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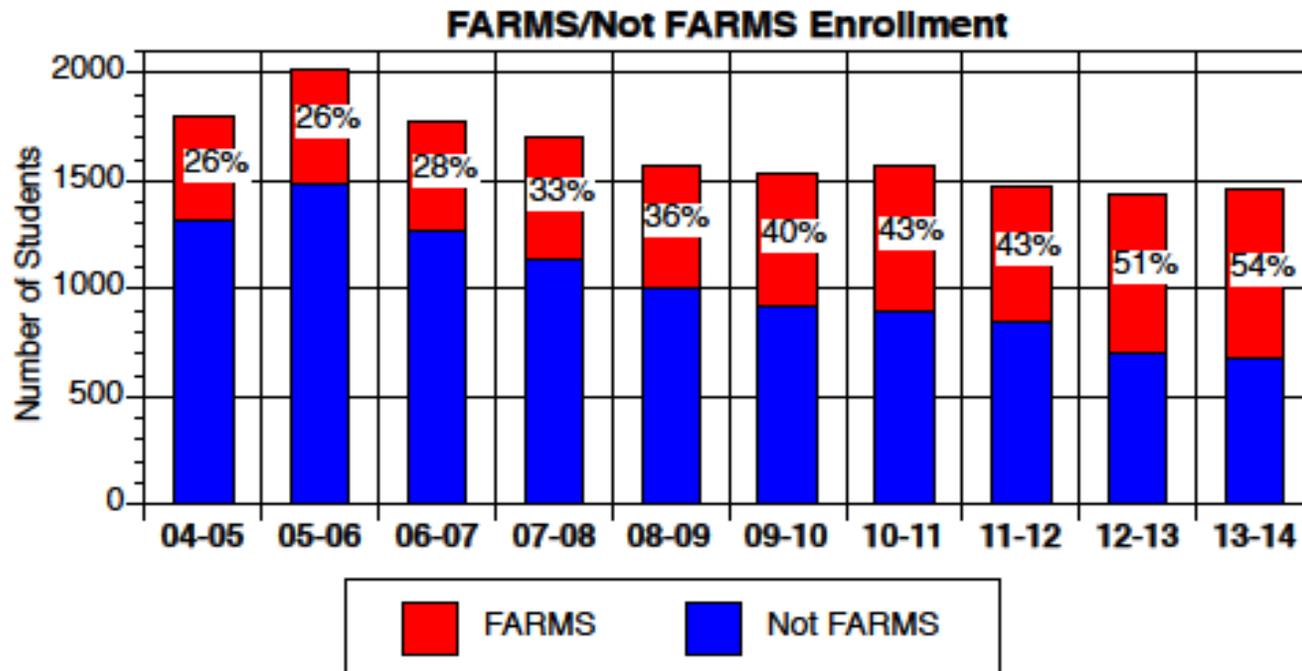
Growing IB in a High Needs School

Watkins Mill High School, Gaithersburg MD

Presenters: Scott Murphy, Principal
Lisa Ingram, IBDP / IBCC Coordinator



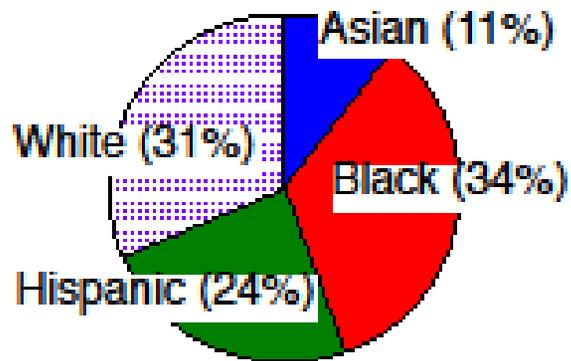
School Demographics: WMHS (2004-2014) Changes in the 10 year span of our IB Program Free and Reduced Meals Rates



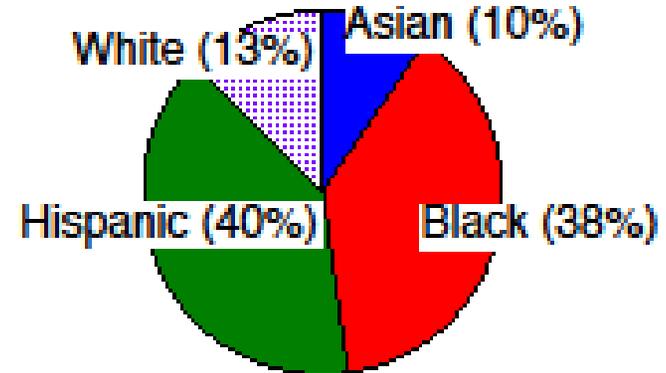


School Demographics: WMHS (2004-2014) Changes in the 10 year span of our IB Program Race / Ethnicity Shifts

