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Growing DP Participation webinar series:

Cultivating a School Culture for Growth

Speakers:

David Weiss
Head of US Public Schools
International Baccalaureate Organization

Chris Powell
IB Coordinator
Fairfax County Public Schools, VA

Growing DP participation webinar series

This webinar series has been designed to support IB World Schools in growing student participation in the IB Diploma Programme. Our goal is to aid the development of **sustained growth** at your school.

SESSION 1

will prepare participants to develop a plan for increasing participation.

SESSION 2

will discuss strategies for identifying and removing barriers to participation.

SESSION 3

will examine how to develop teacher and staff capacity to support sustained growth.



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Presenters



David Weiss

Head of IBWS - US Public
International Baccalaureate



Chris Powell

IB Coordinator
Fairfax County Public
Schools, VA



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Today's agenda

- Identify the benefits of **growing a successful IB programme** for students, staff, parents and the community.
- Consider the ways school leaders can **measure student success** and **success of the programme**.
- Share **successful strategies** that support a philosophy of access, inclusion, and programme growth.



Some benefits of IB learning

Students become more caring and compassionate

Learn to take risks

Are more engaged academically

Take ownership of their learning experience

Give back to their community

Develop lifelong learning skills

Learn to think critically

Consider multiple perspectives



Have you heard any of the following?

Adding more students will dilute the quality of my school's Diploma Programme

We accept students with references to ensure they belong in DP classes

I'd like to grow DP participation but it would cost our school too much and I'm not sure the value will be justified

The DP is just not for everyone. Only certain students are able to succeed

I'd like to add more students but the educational history of my prospects don't indicate they would be successful



What other statements that limit participation have you heard?



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Debunking myths with research



Concern: More students taking DP courses dilutes the quality of the school's program.



Research finding:

Using national data, a study by [SRI International](#) examined outcomes of DP students in public schools (with a focus on low-income students).

While the participation of *low-income students in the DP had increased over time, overall student performance in the DP had remained fairly constant*. This provides evidence that increasing access to the DP didn't negatively impact the schools' DP pass rates.

Debunking myths with research



Concern: Only “certain” students are capable of attaining the diploma or doing courses.



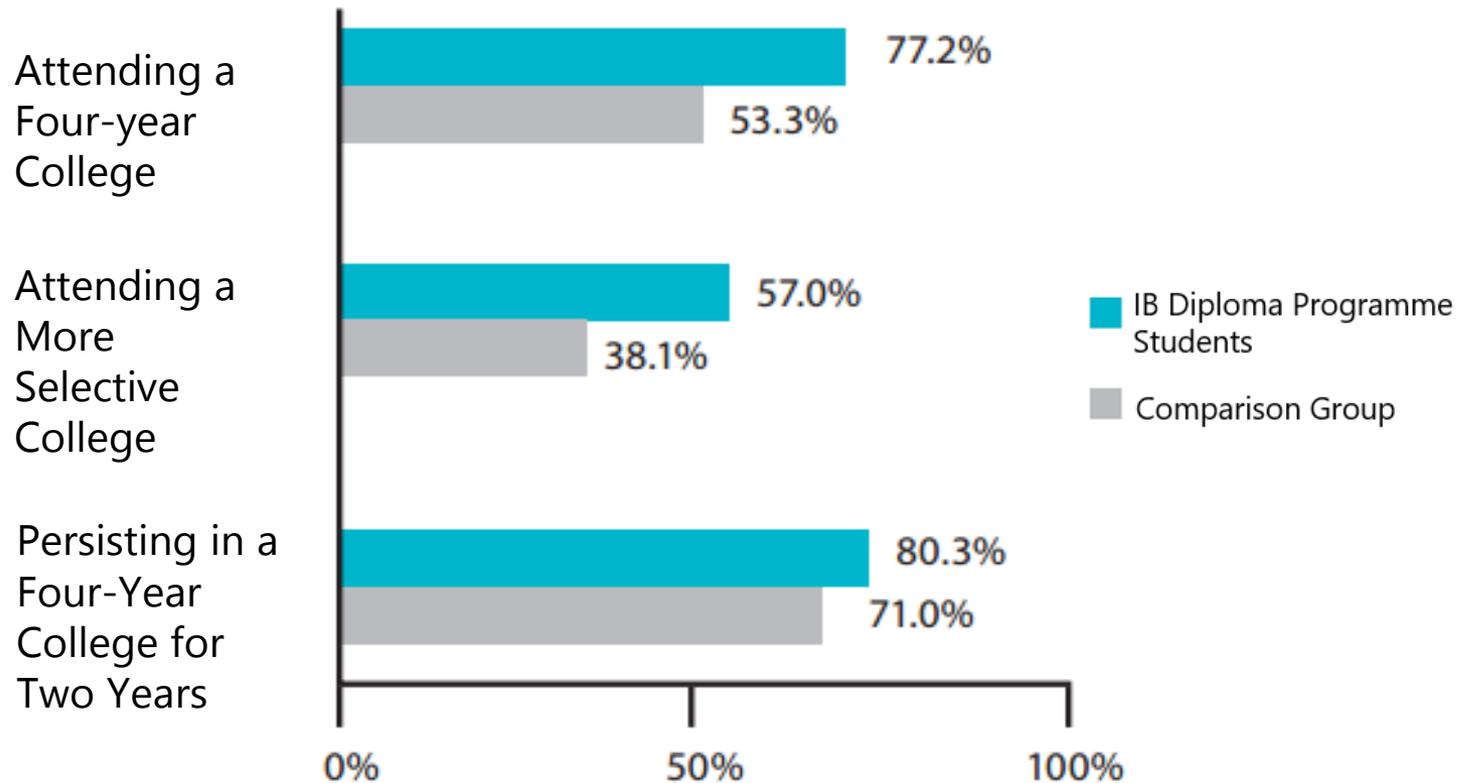
Research finding:

