

STUDY OF THE IB SCHOOLWIDE ADOPTION INITIATIVE

Insights from U.S. Schools Adopting DP Language A Courses for All Their Students



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EXECUTIVE SUMMARY

RMC Research Corporation (RMC) partnered with the International Baccalaureate (IB) to conduct a mixed methods descriptive study in early 2024 to assess the implementation of the IB Schoolwide Adoption Initiative. This study was guided by the following research questions:

RQ1: After participating in the IB Schoolwide Adoption, do participating coordinators and heads of school observe any changes in the school?

RQ2: What changes, if any, do participating coordinators and heads of school find most and least influential on their attempts to increase student cohort size?

RQ3: Which practices and resources within the IB Schoolwide Adoption Initiative, if any, do participating coordinators and heads of school find most and least useful in their attempts to increase student cohort size?

RQ4: What ongoing constraints, if any, do participating coordinators and heads of school find as barriers to their attempts to increase student cohort size?

RQ5: What are the major challenges that attriting coordinators and heads of school have encountered during their participation in the IB Schoolwide Adoption Initiative? What suggestions do they have for the improvement of future implementation?

RMC collected quantitative and qualitative data from study participants in spring 2024 through online questionnaires. One hundred thirty-five Diploma Programme (DP) coordinators and heads of school from all 67 DP schools implementing the IB Schoolwide Adoption Initiative during 2023/24 were invited to participate in the study. RMC asked respondents to complete one of the two online questionnaires developed for participating schools and attriting schools.

The study found slight perceived changes in many areas and identified multiple factors that seemed to facilitate the implementation of the IB Schoolwide Adoption Initiative. Meanwhile, the study also highlighted remaining barriers to this initiative being more successful.

Descriptive analysis of questionnaire data revealed the implementation of the IB Schoolwide Adoption Initiative seemed to be associated with slight perceived improvements in

- district and school leadership engagement,
- community engagement,
- teachers' collaboration and professional learning, and
- systems of student supports in participating schools.

However, due to the exploratory nature of the study and the limited sample size, study findings need to be interpreted with caution.

The study also identified factors that facilitated and impeded the attempts to increase the number of students in the IB Schoolwide Adoption Initiative. Respondents reported various practices as most useful for increasing cohort size, including:

- IB-provided training for teachers new to the DP/CP,
- lead IB educator support, and 1-on-1 check-ins with IB staff.

Conversely, perceived barriers to increasing student cohort size included:

- time for planning (identified as a key barrier),
- collaboration (identified as a key barrier),
- students’ sense of self-efficacy,
- student perceptions of the DP/CP,
- educator perceptions of the DP/CP,
- lack of adequate staff training, and
- budget.

More challenges were also reported by one attriting school that discontinued participation in the IB Schoolwide Adoption Initiative. Schoolwide collaboration, funding, educator perceptions of the DP/CP, and support for student access were noted as the major challenges that impeded continued implementation of the IB Schoolwide Adoption Initiative.

Detailed findings from the study are presented below:

Responses to open-ended questions identified the most effective practices in respondents’ efforts to increase student participation.

Exhibit 18. Nearly 40% of Respondents Listed Spreading Awareness of the IB Schoolwide Adoption Initiative as an Effective Practice to Increase Cohort Size (N = 49)

	<i>n</i>	% of Respondents
Spread awareness of the IB Schoolwide Adoption Initiative	27	39.1
Increased collaboration	17	24.6
Increased opportunities for professional learning and training	14	20.3
Systemic practices, such as hiring new staff or obtaining extra resources	13	18.8

	<i>n</i>	% of Respondents
Engage students (e.g., have current students and alumni promote IB)	10	14.5
Advertise the benefits of participating in IB	9	13.0
Support from IB (e.g., 1-on-1 check ins, networking sessions)	8	11.6

Note. Percentages might not sum to 100% due to a survey item that enables a participant to write their own response. Some respondents listed multiple effective practices to increase student cohort size.

Responses to open-ended questions showed that systematic challenges, resistance from educators and students, and insufficient budget were also identified as challenges to increasing cohort size.

Exhibit 19. Most Respondents Reported Collaboration Time and Educator Perceptions of the DP/CP as Barriers to Increase Cohort Size

	Quantitative Responses			Qualitative Responses
	% Not at All	% Somewhat	% To a great Extent	Respondent Experiences
Adequate time to plan collaboratively	21.1	50.0	28.9	▶ 9% reported having challenges finding enough time to collaborate with others.
Collaboration time	19.7	52.6	27.6	—
Educator perceptions of the DP/CP	22.4	57.9	19.7	▶ 32% reported the stigma among staff that IB is for particular students was a barrier.
Budget	32.9	48.7	18.4	▶ 12% reported facing challenges with funding to support implementation.
Students' sense of self-efficacy	19.7	63.2	17.1	—
Adequate staff training	22.7	62.7	14.7	—
Educator resistance	25.0	60.5	14.5	▶ 20% reported observing resistance from educators. ▶ 7% reported that updating the curriculum, particularly to include special education students and

	Quantitative Responses			Qualitative Responses
	% Not at All	% Somewhat	% To a great Extent	Respondent Experiences
System/district resistance	56.8	31.1	12.2	<p>English language learners, was challenging.</p> <p>► 49% reported facing systemic challenges, such as managing testing schedules, having new staff, and competition with other programs in the district and school.</p>
Student perceptions of the DP/CP	21.3	66.7	12.0	<p>► 17% reported that students believing the DP is “too hard” is a barrier.</p>
Professional supports	48.7	39.5	11.8	—
Student engagement	41.3	49.3	9.3	—
Lack of student interest in the DP/CP	36.0	54.7	9.3	—
District leadership engagement	54.1	37.8	8.1	—
Support for student access	52.7	40.5	6.8	—
School leadership engagement	71.1	23.7	5.3	—
Parent/family engagement	44.0	52.0	4.0	—
Parent/family resistance	56.0	41.3	2.7	—
School leadership resistance ¹	75.0	22.4	2.6	—
Community resistance	73.3	24.0	2.7	<p>► 4% reported that the community still questions the accessibility of the DP or faced other concerns.</p>

Note. N_{Quantitative} = 75; N_{Qualitative} = 57. Percentages might not sum to 100% due to rounding.

¹ As a barrier to increase cohort size, school leadership engagement refers to a lack of underlying support for the IB Schoolwide Adoption Initiative whereas school leadership resistance refers to uncertainty or disapproval of implementing the schoolwide model.

INTRODUCTION

The International Baccalaureate (IB) is a non-profit educational foundation motivated by its mission to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. Founded in 1968, the IB currently works with more than 5,500 IB World Schools in approximately 160 nations to develop and offer a continuum of four programs to more than one million students aged 3 to 19 years.

As one of its four educational programs, Diploma Programme (DP) is an academically challenging and balanced program of education with final exams that prepare students, aged 16 to 19, for success at university and life. Designed to address the intellectual, social, emotional, and physical well-being of students, the DP has gained recognition and respect from the world's leading universities. DP students study in courses from six subject groups that together provide a breadth and depth of experience and understandings in languages, social studies, the experimental sciences and mathematics. In addition, students complete three core elements: the Extended Essay; Theory of Knowledge; and Creativity, Action, Service, which encourage independent research, critical thinking, and engagement in arts and creativity. Ultimately, the DP is meant to create confident and globally minded learners. Currently, about 3,400 IB World Schools offer the DP in more than 150 countries.

The IB believes that all students should have access to high-quality learning experiences. Case studies conducted at IB World Schools have supported development of strategies to advance diversity, equity, and inclusion in the IB. Building on these efforts, the IB is taking a more inclusive approach through the IB Schoolwide Adoption Initiative to transform the DP from the “school-within-a-school” model into a schoolwide approach. To date, 67 schools have removed the barrier that limited participation to selected student groups and participated in the IB Schoolwide Adoption Initiative, focusing on Language A (literature or language and literature) coursework in DP or in the Career-Related Programme (CP), where CP students undertake a minimum of two IB DP courses, a core consisting of four components (personal and professional skills, service learning, a reflective project, and language development), and a career-related study.

The IB partnered with RMC Research Corporation (RMC) to conduct a mixed methods study to gather responses from DP/CP coordinators and heads of school from 67 schools² participating in the IB Schoolwide Adoption Initiative during 2023/24, the planning year of the IB Schoolwide Adoption Initiative for participating schools. This systematic investigation of perceptions among DP/CP coordinators and heads of school has been designed to improve understanding of facilitators and constraints associated with increasing the size of DP/CP student cohorts and

² Sixty-five schools are in the United States and 1 school each is from Canada and China.

factors that affect implementation success. Study results are intended to be used by the IB to improve the IB Schoolwide Adoption Initiative by:

- Gleaning insights about promising practices in DPs/CPs that are adopting Language A courses schoolwide (wherever possible, nuanced according to the contexts in which schools with promising practices are found);
- Examining project leadership's assumptions that undergird the School Readiness Framework³; and
- Developing a preliminary model articulation for strategic implementation of a DP/CP in the United States that offers Language A courses schoolwide.

This report is organized into the following sections. Study method is presented first, followed by the findings section that presents questionnaire data collected from DP/CP coordinators and heads of school. Conclusions are provided at the end of the report.

³ As outlined by observed increases in leadership and community engagement, collaboration among educators, and increased resources and student support, schools implementing the IB schoolwide adoption initiative appear to be more equipped to support student learning.

METHOD

In this section, we describe the research questions, study design, instruments and data collection procedures, and characteristics of the study sample.

Research Questions

The following research questions guided the study:

RQ1: When comparing their schools before participating in the IB Schoolwide Adoption Initiative to approximately halfway through the planning year, what changes (i.e., new implementation facilitators or mitigated constraints), if any, do participating coordinators and heads of school observe in each of the following four areas:

- District and building leadership engagement,
- Community engagement,
- Teachers' collaboration and professional learning, and
- Systems of student supports.

RQ2: What changes, if any, do participating coordinators and heads of school find most and least influential on their attempts to increase student cohort size?

RQ3: Which practices and resources within the IB Schoolwide Adoption Initiative, if any, do participating coordinators and heads of school find most and least useful in their attempts to increase student cohort size?

RQ4: What ongoing constraints, if any, do participating coordinators and heads of school find as barriers to their attempts to increase student cohort size?

RQ5: What are the major challenges that attriting coordinators and heads of school have encountered during their participation in the IB Schoolwide Adoption Initiative? What suggestions do they have for the improvement of future implementation?

Study Design

This study used a descriptive mixed methods design to assess the implementation of the IB Schoolwide Adoption Initiative. RMC collected quantitative and qualitative data from study participants in spring 2024 through online questionnaires. DP/CP coordinators and heads of school from all 67 schools participating in the IB Schoolwide Adoption Initiative during 2023/24 were invited to participate in the study. A recruitment flyer developed by RMC was sent by IB

staff members to introduce the study and invite DP/CP coordinators and heads of school to complete an online questionnaire.

This study took place in the middle of the planning process for the IB Schoolwide Adoption Initiative. Schools may have not launched the plan yet, and students and parents may not have yet fully experienced the initiative in practice. Therefore, study findings represent early influences of the IB Schoolwide Adoption Initiative.

Instruments

This study relied on data collected from two online questionnaires: one questionnaire was designed for all participating DP/CP coordinators and heads of school to gather their perceptions on the implementation of the IB Schoolwide Adoption Initiative (Research Questions 1-4). A second questionnaire gathered feedback from DP/CP coordinators and heads of school from attriting schools about challenges they encountered, reasons for attrition, and suggestions for improvement (Research Question 5).

Questionnaire Development

The development of the questionnaires involved the following five steps:

1. *Review of IB Documents and Existing Questionnaires.* To inform questionnaire development, RMC reviewed IB documents, including materials about the IB Schoolwide Adoption Initiative, an existing questionnaire designed around the School Readiness Framework, and results from the pilot test of the questionnaire. RMC also conducted a review of existing instruments with a focus on those that measure elements of school readiness and program implementation. These documents and exiting questionnaires were used to ensure that the new questionnaires designed for this study are closely aligned with the needs of the IB Schoolwide Adoption Initiative.
2. *Development of Questionnaire Frameworks.* To ensure that each questionnaire was aligned to final research questions, prior IB documents including the exiting questionnaire, existing literature, and the IB Schoolwide Adoption Initiative priorities were reviewed and used to develop a framework for each questionnaire.
3. *Development of Draft Questionnaires.* RMC developed draft questionnaires based upon the questionnaire frameworks in collaboration with IB leaders. Questionnaires included a combination of multiple-choice, response scales, and open-ended items, addressing the following domains:
 - Leadership Engagement
 - Community Engagement
 - Teacher Engagement and Professional Learning
 - Resources and Systems of Support

- Factors Influencing Student Cohort Size
- Utility of Practices and Resources Supporting Increased Student Cohort Size
- Barriers to Increasing Student Cohort Size

Heads of School and Coordinator Main Questionnaire. RMC developed this questionnaire to describe any changes that occurred in sites implementing the IB Schoolwide Adoption Initiative and recommendations for increasing student cohort size. RMC analyzed documents from the IB research team to prioritize questionnaire content and confirm that the selected domains included diverse content. Questionnaire items focused on changes in leadership engagement, community engagement, teacher collaboration and professional learning, resources and systems of support, and facilitators or barriers influencing an increase to student cohort size. Questionnaire items included a combination of rating scales and open-ended items. To assess change, the questionnaire featured the following rating scales: 1 (*substantially decreased*) to 5 (*substantially increased*); 1 (*not at all*) to 3 (*to a great extent*); and 1 (*not at all useful*) to 4 (*extremely useful*).

Heads of School and Coordinator Attriting Questionnaire. RMC designed this instrument to describe any challenges experienced by sites that discontinued implementation of the IB Schoolwide Adoption Initiative and understand strategies or lessons learned during their experience. Questionnaire items focused on challenges related to the implementation of the IB Schoolwide Adoption Initiative and understanding factors that led to discontinuation. Questionnaire items included one rating scale from 1 (*not at all*) to 3 (*to a great extent*) and open-ended items.

Internal Consistency

RMC conducted internal consistency analyses to identify clusters of similar items to form composite scales, which are more robust and reliable than single questionnaire items. As shown in Exhibit A1 in Appendix A, five of seven domains demonstrated high internal consistency (alpha coefficient⁴ ranges between .86 and .95), while two scales (factors influencing student cohort size and utility of practices and resources to support increasing student cohort size) had coefficients below .80. The lower internal consistency for the two scales may be due to the subjective nature of those domains.

Data Collection

This study collected questionnaire data between March and April 2024. Approximately 135 heads of school and DP/CP coordinators were invited to complete the Main Questionnaire and four were invited to complete the IB Attriting Questionnaire. The evaluation team sent email invitations with links to the online questionnaires to introduce the study, secure consent

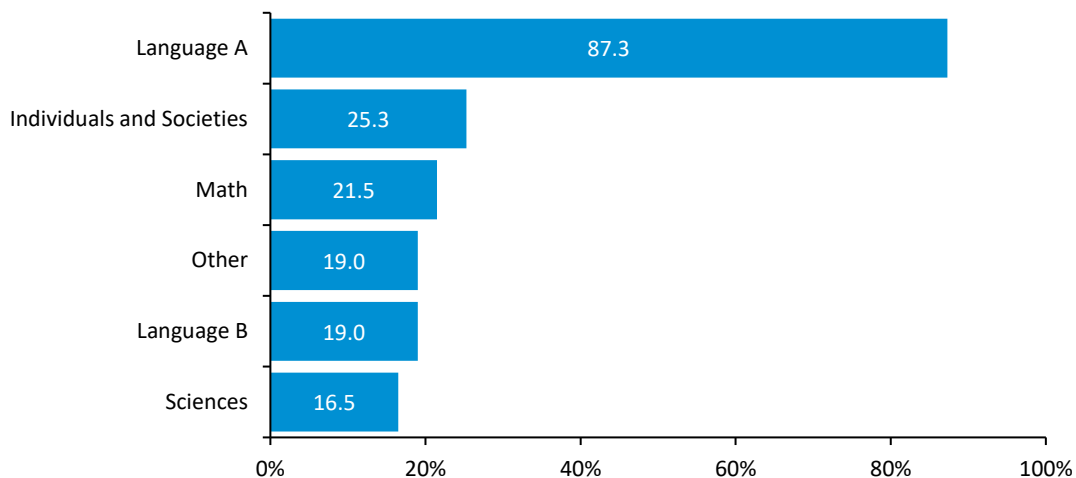
⁴ Cronbach's alpha is a measure of the internal consistency of a composite measure or scale that is based on multiple questionnaire items. Values range from 0 to 1, where higher values indicate more internal consistency.

digitally, and gather questionnaire responses. After the initial invitation, RMC sent three weekly reminders to non-respondents and three requests to DP/CP coordinators at schools where the head of school did not respond to encourage response rates. IB staff also sent two weekly reminders to non-respondents to encourage participation in the questionnaires. Among 135 heads of school and DP/CP coordinators who were invited to the study, 94 of them (70%) completed the consent form and 79 (59%) completed the questionnaires.

