

International Baccalaureate (IB) Overview

Town Hall Meeting
March 31, 2015

John Denine—AP, IB and Dual Enrollment Programs

Agenda

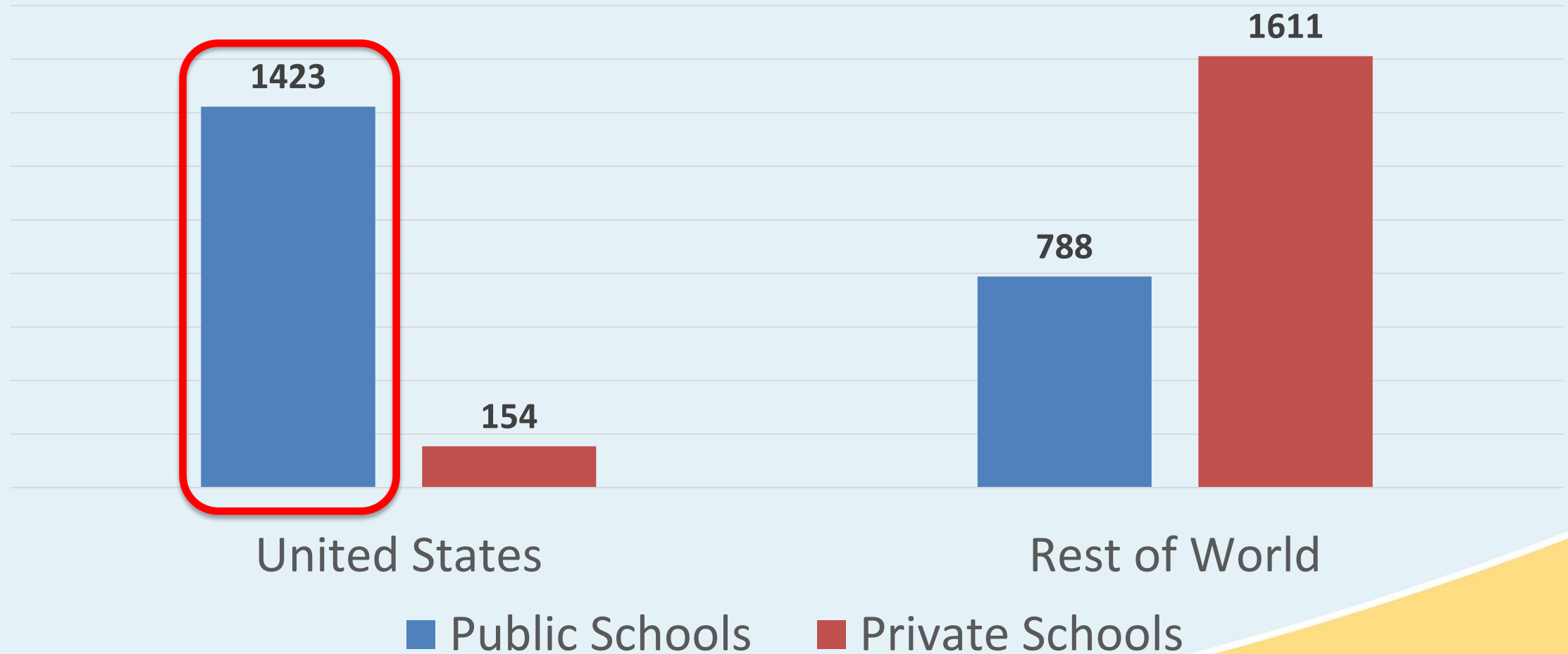
- IB in APS
- IB 101
- K-12 Continuum Key Concepts
- Benefits and Challenges
- Panel Discussion

IB in APS: Authorized Schools

- Authorized IB programs as of 2/5/15:
 - World: 3876 schools in 148 countries
 - United States: 1577 schools
 - Georgia: 77 schools
 - APS 13 schools

• Most IB schools in Georgia!

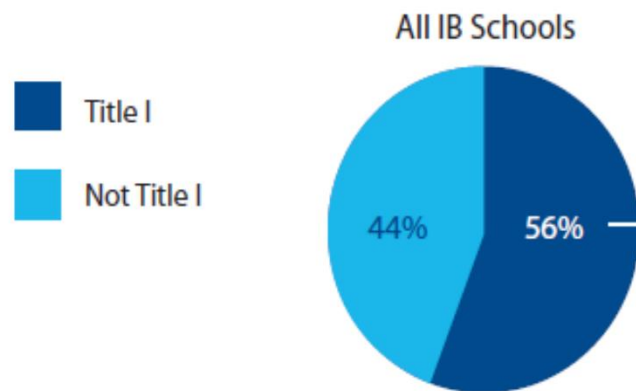
IB Schools Worldwide*



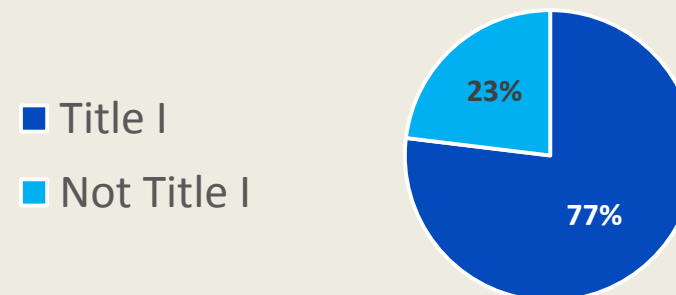
U.S. Title I IB Schools in 2009-2010

	All	World Schools	Candidate schools
Total IB public schools in the US	1,389	1,031	358
Title I	778	573	204
% Title I	56%	56%	57%
Schoolwide Title I	556	421	135
% Schoolwide Title I	40%	41%	38%

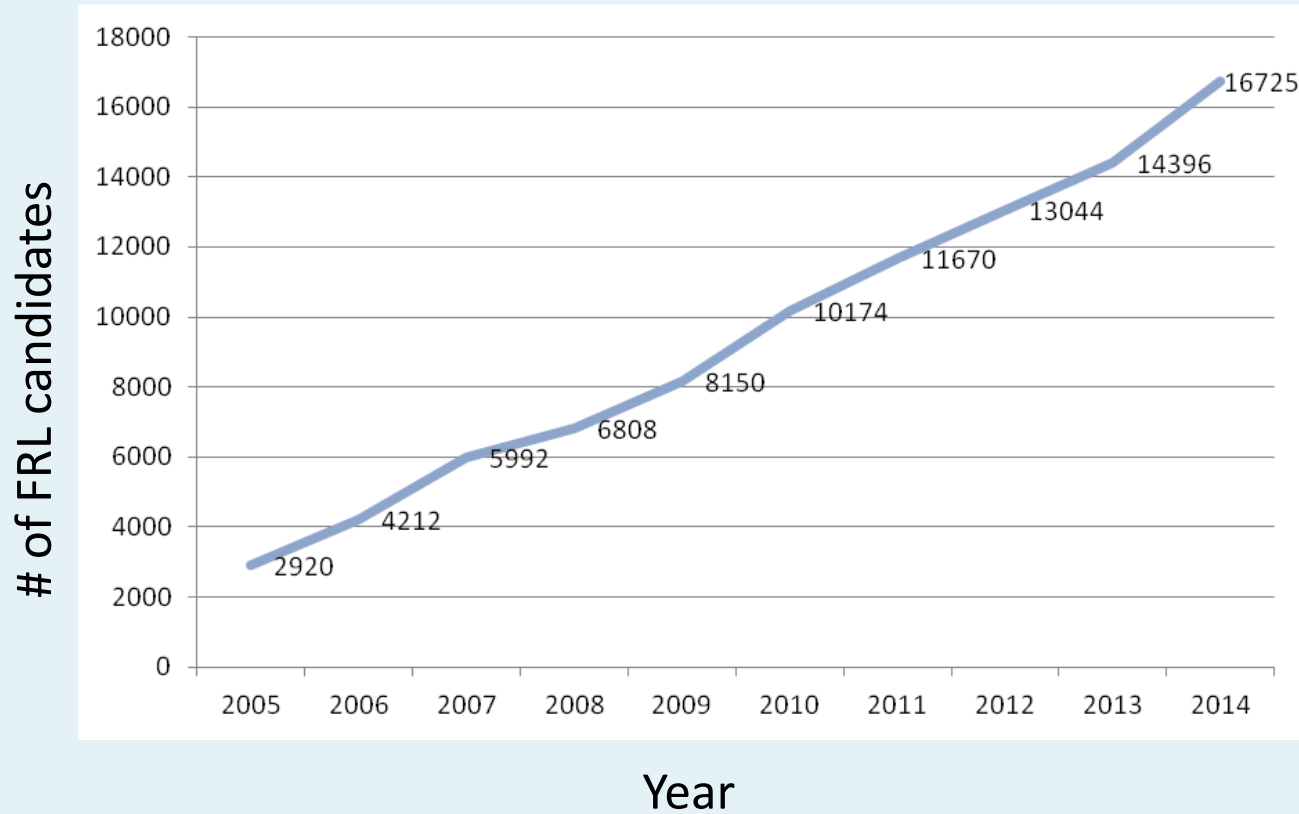
Table 1. Numbers and percentages of IB US public schools designated Title I. Percentages are out of the total number of IB public schools in the US.



