



School-wide Adoption
of DP Courses

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?



Tarik Brown
Jacksonville, FL

[Read Tarik's inspiring story](#)



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.



1,900+ IB World Schools
in the United States



offered in 900+ schools

There are currently

800+

US public schools
implementing the DP

DP school-wide adoption: Shifting perceptions



School success stories

THE TRANSFORMATION OF RAINIER BEACH HIGH SCHOOL

In 2013, 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.

Rainier Beach High School in south Seattle, Washington, was built to accommodate 1,200 students. In 2011, about 300 students—mostly African American, Asian and Hispanic—were attending the school, and roughly half the senior class graduated on time. The Seattle school district was considering closing Rainier 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 tool to motivate and challenge students.

Now, about 700 students—still mostly from minority backgrounds—attend Rainier 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 school and had experience as a coordinator. Many adults and students had preconceptions of what DP students looked like, Pierce says, and that image did not include low-income students and those who had recently learned English. As a result, Pierce says, Rainier Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think certain groups of students were incapable of succeeding in DP courses. The school also had to help students believe in themselves.

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

To get the participation ball rolling, Pierce and his colleagues focused on getting parents and community members involved and educated on what was different and challenging about the DP. "We wanted to help eliminate the anxiety about participating and show the benefits," Pierce 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

Rainier 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, Rainier 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



School success stories



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 four 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 Fridley HS. The demographic breakdown of the student body that year was: 39% Caucasian, 36% African American, 10% Hispanic, 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 every 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. "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."

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, students and the community," said Elizabeth Jensen, Fridley High School's Middle Years Programme (MYP) and DP language and literature teacher, IB leader and Advancement via Individual Determination (AVID) 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.

[Download the case study](#)

DP school-wide adoption: No gatekeeping



School success stories



ib Diploma Programme

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 630 students attend Sturgis Charter Public 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 grew from 350 students to 415 students in the 2010-2011 school year. It added a second campus in 2011 to accommodate its lengthy waiting list. Being what it calls an "IB for all" school is central to the Hyannis, Massachusetts, school's mission and one of the main reasons it attracts so many students.

"Our version of IB for all is that all seniors have spent the last two years fully immersed in the Diploma Programme," 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."

In the spring of 2018, 111 of 190 seniors pursued the full IB diploma and 67 earned the diploma. In the class that will graduate in spring 2019, 130 out of 192 students are working toward the diploma. "We say it's the experience that is really transformative," Marble says. "Success is really individualized. We're always coming back to this theme."

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. Eighty-five percent are white; 5 percent are Asian; 5 percent are Hispanic; 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 two classes. Teachers have five periods of teaching and two periods to plan and prepare. All teachers teach both Diploma Programme (DP) classes and 9th- or 10th-grade classes, Marble says. "So that every kid in the school is being taught by somebody who has been IB trained and IB experienced and so that the IB approach seeps into what is happening." Those guidelines were set in place early in the school's history, and Marble gives the school's founders the credit for setting the school on its IB 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 SCHOOL



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.”