Sample Characteristics

Among the 79 questionnaire respondents, 59% were DP/CP coordinators and 41% were heads of school. One head of school also served as the school DP coordinator. Most respondents (95%) were from the United States and 5% were from Canada and China. Respondents from the United States represented 20 states across the country. On average, study participants represented schools with 19 years of implementing the IB program. Exhibit 1 shows that 87% of respondent schools offered Language A as a part of the IB Schoolwide Adoption Initiative; other courses were offered within the initiative by 25% or fewer schools. About one third (34%) of respondents noted that their school had more than one subject in the IB Schoolwide Adoption Initiative.

Exhibit 1. Nearly All Schools Adopted the IB Schoolwide Initiative in Language A, Some in Other Subjects (N⁵ = 79)



Note. Percentages might not sum to 100% due to a survey item that enabled a participant to select multiple responses. “Other” responses included visual arts, global politics, health, history, and indicated plans for further implementation. Survey respondents may have misinterpreted this item to be about courses currently offered in their school or courses that are planned to be implemented as a part of the IB schoolwide adoption initiative. Results should be interpreted with caution.

⁵ N is the total number in a sample. n is the number in a subsample.

On average, DP/CP coordinators served in their current position for more than 5 years and had worked in the same school for more than 11 years. Heads of school reported that they served in the current position for approximately 7 years and worked in the same school for 8 years (Exhibit A2 in Appendix A).

All school leaders and 89% of DP/CP coordinators considered the DP/CP Coordinator as a part of the leadership team (Exhibit A3 in Appendix A). Over 85% of DP/CP coordinators reported that position as their main role in the school. Around 8% of them self-reported as support staff and 4% reported being administrative staff (Exhibit A4 in Appendix A).

When describing their participation in the school Leadership Team, many DP/CP coordinators reported attending leadership meetings, leading professional learning sessions, participating in the school's Instructional Leadership Team, and assisting with school decision making. Responses from school leaders also supported these statements, indicating that DP/CP coordinators were part of the leadership team and often attended leadership meetings and assisted with IB-related matters.

Summary of Questionnaire Responses

Questionnaire respondents represented 54 of the 67 sites (81%) that were invited to participate in the study. Among the 135 DP/CP coordinators and heads of school that were initially contacted by the research team, the total response rate was 70% as 94 responded to either questionnaire. Respondents who did not answer the first question after the demographic portion of the questionnaire were considered partial responses and were excluded from analyses. There were 79 complete responses collected from the Main Questionnaire and Attriting Questionnaire, for a total completion rate of 59%.

RMC compared demographic characteristics of respondents and non-respondents to examine any potential non-response bias. Exhibit 2 shows minimal differences between questionnaire respondents and non-respondents regarding their geographic location, school type, grade level served, number of IB programs offered, and programme roles. Respondents included more DP/CP coordinators (58%) than non-respondents (42%). In addition, non-respondents were more frequently from schools with only one IB program (48%) than respondents (38%).

Exhibit 2. There was Little Variation in Characteristics of Questionnaire Respondents and Nonrespondents

	Respondents (N = 79)		Non-respondents (N = 52)	
	n	%	n	%
Role				
DP/CP Coordinator	46	58.2	22	42.3
Head of School	33	41.8	30	57.7
Campus Type				
Public	71	89.9	44	84.6
Private	8	10.1	8	15.4
Country				
United States	75	94.9	50	96.2
Canada	3	3.8	1	1.9
China	1	1.3	1	1.9
Campus Grade Levels				
Grades 9-12	59	74.7	37	71.2
Grades PreK-12	9	11.4	5	9.6
Grades 7-12	3	3.8	4	7.7
Other ¹	8	10.2	6	11.5
Number of IB Programme Offerings				
1	30	38.0	25	48.1
2	31	39.2	16	30.8
3 or more	18	22.8	11	21.2

¹Other grade levels included Grades K-12, 8-12, 6-12, and 11-12.

Data Analysis

Quantitative data collected from participant questionnaires were analyzed and presented using descriptive statistics (e.g., frequencies, means, and standard deviations⁶) This study presents frequencies of response categories for the overall sample and separately for heads of school and DP/CP coordinators. For the purposes of simplifying descriptive analyses, one questionnaire respondent with the role of school leader and IB coordinator was coded as a head of school. RMC analyzed qualitative data collected from the questionnaire to provide a rich description of changes experienced after implementing the IB Schoolwide Adoption Initiative and additional contextual information to quantitative findings.⁷ The qualitative data

⁶ The mean or average value is a measure of central tendency computed by adding a set of values and dividing the sum by the total number of values. The standard deviation (SD) is a measure of how spread out a set of values is. Higher standard deviations indicate greater variability in data across respondents.

⁷ Miles, M. B., Huberman, M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. (4th ed.). Thousand Oaks, CA: Sage.

were analyzed for common themes and then coded to support the quantitative data. This study excluded item-level responses with missing data from all survey analyses.

FINDINGS

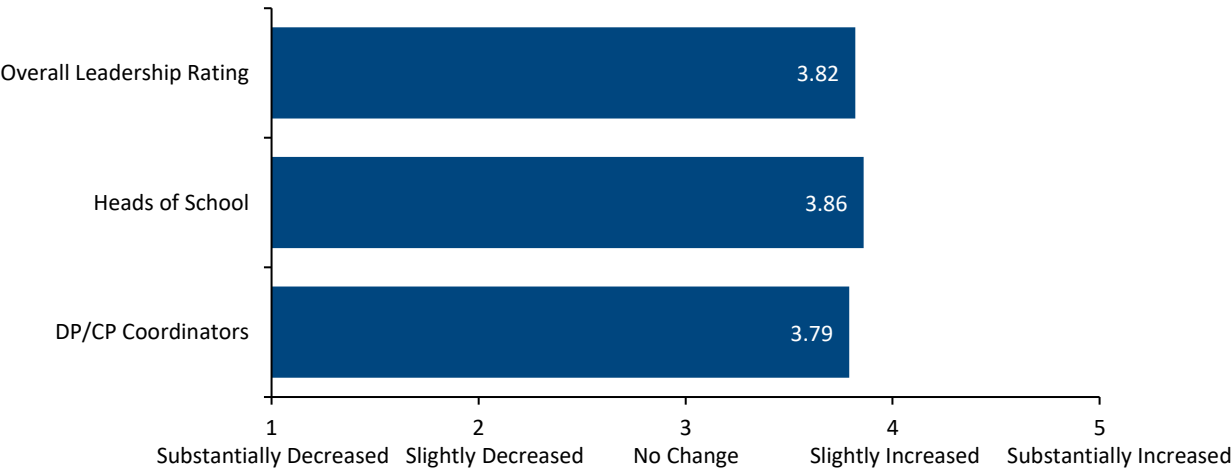
In this section, we present findings from the questionnaire responses. Findings are organized by research question and different questionnaire domains.

RQ 1: When comparing their schools to before participating in the Schoolwide Adoption Initiative to approximately halfway through the planning year, what changes, if any, do participating coordinators and heads of schools observe?

Leadership Engagement

Overall, respondents reported increased engagement among district and school leaders. On a scale of five, the average rating among all respondents was 3.82, representing slightly increased leadership engagement (Exhibit 3). Ratings were similar between the DP/CP coordinators and heads of school.

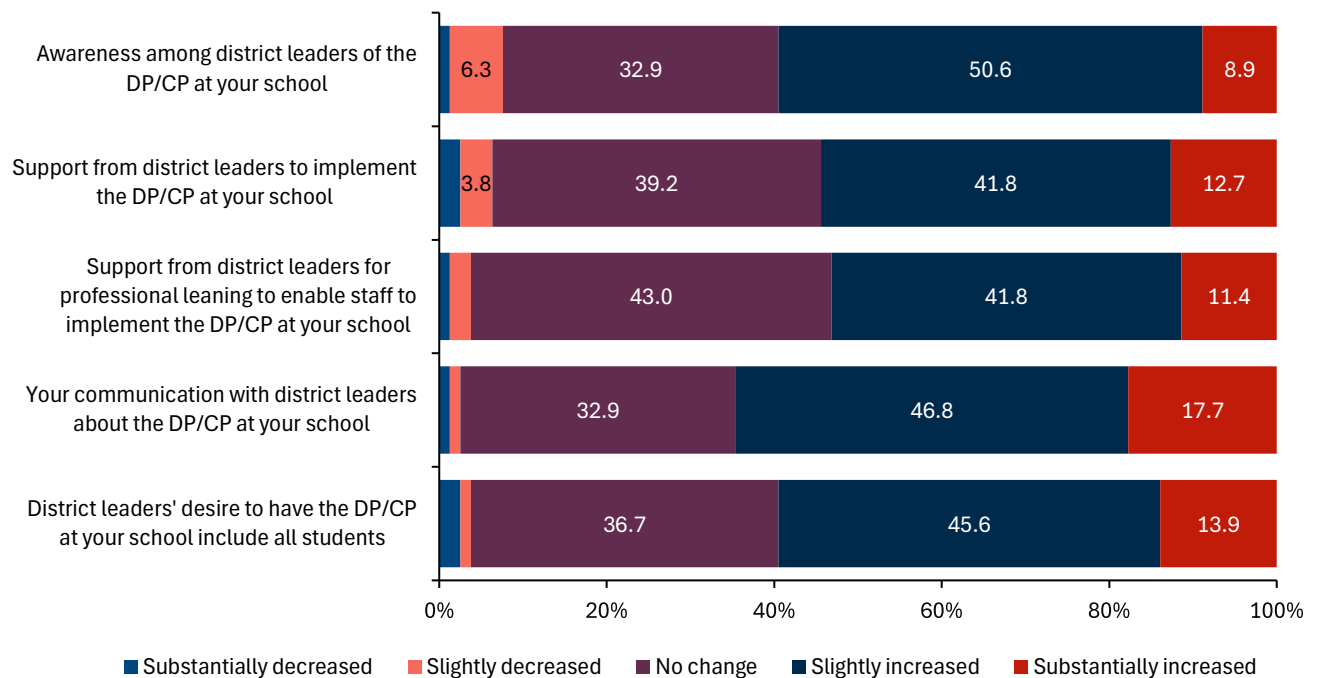
Exhibit 3. Both Heads of Schools and DP/CP Coordinators Reported Slight Increases in Leader Engagement (N = 78)



District Leader Engagement

Between 55% and 65% of respondents reported increased district leadership engagement (Exhibit 4). Sixty percent reported increased awareness among district leaders of the DP/CP at their school. Most also noted an increase in their communication with district leaders about the DP/CP at their school (65%) and in district leaders' desire to have the DP/CP serve all students at their school (60%). Over half of respondents reported increased district leader support for implementation and professional learning to implement the DP/CP at their school.

Exhibit 4. More than Half of Respondents Reported Increases in District Leader Engagement (N = 79)

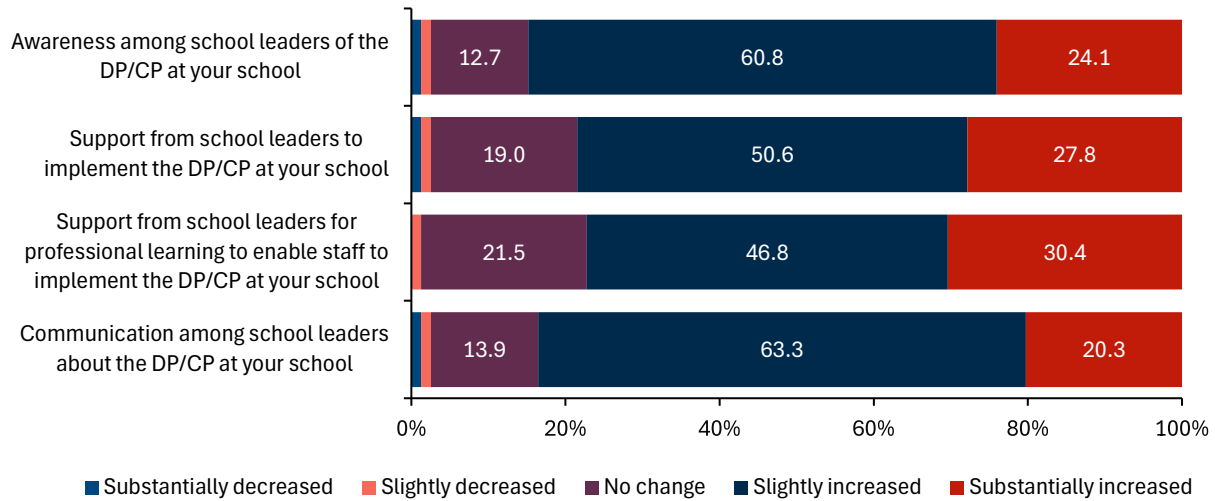


Note. Labels for categories that totaled less than 3% are hidden.

School Leader Engagement

Exhibit 5 shows that between 77% and 85% of respondents reported increased school leader communication about, awareness of, and support for the implementation of DP/CP in their school. Between 20% to 30% of respondents also reported that support from school leadership substantially increased. Almost 85% of respondents reported an increase in awareness among school leaders of the DP/CP and more communication among them about the DP/CP in their school.

Exhibit 5. More than Three Quarters of Respondents Reported Increases in School Leader Engagement (N = 79)



Note. Labels for categories that totaled less than 3% are hidden.

Subgroup analysis showed that, on average, a higher percentage of heads of school than DP/CP coordinators reported an increase in the school leader support. For example, 78% of DP/CP coordinators and 93% of heads of school agreed that awareness of the DP/CP among school leadership increased. Similarly, more heads of school (81%) than DP/CP coordinators (74%) reported increased support for professional learning that facilitated implementation of the DP/CP (see Exhibits A10-A13 in Appendix A).

In response to items about possible changes in their role after planning for the IB Schoolwide Adoption Initiative, respondents reported increased collaboration (35%), increased leadership opportunities (30%), and increased awareness of the IB Schoolwide Adoption Initiative (20%). Almost a third of respondents (28%) reported that there was no change in their role (Exhibit 6).

Exhibit 6. Most Respondents (35%) Reported Their Role Involved Increased Collaboration after Planning for the IB Schoolwide Adoption Initiative (N = 68)

	N	% of Respondents
None	19	28
Increased collaboration	24	35
Increased leadership opportunities	21	31
Increasing awareness of the IB Schoolwide Adoption Initiative	14	21
Securing more resources	9	13
Increased professional development	7	10
Improved vision of the IB model	7	10

Note. Percentages might not sum to 100% due to a survey item that enable a participant to write their own response. Some respondents indicated that their role changed in multiple areas.