A study by the [University of Chicago](#) Consortium examined the outcomes of DP students in neighborhood schools serving predominantly low-income, minority students with little to no history of college-going. The study compared DP students with similar students who did not participate in the DP (i.e. similar demographics, SES, etc.). Compared to similar non-DP students, DP students were *more likely to enroll in college, more likely to enroll in a more selective college and more likely to stay enrolled.*



Debunking myths with research

Former DP students versus a matched comparison group on postsecondary outcomes



Debunking myths with research



Concern: Only “certain” students are capable of attaining the diploma or doing courses.



Research findings:

A large-scale quantitative [study](#) examined the outcomes of IB programmes in US Title I schools. The data indicated:

- IB programmes have a substantial presence in Title I schools.
- Race, ethnicity and income of an IB student has limited effects on his or her college enrollment.



Debunking myths with research



Concern:

It's too expensive to grow DP participation.



Research findings:

A study published in the [Teachers College Record](#) found that for each dollar spent for a student in the DP there would be a \$78 gain in terms of student earnings after graduation.

According to the researcher, "Calculations demonstrate that the IB Diploma Program is a cost-effective way to increase high school graduation rates."



All stakeholders benefit from increased participation

- IB philosophy and practices are **beneficial for all students**, not just those who are enrolled in the IB Diploma or in Diploma courses.
- Increased participation provides **equity and access to advanced curriculum** for all student populations.
- The IB Diploma and Career-related Programmes offer a **mission-oriented learning experience** that develops students to become college and career-ready, exceptionally prepared academically and lifelong learners.



Develop your own talking points

<http://bit.ly/dptalkpts>

Based on what you have heard:

Create three new talking points you can use when discussing the benefits of the IB Diploma Programme



