



**School-wide Adoption
of DP Courses**

Empowering and supporting all learners in the IB Diploma Programme

Schools in the United States
and Canada have
successfully expanded access to
IB programmes to all students

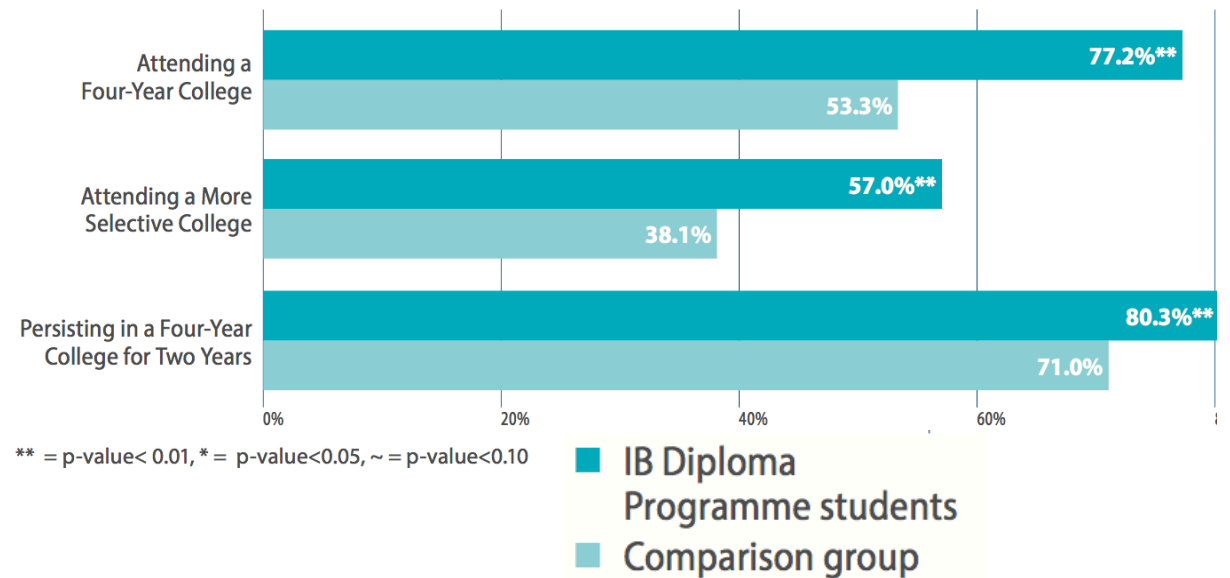
The IB and schools partner in bridging inequity



“IB DP students generally described themselves as **highly motivated** and goal-oriented students; many of them described **how deeply they had internalized** strong achievement orientations. They were, in large measure, **confident in their abilities** and excited by the challenge of becoming successful college students.”

["Working to my potential.." p37 \(2012\)](#)