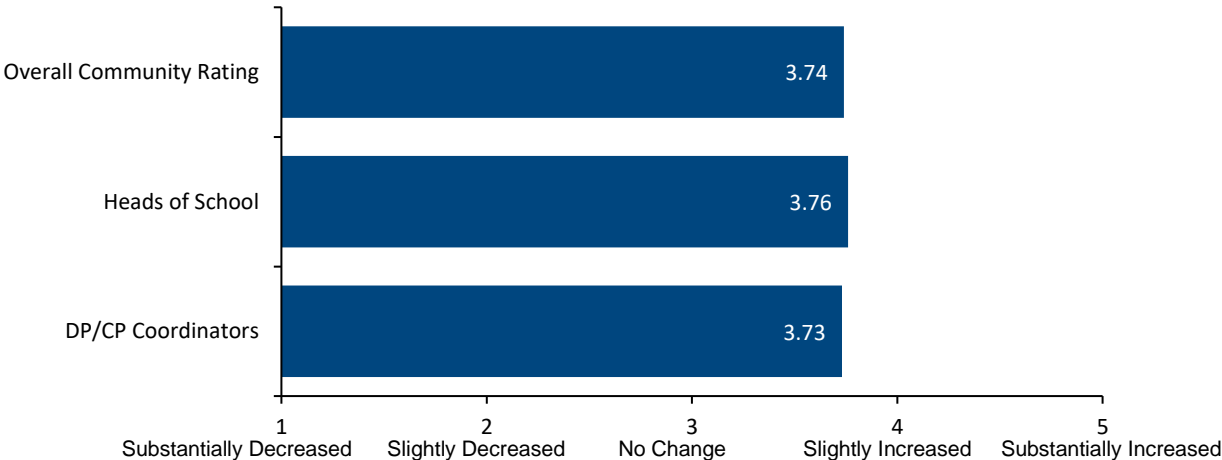
DP/CP coordinators and heads of school commented that they had more conversation about implementing IB schoolwide and continued to expand opportunities for professional learning. They also reported more involvement in leadership planning, scheduling, and staffing decisions in the school. Comments from respondents included the following:

- ▶ *We are ensuring that all students are either CP or DP students, which requires us to communicate our vision with our academic deans, who schedule our students.*
- ▶ *My communication and interactions with the entire English department has increased. I have also had specific conversations regarding the master schedule as a result of this initiative.*
- ▶ *I have more teachers that I work with, observe, and help train.*
- ▶ *We have started vertically aligning all course assessments to DP assessments.*
- ▶ *Mostly, it has changed the way that I/we describe the program. We now have to take a more nuanced approach, explaining that the HL (Higher Level) classes are more rigorous (in most cases) than their [Advanced Placement (AP)] counterparts, but that the SL (Standard Level) courses are intended for all students.*
- ▶ *There is more awareness of the benefits for all students to at least take one IB subject.*

Community Engagement

Overall, questionnaire respondents observed increased engagement among the school community. Average ratings of about 3.7 suggest that the school leaders perceived that community engagement increased slightly (Exhibit 7). Ratings were similar among DP/CP coordinators and heads of school.

Exhibit 7. Both Heads of Schools and DP/CP Coordinators Reported Slight Increases in Community Engagement (N = 78)



Respondents reported that perceptions of DP/CP among parents/families changed since the school began to implement the IB Schoolwide Adoption Initiative. Over 60% reported improved awareness of the DP/CP and increased communication with school staff about the DP/CP. More than half indicated that there were more requests from parents and families for information about the DP/CP and improved understanding about the benefits of participating in the DP/CP. Similar perceptions were reported by DP/CP coordinators and heads of school (Exhibit A14 in Appendix A). These findings were also triangulated by open-ended responses, as displayed in Exhibit 8. Open-ended responses suggest increased awareness of the IB Schoolwide Adoption Initiative (23% of responses), increased family engagement with IB-related matters (21% of responses), and increased understanding of the initiative and its benefits (15% of responses). However, 15% of responses indicated that there was not full family support for the IB Schoolwide Adoption Initiative.

Exhibit 8. More than Half of Respondents Reported Increases in Parent and Family Engagement

	Quantitative Responses		Qualitative Responses
	% No Change	% Increased	Respondent Experiences
Awareness of the DP/CP	39.2	60.7	▶ 23% reported increased awareness of the IB Schoolwide Adoption Initiative
Communications with school staff about the DP/CP	36.7	63.3	▶ 21% reported increased family engagement with IB related matters.
Understanding about the benefits of participating in the DP/CP	44.3	55.7	▶ 15% reported increased understanding of the initiative and its benefits.
Invitation of questions or feedback about the DP/CP	45.6	54.4	—
Requests for information about the DP/CP	46.8	53.2	—
Support for the DP/CP	46.8	53.2	▶ 15% indicated not fully having family support for the IB Schoolwide Adoption Initiative

Note. N_{Quantitative} = 79; N_{Qualitative} = 61. Percentages might not sum to 100% due to rounding.

Respondents commented on their perceptions that parents began to see the value in the IB classes and that there was increased interest among prospective parents and students. Some respondents reported experiencing continued difficulty getting parents and families to understand the DP/CP and associated long-term benefits. Sample comments about parent and family engagement include the following:

- ▶ *An increased number of parents value the IB classes since [they] better prepare their student for college.*

- ▶ *Some parents are calling to inquire about the DP programme. Some see the value in placing students in the English Language and Literature course since it will provide them with the opportunity to develop research and writing skills.*
- ▶ *[IB] is becoming seen as a more open access option for all students, though it does still have the stigma of being a more rigorous/honors pathway.*
- ▶ *We battle the AP courses taught in the local high school (we do not offer AP) as being easier to pass and you can get more credit. [I see this] mentality from both parents and students.*
- ▶ *Some families still do not understand IB for all and, in some cases, choose other schools to avoid engaging in IB. I don't believe this is widespread. There is still a perception among some that IB is elitist and only for students who are identified as gifted.*

Student Engagement

Respondents reported changes in the perceptions of DP/CP among students after participating in the IB Schoolwide Adoption Initiative. Between 58% and 81% of respondents, especially the heads of school (see Exhibit A15 in Appendix A), reported their perceptions of increased student engagement. In Exhibit 9, we show around 80% of respondents reporting improved awareness of the DP/CP among students, and more communication with school staff about the DP/CP. Nearly three fourths (73%) of respondents reported their perceptions of increased student understanding about the benefits of participating, and 66% reported more requests for information, questions or feedback about the DP/CP. Open-ended responses from DP/CP coordinators and heads of school also showed similar findings, reflecting increased awareness of the IB Schoolwide Adoption Initiative (29% of responses), improved student self-efficacy (18% of responses), and increased student engagement with IB-related matters (13% of responses). However, 19% of responses mentioned student concerns about their participation in the initiative.

Exhibit 9. Between 58% and 81% of Respondents Reported Increases in Student Engagement

	Quantitative Responses			Qualitative Responses
	% Decreased	% No Change	% Increased	Respondent Experiences
Awareness of the DP/CP	0.0	19.0	81.1	▶ 29% reported increased awareness of the IB Schoolwide Adoption Initiative
Communications with school staff about the DP/CP	0.0	21.5	78.5	▶ 13% reported increased student engagement with IB related matters.
Understanding about the benefits of participating in the DP/CP	0.0	26.9	73.1	—
Requests for information about the DP/CP	1.3	32.9	65.8	—
Invitation of questions or feedback about the DP/CP	1.3	32.9	65.8	—
Support for the DP/CP	2.6	34.6	57.7	<ul style="list-style-type: none"> ▶ 18% reported improved student self-efficacy when considering participating in IB. ▶ 19% highlighted student concerns over participating in the initiative.

Note. N_{Quantitative} = 79; N_{Qualitative} = 63. 27% of participants also described an improved schoolwide view of the IB as an accessible program in their response. Percentages might not sum to 100% due to rounding.

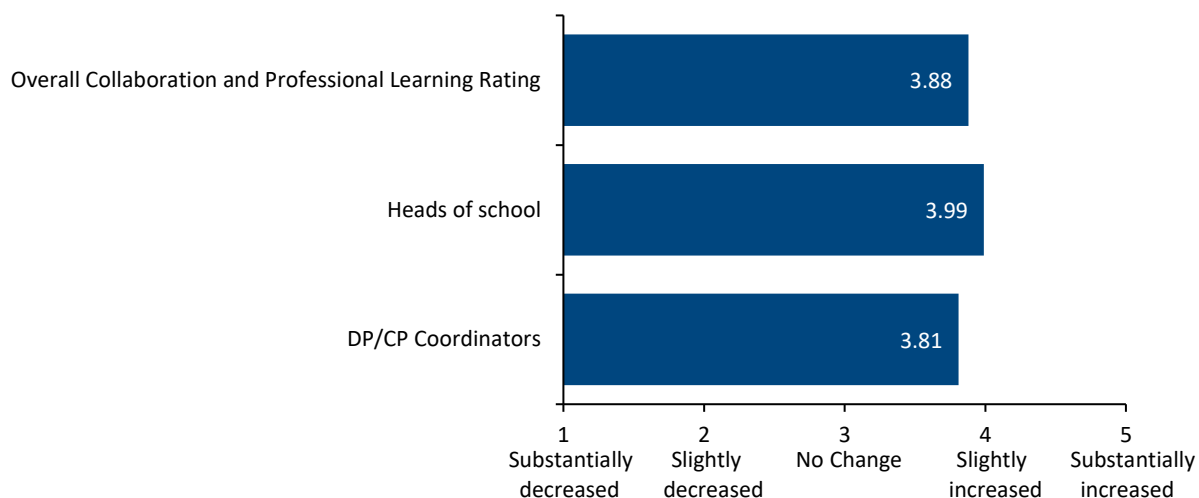
We also included open-ended items about the extent to which perceptions of DP/CP changed among students since their school began to implement the IB Schoolwide Adoption Initiative. On one hand, responses indicated that some students were reluctant to challenge themselves considering the amount of work and time required. On the other hand, DP/CP coordinators and heads of school reported seeing more students embrace the changes as they understood that the DP/CP offered the skills that would improve their opportunities for success. Comments about student engagement in the IB Schoolwide Adoption initiative are presented below:

- ▶ *With the understanding that students could opt in to single DP classes—which has always been the case at our school—but which due to the Adoption has become more apparent, more students are enrolling as course candidates and fewer are signing up as full diploma candidates.*
- ▶ *Students have come to realize it is attainable. They realize they have to think deeper than before and focus on written and oral communication a little more, but all of that is doable with proper coaching and time management.*
- ▶ *More students are actively seeking to be a part of the Diploma Programme than previous years, expanding the “traditional” students who have been previously a part of the programme.*
- ▶ *I think there is a gradual understanding that IB DP courses can be a good fit for every student based on the course and the students' curiosities.*

Teachers’ Collaboration and Professional Learning

DP/CP coordinators and heads of school generally indicated that they observed increased teacher collaboration and professional learning in their school (Exhibit 10). Average ratings suggest that collaboration slightly increased. The average ratings for heads of school were slightly higher than those for DP/CP coordinators.

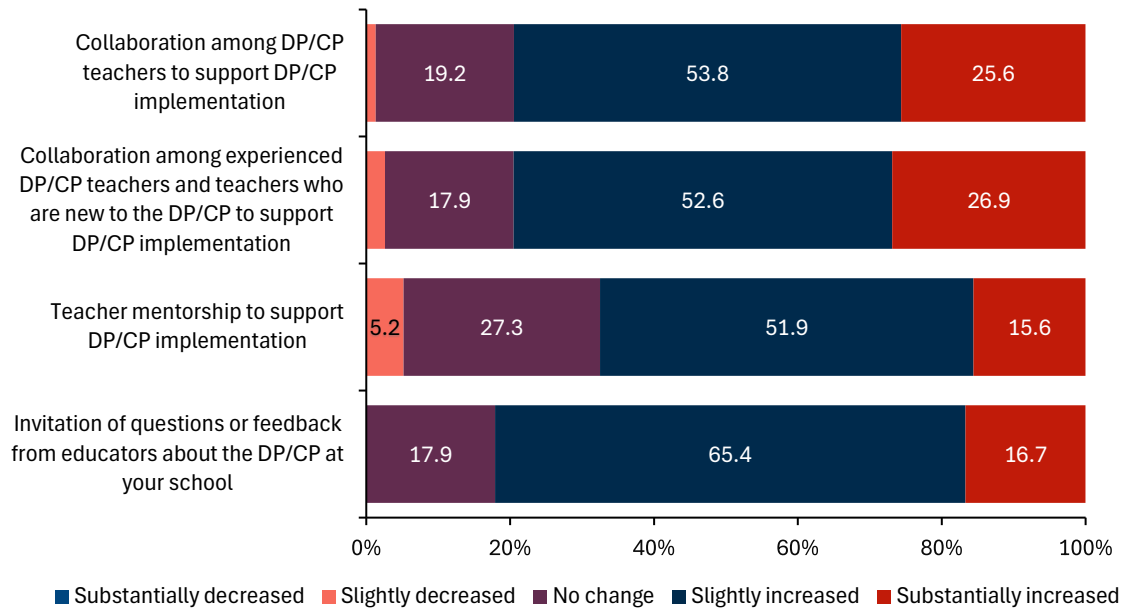
Exhibit 10. Both Heads of Schools and DP/CP Coordinators Reported Slight Increases in Collaboration and Professional Learning (N = 78)



Overall, between 68% and 82% of respondents reported observing increased teacher collaboration after implementing the IB Schoolwide Adoption Initiative. In addition, over 25% of them reported substantial changes in collaboration among DP/CP teachers and between experienced and new DP/CP teachers to support DP/CP implementation. About two thirds (68%) of respondents reported observing increased teacher mentorship to support DP/CP implementation and over 80% reported more questions or feedback from teachers about the

DP/CP at their school (Exhibit A16 in Appendix A). Among these responses, more heads of schools than DP/CP coordinators reported observing increased collaboration among DP/CP teachers (95% vs. 69%), collaborations among experienced and new DP/CP teachers (91% vs. 71%), and teacher mentorship to support the DP/CP (75% vs. 61%) (Exhibit 11).

Exhibit 11. At least 68% of Respondents Reported Increases in Teacher Collaboration



Note. Responses ranged from N = 77-78. Labels for categories that totaled less than 3% are hidden.

Open-ended responses indicated that educators changed their perceptions after the implementation of the IB Schoolwide Adoption Initiative (Exhibit 12). Several respondents agreed that there were improved perceptions that IB is equitable for all students (37%), increased understanding of the IB Schoolwide Adoption Initiative (26%), improved perceptions surrounding the DP's difficulty (17%), increased engagement with IB-related matters (14%), and increased knowledge of the benefits of participating in IB (12%). A few comments indicated no changes (11%) or reflected concerns about participating in the IB Schoolwide Adoption Initiative (11%).