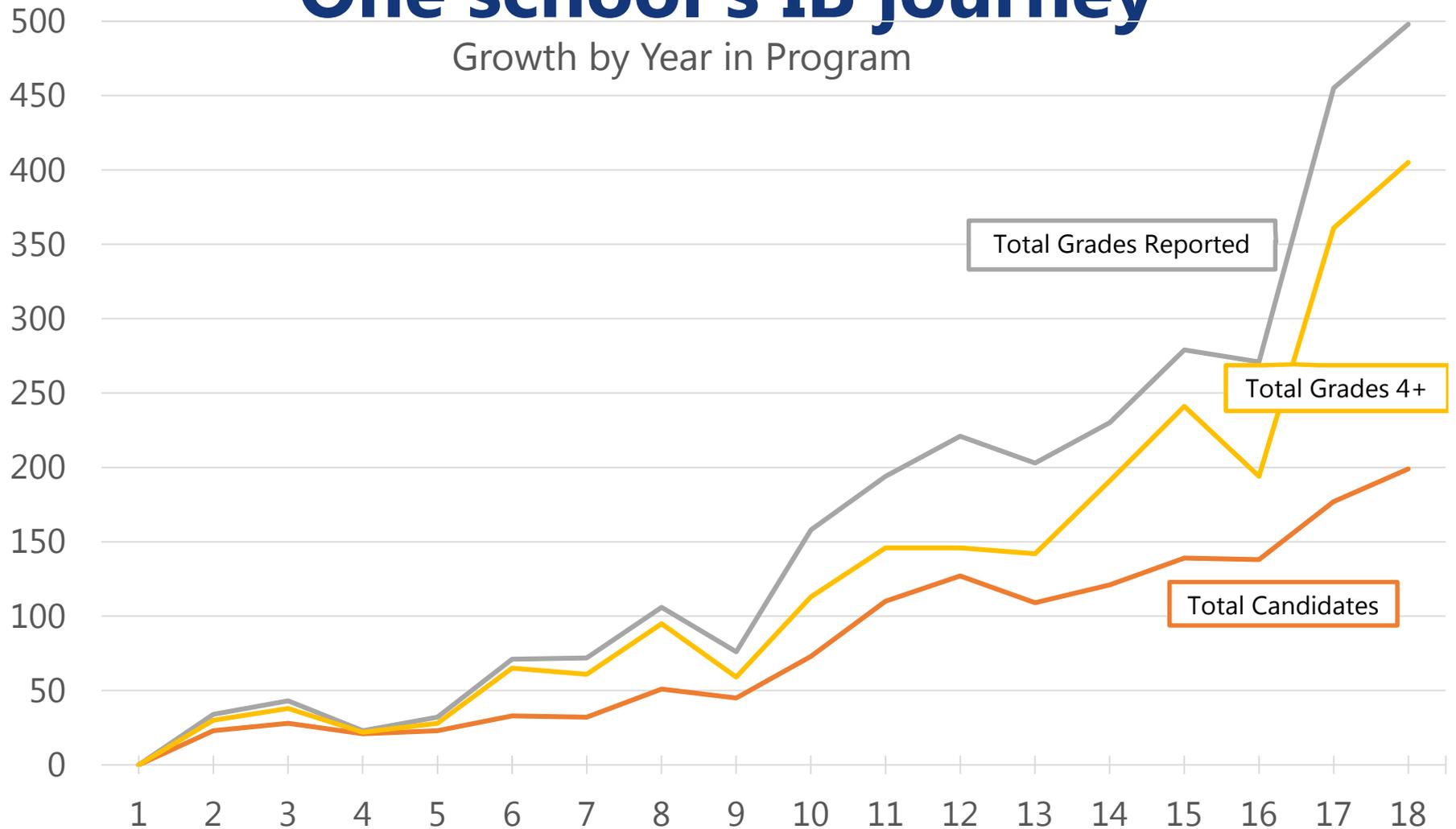
Benchmark your current participation

- How many students are **participating** in IB courses?
- How many students are **Diploma candidates**?
- What is the **participation rate** and **cohort participation rate** of your current graduating class?
- How many **students** score 4+?
- What percentage of **exam takers** score 4+?
- What percentage of your **graduating class** have scored 4+?



