

First steps toward a more inclusive IB Diploma Programme

School-wide adoption of DP courses: Language and Literature



The purpose of Pre-K – 12 schooling is to develop lifelong learners

We believe all students can grow and learn

We know an IB education is an outstanding world-class education

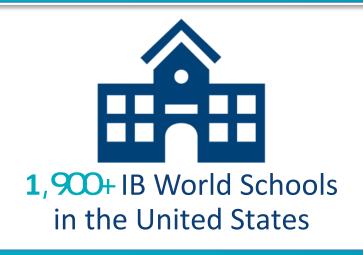
Why shouldn't all students have access to a world class education?



DP school-wide adoption in the United States



Since the first US public school was authorized to offer the IB Diploma Programme in 1982, schools all over the United States have removed barriers that limited participation to selected groups of students.





There are currently

800+

US public schools implementing the DP



DP school-wide adoption: Shifting perceptions





THE TRANSFORMATION OF RAINIER BEACH HIGH SCHOOL

In 2011, the graduation rate at Rainier Beach High School was 53 percent. Then the school was authorized to offer the Diploma Programme—which it made available to all juniors and seniors—for the 2013-2014 school year. In 2016, it reported a graduation rate of 81.5 percent.

Rantier Beach High School in south Seattle, Washington, was built to accommodate 1,200 students. In 2011, about 300 students—mostly African American, Alain and Hispans—were attending the school, and coughly half the serior class graduated on time. The Seattle school district was considering closing. Rantier Beach down.

Instead, however, the school community successfully argued for bringing in the Diploma Programme as an opportunity for all juniors and seniors. The idea was to use it as a sool to motivate and challenge students.

Now, about 700 students—still mostly from minority backgrounds—attend Fainler Beach, and its graduation rate for 2015 was 84 percent. But numbers do not tell the whole story.

A number of obstacles stood in the way of implementing the programme, says DP coordinator Colin Pierce, who helped start up the DP at the whoel and faul experience as a coordinator. Many adults and shuderes had perconceptions of what DP systems to looked file. Pierce says, and that image did not include low-incore students, and that we wish had receiving leatined trigible. As a result, Pierce says, flamine Beach had to get adults, including teachers and painness, to understand size blasses they might have that would make them think contain groups of students were incapable of succeeding in DP courses. The school also had to help sudents believe in themselves.

Financial resources were another issue. The programme costs more than the school district provides so Ranner Beach has had to look for grants and donors. The school's patent feacher student association doesn't have deep pockets, and the alumni foundation in fairly new.

To get the participation ball rolling. Piece and his colleagues focused on getting parents and community mercibers involved and educated on what was different and challenging about the DP-76e wanted to help elemente the arcsety about participating and show the briefles/Piece says. Rainier Beach High School (public): Grades 9-12

First offered the Diploma Programme (DP): 2013

Total number of students: 700

DP coordinator: Colin Pierce

Principal: Keith Smith

In many low-income schools, the perception is that students don't measure up to higher-income

students. But these kids are just as capable as their

more affluent peers.

— COLIN PIERCE, DP COORDINATOR, RAINIER BEACH HIGH SCHOOL

Rainer Beach High School, WA

"Many adults and students had perceptions of what DP students looked like, and that image did not include low-income students and those who had recently learned English. As a result, Rainer Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think that some students were incapable of succeeding in DP courses. The school also had to help students believe in themselves."

- Former IB Coordinator, Colin Pierce.



Download the case study



DP school-wide adoption: Focus on the long term







ACCESS FOR ALL AT FRIDLEY HIGH SCHOOL

Some schools bring in an IB programme to boost educational opportunities for only the most advanced students. At Fridley High School, however, expanding the Diploma Programme was instrumental to promoting equity and excellence for all students.

Fridley High School (HS) was impressed by the rigorous college preparatory content they received flow years after they began offering the Diploma Programme (DP). Administrators and coordinators were so impressed, in fact, the school decided to remove barriers to entry and make DP courses the default pathway for all students at the Minnesota school.

In the 2016-2017 school year, 877 students attended fidding HS. The demographic breakdown of the student body that year was: 39% Caucasian, 36% African American, 10% Hapanic, 9% Asian; and 2% American Indian. Approximately 64% of the student population qualified for free or reduced meals.