APS IB Schools: 2015-2016



IB Free/Reduced Lunch (FRL) Students



There are currently **17,725** FRL candidates registered for May 2015

IB in APS: Authorized Programs

- Diploma Program (DP):
 - North Atlanta (1982)
 - Maynard Jackson (2013)
- Middle Years Program (MYP):
 - Sutton-North Atlanta Partnership (2008)
 - Wesley International Academy (2012)

IB in APS: Authorized Programs

- Primary Years Program (PYP):
 - Garden Hills (2006)
 - Sarah Smith (2006)
 - E. Rivers (2007)
 - Morris Brandon (2007)
 - Warren T. Jackson (2007)
 - Bolton Academy (2010)
 - Deerwood Academy (2010)
 - Beecher Hills (2011)
 - Wesley International Academy (2012)

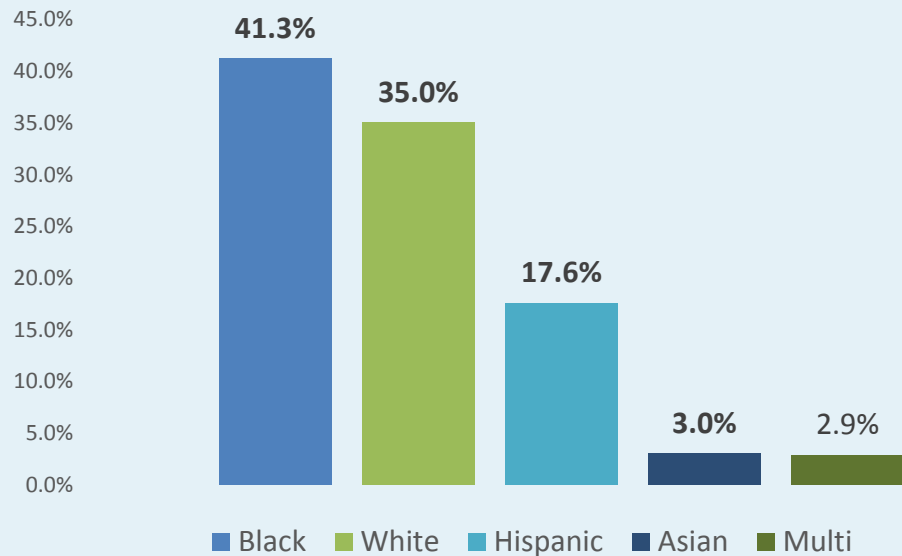
2014-2015 APS IB Enrollments*

IB Program	Grades	Participation	# of Programs	# Students Enrolled	% of APS Enrollment
PYP	K-5	Full School	9	6,473	24%
MYP	6-10	Full School	2	2,718	15%
DP	11-12	Optional	2	308	7%
Totals	K-12		13	9,443	19%

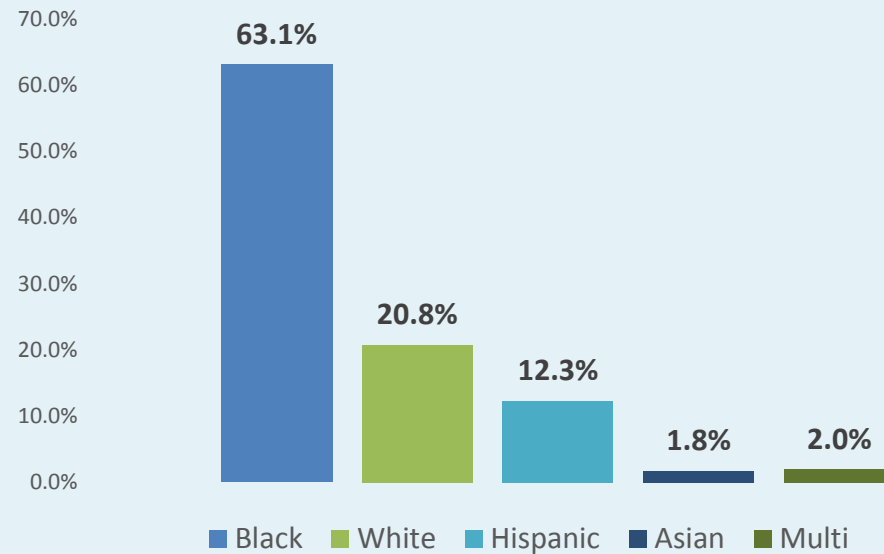
*Based on 10/7/2014 FTE, includes charter schools

