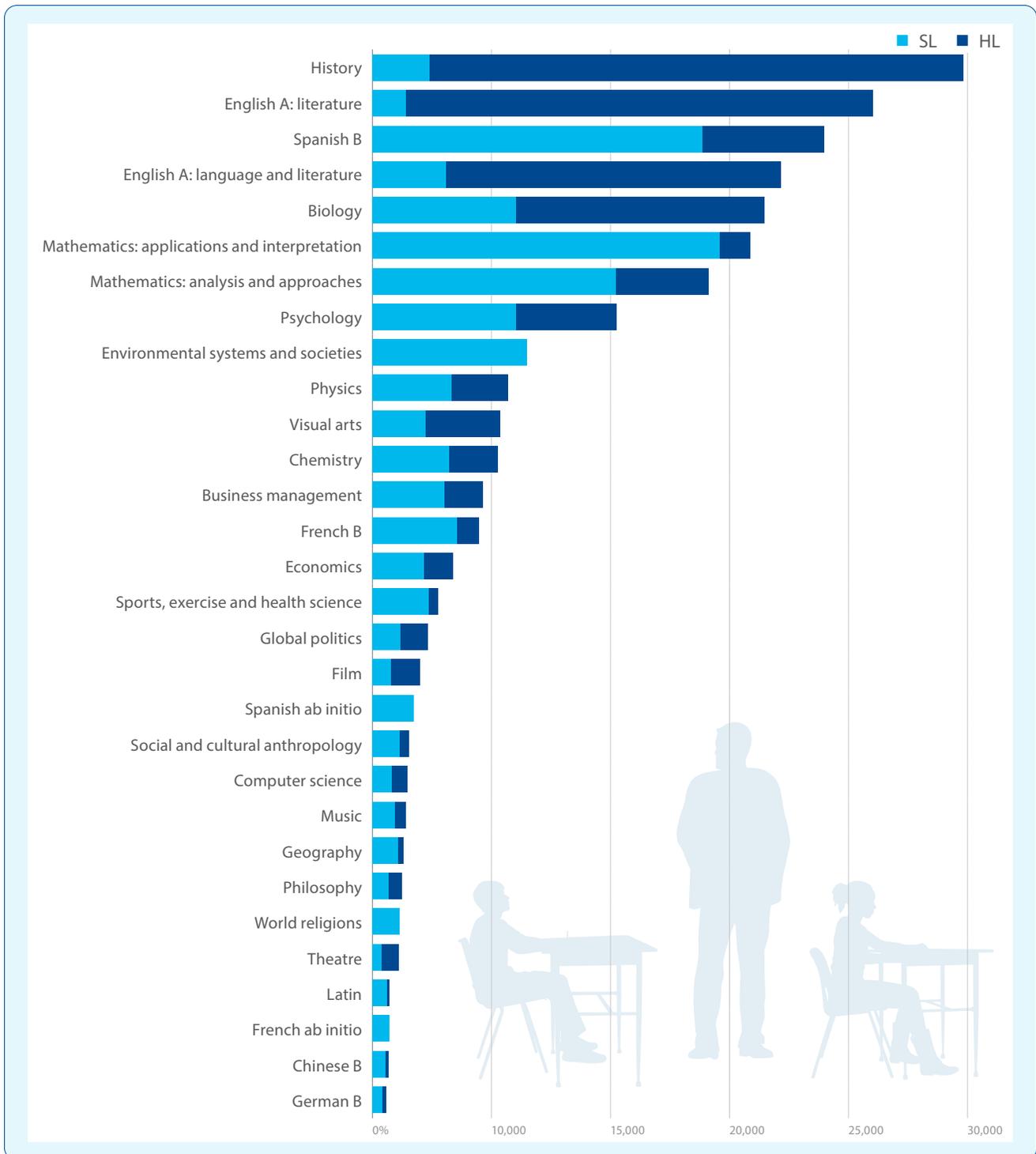


Figure 23. DP and CP examination-taking in the US 2023 high-school graduating class

Studies in language and literature¹⁸

- 47 different subject examinations were taken by the US 2023 high-school graduating class
- 97% of examinations were either **English A literature** or **English A language and literature**

Language acquisition

- 26 different subject examinations were taken by the US 2023 high-school graduating class
- 86% of examinations were either **Spanish B, French B** or **Spanish ab initio**

Individuals and societies

- 65% of students who sat for an examination in this subject group took **history**
- 90% of history examinations were taken at HL

Sciences

- 59% of students who sat for an examination in this subject group took **biology**
- 63% of biology examinations were taken at HL compared with 41% of physics examinations and 39% of chemistry examinations

Mathematics

- Mathematics: applications and interpretation **surpassed** Mathematics: analysis and approaches in popularity, beginning with the class of 2023
- 92% of **Mathematics: applications and interpretation** examinations were taken at SL