The school sees its mission as preparing all students for a postsecondary education. Although not everly student will go to university, exposure to the DP content provides them with benefits in the long run, says DP and Career-related Programme (CP) coordinator Jessica Baker. The question was more like why wouldn't we want all students to be a part of this? Said Baker. This a matter of access — we didn't want to deny any student the opportunity for be part of I something that things them a benefit."

Baker and her colleagues worked with district leadership and teachers to make the DP the default pathway. They achieved this by using programme data and discussing its benefits.

'One thing we made sure to communicate was that this was for the good of all, including staff, shadents and the community's aid Elizabeth Jensen, Fridley High Schools Middle Years Programme (MYP) and DP language and Riestruze teacher, Ille leader and Advancement via Individual Determination (MVD) Coordinator.

Fridley High School (public): Grades 9-12

First offered the Diploma Programme (DP): 2009

Total number of students: 877

Principal: Patty Hand

DP and CP coordinator: Jessica Baker



We didn't want to deny any student the opportunity [to be part of] something that brings them a benefit.



— JESSICA BAKER, DP AND CP COORDINATOR, FRIDLEY HIGH SCHOOL

Fridley High School, MN

The school sees its mission as preparing all students for a postsecondary education. Although not every student will go to university, exposure to the DP content provides them with benefits in the long run. The question was more like why wouldn't we want all students to be a part of this? It's a matter of access—we didn't want to deny any student the opportunity [to be part of] something that brings them a benefit."

- IB Coordinator, Jessica Baker.

(b)

Download the case study



DP school-wide adoption: No gatekeeping







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 International Baccalaureate Diploma Programme in the 11th and 12th grade.

More than 850 students attend Sturgs Charter Flubit School, but 600 more students would like to go there and have put their names on its waiting list. This IB World School, authorized in 2004, quickly given from 350 students to 415 students in the 2016-2011 school year. It added a sectional campus in 2011 to accommodate its lengthy waiting list. Sterry what it call and 1850 and schools in certain to the Hyannik, Massachusetts, school's mission and one of the main reasons it attracts so many scudents.

"Cur version of life for all is that all seniors have spent the last two years fully immerced in the Diploma Programme" says executive director Paul Marbite. "There are no gastelespees, no premajorises for any courses, no Immirrural gaide point awarage, no tracher recommendations required, nothing of that lond." That famework follows through on the founder gas, Marbite says. Their thinking was "Lars" or senior a school' that has been designed to the programme school' that has a world-diss countum. Lars' make a shallable to a runk foil in this area".

In the spring of 2018, 111 of 190 senior, pursued the full IB diploma and 67 earned the diploma. In the class that will gaduate in spring 2019, 130 out of 190 studients are working toward the diploma. We say 115 the experience that is really transformative, Yaufule says. "Success is really individualized. We're always coming back to this dividualized."

Twenty-five percent of Sturgis's student body's classified by the state of Massachusetts as high needs, which means they receive special education services or their families are economically disadvantaged Eighty-five percent are white. 5 percent are Asian's 5 percent are Hispanic's 4 percent are multi-race non-Hispanic and 2 percent are African American.

The school aims for an average class size of 17, and if more than 20 students are in a class. It is split into how clauses. Teachers have five periods of deading and have periods to plan and prepare. All teachers teach both Diploma Programme (DP) classes and 9th - or 10th-grade classes. Marble says, 3o that every kid in the school is being taught by somebody who has been 8 trained and 8 experienced and so that the III approach seeps into what is happening. Those guidelines were set in place early in the school his list of which the III approach seeps into what is happening. Those guidelines were set in place early in the school his list of 8 for all path.

Sturgis Charter Public School: Grades 9-12

First offered the Diploma Programme (DP): 2004

Total number of students: 838

Executive director: Paul Marble

DP coordinator: Cynthia Gallo



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

Sturgis Charter Public School, MA

"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, 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."

- Executive Director, Paul Marble.