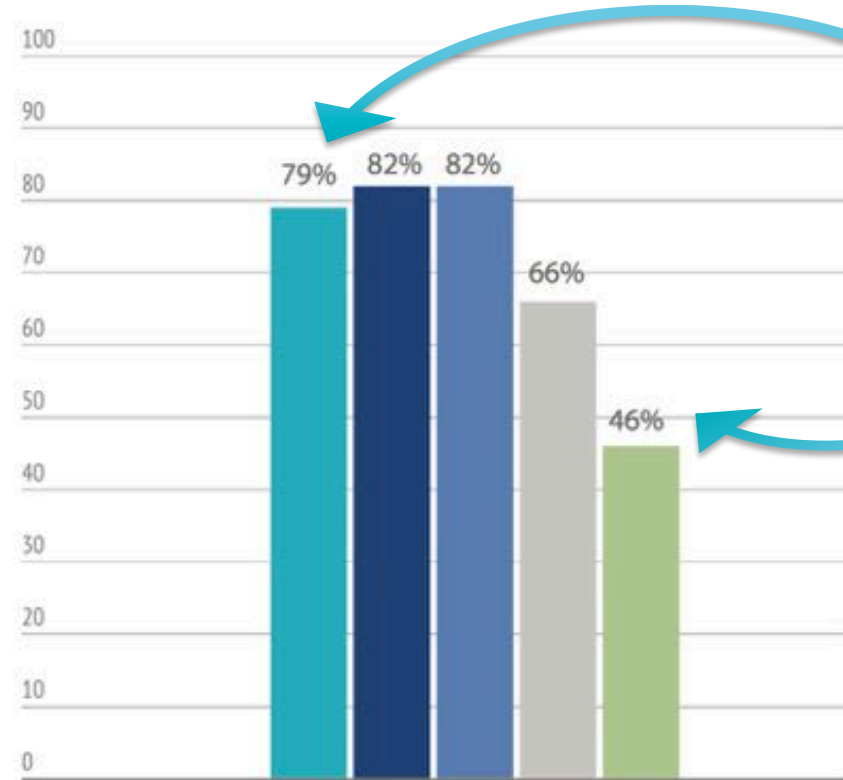
- Executive Director, Paul Marble.

[Download the case study](#)

Research shows inclusive DP has impact



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

Research shows inclusive DP has impact

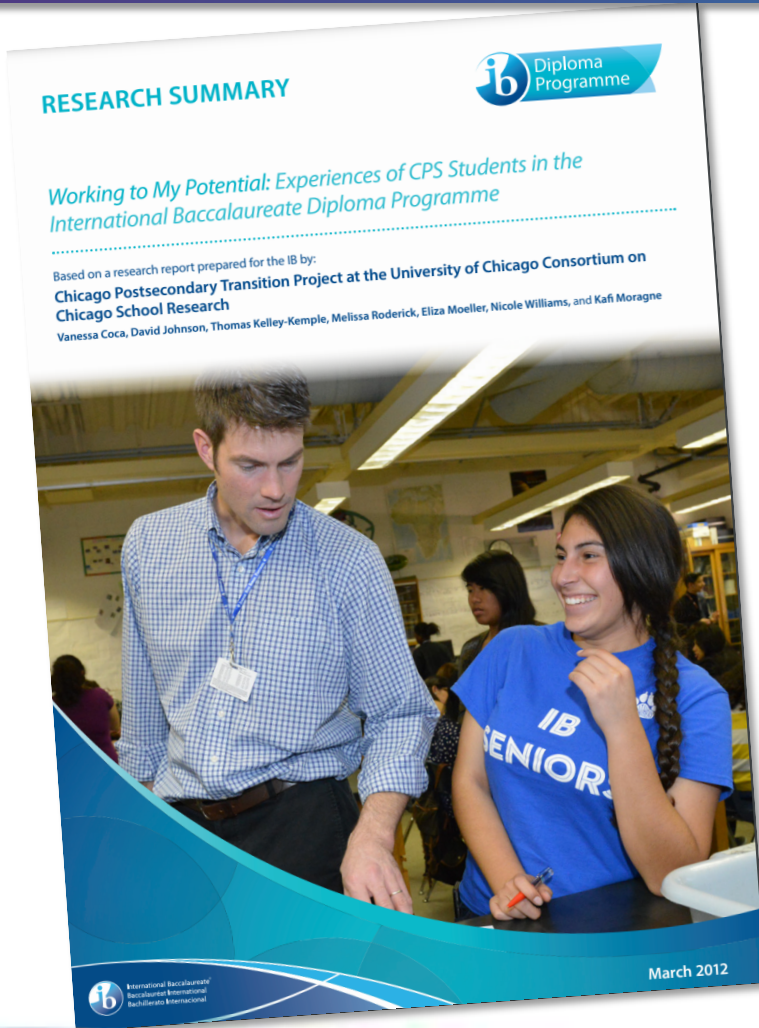


Figure 2. There are large effects for students who stay enrolled in the DP until 11th grade