APS IB School Demographics*

**APS Authorized IB School
FY15 Demographics (n=13)**



**APS Authorized + Prospective IB School
FY15 Demographics (n=27)**

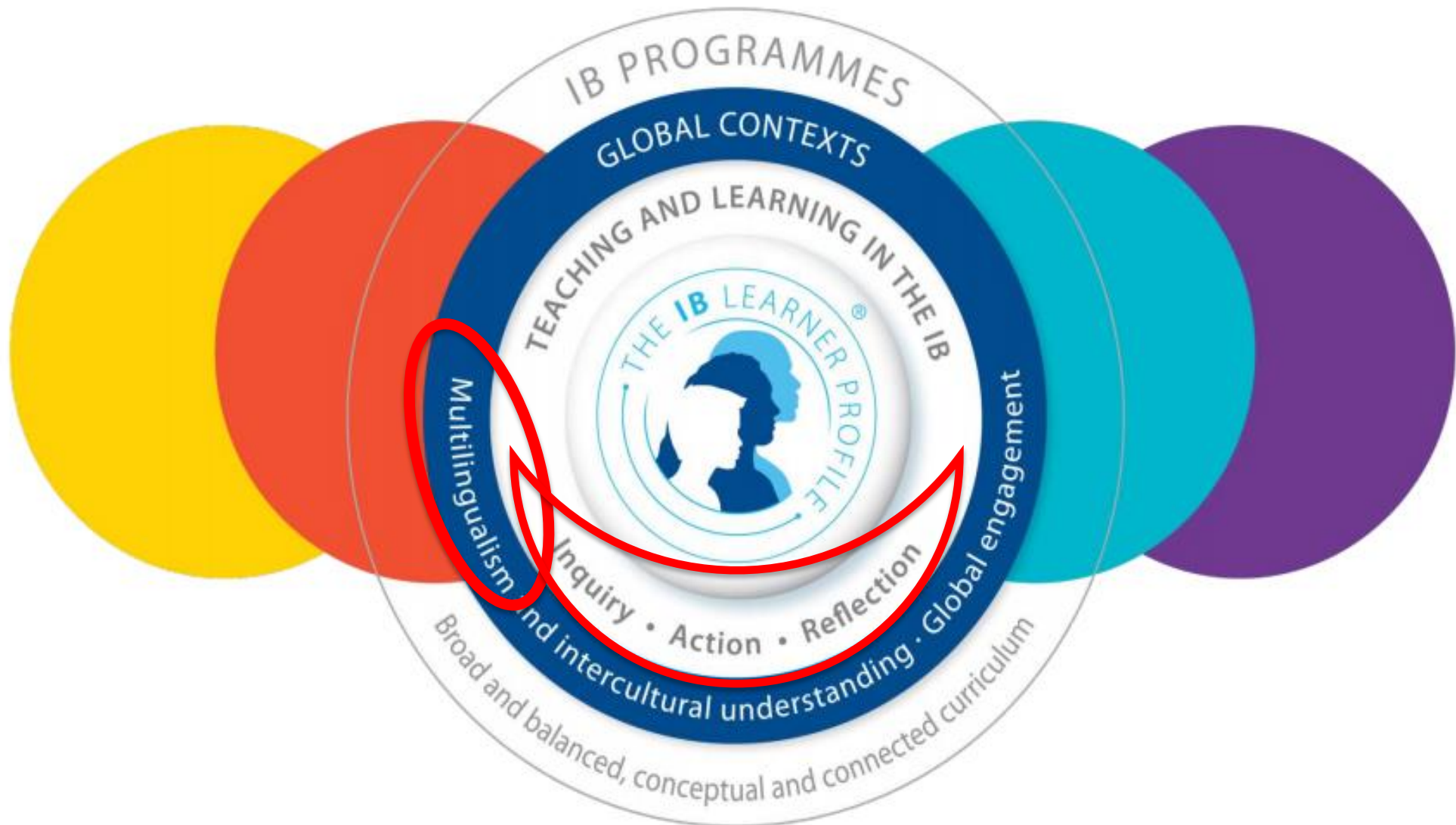


*As of March 30, 2015

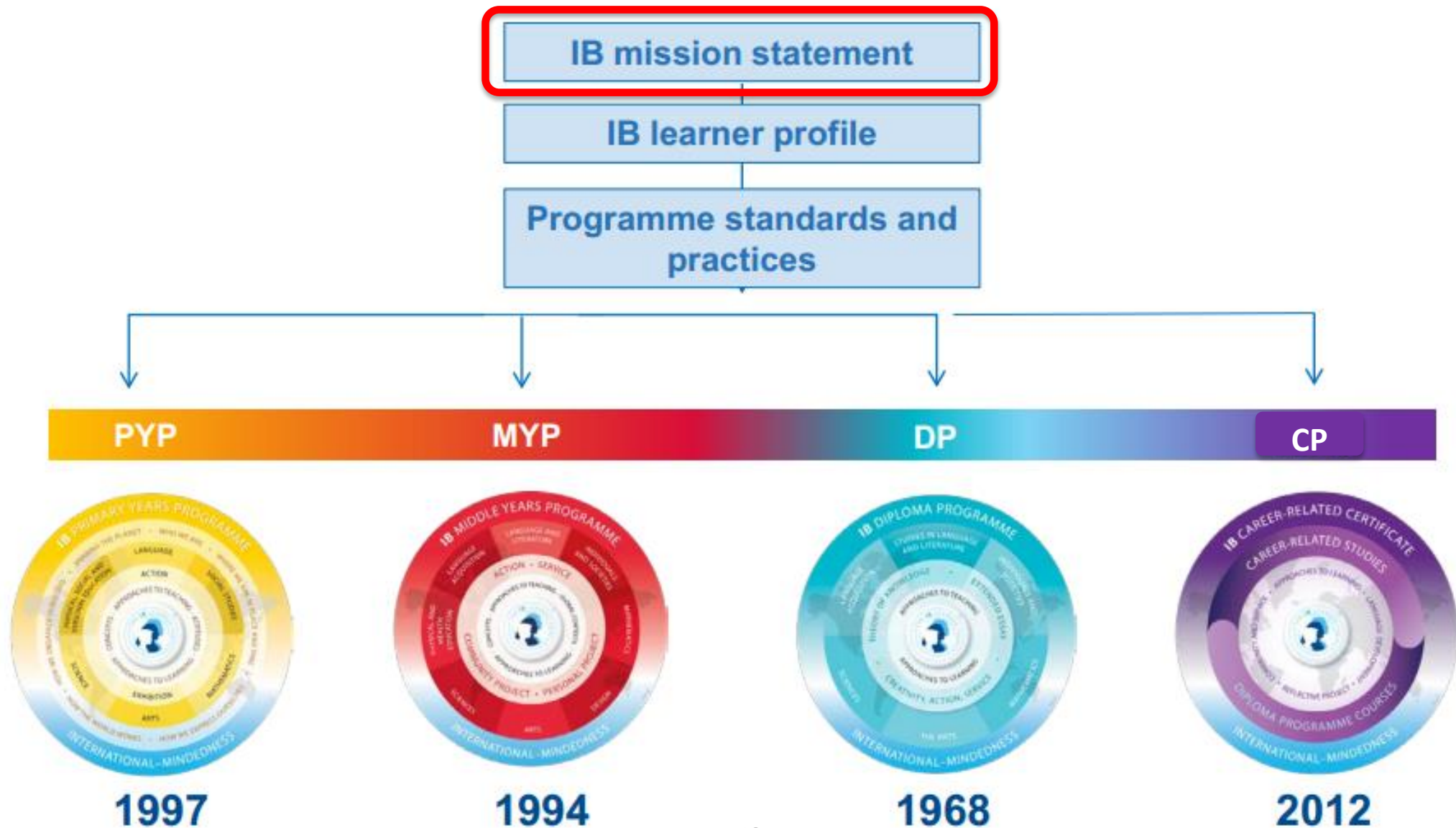
Agenda

- IB in APS
- **IB 101**
- K-12 Continuum Key Concepts
- Benefits and Challenges
- Panel Discussion

The Continuum graphic



The IB continuum of international education



The IB Mission Statement

The International Baccalaureate Organization aims to develop **inquiring, knowledgeable and caring** young people who help to **create a better and more peaceful world** through **intercultural understanding and respect**.

To this end the IBO works with schools, governments and international organizations to develop **challenging programmes** of international education and **rigorous assessment**.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that **other people, with their differences, can also be right**.