04-05 School Year



13-14 School Year





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School Demographics: WMHS 2014

48 Nationalities

ARGENTINA
BANGLADESH
BENIN
BOLIVIA
BRAZIL
CAMEROON
CANADA
CENTRAL AFRICAN REPUBLIC
CHAD
CHINA
COLOMBIA
CONGO, THE DEMOCRATIC REPUBLIC
COTE D'IVOIRE
DOMINICAN REPUBLIC
ECUADOR
EL SALVADOR

ETHIOPIA
FRANCE
GAMBIA
GERMANY
GHANA
GUATEMALA
HONDURAS
INDIA
INDONESIA
ISLAMIC REPUBLIC OF IRAN
JAMAICA
KENYA
LIBERIA
MADAGASCAR
MALAYSIA
MALI

MEXICO
MYANMAR
NEPAL
NIGERIA
PAKISTAN
PERU
PHILIPPINES
SENEGAL
SIERRA LEONE
SOUTH AFRICA
SRI LANKA
TAIWAN
TOGO
TRINIDAD AND TOBAGO
UNITED STATES
VIET NAM



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School Demographics: WMHS 2014

33 Languages

AKAN

AMHARIC

BENGALI

BURMESE

CHINESE

CREOLES AND PIDGINS, ENGLISH B

ENGLISH

EWE

FANTI

FARSI

FRENCH

GA

GERMAN

GUJARATI

HINDI/URDU

IGBO/IBO

MALAGASY

MALAY

MALAYALAM

MANDARIN

MANDINGO

NEPAL BHASA

NEPALI

PILIPINO

SINHALESE

SPANISH

SWAHILI

TAGALOG

TELUGU

TWI

URDU

VIETNAMESE

WOLOF



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IB Participation Class of 2014

- % of graduating class taking at least 1 IB Course
 $140/352 = 40\%$
- % of graduating class enrolled in IB DP or IBCC
 $49/352 = 14\%$



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Growing IB, Our Story

The journey of transforming our “high needs” school into a true IB school

- 1. Foundational: Once our leadership team fully embraced the power of IB to not only serve talented students--but also to enrich every student’s school experience and define the school culture, IB has indeed become a part of the fabric of our school.**
 - IB was brought to WMHS with the intended outcome of retaining our high achieving students who were leaving their home school for newly available magnet programs. In our early years, despite some insightful access allowances, the IBDP operated largely as a “school within a school.”
 - Although we were at one point a school of 2000+ students, our Diploma numbers were similar to our current numbers with our smaller enrollment of @1450 students. We were sustaining our opening numbers, but for a time were on a bit of a plateau where legitimate growth was concerned.
 - In the past four years, all professional development and our entire instructional focus has become rooted in the IB Learner Profile.
 - Our school leaders BELIEVE IN the engaging IB pedagogy of teaching, learning, and assessment....we have witnessed first hand the benefits of not just encouraging IB practices in IB classes but in ALL classes for ALL kids (with the training to support that demand and the allowance to try new things). Our students in all levels, thanks to this initiative, are beginning to show renewed commitment and engagement with their academic performance and know the Learner Profile. (eligibility rates, etc.)



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2. We have created a school where our (IB trained/informed) leaders who believe in IB have used their knowledge to help transform the entire culture of the school through renewed energy for teaching, renewed student confidence and performance, and program growth.

- What is the IB? What kind of student is an “IB student? How can IB help “our kids”?....Our IB trained/informed school leaders have informed answers to those questions, and are readily able to articulate to their staff members, students, and school community the most important traits of a potential IB learner: desire to learn and willingness to work hard.
- Our school leaders have witnessed the tangible ways that IB has helped to energize the learning experience at our school, the meaningful rewards our IB students have earned, and they have become phenomenal team members in helping our IB program to grow in every subject area. In other words, the growth in our school is happening now because we have so many informed spokespersons helping our kids to have confidence in their capacity and an understanding of how IB might benefit them. So it’s not just the IB Coordinator and Counselors at WMHS “selling” IB, but the Administration and Teachers, who have vast influence on student decisions and beliefs in themselves.
- PLCs: Our professional development cycle at WMHS is now set up where teams focus on student learning and performance and collaborate with the lens on IB Learner Profile. Trained IB teachers leading these teams can also share out a wealth of information to teachers who have yet to attend a formal IB training.