Download the case study



Research shows inclusive DP has impact





With a growing number of low-income students in the United States, it is critical that US educational initiatives make targeted efforts to provide quality education and proper supports to these students (Southern Education Foundation, 2015). Lowincome students have less access to social and economic capital, which can hinder educational attainment and exacerbate the cycle of poverty. In this study, we use the term "low-income" students to refer to students who receive free or reduced-price meals in US public schools.

Nationally, research suggests that students from low-income backgrounds are less Nationally, research suggests that students from low-income decaytrounts are set. likely to obtain the high school qualifications that are needed in order to access college and to persist and perform at a high level once there (Roderick, Nagaoka, Coca, and Moeller, 2008). Further, racial and ethnic minorities are disproportionately Coca, and Moeller, 2006). Further, racial and entire minorities are appropriational affected by poverty in the U.S., contributing to persistent gaps in educational outcomes (Barton and Coley, 2010).

rnational Baccalaureate (IB) is committed to fostering a more diverse and inclusive iB community, enabling access to a rigorous education regardless of personal circumstances. One indicator of the iB's commitment to expanding access is the availability of IB programmes in schools designated Title LThis study builds upon preavailability of its programmes in Schools designated in the Earn's short planes along piece vious research (B Global Research, 2012) to identify trends in Title I schools offering IB programmes, to explore issues of access to the IB, and to examine the postsecondary trajectories of IB students from these schools.

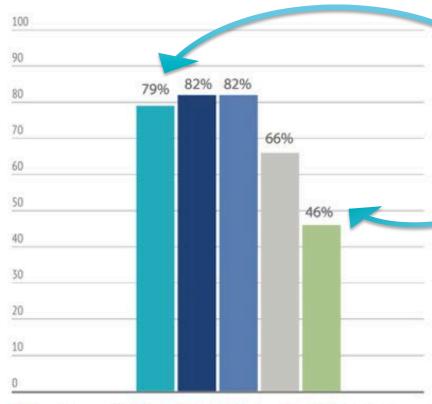
This study used school-level and student-level data merged from multiple sources: (1) the National Center for Education Statistics' (NCES) Common Core of Data (CCD); (2) International Baccalaureate Information System (IBIS), a database maintained by the IB; and (3) the National Student Clearinghouse (NSC).

- CCD Elementary/Secondary School Universe Survey is a national survey that "collects and compiles administrative data from state education agencies covering all public elementary and secondary schools and school districts in the United States" (Keaton, 2014, p. 1). The latest available data (2012–2013) was used for this
- 1BIS is a database that includes demographic and assessment data for all students who take at least one IB exam as well as administrative data for all authorized IB World Schools. The school sample consisted of 1,405 public schools that are authorized to offer one or more IB programme (98% of all IB public schools in

Introduced through the Elementary and Secondary Education Act of 1965 (ESEA) and amended through the No Child Left Behind Act (NCLB) of 2002, Title I provides federal omes (DOE, 2014; NCES, n.d.).

> student enrollment of 40% or more meaning the funds can be used to that are either not meet

US Title 1 student outcomes



Low-income students are 33% more likely to immediately enroll in college when offered an IB education than their peers, in traditional schooling

And they eclipse the immediate enrollment rate of any student in the US

- Low-income DP students in Title I schools
- All DP students in Title 1 schools
- All DP students in public schools
- All US students (national cohort)
 - Low-income US students (national cohort)

Research shows inclusive DP has impact



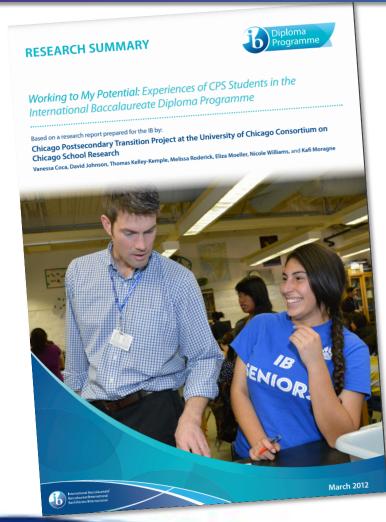
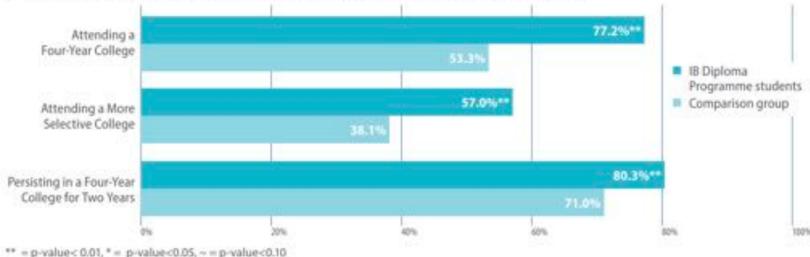