The IB continuum of international education



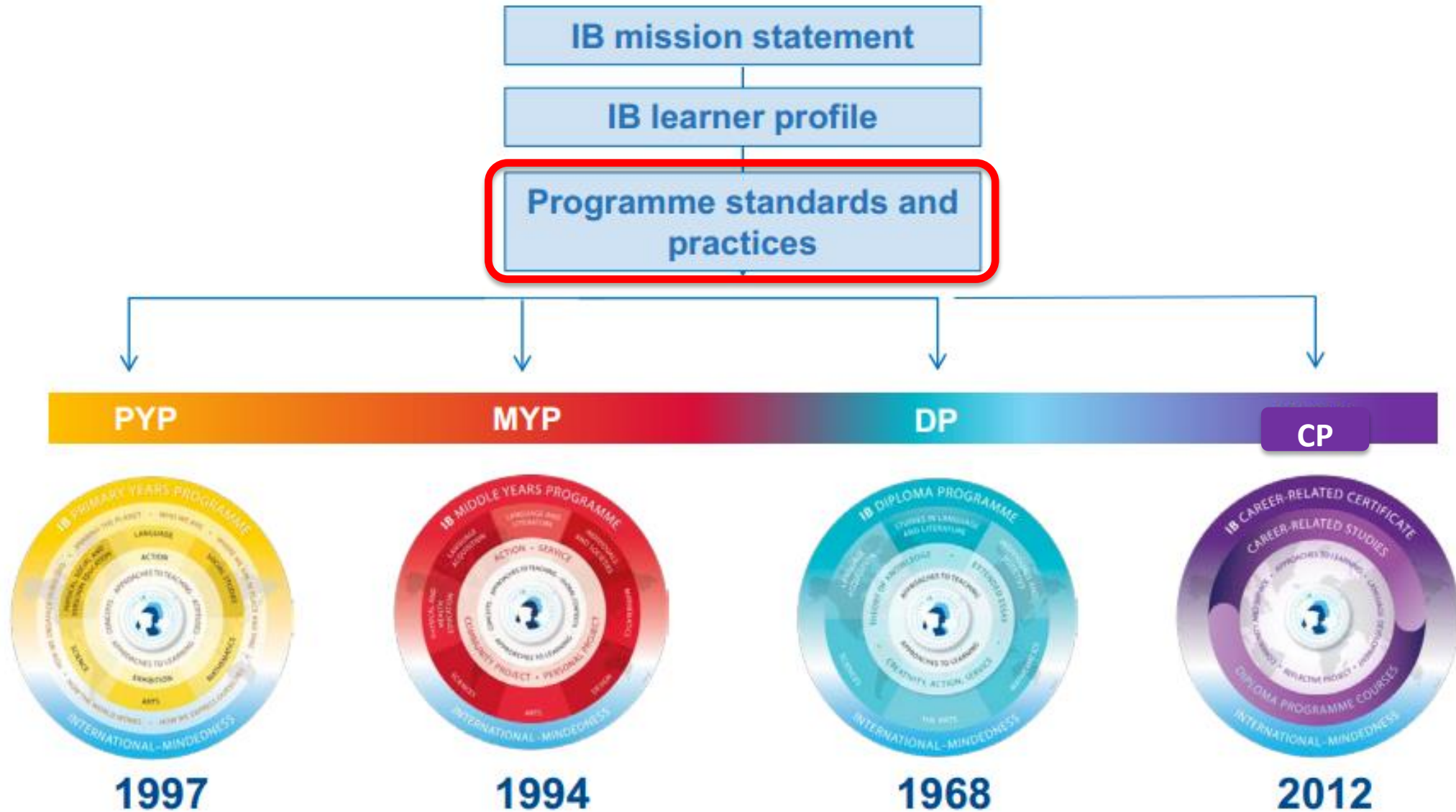
The IB Learner Profile

“The IB Mission Statement in Action”

IB Students Are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

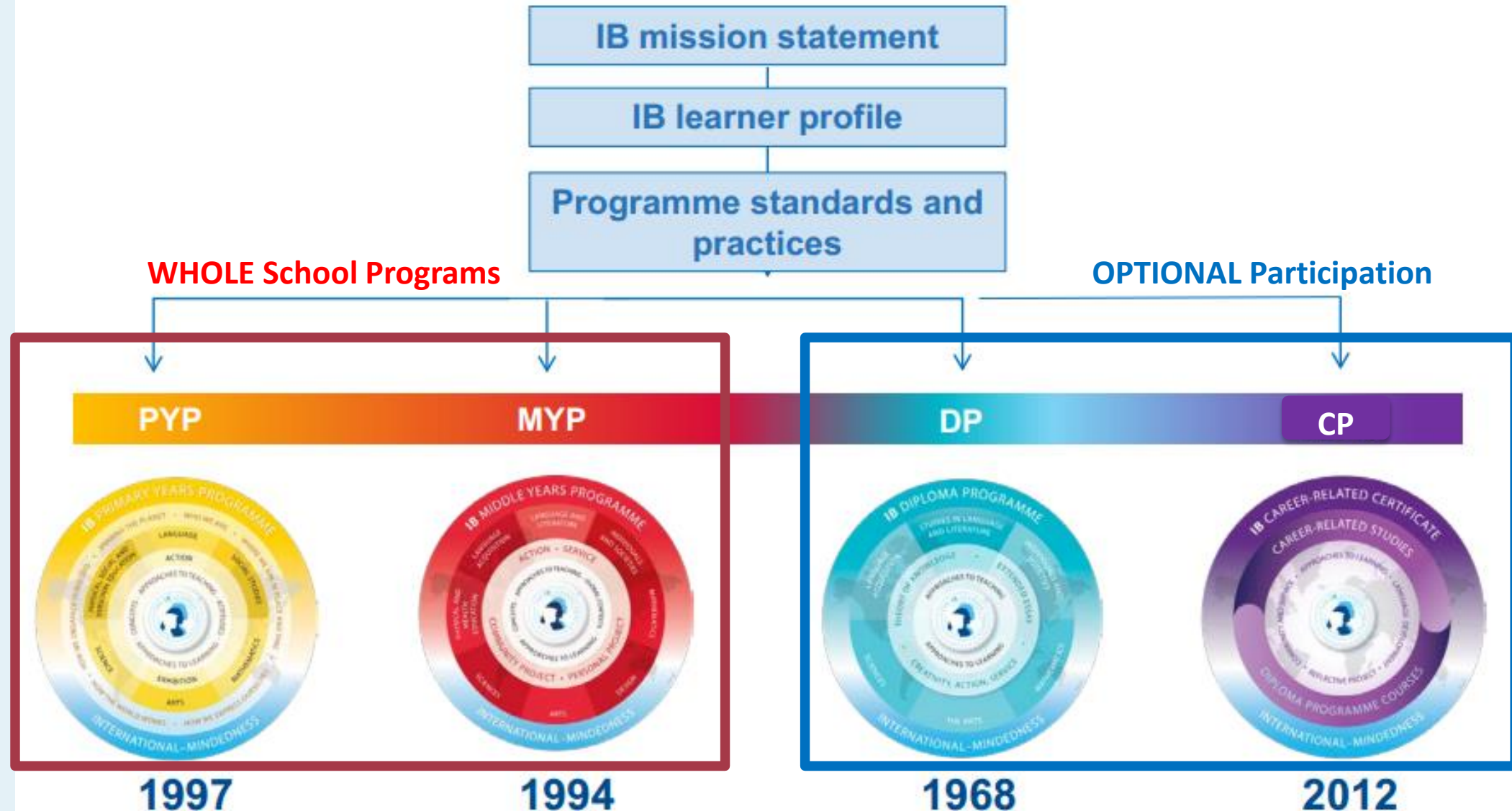
The IB continuum of international education