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BREAKING DOWN BARRIERS

3. We had the insight even in our earliest years to REMOVE ALL BARRIERS OF ACCESS TO IB FOR STUDENTS.

- At WMHS we do not have any form of application for the IB Diploma Program (or IBCC) nor for taking IB courses. If the students have taken the prerequisite courses, they are welcome to self select IB. Aggressive recruiting among underrepresented populations takes place systematically.
- Teacher recommendations for students' next recommended course serve only as "talking points" with students or a data points for staff; never used as a "ticket into" (or disqualification from) IB.
- We do not have any GPA entry requirements. This marker, like many, would be a certain "talking point" with a student, but by no means would be seen as a reason in and of itself to discourage a student from IB aspirations.



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ACCESS, ACCESS, ACCESS

4. We built our program with the ultimate goal of giving the greatest possible numbers of students access.

- We have allowed COURSE students to access IB courses from the outset. We believed that restricting our program to FULL candidates would both restrict access and participation and prevent students from experiencing IB, and would not allow us to grow properly to sustain the program. Many of our students have very specific strengths and shortcomings, and allowing them to experience IB in whatever courses they feel confident is a benefit to all.
- School improvement plan goal: 80% of each graduating class take at least one IB course and IB exam
- The IB Courses we chose to offer, especially in the early years, were chosen carefully to offer access to the greatest possible number of students. For example, we offered only Math Studies in the early years, as we didn't have the numbers to sustain two IB math classes, and not offering Math Studies would have meant that students entering 9th grade taking Algebra 1 would have automatically been closed out of IB full program participation. (Alg1, Geom, Alg 2, Math Studies) We picked subjects in the opening rounds, especially in math and science, which were seemingly more reachable for a greater number of students.
- Phasing out of some AP Courses



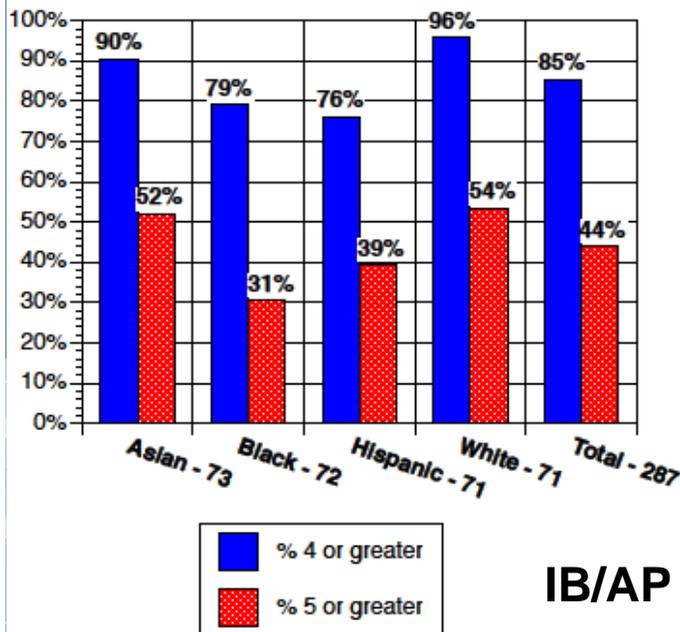
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DATA TALKS

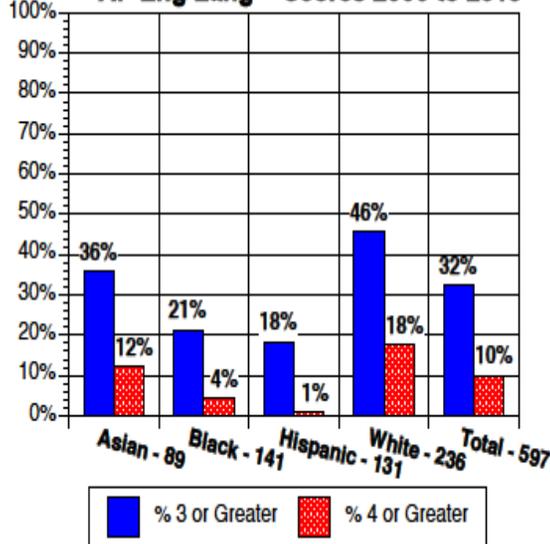
5a. We studied what we did, and readily promote our IB with our performance data.