Chicago Public Schools study

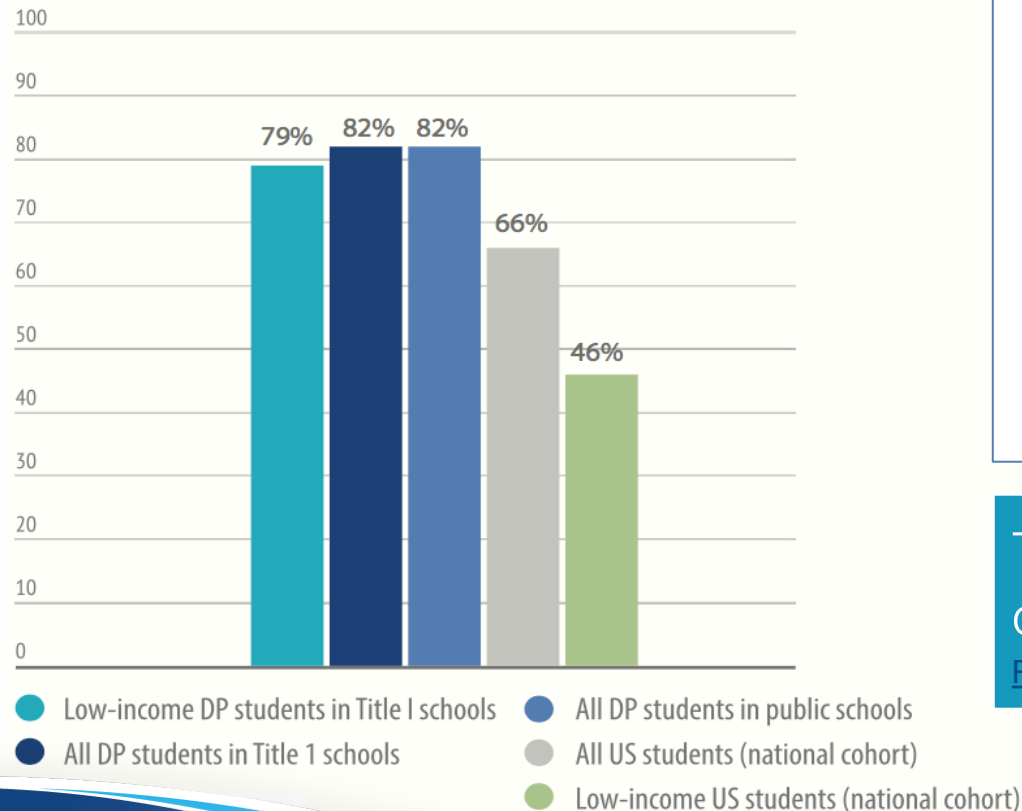


Equity and Excellence

The IB and schools partner in bridging inequity



Inspired by research and by IB equity pioneers, schools and the IB co-create high-quality education!



All students participating in the IB Diploma Programme are **more likely** to immediately enroll in college compared to any other student in the United States!

This includes students in other rigorous course options offered in US schools, and **Title 1 students**

[Read the National Title 1 study](#)

Equity and Excellence

DP school-wide adoption: Shifting perceptions



School success stories



Rainier Beach High School, WA

THE TRANSFORMATION OF RAINIER BEACH HIGH SCHOOL

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

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

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

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

A number of obstacles stood in the way of implementing the programme, says DP coordinator Colin Pierce, who helped start up the DP at the school and had experience as a coordinator. Many adults and students had preconceptions of what DP students looked like, Pierce says, and that image did not include low-income students and those who had recently learned English. As a result, Pierce says, Rainier Beach had to get adults, including teachers and parents, to understand any biases they might have that would make them think certain groups of students were incapable of succeeding in DP courses. The school also had to help students believe in themselves.

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

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

Rainier Beach High School (public):
Grades 9-12

First offered the Diploma Programme (DP):
2013

Total number of students:
700

DP coordinator:
Colin Pierce

Principal:
Keith Smith

— “ —
In many low-income schools, the perception is that students don't measure up to higher-income students. But these kids are just as capable as their more affluent peers.

— ” —
— COLIN PIERCE, DP COORDINATOR, RAINIER BEACH HIGH SCHOOL

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

- Former IB Coordinator, Colin Pierce.

[Download this case study](#)



DP school-wide adoption: Focus on the long term



Fridley High School, MN

ACCESS FOR ALL AT FRIDLEY HIGH SCHOOL

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

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

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

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

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

"One thing we made sure to communicate was that this was for the good of all, including staff, students and the community," said Elizabeth Jensen, Fridley High School's Middle Years Programme (MYP) and DP language and literature teacher, IB leader and Advancement via Individual Determination (AVID) Coordinator.

Fridley High School
(public): Grades 9-12

First offered the Diploma Programme (DP):
2009

Total number of students:
877

Principal:
Patty Hand

DP and CP coordinator:
Jessica Baker

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

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

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

- IB Coordinator, Jessica Baker.