Exhibit 12. Most Respondents (37%) Reported Improved Educator Perceptions of the IB as an Equitable Program for All Students (N = 65)

	<i>n</i>	% of Respondents
Improved perceptions that IB is equitable for all students	24	36.9
Increased understanding of the IB Schoolwide Adoption Initiative	17	26.2
Improved perceptions surrounding the DP's difficulty	11	16.9
Increased engagement with IB related matters	9	13.8
Increased knowledge of the benefits of participating in IB	8	12.3
Concerns about participating in the IB Schoolwide Adoption Initiative	7	10.8
No changes	7	10.8
Increased collaboration	4	6.2

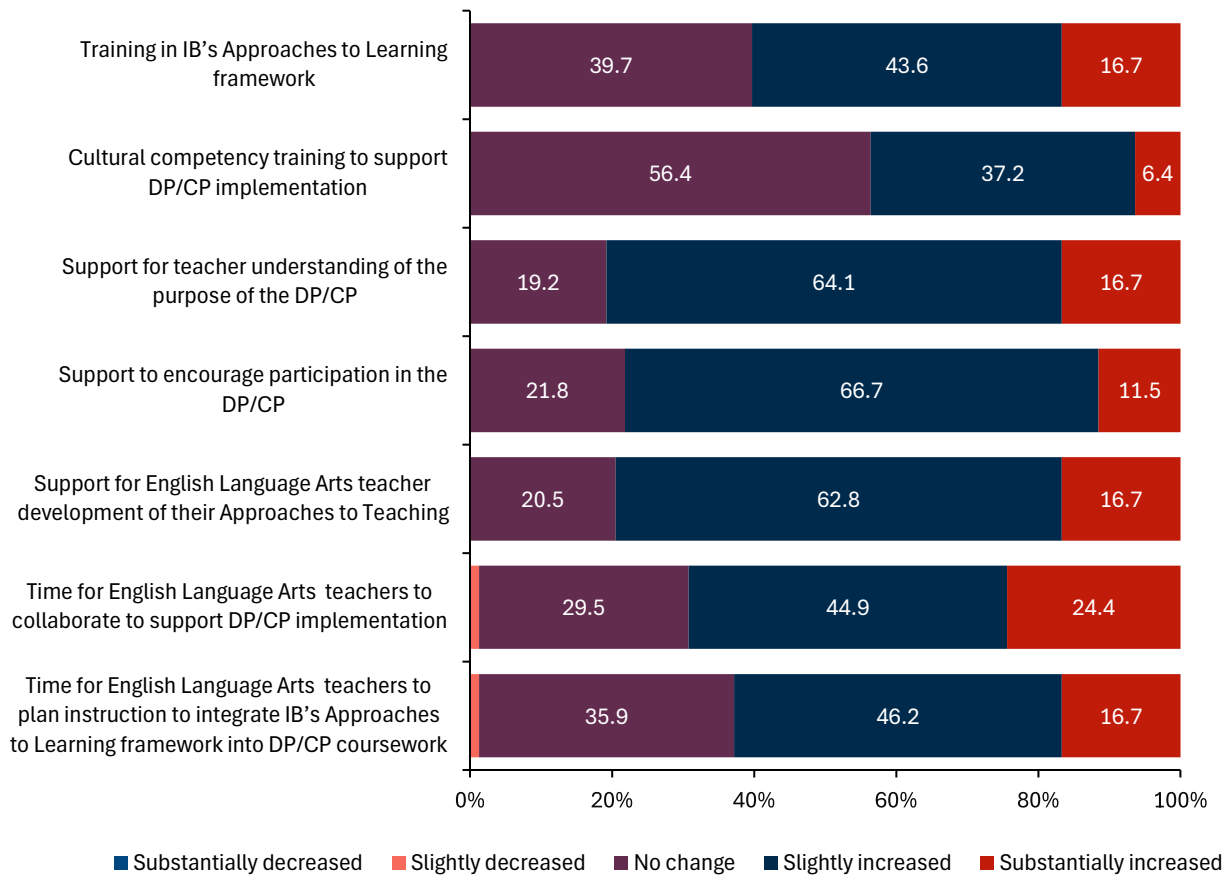
Note. Percentages might not sum to 100% due to a survey item that enables a participant to write their own response. Some respondents indicated that educator perceptions have changed in multiple areas.

Respondents reported a shift in how the educators they worked with perceived the DP, indicating that it was previously viewed as an elite program only appropriate for the highly successful students. They also indicated that teachers started slowly understanding how IB courses can be accessible to all students and are not just for a select few, as they learned other benefits of the IB such as inquiry-based learning and enhanced student choices in addition to the academic rigor. Educators reportedly became more positive and collaborative in the schools implementing the IB Schoolwide Adoption Initiative. Sample comments are presented below:

- ▶ *We are working strategically to think of DP/CP as a path for all of our scholars rather than just an elite group of scholars. Some educators still believe it should only be elite, so we are continuing to work on that shift in mindset.*
- ▶ *Among the DP teachers, there has been an expansion of who they see “should be” in the program and are more open to a larger variety of students participating in the programme.*
- ▶ *It continues to be a focus of our instructional identity and there has been a positive increase in perception about the value and benefits of student learning.*
- ▶ *Our English department is very much on board with the changes and have wholeheartedly adopted the initiative. Educators in other departments are very much against the change and maintain the idea that IB is an elitist program that is inaccessible to most of our students and should be reserved for the best of the best.*
- ▶ *We continue to have a small number of teachers who do not believe that all students can be successful in DP/CP courses. Many teachers have worked hard to make it happen, but there are still some holdouts.*
- ▶ *I believe more educators understand the merits of the program, but question whether IB For All can be successful with many of our students.*

Between 44% and 81% of respondents reported increased perceptions of opportunities for professional learning after their participation in the IB Schoolwide Adoption Initiative. Around 80% of respondents reported increased perceptions of professional learning support for: teacher understanding of the purpose of the DP/CP, to encourage participation in the program, and for English Language Arts teachers to develop their approaches to teaching. Largest increases were reported for professional learning support for English Language Arts teachers, including collaboration time to support DP/CP implementation and time to plan instruction to integrate IB’s approaches to learning framework into DP/CP coursework. The smallest increase of professional learning was reported for cultural competency training to support DP/CP implementation.

Exhibit 13. Most Respondents Reported Increases in Support for Teacher Understanding of the DP/CP, Encouraging Participation in the DP/CP, and ELA Teacher Development of their Approached to Learning (N = 78)



Note. Labels for categories that totaled less than 3% are hidden.

Subgroup analysis revealed that a larger percentage (about 10% more across items) of heads of school than DP/CP coordinators reported perceptions of improved professional learning opportunities (Exhibit A17 in Appendix A).

Resources and Systems of Student Supports

Overall, respondents reported perceived increased access to resources and system of support in their school after participation in the IB Schoolwide Adoption Initiative. In Exhibit 14, we show that average ratings slightly increased and were similar among DP/CP coordinators and heads of school.

Exhibit 14. Both Heads of Schools and DP/CP Coordinators Reported Slight Increases in Access to Resources and Systems of Student Support (N = 78)

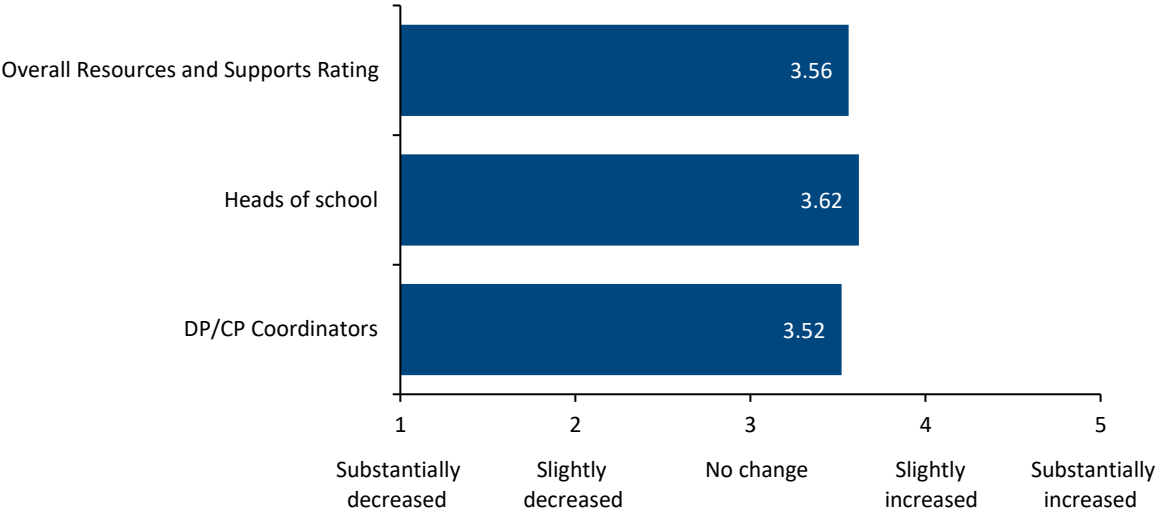
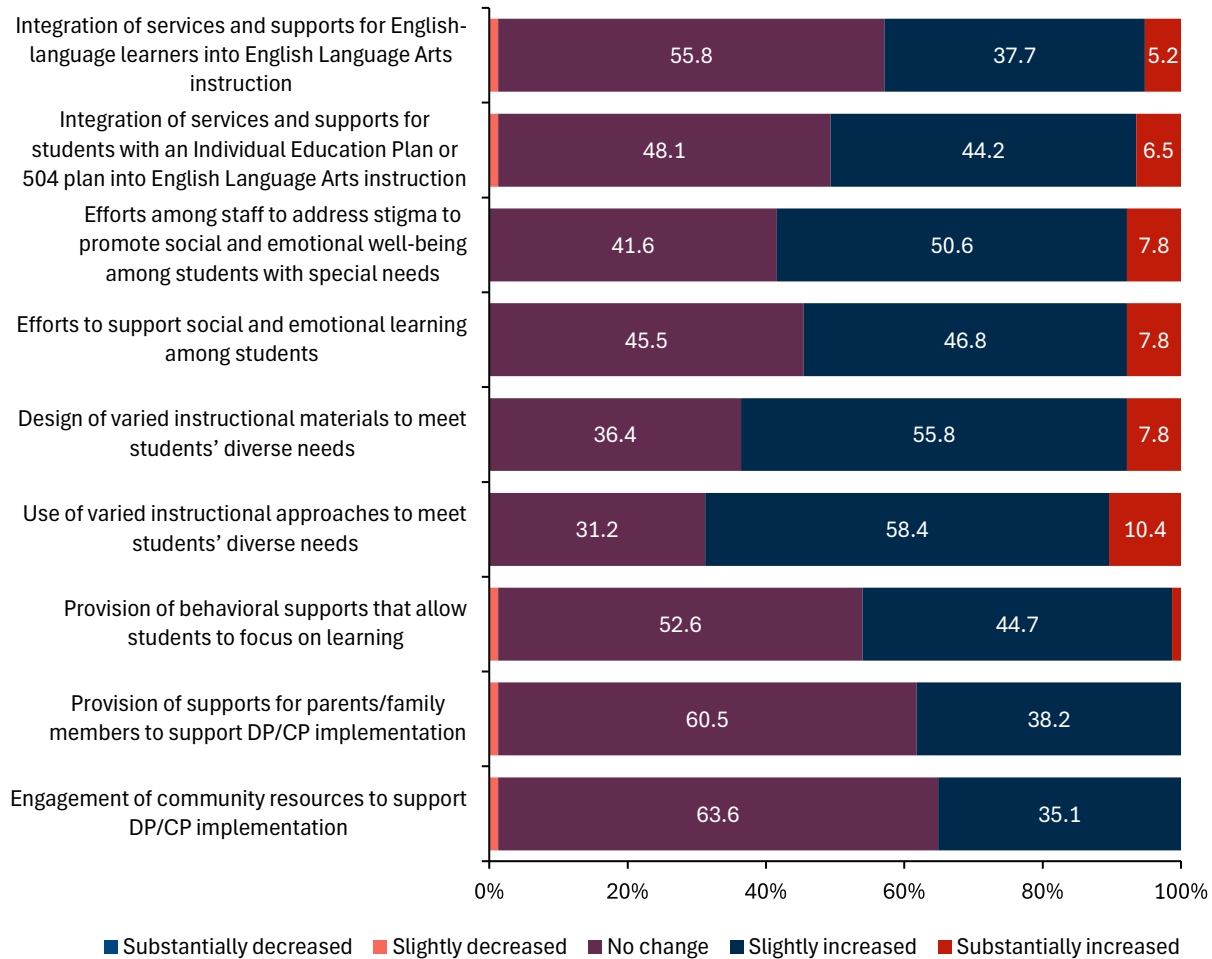


Exhibit 15 shows that between 35% and 69% of respondents reported increased supports for students after implementation of the IB Schoolwide Adoption Initiative. The largest improvement was observed for using varied instructional approaches to meet students’ diverse needs, with 69% of respondents reporting an increase and 10% reporting a substantial increase. Respondents also reported an increase in the design of varied instructional materials to meet students’ diverse needs (68%), efforts among staff to address stigma to promote social and emotional well-being among students with special needs (58%), and efforts to support social and emotional learning among students (55%). The least change in student support was reported for the engagement of community resources to support DP/CP implementation (35%).

Exhibit 15. Most Respondents Reported Increases in the Design and Use of Instructional Approaches to Meet Students' Diverse Needs (N = 77)



Note. Labels for categories that totaled less than 3% are hidden.

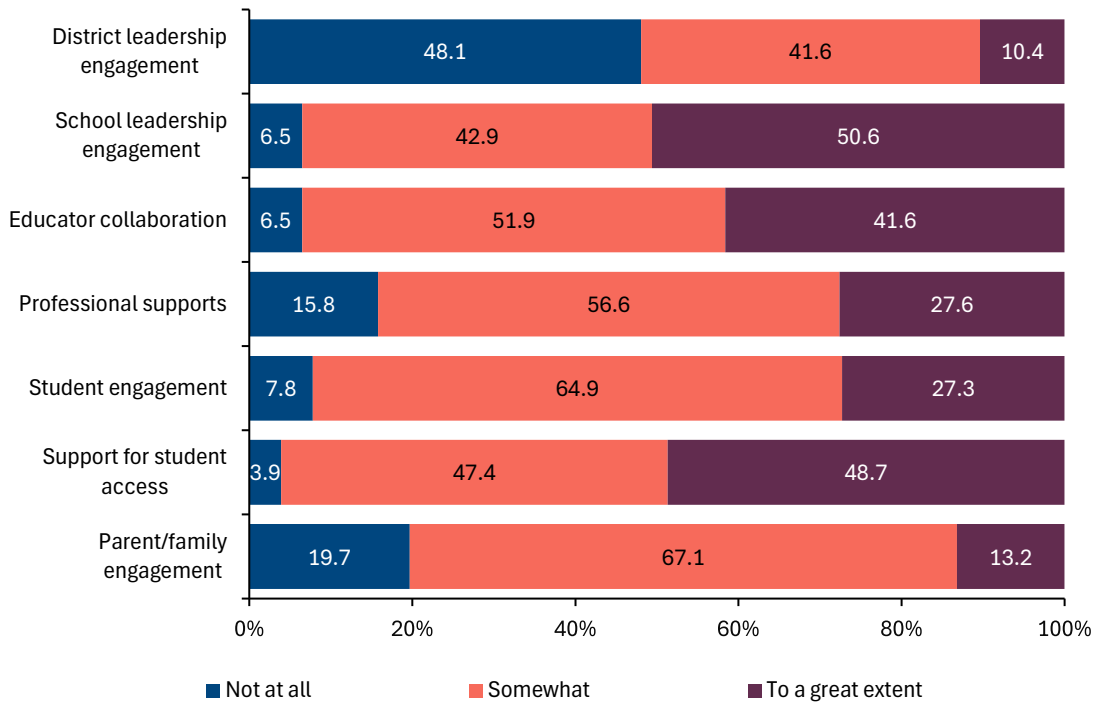
Subgroup analysis showed that a larger proportion of heads of school reported perceived increases in systems of student support, except for the Integration of services and supports for students with an Individual Education Plan or 504 plan into English Language Arts instruction, provision of behavioral supports that allow students to focus on learning, and provision of supports for parents/family members to support DP/CP implementation. For example, a greater proportion of heads of school than DP/CP coordinators reported their perceptions of increased engagement of community resources to support DP/CP implementation (45% vs. 29%) (Exhibit A18 in Appendix A).

RQ2: What changes, if any, do participating coordinators and heads of school find most and least influential on their attempts to increase student cohort size?

Factors Related to Student Cohort Size

Respondents indicated that school leader engagement, support for student access, and educator collaboration had the most influence on efforts to increase student participation in the IB Schoolwide Adoption Initiative, among several other factors (Exhibit 16). School leader engagement was identified as influencing cohort size somewhat (43%) or to a great extent (51%). Similarly, support for student access was reported as somewhat influential (47%) or influential to a great extent (49%). District leader engagement was reported as having the least influence; nearly half (48%) of respondents reported that it had no influence on student cohort size.