In our early years, IB was in a stiff competition with our already existing AP program. In order to help see how IB served our students, we undertook an effort to study our student performance, by demographics, to see the truth of which program better served our students. [why and how this is the case is another point of recruitment for us]

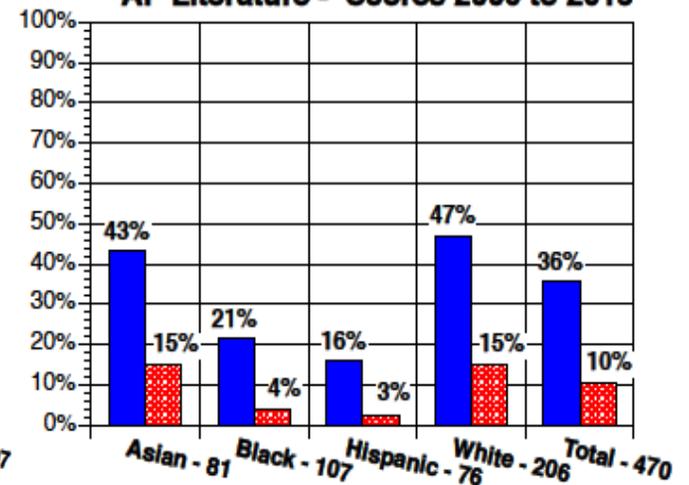
IB English Scores 2006 to 2013



AP Eng Lang - Scores 2006 to 2013



AP Literature - Scores 2006 to 2013



IB/AP English Formal Exam Performance 2006-2013



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IB vs. AP

5b. We studied our data re. IB and AP comparative performance and figured out a way to help validate the data on course performance to see if IB's superior position was skewed by the cohort strength.

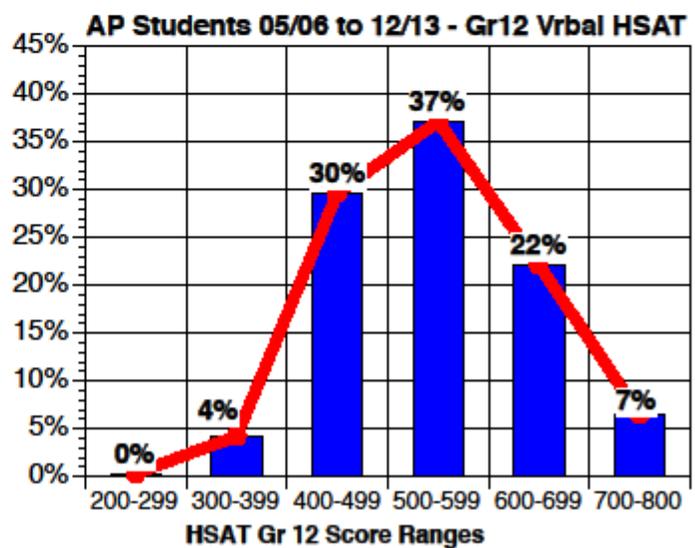
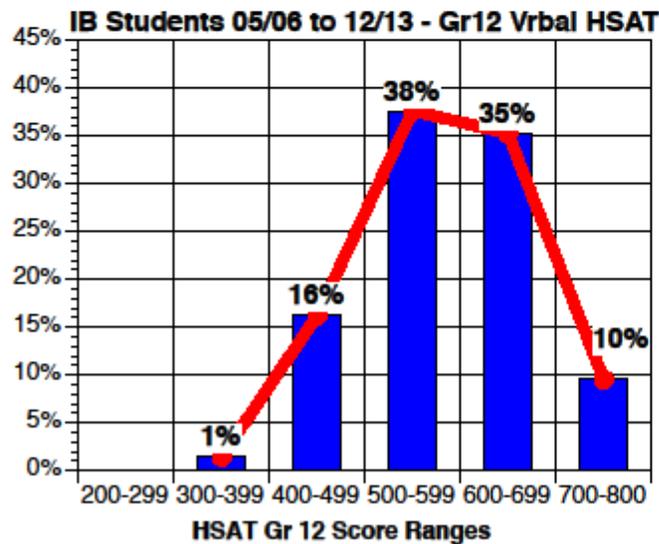
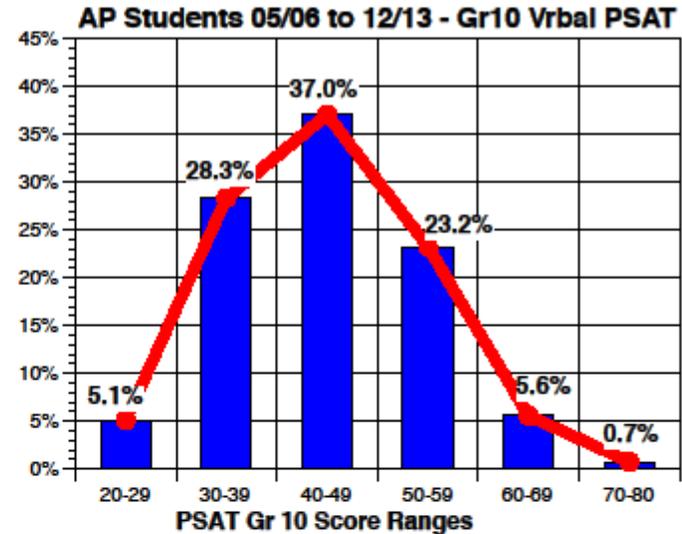
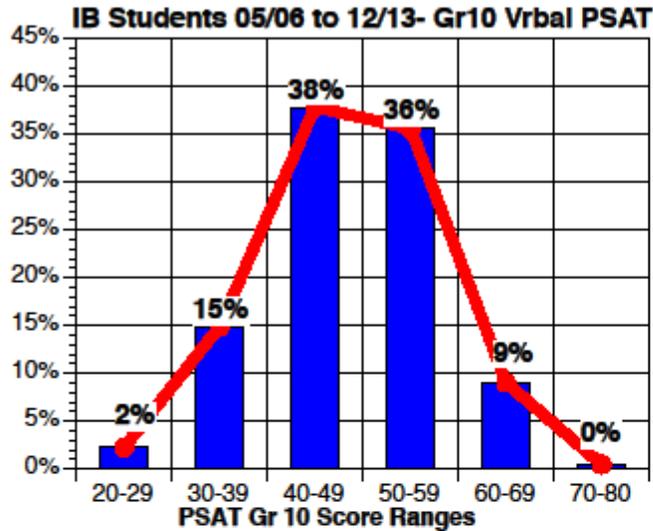
- As we studied our IB students' successes annually and began to see a pattern of considerable improved outcomes in IB, we sought to study the cohorts of students in anticipation of challenges to our belief that IB learning and assessments were the CAUSE of the differences, not the EFFECT of having a more/less proficient cohort of students in either program.
- In order to determine cohort strength upon entry, we measured student 10th grade (verbal) PSAT averages for IB and AP students prior to their entry into either program, then measured the two cohorts again in Semester Two of 12th grade, using SAT averages this time to measure each respective group.
- The cohort data revealed a nearly statistically identical group of students embarked upon on or the other program, and that, while both programs indeed helped our students to grow academically, the IB cohort was decidedly stronger in its SAT performance than the AP counterpart.