Figure 2. There are large effects for students who stay enrolled in the DP until 11th grade



= p-values 0.01, = p-valuec0.05, = p-valuec0.10

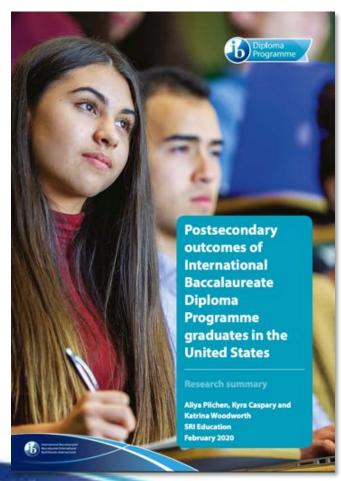
Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the 'pre-IB' programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.

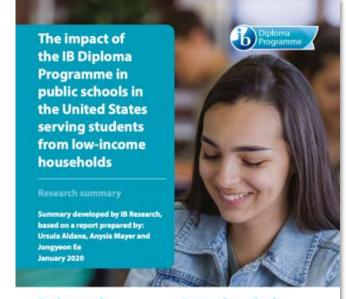
- A sub-sample of 25 students were selected to represent the racial/ethnic and socio-economic diversity of students across the city of Chicago.
- DP students in CPS experienced stronger, more demanding and more supporting learning environments than similar students in honors programmes or selective enrollment high schools.

Research shows inclusive DP has impact



More related research on <u>ibo.org/research</u>





Background

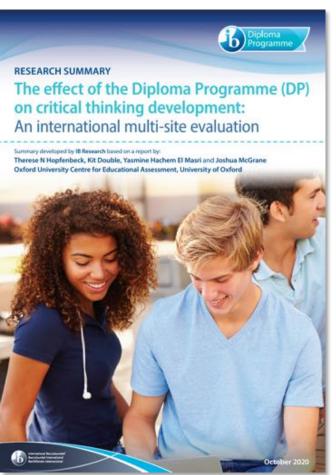
level, the study explores DP student experiences The study included the following four main components. and levels of engagement and motivation compared to those of non-DP students. The study also . Surveys of DP students (year 1: n = 1,077; year 2: investigates the extent to which the DP is associated with preparedness, academic success and resilience at



Research methods

This study examines the high school and post- This study employed a mixed-methods case study secondary experiences of International Baccalaureate approach focusing on three large high schools in (IB) Diploma Programme (DP) students in California with a substantial proportion of low-income Californian public schools serving students from and under-represented minority students.² The high predominantly low-income households with little schools are located in different geographical areas of or no history of college-going. At the high school the state: northern, central and southern California.

- n = 3101
- "College-going" in this context means attending a higher
- Over 60% of students were from low-income families and more than 70% of students identified as Latino.



How can all students be future ready?



Top 15 Skills for 2025

| - 1 | Analytical thinking and innovation | 9 | Resilience, stress tolerance and flexibility |
|-----|-----------------------------------------|----|----------------------------------------------|
| 2 | Active learning and learning strategies | 10 | Reasoning, problem-solving and ideation |
| 3 | Complex problem-solving | 11 | Emotional intelligence |
| 4 | Critical thinking and analysis | 12 | Troubleshooting and user experience |
| 5 | Creativity, originality and initiative | 13 | Service orientation |
| 6 | Leadership and social influence | 14 | Systems analysis and evaluation |
| 7 | Technology use, monitoring and control | 15 | Persuasion and negotiation |
| . 8 | Technology design and programming | | LE IB LEARA |

Source: Future of Jobs Survey 2020, World Economic Forum

When they learn how to learn



An IB education focuses on developing lifelong learners

"These programmes encourage students all across the world to become active, compassionate and lifelong learners ..."