IB Programme Standards and Practices

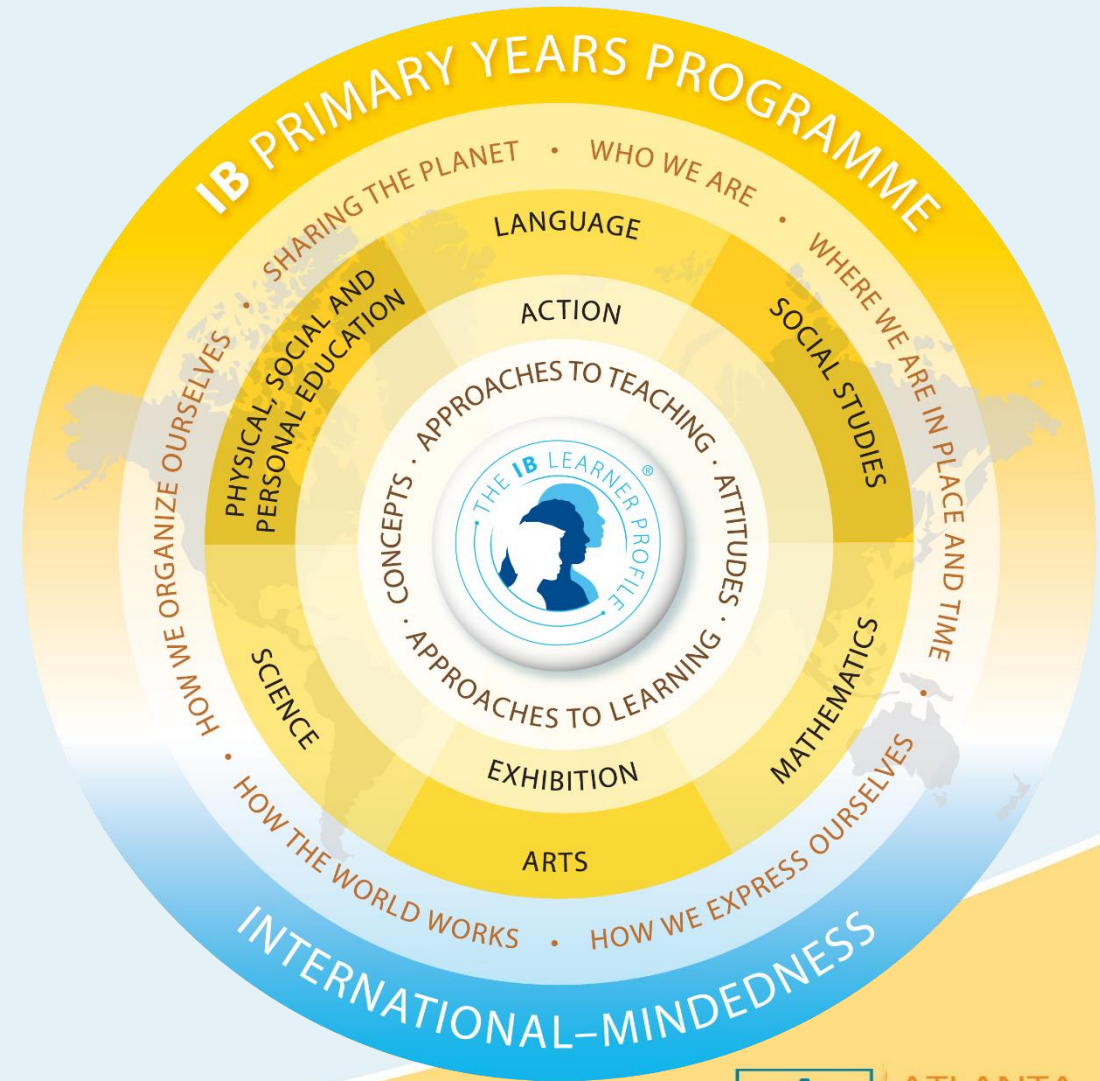
Section	Standards	Practices
A: Philosophy	A: Philosophy The school's educational beliefs and values reflect IB philosophy.	9
B: Organization	B1: Leadership and structure The school's leadership and administrative structures ensure implementation of the IB programme(s).	7
	B2: Resources and support The school's resources and support structures ensure implementation of the IB programme(s).	12
C: Curriculum	C1: Collaborative planning Collaborative planning and reflection support the implementation of the IB programme(s).	9
	C2: Written curriculum The school's written curriculum reflects IB philosophy.	11
	C3: Teaching and learning Teaching and learning reflects IB philosophy.	16
	C4: Assessment Assessment at the school reflects IB assessment philosophy.	9
18 Total practices		73

The IB continuum of international education



Primary Years Program

- Grades K-5
- A whole-school program
- A curriculum framework—PYP units drive program
- Transdisciplinary teaching and learning
- Second language development (age 7+)
- No departmentalized instruction
- Inquiry-based: academic challenge and higher-order thinking skills
- Focus on holistic learning, intercultural awareness, communication



Middle Years Program

- Grades 6-10
- A whole-school program
- A curriculum framework—MYP units drive program
- Disciplinary and interdisciplinary instruction (1 unit per year minimum)
- Inquiry-based: academic challenge and higher-order thinking skills
- Standards-based assessment and reporting
- Focus on holistic learning, intercultural awareness, communication



Diploma Program

- Grades 11-12
- Optional program
- 7 advanced courses taken over 2 years
- Program core elements reinforce connections between disciplines
- Inquiry-based: academic challenge and higher-order thinking skills
- Rigorous, varied, standards-based, internationally scored and moderated culminating assessments
- University recognition similar to Advanced Placement



Diploma Program

What is an IB Diploma?

- An internationally recognized university admissions criteria
- Awarded on July 6th AFTER graduation and college acceptances
- American universities accept students based on strength of transcript rather than IB or AP exam scores (lagging measures)
- Students must complete all portions of Diploma Program (6+ courses plus Theory of Knowledge course and core elements)
- Average 4 or better out of 7 on all assessments (24 out of 45 points)
- Equivalent to taking 12-14 AP classes and averaging 3+ on all exams
- Students send IB exam scores to universities for placement and/or credit decisions (similar to AP)

Career-Related Program

- Grades 11-12
- Optional program at DP schools
- New in 2012
- An alternative to the Diploma Program
- Students take 2-4 DP courses
- Students complete a career education pathway (e.g., CTAE)
- 2nd language development
- Approaches to Learning course
- Community and reflective projects
- University credit for DP coursework



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Assessment in the IB

- Standards-based assessment K-12—matched to IB programs aims and objectives
- Emphasizes age-appropriate higher-order thinking skills (synthesis, reflection, evaluation, and critical thinking)
- IB “grade descriptors” (rubrics) provided for every subject area grades 6-12
- Appropriate adjustments as needed for ELL, SWD, Gifted, etc.
- IB grades are based on end-of-term performance trends
- Seven point scale—students who average a 4 receive the IB Diploma:
 - $4 \div X = 57\%$
 - $4 \div 7 = 85\%$!!!