Exhibit 16. Most Respondents Indicated School Leadership Engagement, Educator Collaboration, and Support for Student Access as the Most Influential Factors to Increase Student Cohort Size (N = 77)



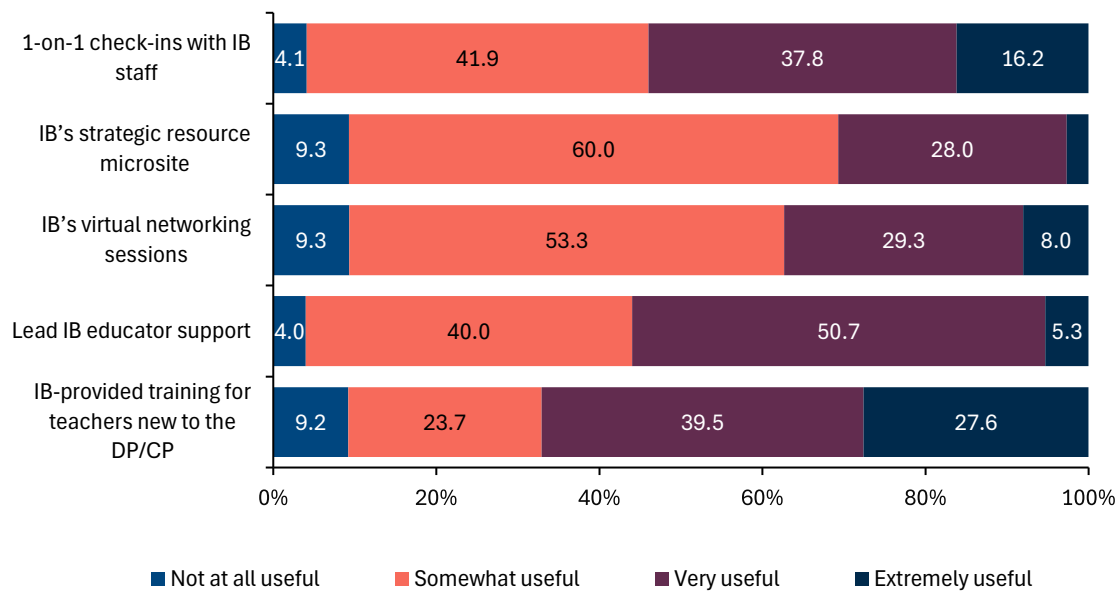
Subgroup analysis of responses revealed that heads of school and DP/CP coordinators differed somewhat in their reports of factors that influenced cohort size. For example, a larger proportion of heads of school reported that district and school leader engagement influenced efforts to increase cohort size (Exhibit A19 in Appendix A).

RQ 3: Which practices and resources within the Schoolwide Adoption Initiative, if any, do participating coordinators and heads of school find most and least useful in their attempts to increase student cohort size?

Utility of Practices to Increase Student Cohort Size

As Exhibit 17 shows, most respondents found various practices useful for increasing cohort size, including IB-provided training for teachers new to the DP/CP (96%), lead IB educator support (91%), IB’s virtual networking sessions (91%), IB’s strategic resource microsite (96%), and 1-on-1 check-ins with IB staff (91%). Practices identified as most useful were IB-provided training for teachers new to the DP/CP (rated very or extremely useful by 68%), lead IB educator support (rated very or extremely useful by 68%), and 1-on-1 check-ins with IB staff (rated very or extremely useful by 54%).

Exhibit 17. Respondents Indicated 1-on-1 Check-ins with IB Staff, IB-provided Trainings, and Lead IB Educator Support were the Most Useful Practices to Increase Cohort Size (N = 77).



Note. Labels for categories that totaled less than 3% are hidden.

We also included open-ended questions to identify the most effective practices in respondents' efforts to increase student participation. More than one third (39%) of the responses suggested that spreading awareness of the IB Schoolwide Adoption Initiative was an effective practice. Other effective practices identified by respondents included increased collaboration (24%); increased opportunities for professional learning and training (20%); systemic practices, such as hiring new staff or obtaining extra resources (19%); engaging students to promote IB (15%); advertising the benefits of participating in IB (13%); and support from IB (12%) (Exhibit 18).

Exhibit 18. Nearly 40% of Respondents Listed Spreading Awareness of the IB Schoolwide Adoption Initiative as an Effective Practice to Increase Cohort Size (N = 49)

	<i>n</i>	% of Respondents
Spread awareness of the IB Schoolwide Adoption Initiative	27	39.1
Increased collaboration	17	24.6
Increased opportunities for professional learning and training	14	20.3
Systemic practices, such as hiring new staff or obtaining extra resources	13	18.8
Engage students (e.g., have current students and alumni promote IB)	10	14.5
Advertise the benefits of participating in IB	9	13.0
Support from IB (e.g., 1-on-1 check ins, networking sessions)	8	11.6

Note. Percentages might not sum to 100% due to a survey item that enables a participant to write their own response. Some respondents listed multiple effective practices to increase student cohort size.

Subgroup analysis showed slight differences in effective practices among heads of school and DP/CP coordinators. For example, a slightly larger proportion of DP/CP coordinators than heads of school reported that IB's virtual networking sessions and 1-on-1 check-ins with IB staff were extremely useful (Exhibit A20 in Appendix A). Representative open-ended responses addressing the strategies to increase the student cohort size are presented below:

- ▶ *College acceptance numbers among DP students have always been the most effective tool for increasing the number of students enrolling in our DP. In terms of the [Schoolwide Adoption Initiative], the free workshops enabled us to train more teachers and bring greater faculty understanding about the DP among our staff.*
- ▶ *Getting alumni to do the recruitment. They can sell the programs and speak to how they benefitted from them.*

- ▶ *DP/CP scholars and alumni sharing their success stories in improving their writing as well as impact on college success.*
- ▶ *Prioritizing both internal and external professional development focused on IB and vertical alignment across the entire school.*
- ▶ *Leadership getting on board, providing a different message to the students (less focus on rigor, more focus on student-centered learning). Overall district support and slightly increased support from the community.*
- ▶ *English department buy-in to IB for all – they are embracing the opportunity and collaborating more than they ever have before.*
- ▶ *Meeting with students in 10th grade 1:1 to discuss their academic goals and share with them the benefits of the IB.*
- ▶ *Getting into all classrooms and then more individualized conversations with students and families about the benefits.*

RQ4: What ongoing constraints, if any, do participating coordinators and heads of school find as barriers to their attempts to increase student cohort size?

Barriers to Increase Student Cohort Size

Questionnaire responses, both from DP/CP coordinators and heads of school, revealed that time for planning and collaboration was a primary barrier to increasing student cohort size. Exhibit 19 shows that about 80% of respondents found the lack of adequate time to plan collaboratively and collaboration time in general to be barriers. Several other factors were identified as barriers by more than two thirds of respondents, including students' sense of self-efficacy (80%), student perceptions of the DP/CP (79%), educator perceptions of the DP/CP (78%), adequate staff training (77%), and budget (67%).

Responses to open-ended questions showed that systematic challenges, resistance from educators and students, and insufficient budget were also identified as challenges to increasing cohort size. Almost half of the open-ended comments (49%) raised concerns about systemic challenges, such as managing testing schedules, having new staff, and competition with other programs in the district and school. Other challenges related to educators and students: 20% of comments mentioned resistance from educators and 17% of comments suggested that students believed the DP was too difficult. Another 7% of comments mentioned challenges related to updating the curriculum, particularly to include special education students and English language learners.

Exhibit 19. Most Respondents Reported Collaboration Time and Educator Perceptions of the DP/CP as Barriers to Increase Cohort Size

	Quantitative Responses			Qualitative Responses
	% Not at All	% Somewhat	% To a great Extent	Respondent Experiences
Adequate time to plan collaboratively	21.1	50.0	28.9	▶ 9% reported having challenges finding enough time to collaborate with others.
Collaboration time	19.7	52.6	27.6	—
Educator perceptions of the DP/CP	22.4	57.9	19.7	▶ 32% reported the stigma among staff that IB is for particular students was a barrier.
Budget	32.9	48.7	18.4	▶ 12% reported facing challenges with funding to support implementation.
Students' sense of self-efficacy	19.7	63.2	17.1	—
Adequate staff training	22.7	62.7	14.7	—
Educator resistance	25.0	60.5	14.5	▶ 20% reported observing resistance from educators. ▶ 7% reported that updating the curriculum, particularly to include special education students and English language learners, was challenging.
System/district resistance	56.8	31.1	12.2	▶ 49% reported facing systemic challenges, such as managing testing schedules, having new staff, and competition with other programs in the district and school.
Student perceptions of the DP/CP	21.3	66.7	12.0	▶ 17% reported that students believing the DP is "too hard" is a barrier.
Professional supports	48.7	39.5	11.8	—
Student engagement	41.3	49.3	9.3	—

	Quantitative Responses			Qualitative Responses
	% Not at All	% Somewhat	% To a great Extent	Respondent Experiences
Lack of student interest in the DP/CP	36.0	54.7	9.3	—
District leadership engagement	54.1	37.8	8.1	—
Support for student access	52.7	40.5	6.8	—
School leadership engagement	71.1	23.7	5.3	—
Parent/family engagement	44.0	52.0	4.0	—
Parent/family resistance	56.0	41.3	2.7	—
School leadership resistance ⁸	75.0	22.4	2.6	—
Community resistance	73.3	24.0	2.7	▶ 4% reported that the community still questions the accessibility of the DP or faced other concerns.

Note. N_{Quantitative} = 75; N_{Qualitative} = 57. Percentages might not sum to 100% due to rounding.

Comments from respondents suggested that there was a strong historical misconception that IB was unnecessarily difficult and rigorous, catering to an elite group of students. Some reported the concern that the perceived benefits did not outweigh what is offered by competing Advanced Placement (AP) courses or dual-enrollment programs, and that IB credits are not as widely accepted by universities by comparison. Representative comments related to barriers to increasing student cohort size and associated needs appear below.

- ▶ *Making sure that we are meeting the needs of all students (including SPED [special education] students) and that we are able to integrate our current curriculum with the IB curriculum.*
- ▶ *Competition with other programs that are funded/supported by the districts, such as dual-enrollment. The staff needs more time to plan and coordinate support students joining the IB that aren't as academically strong.*
- ▶ *Student perception that it is too hard is the primary deterrent. Lack of funding inhibits some efforts we could make to counteract that.*

⁸ As a barrier to increase cohort size, school leadership engagement refers to a lack of underlying support for the IB Schoolwide Adoption Initiative whereas school leadership resistance refers to uncertainty or disapproval of implementing the schoolwide model.

- ▶ *We are still struggling with adequate supports for students who come to high school working below grade level, have identified needs on IEPs [Individual Education Plan] and 504 plans, and who are not native English speakers.*
- ▶ *Specific to the English department but definitely applicable to other departments is the willingness to collaborate as a whole team and not in small pockets – to unify around a common vision for our school.*
- ▶ *Budget is by far the biggest thing that impacts our ability to support an IB for All initiative. In addition to this, the perceived value of IB for some students and parents makes successful participation in the program challenging.*

RQ 5: What are the major challenges that attriting coordinators and heads of school have encountered during their participation in the Schoolwide Adoption Initiative?

We addressed Research Question 5 based on data we collected from the Attriting Questionnaire. One DP/CP Coordinator from one of the two attriting schools completed the questionnaire. Responses indicated that schoolwide collaboration, funding, educator perceptions of the DP/CP, and support for student access were the major challenges that impeded continued implementation of the IB Schoolwide Adoption Initiative. The respondent indicated that district and school leadership engagement, adapting to IB standards, collaboration among educators, professional supports, staff training, family engagement, and student engagement, recruitment, and perceptions were not challenges at all.

We asked this respondent about the primary factors that caused their school to discontinue implementation of the IB Schoolwide Adoption Initiative. They commented that school culture and discipline issues needed to be addressed first and that their school was not ready to take on a new initiative. To address challenges related to culture and discipline, these schools adopted a Positive Behavioral Interventions and Supports (PBIS) model to reward students for attendance and reward students monthly for displaying characteristics outlined in the IB Learner Profile. One school experienced leadership turnover (a transition with school deans) and decided to wait until the 2025/26 academic year to reconsider the IB Schoolwide Adoption Initiative.

- ▶ *As a school, we are not ready. Our focus needs to be on culture and discipline at this time with consistent expectations for our student body. We had a transition with our school deans and needed [to] revamp and revive school culture as a result.*

CONCLUSIONS AND NEXT STEPS

In this section, we present conclusions from the data analysis.

RMC partnered with IB to conduct a mixed methods descriptive study to assess the implementation of the IB Schoolwide Adoption Initiative. We collected quantitative and qualitative data from study participants in spring 2024 through online questionnaires. We invited DP/CP coordinators and heads of school from all 67 IB schools participating in the IB Schoolwide Adoption Initiative during 2023/24 to participate in the study. Questionnaire data revealed that the implementation of the IB Schoolwide Adoption Initiative has influenced changes in district and building leadership engagement, community engagement, teachers' collaboration and professional learning, and systems of student supports in participating schools. Factors that facilitate and impeded the attempts to increase the number of students in the programme were also identified and discussed in questionnaire responses.

Findings

- **Engagement among district and school leaders seemed to increase after participation in the IB Schoolwide Adoption Initiative (RQ 1).** Across multiple indicators, between 55% and 65% of respondents reported perceptions of increased district leader awareness and support for the DP/CP. School leader support was slightly higher with between 77% and 85% of respondents reporting similar perceptions. In open-ended responses, respondents indicated that they had more conversations about implementing the IB schoolwide and expanding opportunities for professional learning. Respondents also reported observing increased involvement in leadership planning, scheduling, and staffing decisions following implementation of the IB Schoolwide Adoption Initiative.
- **Engagement among parents, families and students seemed to increase after the implementation of the IB Schoolwide Adoption Initiative (RQ 1).** Over 60% of respondents reported perceptions of improved awareness of the DP/CP among parents and families and increased communication with school staff about the DP/CP. More than half of responses indicated observing more requests from parents and families for information about the DP/CP and improved understanding about the benefits of participating in the DP/CP. Over 60% of respondents reported perceptions that student engagement related to the IB Schoolwide Adoption Initiative had increased as indicated by their awareness of the DP/CP, communications with school staff about the DP/CP, understanding of benefits of participation, and requests for information.

- Teacher collaboration and professional learning opportunities seemed to increase after implementation of the IB Schoolwide Adoption Initiative (RQ 1).** Over two thirds of respondents reported perceptions of increased teacher collaboration related to DP/CP implementation, including collaboration to support DP/CP implementation (79%), collaboration among experienced and new teachers (80%), teacher mentorship (68%), and invitation of questions or feedback about the DP/CP (82%). Most respondents reported perceived increases in professional learning opportunities, including support for teachers to understand the purpose of the DP/CP, support for English Language Arts (ELA) teachers to develop their approaches to teaching, training in the IB Approaches to Learning framework, and time for ELA teacher planning and collaboration.
- This study identified increases in access to resources and systems of support among DP/CP coordinators and heads of school who implemented the IB Schoolwide Adoption Initiative (RQ 1).** A majority of respondents noted increased in several areas. The largest increases were observed for use of varied instructional approaches to meet students' diverse needs (69%), design of varied instructional materials (64%), and efforts to address stigma and promote well-being among students with special needs (58%).
- School leader engagement, support for student access, and educator collaboration made the most influence on efforts to increase student participation (RQ 2).** The study found that school leader engagement influenced cohort size somewhat (43%) or to a great extent (51%). Similarly, respondents reported that support for student access was somewhat influential (47%) or influential to a great extent (49%). District leader engagement was reported as having the least influence; nearly half (48%) of respondents reported that it had no influence on student cohort size.
- Respondents identified various practices as useful for increasing cohort size (RQ3).** Identified practices included IB-provided training for teachers new to the DP/CP (96%), lead IB educator support (91%), IB's virtual networking sessions (91%), IB's strategic resource microsite (96%), and 1-on-1 check-ins with IB staff (91%). Practices identified as most useful were IB-provided training for teachers new to the DP/CP (rated very or extremely useful by 68%), lead IB educator support (rated very or extremely useful by 68%), and 1-on-1 check-ins with IB staff (rated very or extremely useful by 54%).
- Time for planning and collaboration was a primary barrier to increasing student cohort size (RQ 4).** About 80% of respondents found the lack of adequate time to plan collaboratively and collaboration time in general were barriers. Several other factors were identified as barriers by over two thirds of respondents, including students' sense of self-efficacy (80%), student perceptions of the DP/CP (79%), educator perceptions of the DP/CP (78%), adequate staff training (77%), and budget (67%).
- One respondent from one of the two schools that discontinued participation in the IB Schoolwide Adoption Initiative identified several challenges (RQ 5).** This lone respondent commented that schoolwide collaboration, funding, educator perceptions

of the DP/CP, and support for student access were the major challenges that impeded continued implementation of the IB Schoolwide Adoption Initiative. In addition, this attriting school needed to be focused on school culture and discipline issues. The school tried to adopt PBIS to address these challenges. However, as the school had a transition with school deans, it needed to revamp and revive school cultures before implementing the IB Schoolwide Adoption Initiative. By contrast, the respondent indicated that district and school leadership engagement, adapting to IB standards, collaboration among educators, professional supports, staff training, family engagement, and student engagement, recruitment, and perceptions were not challenges at all during the implementation of the IB Schoolwide Adoption Initiative.