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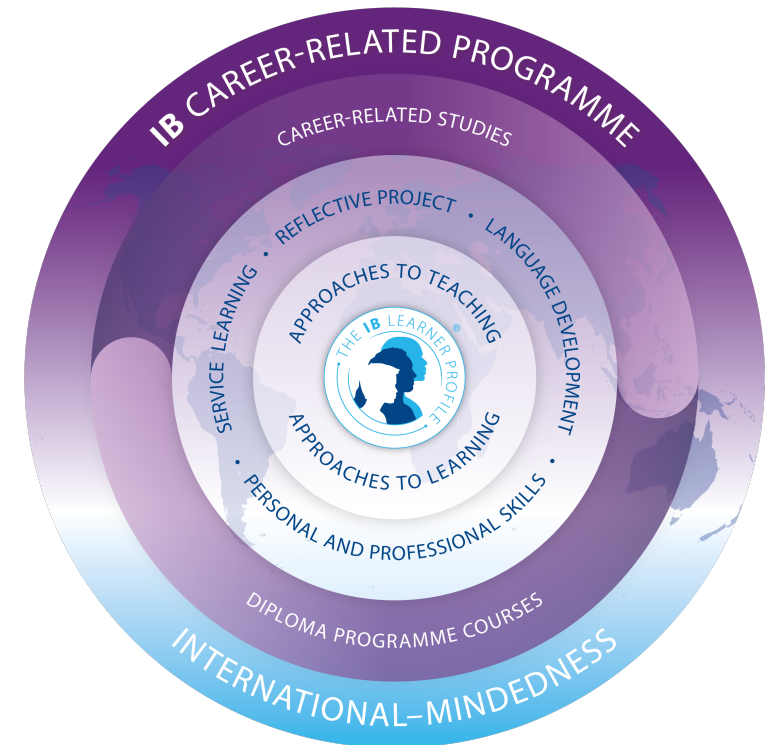
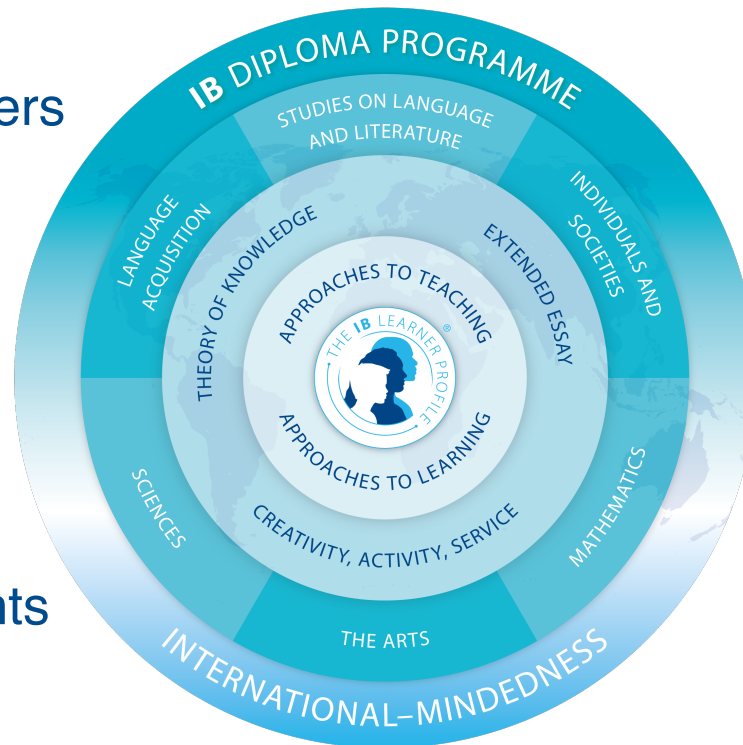
International Baccalaureate®
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The IB Diploma and Career-related Programmes



The IB designs learning in each programme model, so students make connections and transfer their knowledge, understanding, and skills into unfamiliar contexts

- Develop agile lifelong learners
- Challenge students to grow
- Engage student interests
- Nurture natural curiosity
- Applied learning experiences
- Flexible course arrangements



The impact of student self-efficacy

When students are encouraged and supported, they flourish in rigorous learning contexts

How an IB education will shape your future

Watch on YouTube: <https://www.youtube.com/watch?v=Do0FoCGTly0>

Educational benefits for even taking one course



Students are engaged in advanced coursework that is both rigorous and growth oriented

Students develop and advance applied learning skills required for the future of work, in a changing world

Teachers help students nurture creative and critical thinking, and build self-efficacy and enjoyment of learning

Students are provided a greater range of opportunities to demonstrate their achievement through varied IB assessment strategies

Students develop their ability to write and discover their voice through both collaborative and independent learning experiences

Why adopt DP courses school-wide?



IB can be a foundation for teachers to

- use a common language when they collaborate and target efforts to remove specific learning barriers and increase student outcomes
- accessing a global community of practitioners who become a professional network resource
- implement globally recognized and respected coursework in ways that engage students, activate student voice and build confidence, and is tailored to the local context
- Integrate many of the resources, projects, and strategies they are currently using

Valuing teachers

Why should we take this learning journey together?