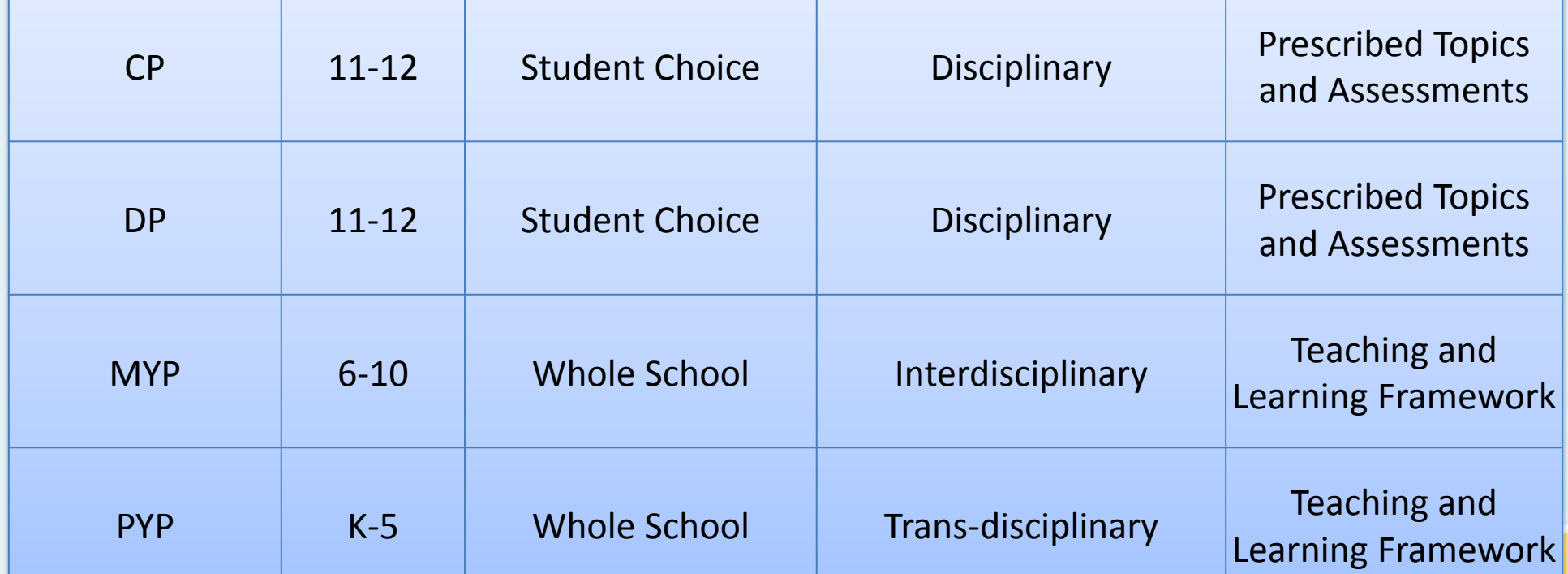
Assessment in the IB

Traditional Grading	Standards-Based Grading
Grading criteria frequently not clear	Clear grading criteria
Achievement, attitude, effort, and behavior blended in grade	Measures and reports achievement only
Grades calculated by averaging scores	Grades assessed against culminating mastery criteria
Teachers focus on grading	Teachers focus on coaching
Uses penalties and extra credit	No penalties or extra credit
Score and include every assignment in the grade	Score only summative assessments
Equal emphasis on assignments across the grading period	Emphasis on trend data and most recent performance

IB Assessment:

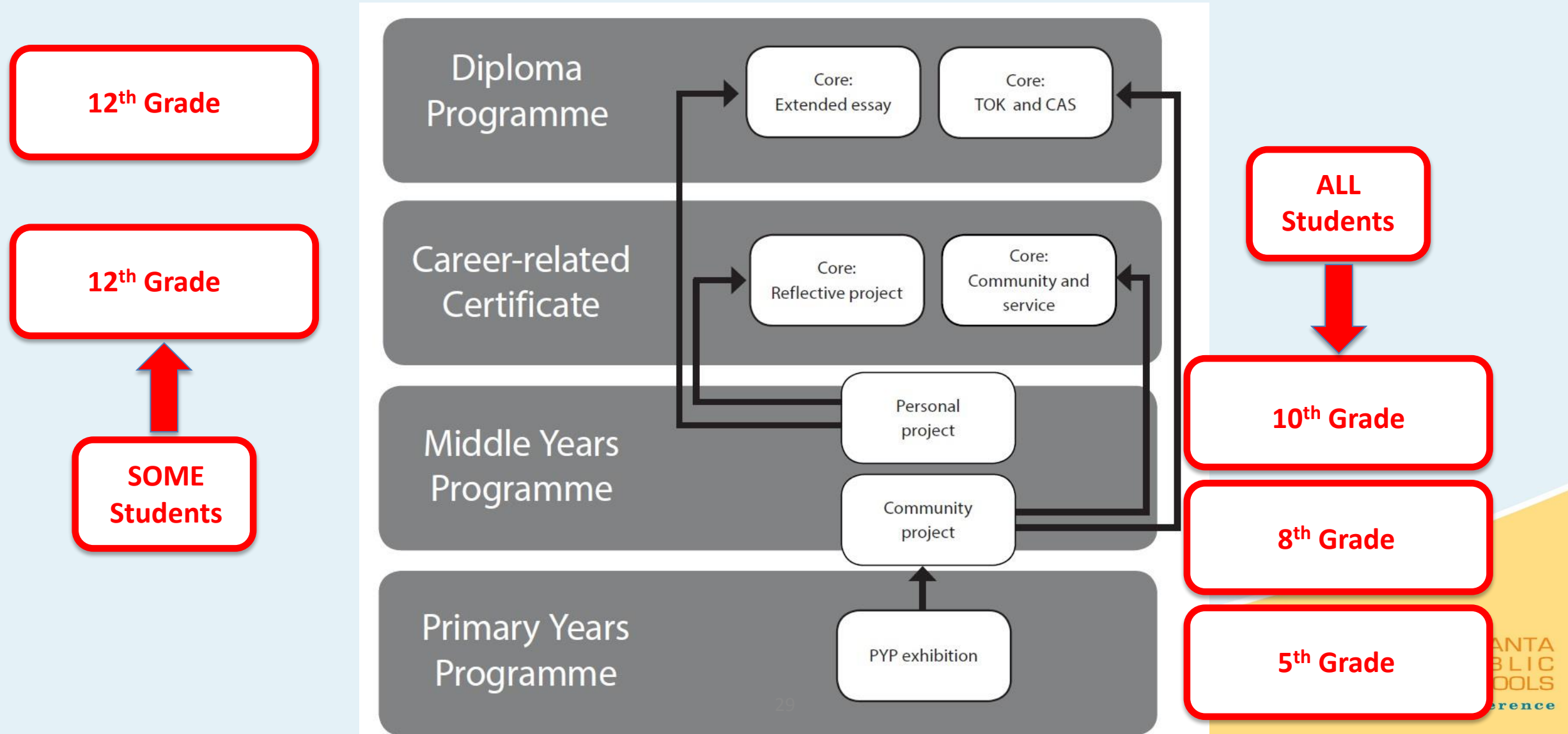
- These practices are counter to IB assessment principles:
 - “Determining grades using a proportion of scores for classwork, homework, and tests.
 - Determining grades by averaging summative performance scores over the year.
 - Using single pieces of work to determine final grades.”

K-12 IB Continuum



Program	Grades	Format	Instructional Model	Curriculum
CP	11-12	Student Choice	Disciplinary	Prescribed Topics and Assessments
DP	11-12	Student Choice	Disciplinary	Prescribed Topics and Assessments
MYP	6-10	Whole School	Interdisciplinary	Teaching and Learning Framework
PYP	K-5	Whole School	Trans-disciplinary	Teaching and Learning Framework

IB Culminating Projects K-12



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- **Benefits and Challenges**
- Panel Discussion

College and Career Readiness Performance Index (CCRPI)

- No Child Left Behind Act requires yearly progress tracking
- CCRPI Replaces Adequate Yearly Progress in Georgia
- CCRPI is a broader measure of school progress
- Points for CP/CTAE completion and students scoring 4+ on two or more DP exams (3+ on AP exams)
- 100 point scale
 - Academic Achievement (60 points)
 - Student Growth (25 points)
 - Closing the Achievement Gap (15 points)