APPENDIX A

SUPPLEMENTARY EXHIBITS

In the following appendix, we review the internal consistency of rating scales on the questionnaire, describe additional demographic information about the sample, and present questionnaire findings by respondent role. Findings will be presented side by side for each role to understand differences in how DP/CP coordinators and heads of school responded to the questionnaire.

Exhibit A1. Internal Consistency of Questionnaire Domains

Domain	N	Example Items	Internal Consistency Cronbach's alpha
Leadership Engagement	79	<p>Please respond to the following statements about how district leadership engagement may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Awareness among district leaders of the DP/CP at your school 2. Support from district leaders to implement the DP/CP at your school 3. Support from district leaders for professional learning to enable staff to implement the DP/CP at your school 4. Your communication with district leaders about the DP/CP at your school 5. District leaders' desire to have the DP/CP at your school include all students <p>Please respond to the following statements about how school building leadership engagement may have changed since your school began to implement the IB Schoolwide Adoption initiative:</p> <ol style="list-style-type: none"> 1. Awareness among school leaders of the DP/CP at your school 2. Support from school leaders to implement the DP/CP at your school 3. Support from school leaders for professional learning to enable staff to implement the DP/CP at your school 4. Communication among school leaders about the DP/CP at your school 	.91

Domain	N	Example Items	Internal Consistency Cronbach's alpha
Community Engagement	77	<p>Please respond to the following statements about how parent and family engagement may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Awareness among parents/families of the DP/CP at your school 2. Requests for information from parents/families about the DP/CP at your school 3. Communication among parents/families and school staff about the DP/CP at your school 4. Understanding among parents/families about the benefits of participation in the DP/CP at your school 5. Invitation of questions or feedback from parents/families about the DP/CP at your school 6. Support among parents/families for the DP/CP at your school <p>Please respond to the following statements about how student engagement may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Awareness among students of the DP/CP at your school 2. Requests for information from students about the DP/CP at your school 3. Communication among students and school staff about the DP/CP at your school 4. Understanding among students about the benefits of participation in the DP/CP at your school 5. Support among students for the DP/CP at your school 6. Invitation of questions or feedback from students about the DP/CP at your school 	.95
Teacher Engagement and Professional Learning	77	<p>Please respond to the following statements about how teacher collaboration may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Collaboration among DP/CP teachers to support DP/CP implementation 	.89

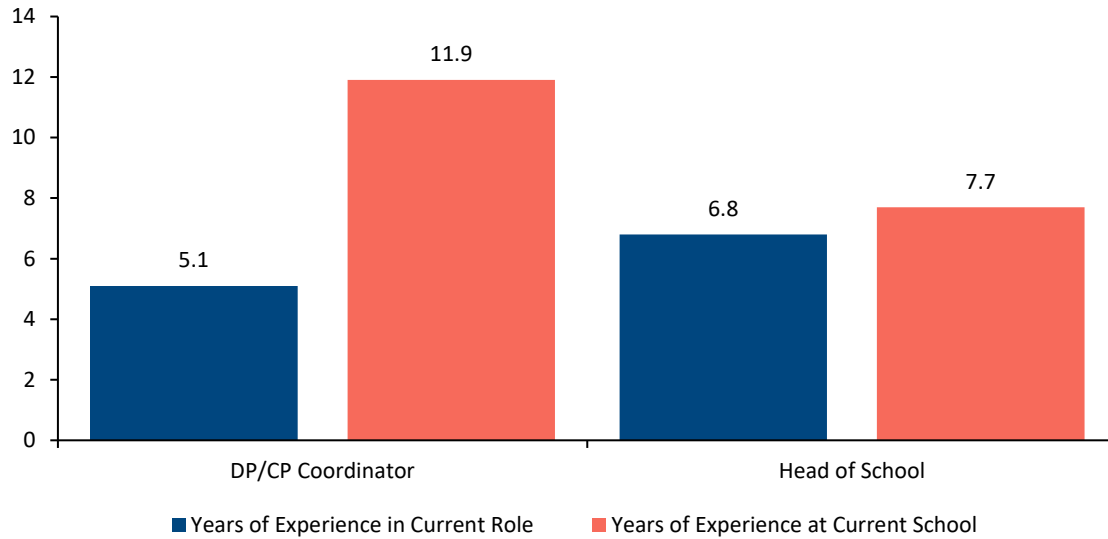
Domain	N	Example Items	Internal Consistency Cronbach's alpha
		<ol style="list-style-type: none"> 2. Collaboration among experienced DP/CP teachers and teachers who are new to the DP/CP to support DP/CP implementation 3. Teacher mentorship to support DP/CP implementation 4. Invitation of questions or feedback from educators about the DP/CP at your school <p>Please respond to the following statements about how teacher professional learning and support may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Training in IB's Approaches to Learning framework 2. Cultural competency training to support DP/CP implementation 3. Support for teacher understanding of the purpose of the DP/CP 4. Support to encourage participation in the DP/CP 5. Support for English Language Arts teacher development of their Approaches to Teaching 6. Time for English Language Arts teachers to collaborate to support DP/CP implementation 7. Time for English Language Arts teachers to plan instruction to integrate IB's Approaches to Learning framework into DP/CP coursework 	
Resources and Systems of Support	75	<p>Please respond to the following statements about how support for student access may have changed since your school began to implement the IB Schoolwide Adoption Initiative:</p> <ol style="list-style-type: none"> 1. Integration of services and supports for English-language learners into English Language Arts instruction 2. Integration of services and supports for students with an Individual Education Plan or 504 plan into English Language Arts instruction 3. Efforts among staff to address stigma to promote social and emotional well-being among students with special needs 4. Efforts to support social and emotional learning among students 5. Design of varied instructional materials to meet students' diverse needs 	.89

Domain	N	Example Items	Internal Consistency Cronbach's alpha
		<ul style="list-style-type: none"> 6. Use of varied instructional approaches to meet students' diverse needs 7. Provision of behavioral supports that allow students to focus on learning 8. Provision of supports for parents/family members to support DP/CP implementation 9. Engagement of community resources to support DP/CP implementation 	
Factors Influencing Student Cohort Size	77	<p>To what extent has each of the following factors influenced your efforts to increase the number of students participating in DP/CP at your school?</p> <ul style="list-style-type: none"> 1. District leadership engagement 2. School leadership engagement 3. Educator collaboration 4. Professional supports 5. Student engagement 6. Support for student access 7. Parent/family engagement 	.77
Utility of Practices and Resources Supporting Increased Student Cohort Size	72	<p>How useful has each of the following practices and resources been in your efforts to increase the number of students participating in DP/CP at your school?</p> <ul style="list-style-type: none"> 1. IB-provided training for teachers new to the DP 2. Lead IB educator support 3. IB's virtual networking sessions 4. IB's strategic resource microsite 5. 1-on-1 check-ins with IB staff 	.49 ¹
Barriers to Increasing Student Cohort Size	71	<p>To what extent has each of the following factors created barriers to your attempts to increase the number of students participating in DP/CP at your school?</p> <ul style="list-style-type: none"> 1. District leadership engagement 2. System/district resistance 3. School leadership engagement 	.86

Domain	N	Example Items	Internal Consistency Cronbach's alpha
		<ul style="list-style-type: none"> 4. School leadership resistance 5. Budget 6. Educator perceptions of the DP/CP 7. Educator resistance 8. Collaboration time 9. Professional supports 10. Adequate staff training 11. Adequate time to plan collaboratively 12. Student engagement 13. Student perceptions of the DP/CP 14. Lack of student interest in the DP/CP 15. Support for student access 16. Students' sense of self-efficacy 17. Parent/family engagement 18. Parent/family resistance 19. Community resistance 	

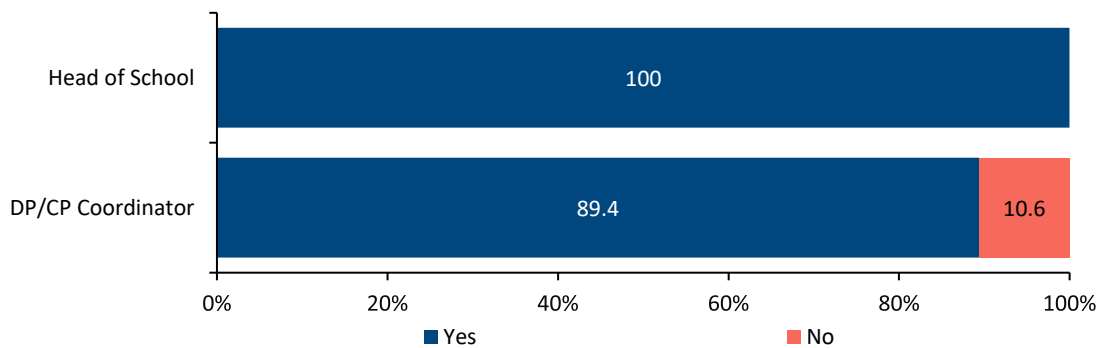
¹ The domain “utility of practices and resources for supporting increased cohort size” was not used due to low internal consistency. Item-level results were presented.

Exhibit A2. On average, Heads of School had about 7 Years of Experience, While DP/CP Coordinators had 5 Years of Experience in their Current Role and 12 Years at their Current School (N = 79)



Note. National averages in the United States suggest that on average teachers have 14.5 years of experience teaching and 8.2 years of experience at their current school (U.S. Department of Education [USDE], 2021)⁹. On average, heads of school have 7.4 years of experience in their role and 4.8 years of experience at their current school (USDE, 2017)¹⁰.

Exhibit A3. Almost all Heads of School and DP/CP Coordinators Agreed that the DP/CP Coordinator is Included in the School Leadership Team (N = 79)



⁹ U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2020–21.

¹⁰ U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Documentation Data Files," 2017–18.

Exhibit A4. More than Three Quarters of (85%) DP/CP Coordinators Reported their Primary Role as the DP/CP Coordinator (N = 47)

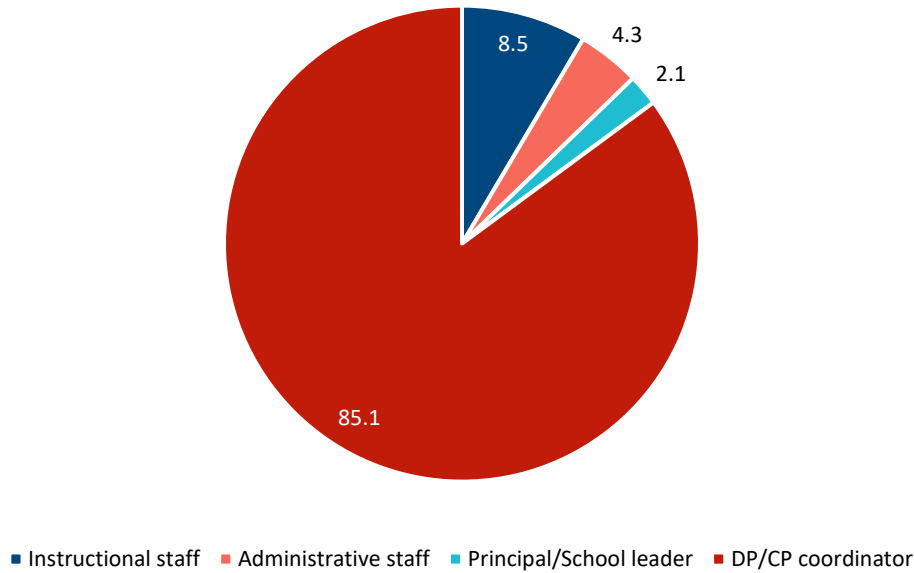
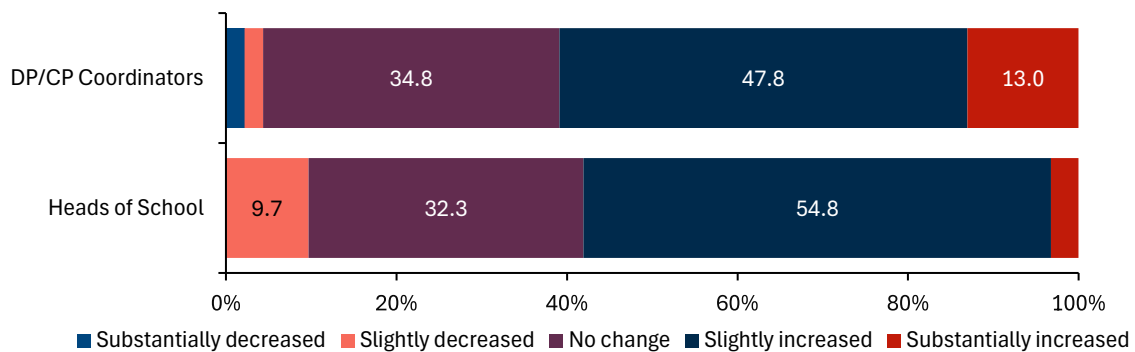
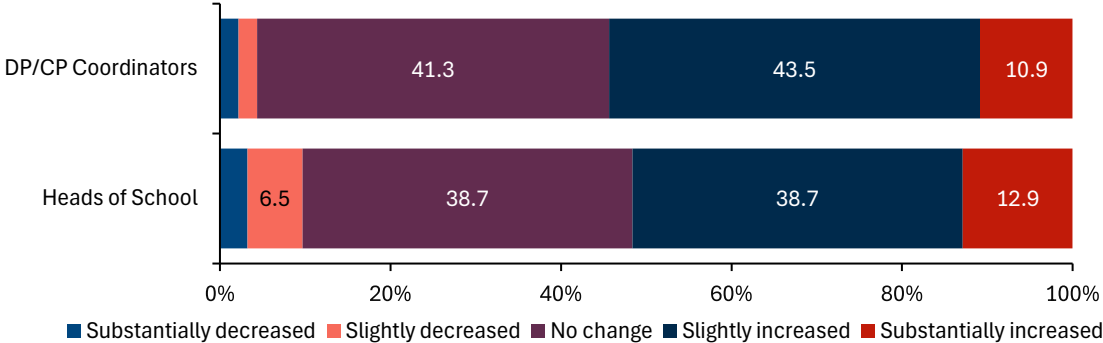


Exhibit A5. More than Half of DP/CP Coordinators and Heads of School Reported Increased Awareness of District Leaders of the DP/CP



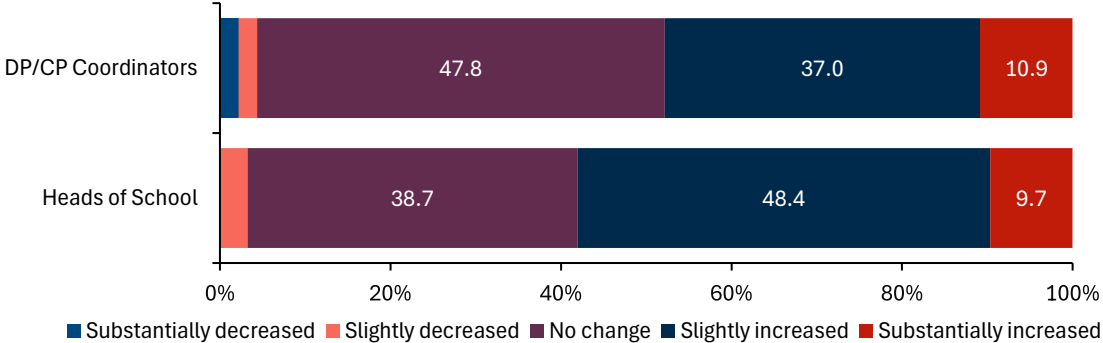
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A6. Half of DP/CP Coordinators and Heads of School Reported Increased Support From District Leaders to Implement the DP/CP