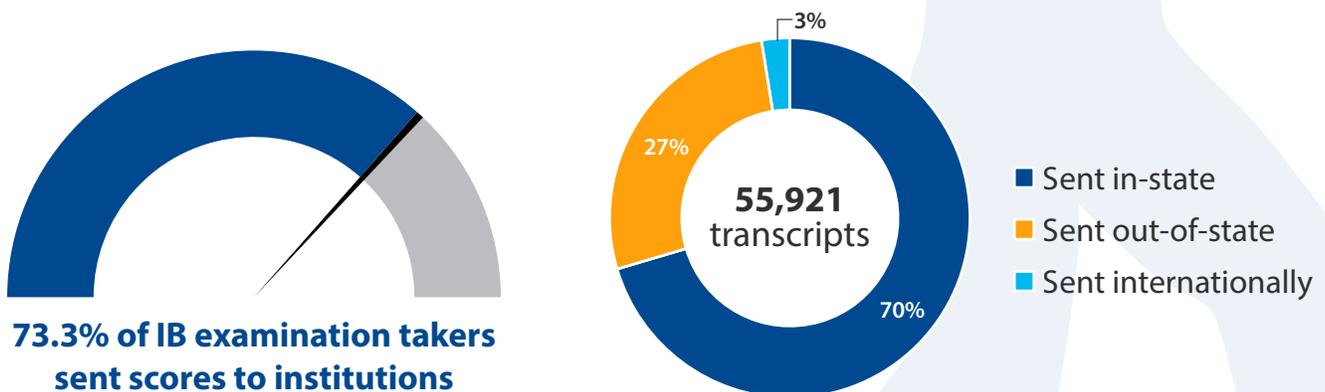
Arts

- More than half (52%) of examinations in the arts subject group were for **visual arts**
- 46% of students pursuing the DP diploma elected to take an arts course (SL or HL)

Overview of IB transcript sends

Based on data from the 2023 US high-school graduating class:

- 46,673 students sent IB examination scores to 2,117 institutions, which included 55,921 transcripts containing 261,005 examination scores.