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PSAT – SAT cohort performance 2006-2013





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MYTHBUSTING

6. Convincing the most important stakeholders!

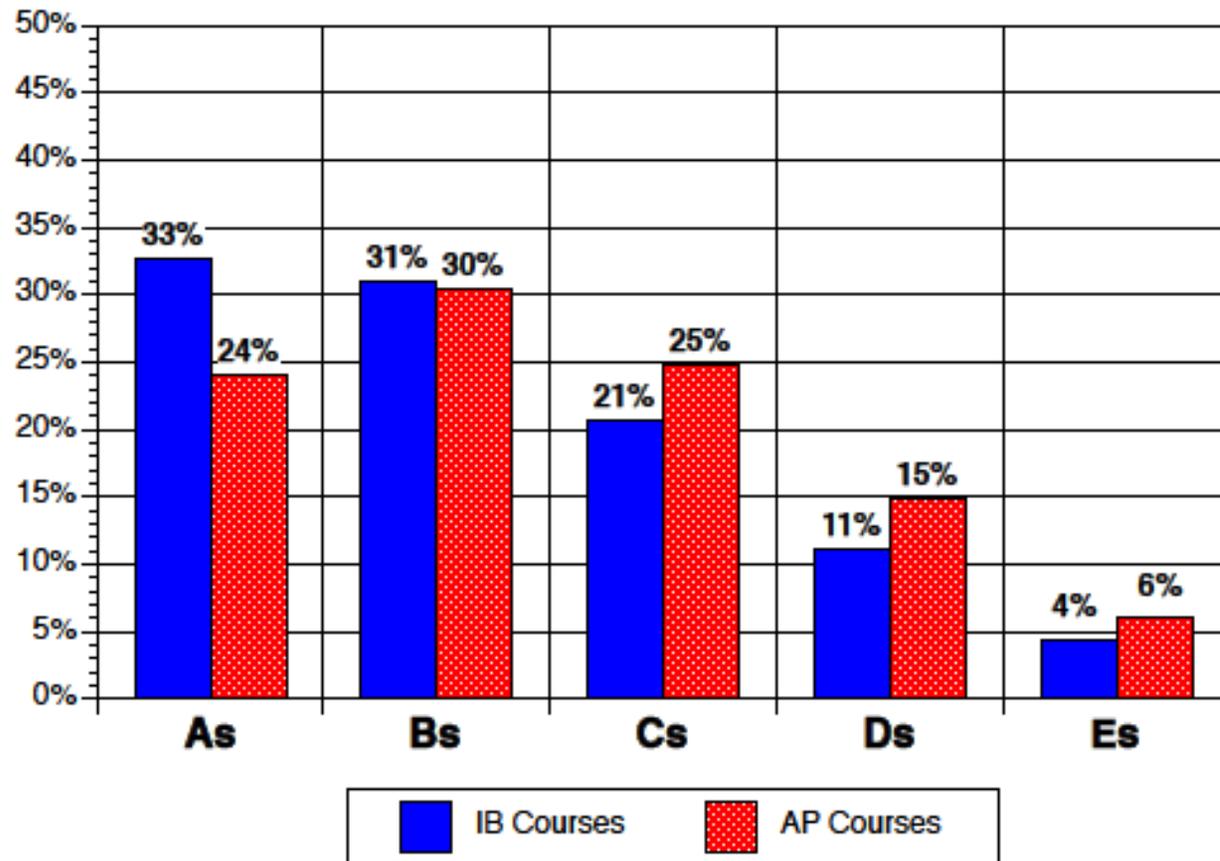
- As an ALL school MYP Program, we do our very best to get ALL students accustomed to engaging and active learning, and to get them into the very most rigorous courses possible to help them be best prepared for all possible options as they become 11th graders and choose their school pathway.
- Challenge vs Cruise Control: benefits of a demanding program, meaning of the Weighted GPA.
- Breaking down another myth regarding IB participation: GRADES....in the opening rounds (and even currently as IB students tell their various stories of woe and oppression)...the “word in the hall” was “If you take IB classes, your grades will TANK. There was, especially early on, a concurrent belief that somehow taking AP courses was less detrimental to the GPA than the dire outcomes to the GPA which IB would cause.....REALITY →→→→→



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“BUT WON’T THIS HURT MY GPA?”

% of Letter Grades - AP, IB 11th and 12th Grade - 2006 to 2013





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EXPANSION OF IB PROGRAMMES (IBCC, MYP)

7. ADDING IBCC (AND NOW MYP) HAS OPENED UP DOORS VIA INCREASED STUDENT CHOICE AND INCREASED STUDENT PREPARATION.

- Our IB program began DP program, and grew steadily from 2004-2005, our first year of instruction, up to 2011-12, our last year as a “DP only” school.
- In 2012, we became authorized to deliver the IB Career Related Certificate (IBCC). Blessed with five active career academies already in place and an active DP program, we expected IBCC to be popular: This year we graduated our first cohort of full IBCC students (19 students) alongside our 30 Full DP students. In our second year of IBCC (graduates 2015) our senior IBCC cohort stands at 54, and Full IB Diploma 32. (Higher numbers than when the school had 2500+ students)
- IBCC students are fully capable of DP, and choose IBCC for very directed and proactive reasons. Many would have opted to be “Course” students in the past in order to retain their career academy. IBCC offers a wonderful mix and brings more kids fully into a full, rich, and meaningful IB experience.
- Our MYP Partnership application, begun in 2012, culminates this fall with our site visit. This initiative has been exceptional in helping to bring vast numbers of our staff into the realm of IB pedagogy and beliefs, and enables them to become more skilled at cultivating IB learner skills in young students to enable them to better access Full IB studies in 11th-12th grades. The articulation between our school and the middle schools, and a full grade 6-10 IB pathway, will also bring rich and beneficial continuity to our students’ learning experiences.