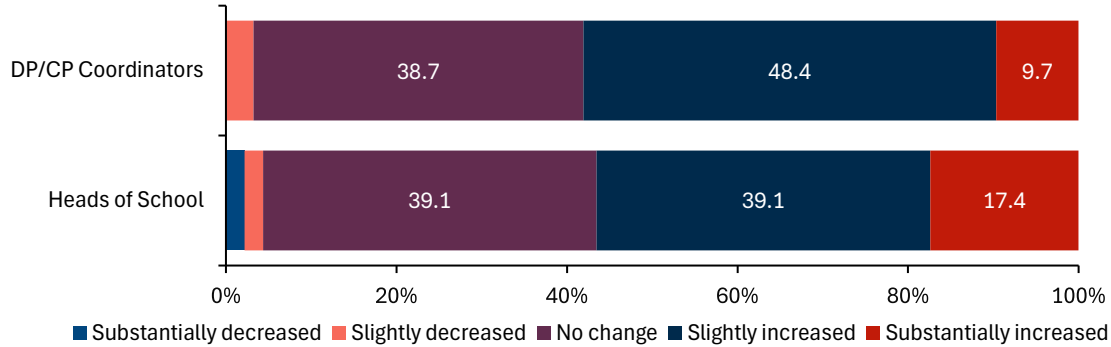
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A7. Nearly Half of DP/CP Coordinators and Almost 60% of Heads of School Reported Increased Support From District Leaders for Professional Learning to Increase Staff Capacity to Implement the DP/CP



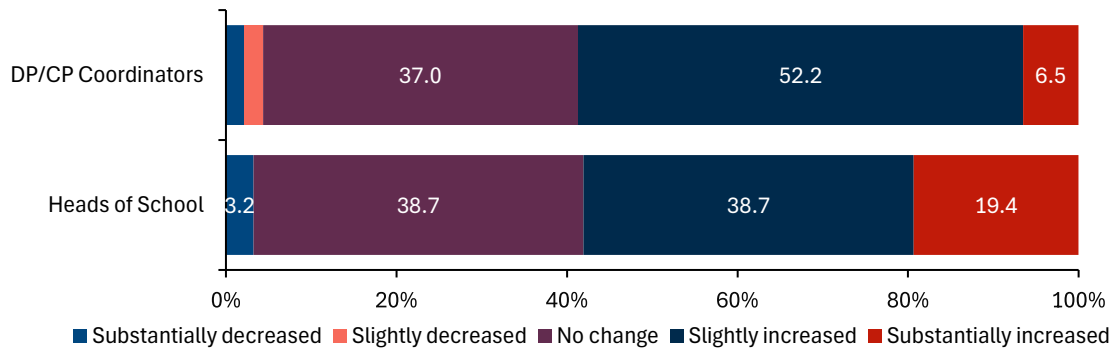
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A8. Nearly 60% of DP/CP Coordinators and Heads of School Reported Increased Communication With District Leaders About the DP/CP



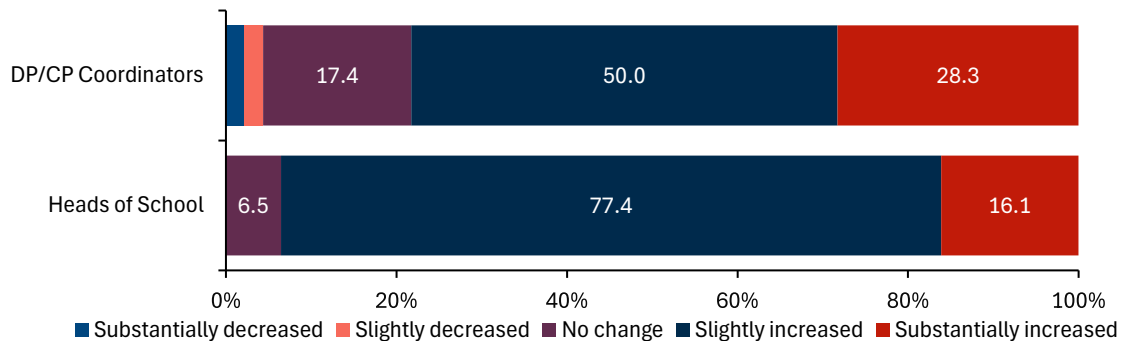
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A9. Nearly 60% of DP/CP Coordinators and Heads of School Reported Increased District Leaders' Desire to Improve DP/CP Inclusivity



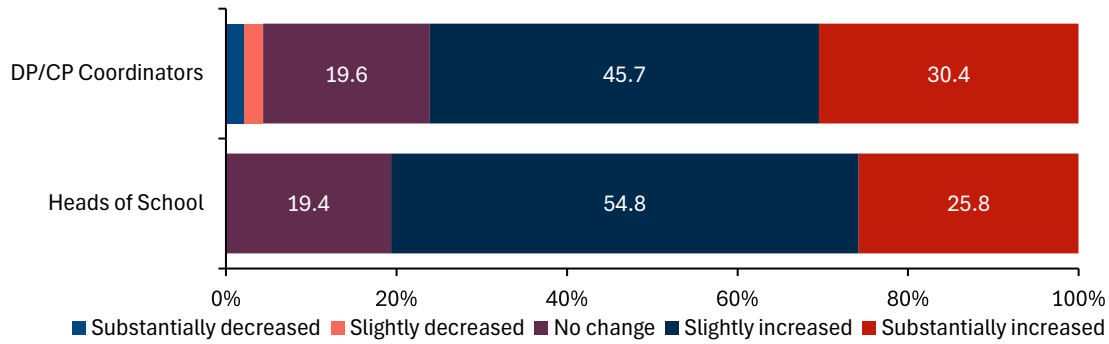
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A10. More than Three Quarters of DP/CP Coordinators and Almost All Heads of School Reported Increased Awareness of School Leaders of the DP/CP



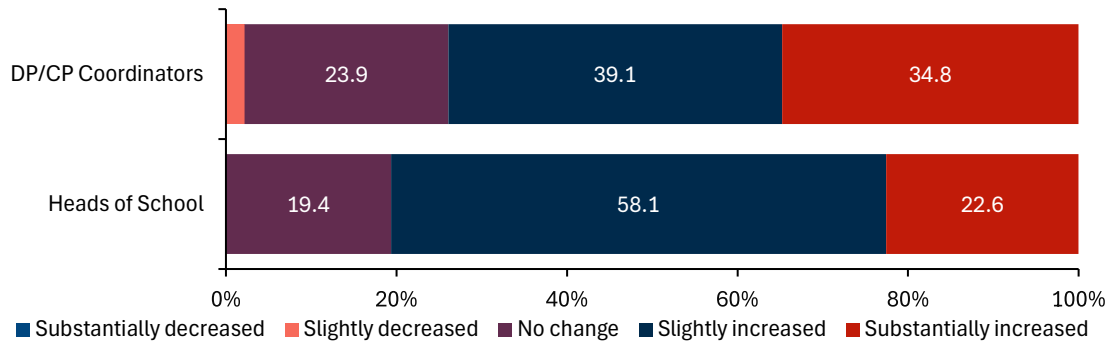
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A11. Three Quarters of DP/CP Coordinators and Heads of School Reported Increased Support From School Leaders to Implement the DP/CP



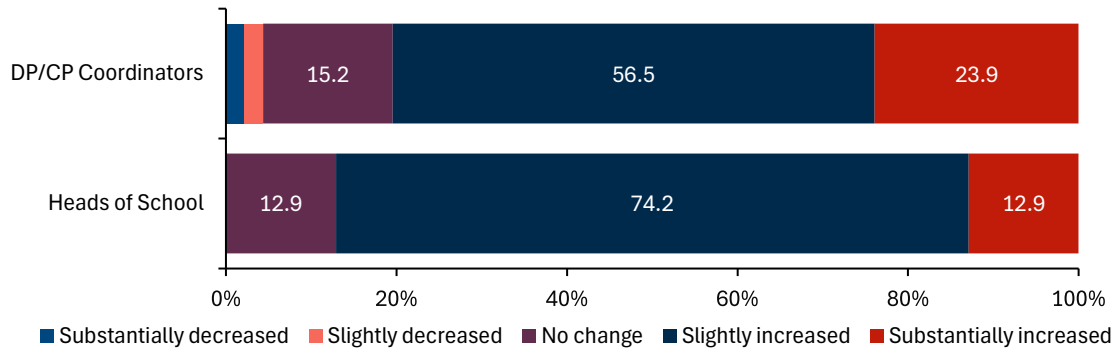
Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A12. Three Quarters of DP/CP Coordinators and Heads of School Reported Increased Support From School Leaders for Professional Learning to Increase Staff Capacity to Implement the DP/CP



Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A13. Three Quarters of DP/CP Coordinators and 85% of Heads of School Reported Increased Communication With School Leaders About the DP/CP



Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. Labels for categories that totaled less than 3% are hidden.

Exhibit A14. More than Half of DP/CP Coordinators and Heads of Schools Reported Perceptions of Improvements in Parent/Family Engagement

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Awareness among parents/families of the DP/CP at your school	0.0	41.3	58.7	0.0	37.5	62.5
Requests for information from parents/families about the DP/CP at your school	0.0	47.8	52.2	0.0	43.8	56.3
Communication among parents/families and school staff about the DP/CP at your school	0.0	32.6	67.4	0.0	40.6	59.4
Understanding among parents/families	0.0	45.7	54.3	0.0	40.6	59.4

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
about the benefits of participation in the DP/CP at your school						
Invitation of questions or feedback from parents/families about the DP/CP at your school	0.0	45.7	54.3	0.0	43.8	56.3
Support among parents/families for the DP/CP at your school	0.0	52.2	47.8	0.0	37.5	62.5

Note. N_{School leader} = 33; N_{DP/CP coordinator} = 46. No DP/CP coordinators or heads of school reported a decrease in family engagement. Between 33% and 52% of DP/CP coordinators and 38% to 44% of heads of school reported no change in family engagement. Between 48% and 67% of DP/CP coordinators and 56% to 63% of heads of school reported an increase in family engagement.

Exhibit A15. At least Two Thirds of DP/CP Coordinators and Heads of School Reported Perceptions of Improvements in Student Engagement

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Awareness among students of the DP/CP at your school	0.0	21.7	78.3	0.0	12.5	87.5
Requests for information from students about the DP/CP at your school	2.2	34.8	63.2	0.0	28.1	71.9
Communication among students and school staff about the DP/CP at your school	0.0	26.1	73.9	0.0	12.5	87.5
Understanding among students about the benefits of participation in the DP/CP at your school	0.0	28.3	71.7	0.0	22.6	77.4
Support among students for the DP/CP at your school	2.2	35.6	62.2	3.1	31.3	65.6
Invitation of questions or feedback from students about the DP/CP at your school	0.0	34.8	65.2	3.1	28.1	68.8

Note. N_{school leader} = 33; N_{DP/CP coordinator} = 46. Between 0% and 2% of DP/CP coordinators and 3% of heads of school reported a decrease in student engagement. Between 22% and 36% of DP/CP coordinators and 13% to 31% of heads of school reported no change in student engagement. Between 62% and 78% of DP/CP coordinators and 66% to 88% of heads of school reported an increase in student engagement.

Exhibit A16. At least 60% of DP/CP Coordinators and 75% of Heads of School Reported Perceptions of Improved Educator Collaboration

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Collaboration among DP/CP teachers to support DP/CP implementation	0.0	31.1	68.9	3.1	3.1	93.8
Collaboration among experienced DP/CP teachers and teachers who are new to the DP/CP to support DP/CP implementation	2.2	26.7	71.1	3.1	3.1	90.6
Teacher mentorship to support DP/CP implementation	6.8	31.8	61.4	3.1	21.9	75.0
Invitation of questions or feedback from educators about the DP/CP at your school	0.0	17.8	82.2	0.0	18.8	81.3

Note. N_{School leader} = 32; N_{DP/CP coordinator} = 46. Between 0% and 7% of DP/CP coordinators and 3% of heads of school reported a decrease in educator collaboration. Between 18% and 32% of DP/CP coordinators and 3% to 22% of heads of school reported no change in educator collaboration. Between 61% and 82% of DP/CP coordinators and 75% to 94% of heads of school reported an increase in student engagement.

Exhibit A17. At least 40% of DP/CP Coordinators and 50% of Heads of School Reported Perceptions of Increased Professional Learning Opportunities. Cultural Competency Training was Rated the Most Unchanged by Both Groups.

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Training in IB's Approaches to Learning framework	0.0	46.7	53.3	0.0	28.1	71.9
Cultural competency training to support DP/CP implementation	0.0	60.0	40.0	0.0	50.0	50.0
Support for teacher understanding of the purpose of the DP/CP	0.0	22.2	77.8	0.0	12.5	87.5
Support to encourage participation in the DP/CP	0.0	24.4	75.6	0.0	15.6	84.4
Support for English Language Arts teacher development of their Approaches to Teaching	0.0	24.4	75.6	0.0	12.5	87.5
Time for English Language Arts teachers to collaborate to support DP/CP implementation	2.2	37.8	60.0	0.0	15.6	84.4

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Time for English Language Arts teachers to plan instruction to integrate IB's Approaches to Learning framework into DP/CP Coursework	2.2	42.2	55.6	0.0	25.0	75.0

Note. N_{School leader} = 32; N_{DP/CP coordinator} = 46. No heads of school and between 0% and 2% of DP/CP coordinators reported a decrease in professional learning opportunities. Between 22% and 60% of DP/CP coordinators and 13% to 50% of heads of school reported no change in professional learning opportunities. Between 40% and 78% of DP/CP coordinators and 50% to 88% of heads of school reported an increase in professional learning opportunities.

Exhibit A18. Almost a Third of DP/CP Coordinators and 40% of Heads of School Reported Perceptions of Improved Systems of Student Support

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
Integration of services and supports for English-language learners into English Language Arts instruction	2.2	60.0	37.7	0.0	51.6	48.4
Integration of services and supports for students with an Individual Education Plan or 504 plan into English Language Arts instruction	2.2	44.4	53.3	0.0	51.6	48.4
Efforts among staff to address stigma to promote social and emotional well-being among students with special needs	0.0	46.7	53.3	0.0	32.3	67.7
Efforts to support social and emotional learning among students	0.0	51.1	48.9	0.0	35.5	64.5
Design of varied instructional materials to	0.0	40.0	60.0	0.0	29.0	71.0

	DP/CP Coordinator			Heads of School		
	% Decreased	% No Change	% Increased	% Decreased	% No Change	% Increased
meet students' diverse needs						
Use of varied instructional approaches to meet students' diverse needs	0.0	35.6	64.4	0.0	22.6	77.4
Provision of behavioral supports that allow students to focus on learning	0.0	54.5	45.5	3.3	56.7	40.0
Provision of supports for parents/family members to support DP/CP implementation	0.0	62.2	37.8	3.3	56.7	40.0
Engagement of community resources to support DP/CP implementation	0.0	71.1	28.9	3.2	51.6	45.2

Note. N_{School leader} = 31; N_{DP/CP coordinator} = 45. Between 0% and 2% of DP/CP coordinators and 3% of heads of school reported a decrease in systems of student support. Between 36% and 71% of DP/CP coordinators and 23% to 57% of heads of school reported no change in systems of student support. Between 29% and 64% of DP/CP coordinators and 40% to 77% of heads of school reported an increase in systems of student support.

Exhibit A19. DP/CP Coordinators Reported Support for Student Access as Most Influential Factors to Increase Student Cohort Size, While Heads of School Cite School Leadership Engagement

	DP/CP Coordinator			Heads of School		
	% Not at all	% Somewhat	% To a great extent	% Not at all	% Somewhat	% To a great extent
District leadership engagement	51.1	42.2	6.7	45.2	38.7	16.1
School leadership engagement	6.7	46.7	46.7	6.5	35.5	58.1
Educator collaboration	6.7	51.1	42.2	6.5	51.6	41.9
Professional supports	22.2	48.9	28.9	6.5	67.7	25.8
Student engagement	11.1	55.6	33.3	3.2	77.4	19.4
Support for student access	6.7	42.2	51.1	26.7	62.2	11.1

Note. N_{School leader} = 31; N_{DP/CP coordinator} = 45. Between 6% and 51% of DP/CP coordinators and 3% to 45% of heads of school reported items had no influence on increasing student cohort size. Between 42% and 56% of DP/CP coordinators and 36% to 77% of heads of school reported items had some influence on increasing student cohort size. Between 6% and 51% of DP/CP coordinators and 11% to 58% of heads of school reported items had a large influence on increasing student cohort size.