** = p-value < 0.01, * = p-value < 0.05, ~ = p-value < 0.10

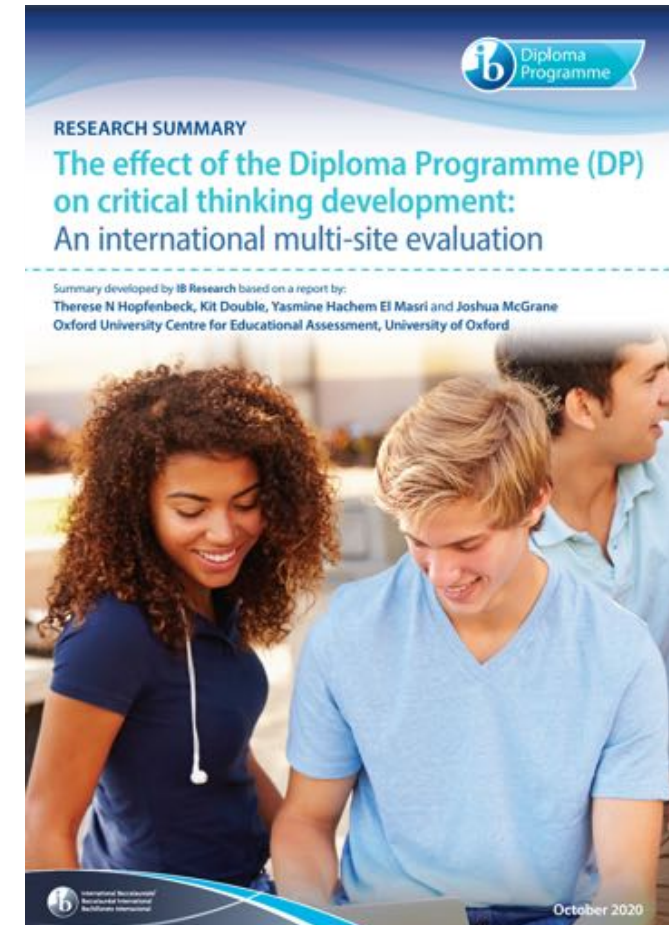
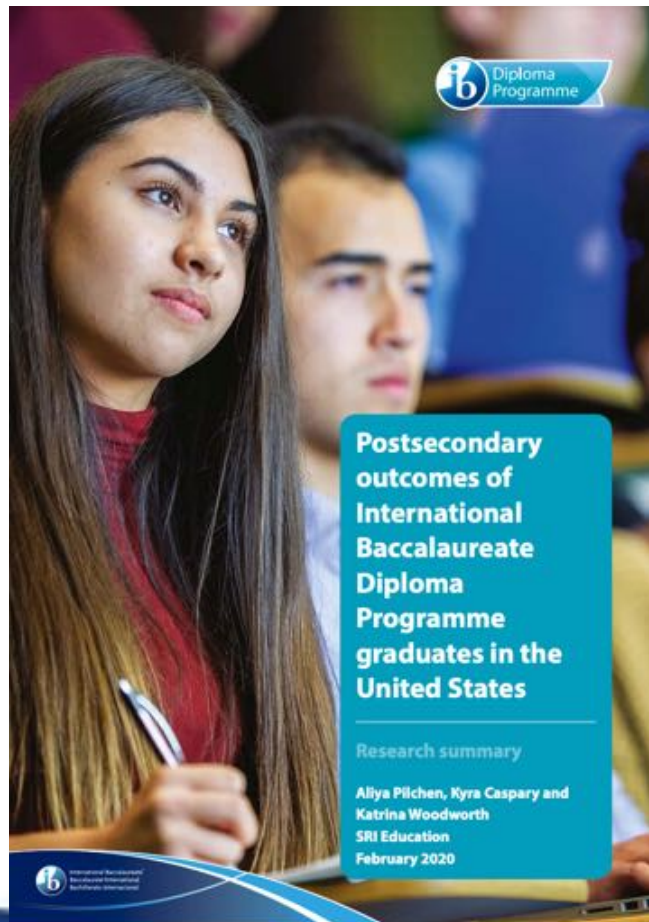
Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the 'pre-IB' programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.