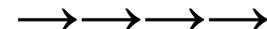


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STRATEGIC SUPPORT

8a. SUPPORT SYSTEMS WHICH HAVE HELPED US GROW IB

- **District Support:** Without the District level administrators' "buy-in," growing IB in our high needs school would have had minimal prospects. District level support is necessary for: annual fees, training costs, mailing fees, exam fee support, and pedagogical leadership.
- **School Administration:** Our administrators get trained in IB....they become the leaders of the local "BELIEVERS" club... They are our foremost cheerleaders on one level....and handle the difficult challenge of weaving IB into the school improvement plan tangibly. Our administration supports IB in staffing and scheduling to help accomplish strategic growth.
- **IB Coordinator:** Our District and Local administration respect and understand IB, and fund a fully released Coordinator who serves as a school leader, and whose role is a hybrid of teacher, counselor, and administrator. This position is invaluable to provide the necessary support to all stakeholders, and to have the perspective and time to study the program's effectiveness.
- **School Counselors:** Our experience is that we have benefitted greatly from having ALL of our counselors trained and well positioned to help counsel students in the program that best fits their needs. Having the counselors and Coordinator "tag team" the students provides much momentum in the recruiting process and as well in supporting the students throughout their two year commitment.



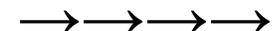


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STRATEGIC SUPPORT

8b. SUPPORT SYSTEMS WHICH HAVE HELPED US GROW IB

- **Teachers:** The role of the IB teacher, especially in a high needs school where the range of proficiency of the students in any given IB class may well be vast, is of the utmost importance in building the program. Our foremost trait in selecting IB teachers is their being “student advocates...” who teach individual children, not who teach “principles.” We are blessed by having IB teachers who see student omissions and detrimental decisions as “teachable moments”....who give students multiple chances and means by which to demonstrate proficiency, and who are receptive to student self advocacy....those are our franchise players! Oh and also, they have the stamina of the ages, are creative and engaging, differentiate instruction readily, and are patient beyond imagination. [for real]
- **Parents:** Knowledge is power, and we have a big job keeping parents informed, and helping them to know how to support their children. In a high needs school like ours, we realize our parents care just as much, want to help just as much, but need to be given ways to express that support within the allowances of their own lives. We strive to build relationships with our parents and see this directive as an utmost priority as they are a pivotal partner in school success for their children.





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STRATEGIC SUPPORT

8c. SUPPORT SYSTEMS WHICH HAVE HELPED US GROW IB

- Students need the greatest amount of support, from dispositional support (helping them to have the confidence and knowledge of how to self-advocate and communicate their needs)....to academic tutoring. Kids will be “stoic” and since our telepathic powers can’t always conjure up the truth, we need them to communicate with us....helping them to know how and when to accomplish self advocacy is a big goal.
- Students need TIME....it’s the most precious resource. Helping them to learn how to manage time is foremost, and if possible, build time into their school day to help them stay afloat: We have several systems in place to help students and teachers have time to reteach, reassess, dig deeper...essentially TIME to succeed. (STEP: Student/Teacher Enrichment Period; VT Village Time)
- We have made providing computer access to our students a program priority. We open and staff computer labs in the AM, at lunch, in the PM....our students need access and many do not have it at home.
- We have built systems into our program to help students manage the elements of the IB Core (Tok, EE, CAS in the DP; ATL, C&S, RP in IBCC)



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WHAT IS SUCCESS?

9a. We define success in real terms.....and don't pretend that earning an IB Diploma or Career-Related Certificate is the only "win."

- Although we aspire to have the greatest number of students earn the IB Diploma or Career-Related Certificate in each graduating class, we don't let the Diploma or IBCC credential serve as the only goal considered worthy of celebration.
- In our county, we celebrate IB exam participation and performance, and have acknowledged through research that students who take an IB course to completion, sit for the formal exam, and earn at least a 4, have considerably improved statistical capacities to be a successful university student. Thus, when our county publishes annual data, although we note and benchmark for improvement our Diploma awards, we do not dwell on that achievement alone, rather, we celebrate by noting the number of our students, especially our traditional minority students, who scored a 4 or better on at least one of their IB exams by the time they graduate.
- In that data point (participation and performance among students traditionally not represented as successes on high stakes testing reports) we celebrate with pride the vast growth many of our students manifest in making that goal a reality.
- Enrollment doubles and performance stays strong.



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and % of Black Students in May 2013 IB Testing Cohort Scoring \geq 4 on One or More IB Exams

School Name	% Black Students Testing May 2013 Scoring > 4 on at one or more IB exams	# Black Students in Total Test Group	% Black Students in Total Test Group
Rockville HS	87.50%	8	8.42%
Richard Montgomery HS	83.33%	18	6.95%
Watkins Mill HS	82.93%	41	26.11%
Albert Einstein HS	82.35%	17	22.97%
Kennedy HS	65.22%	23	41.07%
Bethesda Chevy Chase HS	63.33%	30	8.57%
Seneca Valley HS	57.14%	28	36.84%
Springbrook HS	56.10%	41	39.05%

Watkins Mill's Black students performed at a higher % on this measure than all but Rockville and RM, with the degree of separation: 4.57%, WM/Rockville; 0.4% WM/RM. Additionally, WM tested @ 5x the # Black students as Rockville and more than 2x the number as RM.