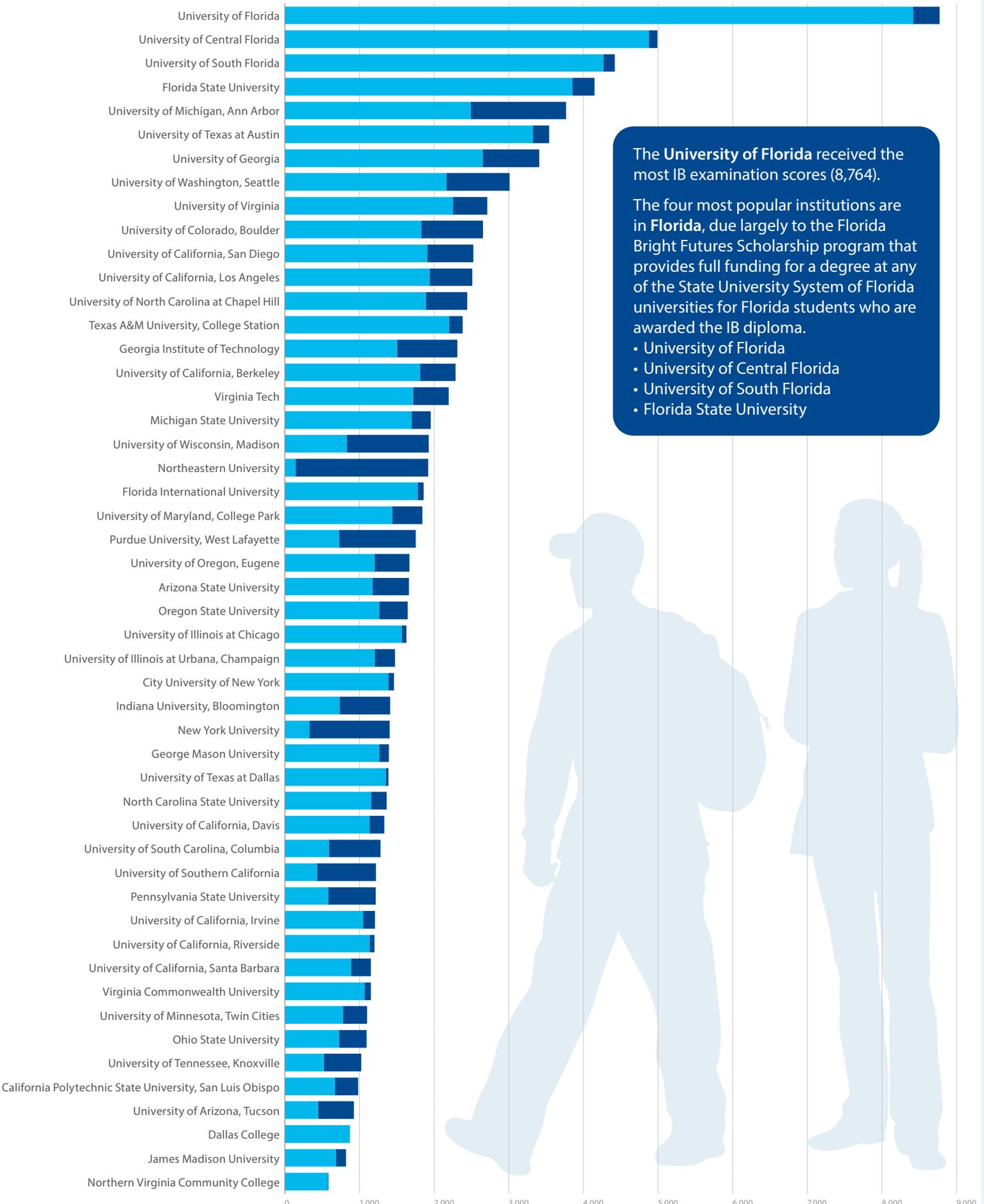


¹⁸ Students pursuing the DP diploma can choose an additional science, individuals and societies or languages course instead of an arts course.

Where IB examination scores are being sent

■ In-state ■ Out-of-state

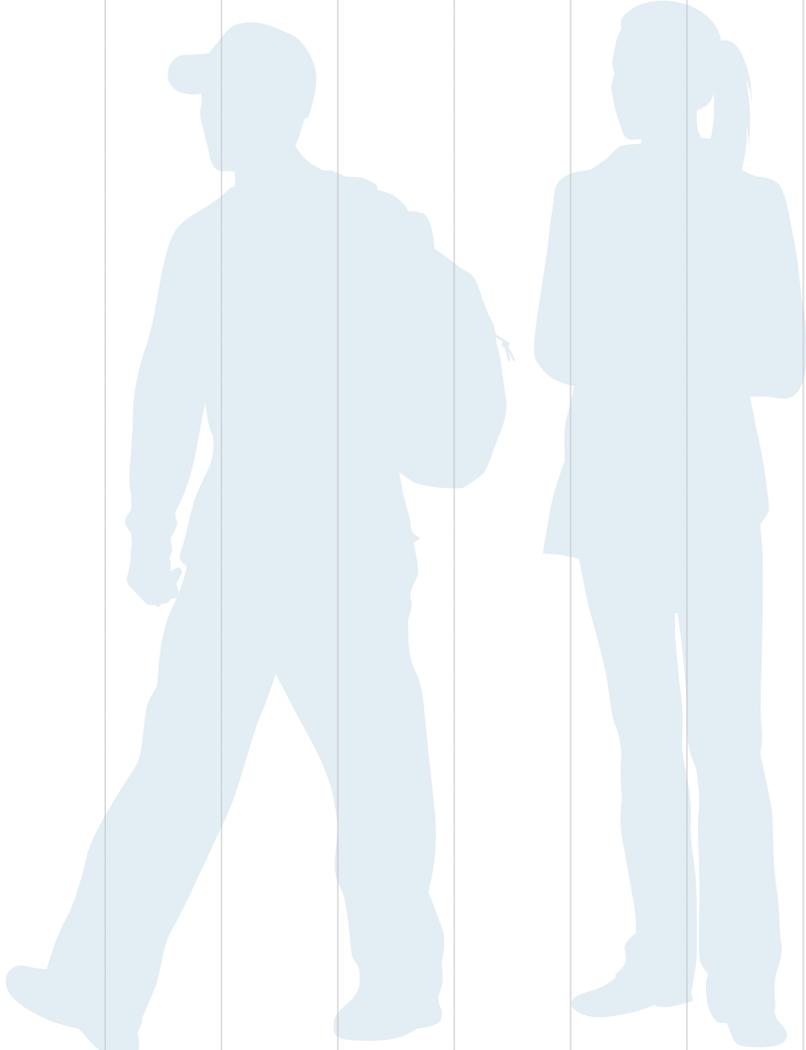
The top 50 colleges and universities where IB examination scores are sent from the US 2023 high-school graduating class.