- 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 ibo.org/research



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		

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



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

IB Language and Literature Course for All

Teachers share their experience as they introduce the course
to all students in their schools

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

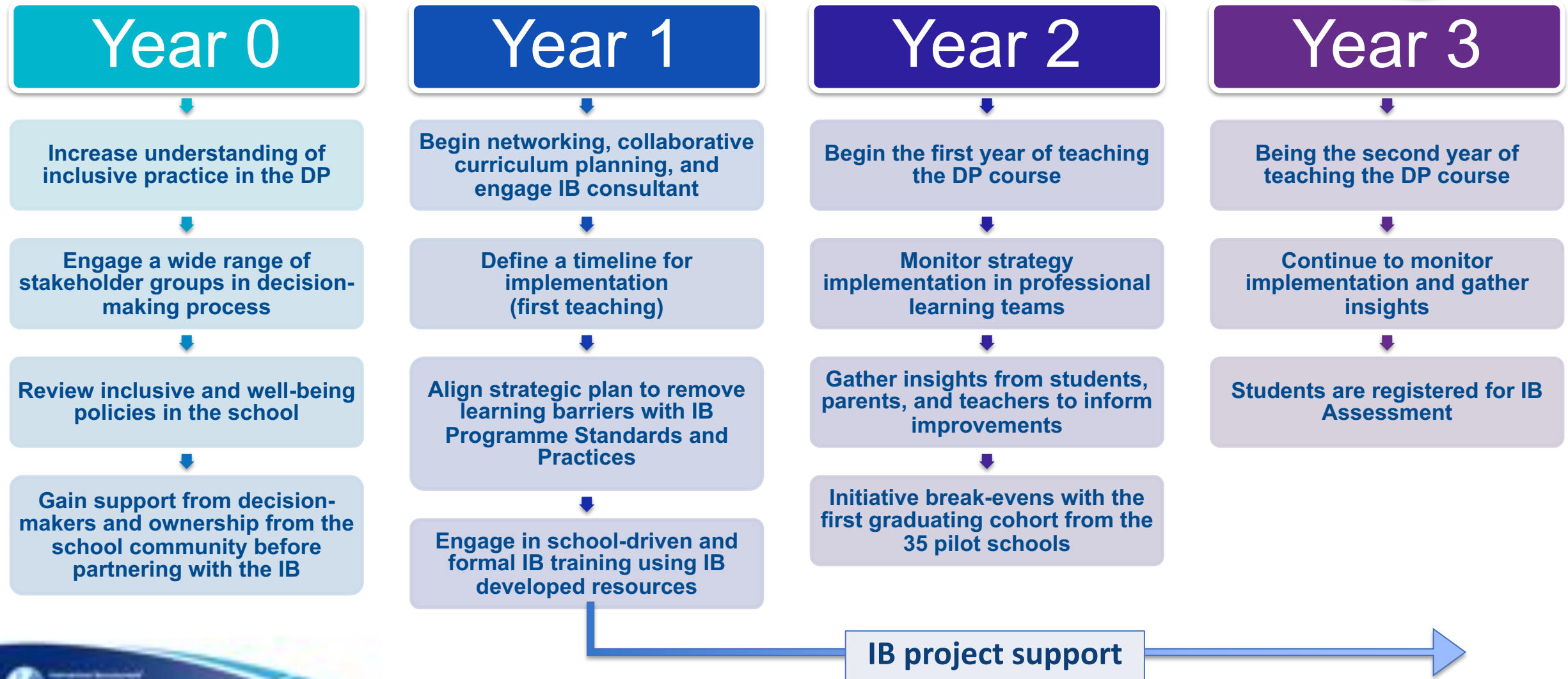
FREE OF CHARGE!

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



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