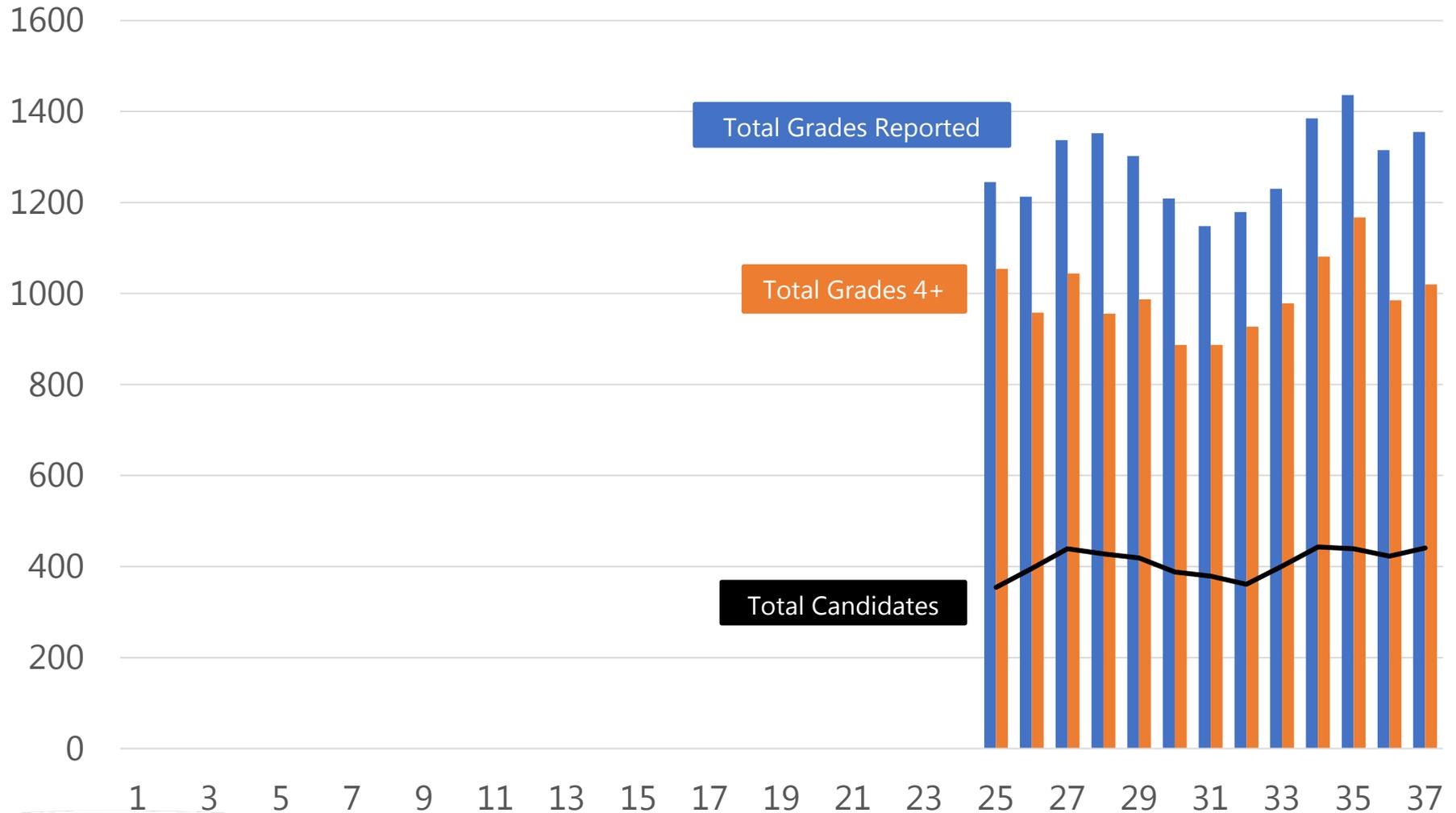
One school's IB journey

Growth by Year in Program

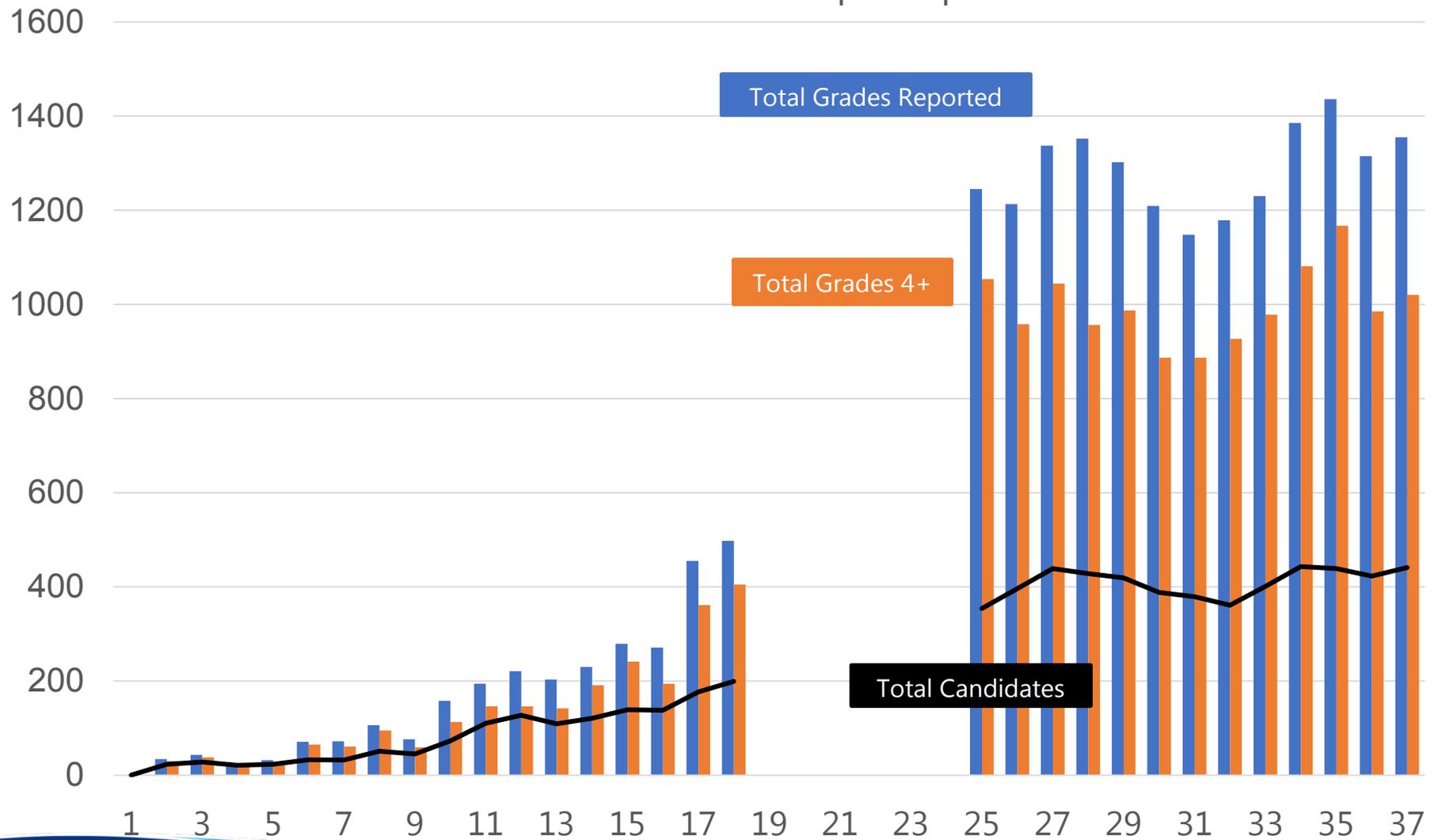


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Increase in the number of DP participants



Increase in the number of DP participants



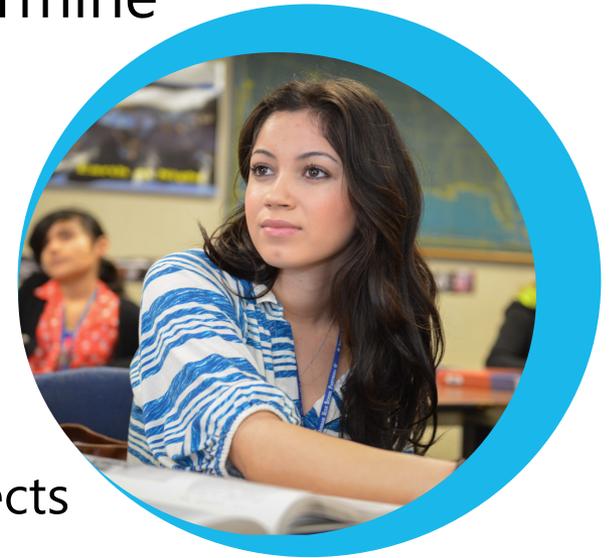
Define successful growth

- What are the growth measures for your school's context?
- What is acceptable evidence of success in your school?