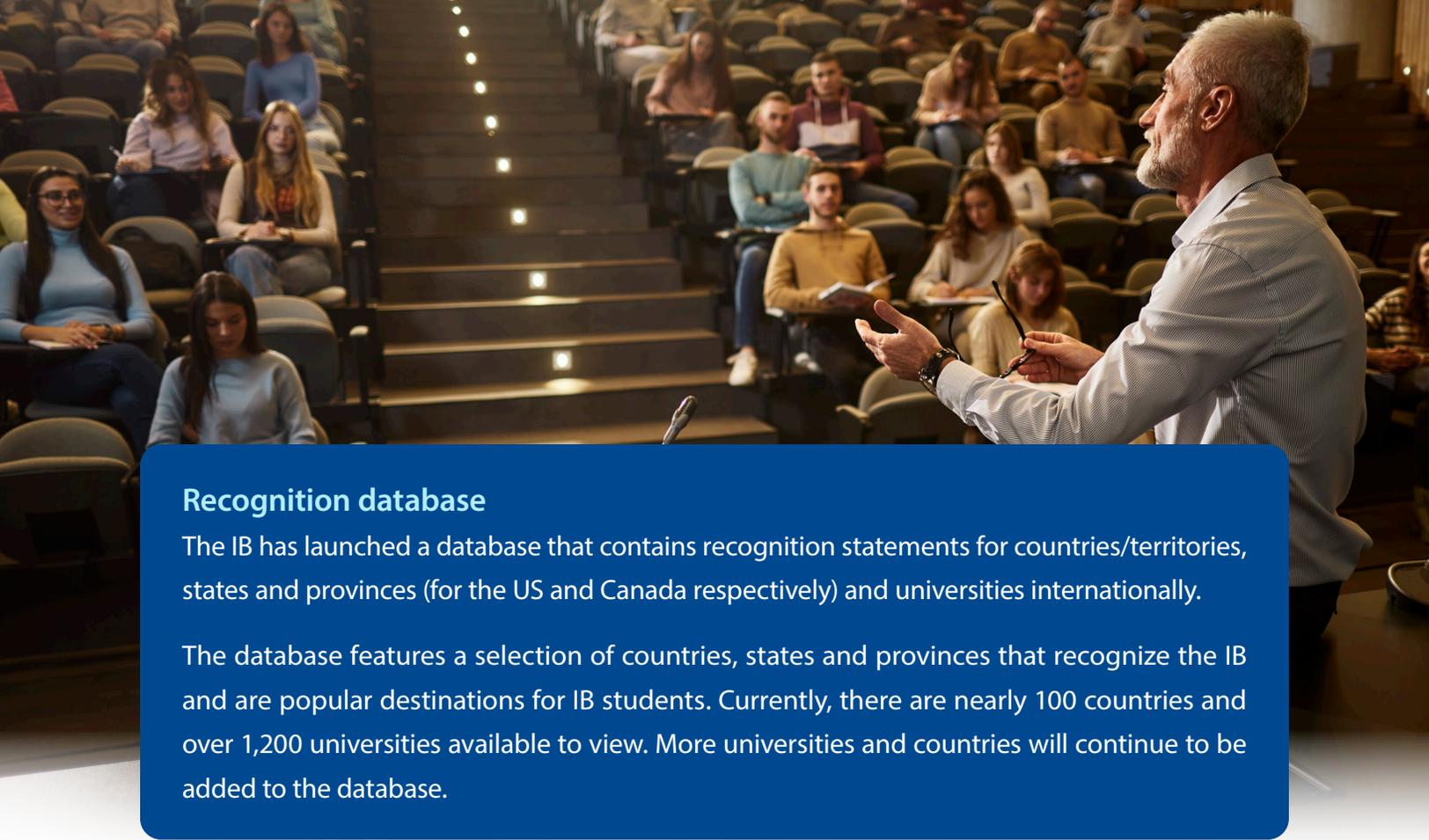


The **University of Florida** received the most IB examination scores (8,764).

The four most popular institutions are in **Florida**, due largely to the Florida Bright Futures Scholarship program that provides full funding for a degree at any of the State University System of Florida universities for Florida students who are awarded the IB diploma.

- University of Florida
- University of Central Florida
- University of South Florida
- Florida State University





Recognition database

The IB has launched a database that contains recognition statements for countries/territories, states and provinces (for the US and Canada respectively) and universities internationally.

The database features a selection of countries, states and provinces that recognize the IB and are popular destinations for IB students. Currently, there are nearly 100 countries and over 1,200 universities available to view. More universities and countries will continue to be added to the database.

Data notes

The data in this report of US students are based on the most recent high-school graduating class (class of 2023), which includes students' entire IB examination history throughout high school. Data are shown for all schools (public and private), except where unavailable, such as for poverty group and Title I eligibility status, as these data are captured only for public schools. School and program data in this report are from the 2022–2023 school year, to align with the most recently available National Center of Education Statistics Common Core of Data (2022–2023 school year), and the Private School Survey (2021–2022 school year), and the data are used in this report for national comparisons to IB World Schools. Current school and program data in the report are based on IB authorization status as of May 1, 2024.

This report is available at: www.ibo.org/en/research/

For more information on this report or other IB research, please email research@ibo.org.

To cite the full report, please use the following:

International Baccalaureate Organization. (2024). *The International Baccalaureate in the United States: Growth, access and outcomes*. International Baccalaureate Organization.