- IB Mission Statement

Inquirers

Thinkers

Risk-takers

Balanced

Reflective



Knowledgeable

Communicators

Open-minded

Caring

Principled



Educational benefits for all students



To engage students in advanced coursework that is both rigorous and growth oriented

To support all students to develop and advance skillsets required for the future of work, and apply them across subject areas

To increase curiosity, nurture creative and critical thinking, and to build self-efficacy and enjoyment of lifelong learning

To provide students with more opportunities to demonstrate their achievement through varied assessment strategies

To value student voice and identity by engaging their interests through both collaborative and independent learning experiences





"I believe that the Language and Literature course is one of the most accessible courses in the IB Diploma Programme in terms of prior knowledge as well as the range of content that is left of a teacher to select."



- MATTHEW GONZALEZ, PHD, PRINCIPAL, MOUNT VERNON HIGH SCHOOL, NY

School-wide adoption of DP courses



Most schools that expand access to more students begin by adopting the Language A courses for all students.

The IB has created resources to support schools interested in adopting DP Language and Literature to replace non-IB English Language Arts courses.

The IB encourages schools to consider:

- How adoption of a common educational framework optimizes the removal of learning barriers through shared language and educational philosophy, and approaches to learning, teaching, and assessment
- How school-wide adoption of one or more DP courses increased learning outcomes and benefits for all students





Watch on Vimeo: https://vimeo.com/686229769

IB support for your school-wide adoption



During the life of this initiative, the IB offers schools:

- a qualified and experienced designated school support consultant to help define and develop an implementation strategy
- training for teachers who are teaching the course for the first time
- a series of six networking sessions to facilitate interschool resource exchange and community support access to a new microsite containing a suite of resources schools can use to prepare the community and for first teaching

FREE OF CHARGE!



What are the resources the IB provides?



- Communications resources to help generate community ownership and support
- Themed professional learning resources to help prepare faculty who are unfamiliar with IB approaches to teaching and learning
- Successful school implementation models that can provide insight into the range of strategies and lessons learned by open access IB schools and districts
- Alignment to IB Programme Standards and Practices and the IB Excellence and Equity Framework



Project implementation outline



Year 0

Increase understanding of inclusive practice in the DP

Engage a wide range of stakeholder groups in decision-making process

Review inclusive and well-being policies in the school

Gain support from decisionmakers and ownership from the school community before partnering with the IB

Year 1

Begin networking, collaborative curriculum planning, and engage IB consultant

Define a timeline for implementation (first teaching)

Align strategic plan to remove learning barriers with IB Programme Standards and Practices

Engage in school-driven and formal IB training using IB developed resources

Year 2

Begin the first year of teaching the DP course

Monitor strategy implementation in professional learning teams

Gather insights from students, parents, and teachers to inform improvements

Initiative break-evens with the first graduating cohort from the 35 pilot schools

Year 3

Being the second year of teaching the DP course

Continue to monitor implementation and gather insights

Students are registered for IB
Assessment

IB project support

The IB invites schools to partner in the project



Working together to co-create high quality education for all students

Dec – Jan IB COMMUNICATIONS SENT TO SCHOOLS

Jan – Feb SCHOOL INTAKE BY EXPRESSION OF INTEREST

Mar THE IB INFORMS SELECTED SCHOOLS

Jun & Sept CAT 1 TEACHER TRAINING

Sept LAUNCH OF THE YEAR OF PLANNING



How will can we best prepare our community?



- identify an inclusive core team of representatives from a range of relevant departments and in learning support leadership roles, to drive the strategic planning process
- assess school policies that either optimize or inhibit the way students and adults perceive an IB education and/or whether these policies open access to the whole school, or limit access to certain student groups
- consider the collaborative planning opportunities that bring both subject area educators and those with inclusion or language acquisition specializations, together
- reflect on the school's resources and services available to advance students success
 and examine how these align to the type of learning support students will need in the
 DP coursework and identify any opportunities to enhance or integrate these supports
- explore the IB assessment model with all teachers and engage them in creative ideation of how core competencies can be isolated into smaller areas to inform curriculum planning