How does your programme structure impact participation?

- Examine your Results Statistics to determine areas of current strength:
 - in participation
 - in student performance
- Are you missing course areas?
 - consider offering a wider variety of subjects
- Examine students' schedules to find needs and interests not currently being met.



Example of subject results report (IBIS)

How does this school's course offering limit participation?
 What suggestion would you offer to increase participation?

Subject results - grade distribution															
Subject	Number of Candidates	Grade										Average Grade (School)	Average Grade (World-Wide)	Highest Grade	Lowest Grade
		7	6	5	4	3	2	1	P	N					
Subject Group 1															
ENGLISH A: Literature HL	22	2	3	12	4	1	0	0	0	0	0	5.05	4.79	7	3
Subject Group 2															
ITALIAN B SL	3	0	0	0	3	0	0	0	0	0	0	4.00	4.74	4	4
JAPANESE B SL	2	0	1	1	0	0	0	0	0	0	0	5.50	5.16	6	5
SPANISH B SL	5	0	2	2	0	1	0	0	0	0	0	5.00	5.07	6	3
Subject Group 3															
ENV. AND SOC. SL ENGLISH	17	0	2	4	5	5	1	0	0	0	0	4.06	4.20	6	2
HISTORY AMERICAS HL ENGLISH	14	0	0	6	7	1	0	0	0	0	0	4.36	4.18	5	3
Subject Group 5															
MATH.STUDIES SL ENGLISH	10	0	1	7	2	0	0	0	0	0	0	4.90	4.30	6	4
Subject Group 6															
THEATRE HL ENGLISH	13	0	2	3	4	4	0	0	0	0	0	4.23	4.85	6	3
VISUAL ARTS HL ENGLISH	5	0	0	2	1	0	0	0	0	2	0	4.67	4.65	5	4

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This school had 9 out of 10 DP candidates receive the Diploma.

“Developing a successful program”

Developmental phase questions

There are a number of philosophical as well as practical scheduling issues that schools need to address from the outset. These are:

- Optimizing student access
- Building a broad and balanced curriculum
- Concurrency of learning
- Scheduling and supporting the core

Continuous improvement

- Ongoing community-wide understanding and commitment to the aims and philosophy of the Diploma Programme
- The school’s commitment to teaching the curriculum to the best of its ability
- Access to the curriculum (see “Building an accessible programme)
- Ongoing professional development.

One school's IB journey

Growth by Year in Program



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Strategies to increase participation

- Use IB research to debunk myths
- Systematically develop your talking points to create a narrative
- Strategically benchmark your participation as a way to measure success
- Analyze your programme's structure to remove constraints



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- Analyze your programme's structure to remove constraints
- Starting an action plan: SWOT analysis



SWOT Analysis

STRENGTHS (INTERNAL, POSITIVE FACTORS)

Strengths describe the positive attributes of your existing program and school

WEAKNESSES (INTERNAL, NEGATIVE FACTORS)

Weaknesses are aspects of the school that constrain your ability to increase participation

OPPORTUNITIES (EXTERNAL, POSITIVE FACTORS)

Opportunities are external factors that provide supports to increase participation

THREATS (EXTERNAL, NEGATIVE FACTORS)

Threats are external factors beyond your control that constrain your ability to expand your program

Next Steps

1. Create a new narrative by developing new talking points
2. Benchmark your success. Join the DP Participation group on PRC and continue sharing best-practices and insight.
3. Conduct your SWOT analysis



Resources

- Check out related research, case studies and alumni profiles at www.ibo.org/grow-your-dp
- Continue this conversation with your colleagues by joining the DP Participation group (PRC)
- Reach out to your IBWS Relationship Manager and receive personalized support

Join us for the next session

Barriers to effective student participation
April 18, 2018 at 11am US EST

<http://bit.ly/IB18Apr>

Identify barriers to participation and learn strategies on how to remove them. This 60-minute webinar will examine processes, procedures and perceptions that affect DP participation (whether in full Diploma or courses).

Key Takeaway:

Identify existing barriers in your school and learn practical strategies to support the elimination of barriers to student access.

Speakers: David Weiss, Head US Public Schools, International Baccalaureate
Loren Baron, DP Coordinator, Millbrook High School, North Carolina