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# and % of Hispanic Students in May 2013 IB Testing Cohort Scoring \geq 4 on One or More IB Exams			
School Name	% Hispanic Students Testing May 2013 Scoring > 4 on at one or more IB exams	# Hispanic Students in Total Test Group	% Hispanic Students in Total Test Group
Richard Montgomery HS	94.44%	18	6.95%
Rockville HS	87.50%	8	8.42%
Watkins Mill HS	85.00%	40	25.48%
Kennedy HS	76.92%	13	23.21%
Bethesda Chevy Chase HS	71.79%	39	11.14%
Albert Einstein HS	60.00%	10	13.51%
Seneca Valley HS	55.56%	9	11.84%
Springbrook HS	42.86%	21	20.00%

Watkins Mill's Hispanic students performed at a higher % on this measure than all but RM and Rockville, with the degree of separation: 9.44%, WM/RM; 2.50% WM/Rockville. Additionally, WM tested 55% more Hispanic students than RM and tested 5x the number of students than Rockville.



9b. We define success in real terms.....and don't pretend that earning an IB Diploma or Career-Related Certificate is the only "win."

- University scholarships and placements of our IB students provide us much reason to celebrate as well, and the testimony of our graduates who return, professing the worthiness of "all the hard work" and comparing their own amazing preparation for all things related to university success with their non-IB peers, gives us much material to help their success become the seeds for the next generation of IB program students.



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WMHS IB Diploma Student Scholarships 2006-2013

2006	16	\$308,200
2007	17	\$1,326,650
2008	15	\$1,514,374
2009	21	\$3,599,766
2010	13	\$4,299,138
2011	23	\$3,268,450
2012	24	\$3,285,630
2013	28	\$4,136,570
Total	145	\$21,738,778
	# students	\$ value



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THE ELEPHANT IN THE ROOM

10.

- IB programs cost money, and a considerable number of our students and their families are not able to pay for their own exam fees, much less help us to pay for ancillary costs such as annual fees, mailing fees, association fees, registration fees, or teacher training fees.
- **Our emphatic school policy is that students must sign up for these classes and be registered to sit for the formal exams whether or not they can pay. We tell parents emphatically to NOT consider test fees in their decision as to whether to support their children in their aspirations to take IB. When test season arrives, we offer levels of support to match parent needs, from accepting payment plans to full exam/registration support.**
- The role of the district is foremost in our capacity to fund the program. We do try very hard to help legitimize the district investment by helping to use this program to enrich our school overall. Additionally, especially in a high needs school like ours, we do not promote IB as a “GT” program, but rather as a nuts and bolts program which will bring forth more engaging teaching, active learning, and student achievement, and which will help to eradicate educational malaise and indifference, absenteeism, confrontational behavior, and other traits of academic detriment associated with students in high needs schools.
- In Maryland, we are blessed by several beneficial dispositions related to being a high needs school including increased staffing as well as a state grant manager who secures federal funding annually to support the exam fees of our high needs students. Even still, however, we depend upon our district office to fund not only our annual fees, training fees, and mailing fees, but also to help support our needy families with their registration and exam fees. Moreover, much of this money must be allocated to us and sent off to IB long before we can assure anybody of just exactly what the expected benefits of each registration will bear out.
- Finding a funding source that is annually reliable, and which can provide a bulk of the funding well in advance to any expected results is a foremost task for a high needs school looking to grow IB.



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THE CULTURE WE HAVE BUILT

- WMHS has become a school where our non-traditional IB students are demonstrating their commitment and capacity to succeed in these challenging programs.
- We are witnessing the most impressive and heartwarming manifestation of the IB's mission....to make young people embrace learning and show the confidence to take the risk to embrace our IB programs. These hard working youngsters believe in themselves, believe in their obligation to be knowledgeable, and believe that they hold the power and capacity to transform their own lives and the lives of their communities and nations.
- NOT being an IB student at WMHS is becoming the exception rather than the rule, as this enthusiastic confidence and the abundant and tangible positive outcomes are contagious.
- The best place to witness our students' enthusiasm for learning is to see them interact with visitors and to hear them articulate their answers to questions posed. They are nothing short of amazing and we just beam with pride at their exceptional attitudes and capacity to communicate their beliefs with such focus and clarity.