We believe **all students** can grow and learn

We know an IB education is well regarded as a **world-class education** model

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

**Optimize choices
Increase opportunities**



All students can benefit from the IB experience

“I didn’t have a stable housing situation during my junior year right when the IB started to get really hard. I found it really hard to focus on my studies when I didn’t know where I was going to sleep, each night. What got me through was the sense of community that the IB creates...This was such a significant factor for my success in the programme, helping me to develop perseverance and resilience even while things in my life were so unpredictable.”

Tarik received a generous scholarship to study
Computer Science and Public Policy
at Notre Dame University, IN



Tarik Brown
Jacksonville, FL
[Read Tarik’s inspiring story](#)

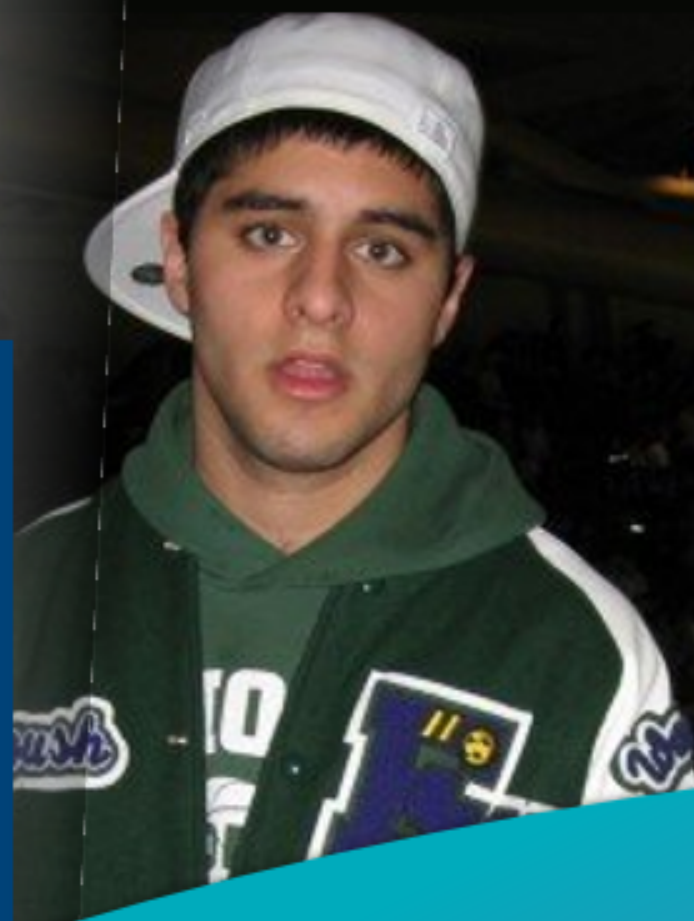
Meet Kooroush

Before he started his final two years of high school, Kooroush chose subjects that challenged him as he wanted to improve his skills and go to university.

9	FUND OF TECH		S2: A
9	SPANISH 1	S1: B	S2: A
9	PRE IB: ENG 9	S1: B	S2: B
9	PRE IB: NONWEST WRL	S1: B	S2: B
9	INTEG MTH II	S1: A-	S2: A-
9	PE INDIVL / TEAM	S1: A	
9	BIOLOGY HONOR	S1: B+	S2: A-
10	SPANISH 2	S1: B-	S2: C+ ←
10	CHEF SCHOOL 1		S2: C ←
10	PRE IB WORLD LIT H	S1: A-	S2: A-
10	PRE IB AP EUR HIST	S1: B-	S2: B
10	PRE IB INT MATH	S1: B-	S2: C+ ←
10	PRE IB CHEMISTRY H →	S1: C-	S2: D ←
10	HEALTH	S1: A-	

Look at Kooroush's grades before entering the DP.

With a **D** in Chemistry, some school counsellors would suggest that the IB wasn't right for Kooroush...



Dr. Kooroush Mansourzaheh

Kooroush became a dentist and owns not one, but two practices.

Kooroush is lucky that his track record was not a barrier for his opportunity in the IB programme his school offered.

Kooroush was able to leverage his IB education in pursuit of his interests and aspirations.