Exhibit A20. The Most DP/CP Coordinators (67%) and Heads of School (69%) Reported IB-Provided Trainin for New Teachers to the DP/CP as the Most Useful Practice to Increase Cohort Size

	DP/CP Coordinator				Heads of School			
	% Not at all useful	% Somewhat useful	% Very useful	% Extremely useful	% Not at all useful	% Somewhat useful	% Very useful	% Extremely useful
IB-provided training for teachers new to the DP/CP	11.1	22.2	40.0	26.7	6.9	24.1	41.4	27.6
Lead IB educator support	4.5	47.7	40.9	6.8	3.4	34.0	62.1	3.4
IB’s virtual networking sessions	8.9	48.9	31.1	11.1	10.7	57.1	28.6	3.6
IB’s strategic resource microsite	6.7	62.2	26.7	4.4	10.7	57.1	32.1	0.0
1-on-1 check-ins with IB staff	2.3	47.7	31.8	18.2	7.1	32.1	50.0	10.7

Note. N_{School leader} = 29; N_{DP/CP coordinator} = 45. Between 2% and 11% of DP/CP coordinators and 3% to 11% of heads of school reported practices were not at all useful. Between 22% and 62% of DP/CP coordinators and 24% to 57% of heads of school reported practices were somewhat useful. Between 27% and 41% of DP/CP coordinators and 29% to 62% of heads of school reported practices were very useful. Between 4% and 27% of DP/CP coordinators and 0% to 28% of heads of school reported practices were extremely useful.

Exhibit A21. DP/CP Coordinators and Heads of School Cited Collaboration Time (86% and 74%, respectively) and Student Self-Efficacy (80% and 83%, respectively) as the Greatest Barriers to Increase Student Cohort Size

	DP/CP Coordinator			Heads of School		
	% Not at all	% Somewhat	% To a great extent	% Not at all	% Somewhat	% To a great extent
District leadership engagement	58.1	32.6	9.3	50.0	43.3	6.7
System/district resistance	55.8	30.2	14.0	60.0	30.0	10.0
School leadership engagement	68.9	24.4	6.7	76.7	20.0	3.3
School leadership resistance	73.3	22.2	4.4	76.7	23.3	0.0
Budget	33.3	44.4	22.2	33.3	53.3	13.3
Educator perceptions of the DP/CP	17.8	57.8	24.4	30.0	56.7	13.3
Educator resistance	20.0	64.4	15.6	30.0	56.7	13.3
Collaboration time	13.3	53.3	33.3	26.7	53.5	20.0
Professional supports	46.7	37.8	15.6	50.0	43.3	6.7
Adequate staff training	25.0	61.4	13.6	16.7	66.7	16.7
Adequate time to plan collaboratively	20.0	44.4	35.6	20.0	60.0	20.0
Student engagement	38.6	50.0	11.4	43.3	50.0	6.7
Student perceptions of the DP/CP	15.9	65.9	18.2	26.7	70.0	3.3

	DP/CP Coordinator			Heads of School		
	% Not at all	% Somewhat	% To a great extent	% Not at all	% Somewhat	% To a great extent
Lack of student interest in the DP/CP	31.1	57.8	11.1	41.4	51.7	6.9
Support for student access	53.5	39.5	7.0	50.0	43.3	6.7
Students' sense of self-efficacy	20.0	60.0	20.0	16.7	70.0	13.3
Parent/family engagement	43.2	54.5	2.3	43.3	50.0	6.7
Parent/family resistance	59.1	40.9	0.0	50.0	43.3	6.7
Community resistance	72.7	27.3	0.0	73.3	20.0	6.7

Note. N_{School leader} = 30; N_{DP/CP coordinator} = 44. Between 13% and 73% of DP/CP coordinators and 17% to 77% of heads of school reported items were not barriers to increasing student cohort size. Between 22% and 66% of DP/CP coordinators and 20% to 70% of heads of school reported items were somewhat barriers to increasing student cohort size. Between 0% and 36% of DP/CP coordinators and 0% to 21% of heads of school items were a great barrier to increasing student cohort size

APPENDIX B QUESTIONNAIRES

The IB Schoolwide Adoption Questionnaire

Background

1. What is your role in your school? (select all that apply)
 - a. DP/CP coordinator
 - b. Head of school
2. [Display if DP/CP coordinator] How would you describe your **primary role** within the school?
 - a. Instructional staff
 - b. Administrative staff
 - c. Principal/School leader
 - d. Student services/school counselor
 - e. DP/CP coordinator
 - f. Support staff
 - g. Other (please describe:)
3. [Display if DP/CP coordinator] As the DP/CP coordinator, are you considered a part of the school leadership team? (If yes, please describe your involvement)
 - a. Yes (please describe:)
 - b. No
4. [Display if Head of school] Is the DP/CP coordinator considered a part of the school leadership team? (If yes, please describe their involvement)
 - a. Yes (please describe:)
 - b. No
5. Including this year, how many years of experience do you have in your current role?
 - a. ____ years
6. Including this year, how many years of experience do you have at your current school?
 - a. ____ years
7. Who is the primary contact for IB-related matters for your school?
 - a. I am the primary contact.
 - b. Another person is the primary contact. (Please describe name and title of the primary contact)

8. Which subject(s) does your school offer as a part of the Schoolwide Adoption Initiative?
(Select all that apply)
- a. Language A
 - b. Language B
 - c. Individuals and societies
 - d. Sciences
 - e. Math
 - f. Other (please describe:)

[RQ 1]

Leadership engagement

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school’s primary language of instruction.

9. **[Display if Public School]** Please respond to the following statements about how **district leadership engagement** may have changed since your school began to implement the Schoolwide Adoption initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Awareness among district leaders of the DP/CP at your school					
b. Support from district leaders to implement the DP/CP at your school					
c. Support from district leaders for professional learning to enable staff to implement the DP/CP at your school					
d. Your communication with district leaders about the DP/CP at your school					
e. District leaders’ desire to have the DP/CP at your school include all students					

10. **[Display if Private School]** Please respond to the following statements about how **school system and district leadership engagement** may have changed since your school began to implement the Schoolwide Adoption initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Awareness among school system and district leaders of the DP/CP at your school					
b. Support from school system and district leaders to implement the DP/CP at your school					
c. Support from school system and district leaders for professional learning to enable staff to implement the DP/CP at your school					
d. Your communication with school system and district leaders about the DP/CP at your school					
e. School system and district leaders' desire to have the DP/CP at your school include all students					

11. Please respond to the following statements about how **school building leadership engagement** may have changed since your school began to implement the Schoolwide Adoption initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Awareness among school leaders of the DP/CP at your school					
b. Support from school leaders to implement the DP/CP at your school					
c. Support from school leaders for professional learning to enable staff to					

implement the DP/CP at your school					
d. Communication among school leaders about the DP/CP at your school					

12. In what ways has your role in the school changed after beginning planning for the Schoolwide Adoption Initiative? [open-ended response]

Community Engagement

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school's primary language of instruction.

13. Please respond to the following statements about how **parent and family engagement** may have changed since your school began to implement the Schoolwide Adoption Initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Awareness among parents/families of the DP/CP at your school					
b. Requests for information from parents/families about the DP/CP at your school					
c. Communication among parents/families and school staff about the DP/CP at your school					
d. Understanding among parents/families about the benefits of participation in the DP/CP at your school					
e. Invitation of questions or feedback from parents/families about the DP/CP at your school					
f. Support among parents/families for the DP/CP at your school					

14. Please respond to the following statements about how **student engagement** may have changed since your school began to implement the Schoolwide Adoption Initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Awareness among students of the DP/CP at your school					
b. Requests for information from students about the DP/CP at your school					
c. Communication among students and school staff about the DP/CP at your school					
d. Understanding among students about the benefits of participation in the DP/CP at your school					
e. Support among students for the DP/CP at your school					
f. Invitation of questions or feedback from students about the DP/CP at your school					

Teacher Collaboration and Professional Learning

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school's primary language of instruction.

15. Please respond to the following statements about how **teacher collaboration** may have changed since your school began to implement the Schoolwide Adoption Initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
a. Collaboration among DP/CP teachers to support DP/CP implementation					
b. Collaboration among experienced DP/CP teachers					

	Substantially decreased (1)	Slightly decreased (2)	No change (3)	Slightly increased (4)	Substantially increased (5)
and teachers who are new to the DP/CP to support DP/CP implementation					
c. Teacher mentorship to support DP/CP implementation					
d. Invitation of questions or feedback from educators about the DP/CP at your school					

16. Please respond to the following statements about how **teacher professional learning and support** may have changed since your school began to implement the Schoolwide Adoption Initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change(3)	Slightly increased (4)	Substantially increased (5)
a. Training in IB's Approaches to Learning framework					
b. Cultural competency training to support DP/CP implementation					
c. Support for teacher understanding of the purpose of the DP/CP					
d. Support to encourage participation in the DP/CP					
e. Support for English Language Arts teacher development of their Approaches to Teaching					
f. Time for English Language Arts teachers to collaborate to support DP/CP implementation					
g. Time for English Language Arts teachers to plan instruction to integrate IB's Approaches to Learning framework into DP/CP coursework					

Resources and Systems of Support

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school's primary language of instruction.

17. Please respond to the following statements about how **support for student access** may have changed since your school began to implement the Schoolwide Adoption Initiative:

	Substantially decreased (1)	Slightly decreased (2)	No change(3)	Slightly increased (4)	Substantially increased (5)
a. Integration of services and supports for English-language learners into English Language Arts instruction					
b. Integration of services and supports for students with an Individual Education Plan or 504 plan into English Language Arts instruction					
c. Efforts among staff to address stigma to promote social and emotional well-being among students with special needs					
d. Efforts to support social and emotional learning among students					
e. Design of varied instructional materials to meet students' diverse needs					
f. Use of varied instructional approaches to meet students' diverse needs					
g. Provision of behavioral supports that allow students to focus on learning					
h. Provision of supports for parents/family members to support DP/CP implementation					

	Substantially decreased (1)	Slightly decreased (2)	No change(3)	Slightly increased (4)	Substantially increased (5)
i. Engagement of community resources to support DP/CP implementation					

18. How has the perception of DP/CP changed among educators since your school began to implement the Schoolwide Adoption Initiative? [open-ended response]
19. How has the perception of DP/CP changed among students since your school began to implement the Schoolwide Adoption Initiative? [open-ended response]
20. How has the perception of DP/CP changed among parents/families since your school began to implement the Schoolwide Adoption Initiative? [open-ended response]

[RQ 2]

Factors Influencing Efforts to Increase the Number of Students Participating in DP/CP at Your School

Please consider **Language A coursework** in your school when responding to the following question. This is the DP/CP course that corresponds with your school’s primary language of instruction.

21. To what extent has each of the following factors influenced your efforts to increase the number of students participating in DP/CP at your school?

	Not at all (1)	Somewhat (2)	To a great extent (3)
a. District leadership engagement			
b. School leadership engagement			
c. Educator collaboration			
d. Professional supports			
e. Student engagement			
f. Support for student access			
g. Parent/family engagement			

[RQ 3]

Utility of Practices and Resources Supporting Increased Numbers of Students Participating in DP/CP at Your School

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school’s primary language of instruction.

22. How useful has each of the following practices and resources been in your efforts to increase the number of students participating in DP/CP at your school?

	Not at all useful (1)	Somewhat useful (2)	Very useful (3)	Extremely useful (4)
a. IB-provided training for teachers new to the DP				
b. Lead IB educator support				
c. IB’s virtual networking sessions				
d. IB’s strategic resource microsite				
e. 1-on-1 check-ins with IB staff				

23. What have you found to be most effective in your efforts to increase the number of students participating in DP/CP at your school? [open-ended response]

[RQ 4]

Barriers to Increasing the Number of Students Participating in DP/CP at Your School

Please consider **Language A coursework** in your school when responding to the following question. This is the DP/CP course that corresponds with your school’s primary language of instruction.

24. To what extent has each of the following factors created barriers to your attempts to increase the number of students participating in DP/CP at your school?

	Not at all (1)	Somewhat (2)	To a great extent (3)
a. District leadership engagement			
b. System/district resistance			

	Not at all (1)	Somewhat (2)	To a great extent (3)
c. School leadership engagement			
d. School leadership resistance			
e. Budget			
f. Educator perceptions of the DP/CP			
g. Educator resistance			
h. Collaboration time			
i. Professional supports			
j. Adequate staff training			
k. Adequate time to plan collaboratively			
l. Student engagement			
m. Student perceptions of the DP/CP			
n. Lack of student interest in the DP/CP			
o. Support for student access			
p. Students' sense of self-efficacy			
q. Parent/family engagement			
r. Parent/family resistance			
s. Community resistance			

25. What presents the greatest challenges to your efforts to increase the number of students participating in DP/CP at your school? [open-ended response]

IB Schoolwide Adoption Attriting Schools Questionnaire

Background

1. What is your role in school? (select all that apply)
 - a. DP/CP coordinator
 - b. Head of school
2. [Display if DP/CP coordinator] How would you describe your primary role within the school?
 - a. Instructional staff
 - b. Administrative staff
 - c. Principal/School leader
 - d. Student services/school counselor
 - e. DP/CP coordinator
 - f. Support staff
 - g. Other (please describe)
3. [Display if DP/CP coordinator] As the DP/CP coordinator, are you considered a part of the school leadership team? (If yes, please describe)
 - a. Yes (please describe)
 - b. No
4. [Display if Head of school] Is the DP/CP coordinator considered a part of the school leadership team? (If yes, please describe)
 - a. Yes (please describe)
 - b. No
5. Including this year, how many years of experience do you have in your current role?
 - a. ____ years
6. Including this year, how many years of experience do you have at your current school?
 - a. ____ years
7. Who is the primary contact for IB-related matters for your school?
 - a. I am the primary contact.
 - b. Another person is the primary contact. (Please describe name and title of the primary contact)
8. Which subject(s) did your school offer as a part of the Schoolwide Adoption Initiative? (Select all that apply)
 - a. Language A
 - b. Language B
 - c. Individuals and societies
 - d. Sciences
 - e. Math
 - f. Other (please describe)

[RQ 5]

Challenges

Please consider **Language A coursework** in your school when responding to the following questions. This is the DP/CP course that corresponds with your school’s primary language of instruction.

9. To what extent did you encounter challenges related to each of the following factors during implementation of the Schoolwide Adoption Initiative at your school?

	Not at all (1)	Somewhat (2)	To a great extent (3)
a. District leadership engagement			
b. School leadership engagement			
c. Funding			
d. Adapting to IB standards and practices			
e. Schoolwide Collaboration			
f. Educator perceptions of the DP/CP			
g. Collaboration between experienced IB teachers and teachers who are new to the IB			
h. Professional supports			
i. Adequate staff training			
j. Student engagement			
k. Student perceptions of the DP/CP			
l. Student recruitment			
m. Support for student access			
n. Parent/family engagement			

- 10. What was the **primary factor** that caused your school to discontinue implementation of the Schoolwide Adoption Initiative? [open-ended response]
- 11. What other factors, if any, caused your school to discontinue implementation of the Schoolwide Adoption Initiative? [open-ended response]
- 12. Considering the challenges that your school experienced, what would you recommend to support school participation in the Schoolwide Adoption Initiative? [open-ended response]
- 13. Are there any successful strategies you used to overcome challenges that you'd like to share with other schools [open-ended response]
- 14. What lessons have you learned through your school’s implementation of the Schoolwide Adoption Initiative? [open-ended response]
- 15. Under what circumstances, if any, would you consider re-engaging your school in the Schoolwide Adoption Initiative? [open-ended response]

16. Do you have other comments you would like to share about your experience with the Schoolwide Adoption Initiative? [open-ended response]



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