Increasing engagement and opportunity

IB Language and Literature Course for All

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

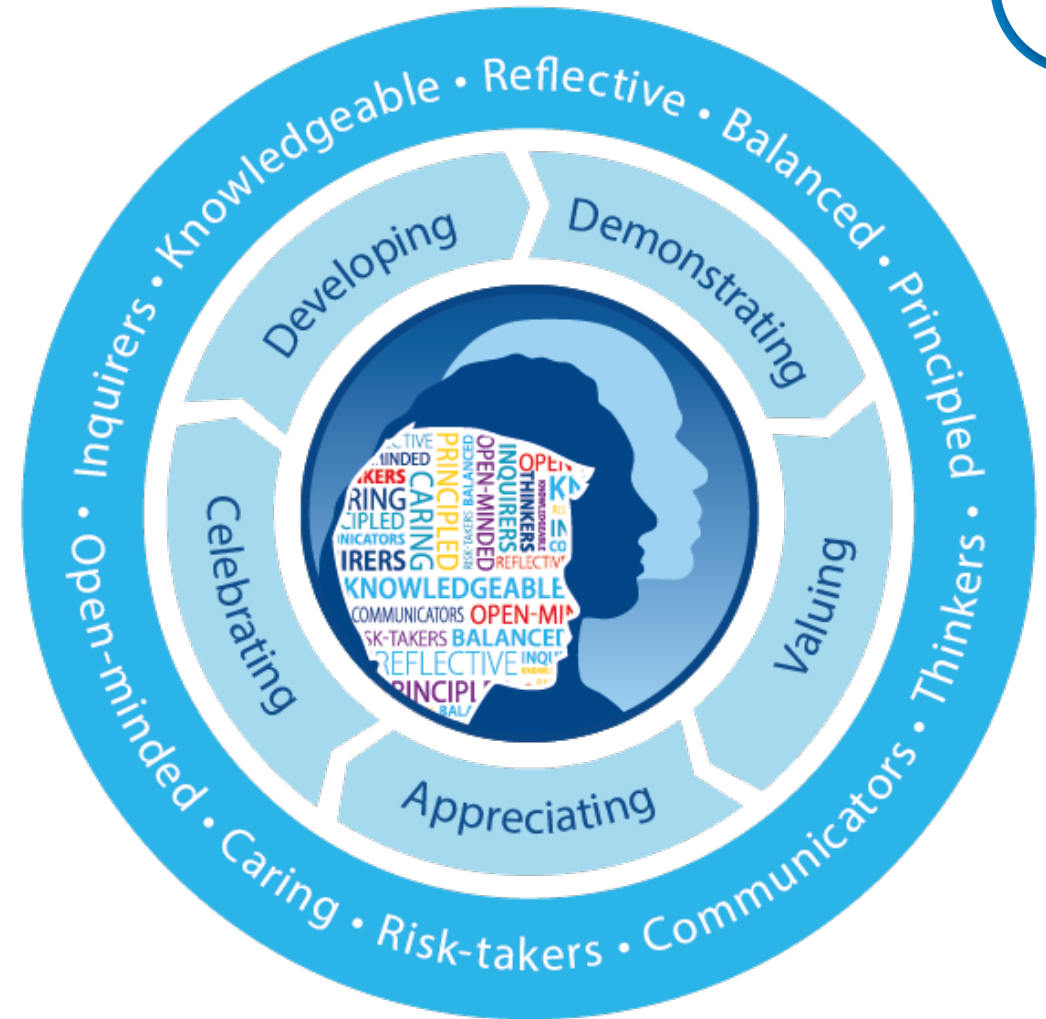
Teachers say that IB curriculum is flexible to be centered on the identities of students in the classroom

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



In the rapidly changing world knowing how to learn new things will define success

IB education prepares the kind of thinkers who have the skills to adapt to new contexts



Professional learning and support



- Formal IB Professional Development: How to teach the IB course work
- Networking with over 100 schools that are engaged in an IB Diploma Programme schoolwide implementation strategy
- The IB provides each school with a DP Equity and Access Advisor to support the learning journey
- Time to collaborate in subject specific teams and across departments

Taking Action

First steps toward inclusive Diploma Programmes

**What will we experience
as we learn together?
How might this initiative
provide new opportunities for
our students?**