2013-2014 CCRPI Achievement Points and IB

		High School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
POST HIGH SCHOOL READINESS	9	Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study	100	72.5		10	7.3
	10	Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)	NA	NA	NA	NA	NA
	11	Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams	83.3	40.4	48.5	10	4.9
	12	Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses	73.9	53.4	72.3	10	7.2
	13	Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test	100	93.3		10	9.3

2013-2014 CCRPI Exceeding the Bar Points

CCRPI Score

Achievement

Progress

Achievement Gap

ED/EL/SWD Performance

Exceeding the Bar

Performance Flags

Financial Efficiency

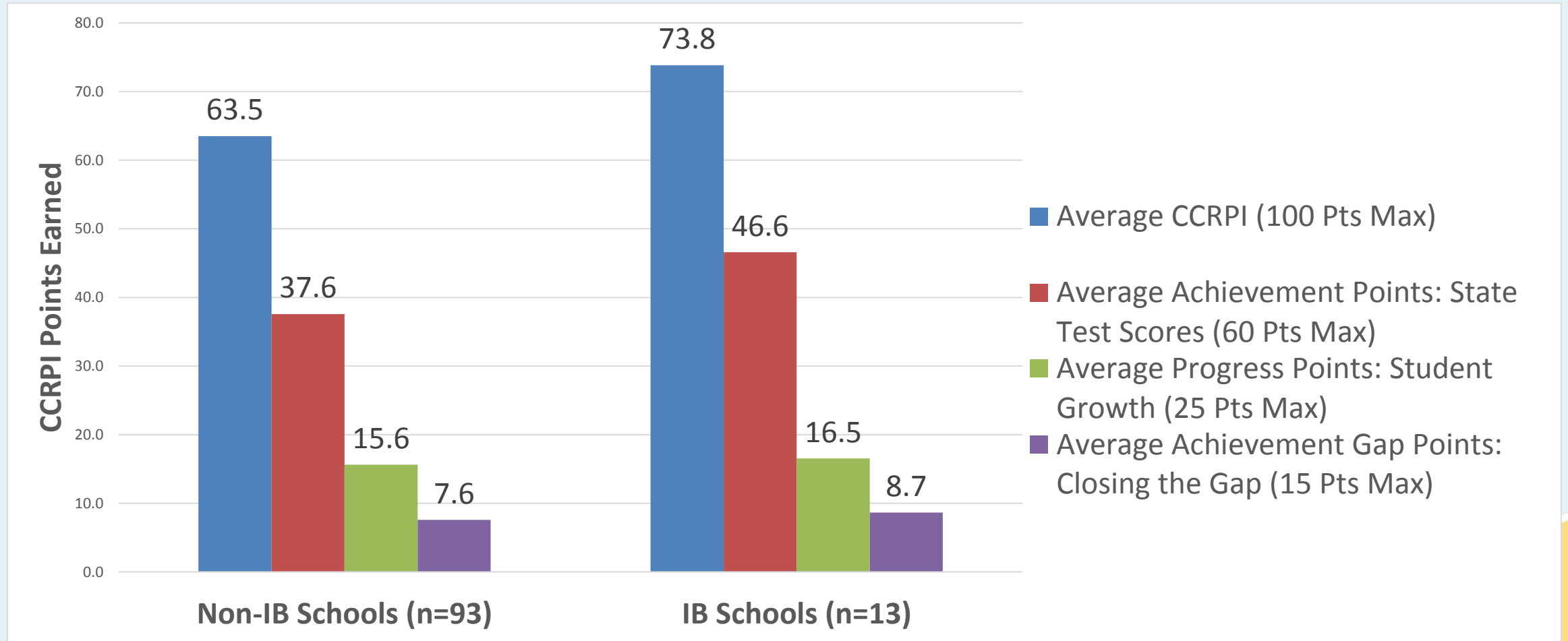
School Climate

Exceeding the Bar

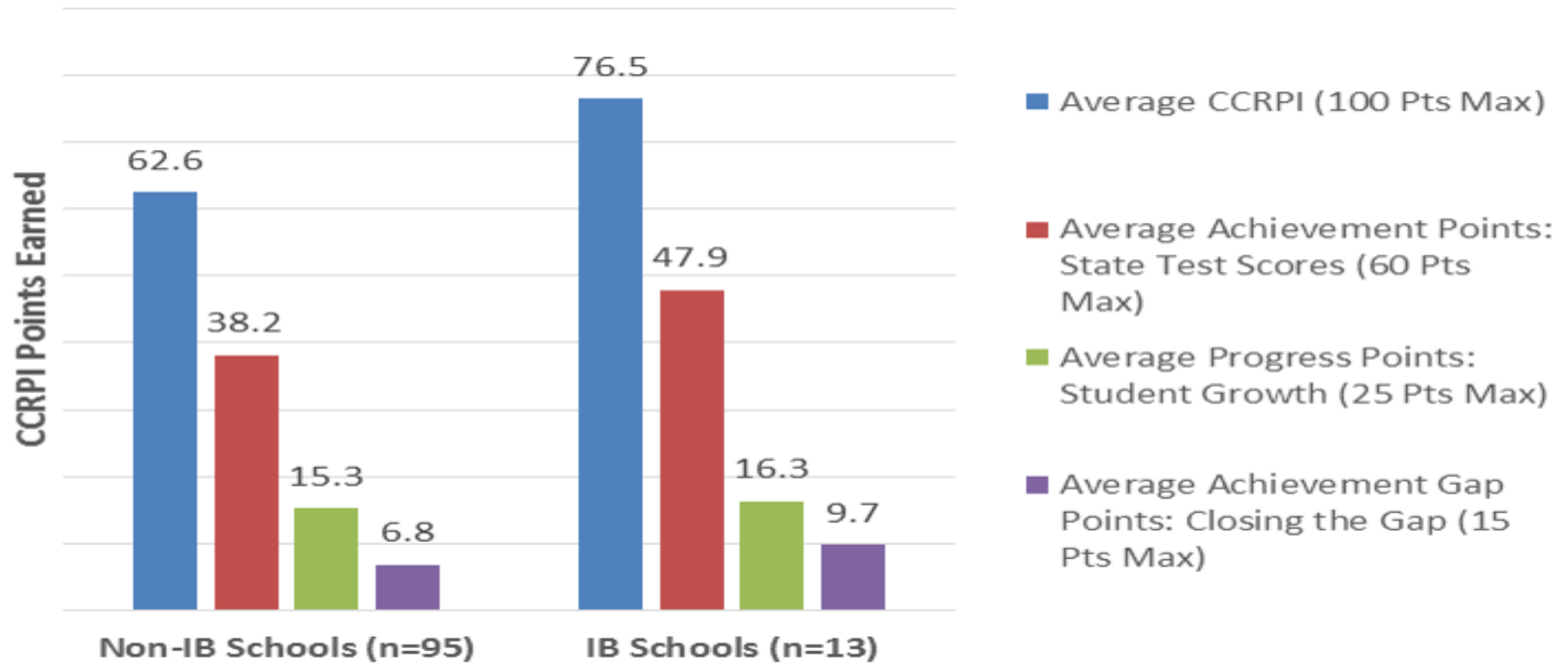
In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

	High School Exceeding the Bar Indicators	Benchmark for Indicator	Performance on Indicator	Points Possible for Indicator	Points Earned on Indicator
1	Percent of graduates earning credit in a physics course	90.3	54.3	.5	0
2	Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT	60.2	34.8	.5	0
3	Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT	77.3	43.1	.5	0
4	School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification	NA	N	.5	0
5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs	84.2	78.6	.5	0
6	Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)	99.7	13.4	.5	0
7	Percent of graduates earning 3 or more high school credits in the same world language	47.2	47.2	.5	.5
8	Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)	NA	N	.5	0

APS 2012-2013 CCRPI Scores



APS 2013-2014 CCRPI Scores



IB students are impressive.

“IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript.”

Marlyn McGrath Lewis
Assistant Dean of Admissions, Harvard University

IB students are impressive.

“... **IB students** who attended that university [Virginia Tech] as freshmen **significantly outperformed all other freshmen**, including students who had taken Advanced Placement courses.”

Dr. Eugene Carson of Virginia Tech

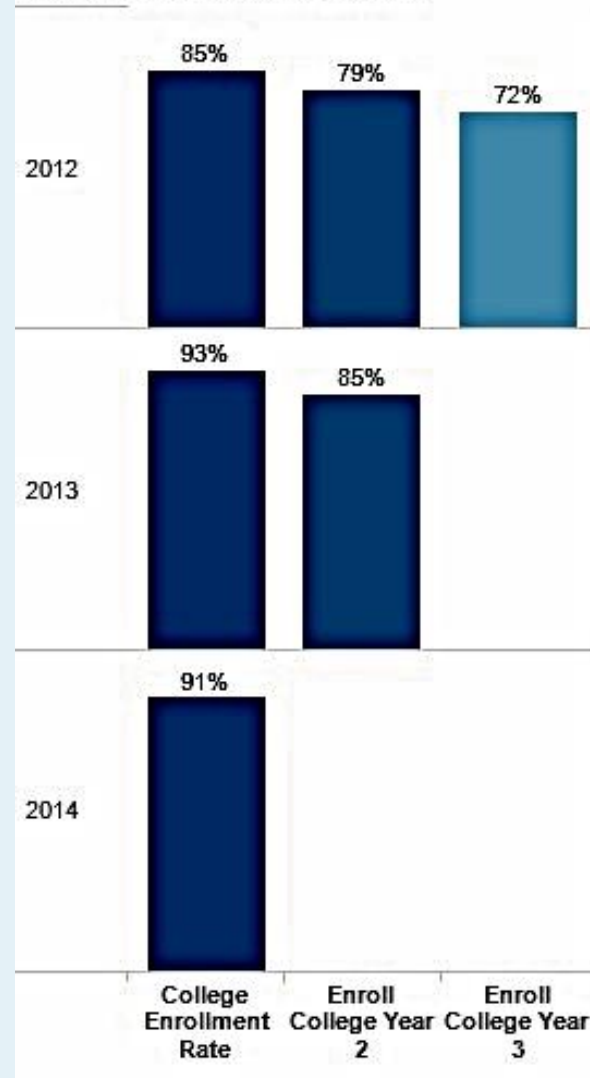
Source: http://internationalcounselor.org/College%20program/ib_and_college_admissions.htm

Acceptance rates for some popular colleges

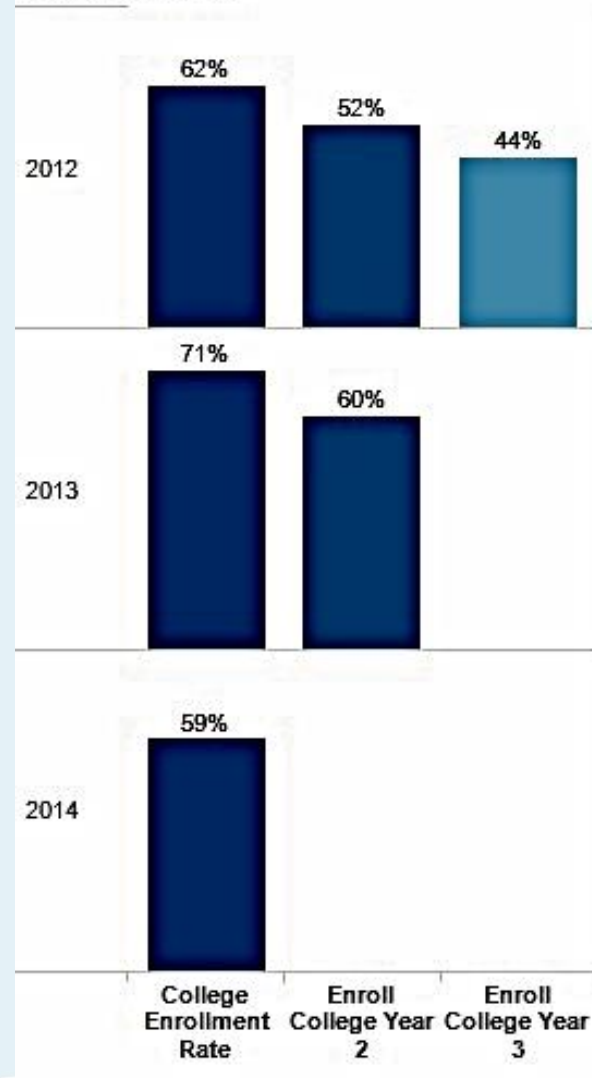
College Name	Overall Acceptance Rate	IB Diploma Rate
Boston College	32%	56%
Clemson University	52%	93%
Cornell University	29%	48%
Davidson College	34%	64%
Emory University	42%	78%
Florida State University	70%	95%
Georgia Tech	59%	81%
Howard University	56%	93%
Indiana University	54%	100%
Oberlin College	33%	83%
Purdue University	76%	97%
Spelman College	44%	89%
Texas A&M	68%	93%
Tulane University	56%	91%
UGA	65%	94%
UNC Chapel Hill	35%	64%
Wake Forest University	41%	70%

College Acceptance and Persistence Data

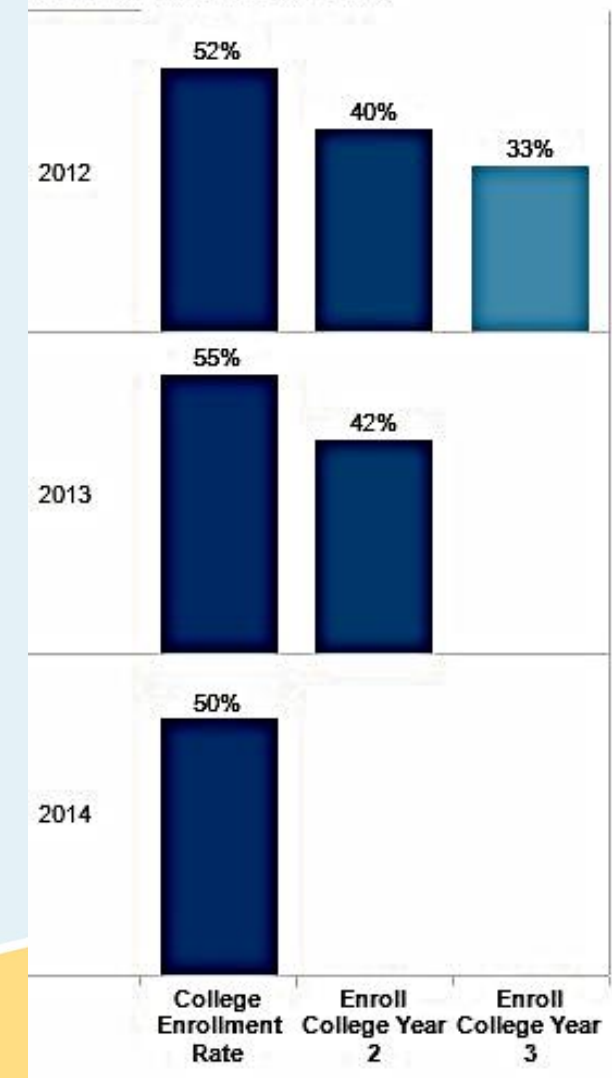
North Atlanta IB Diploma



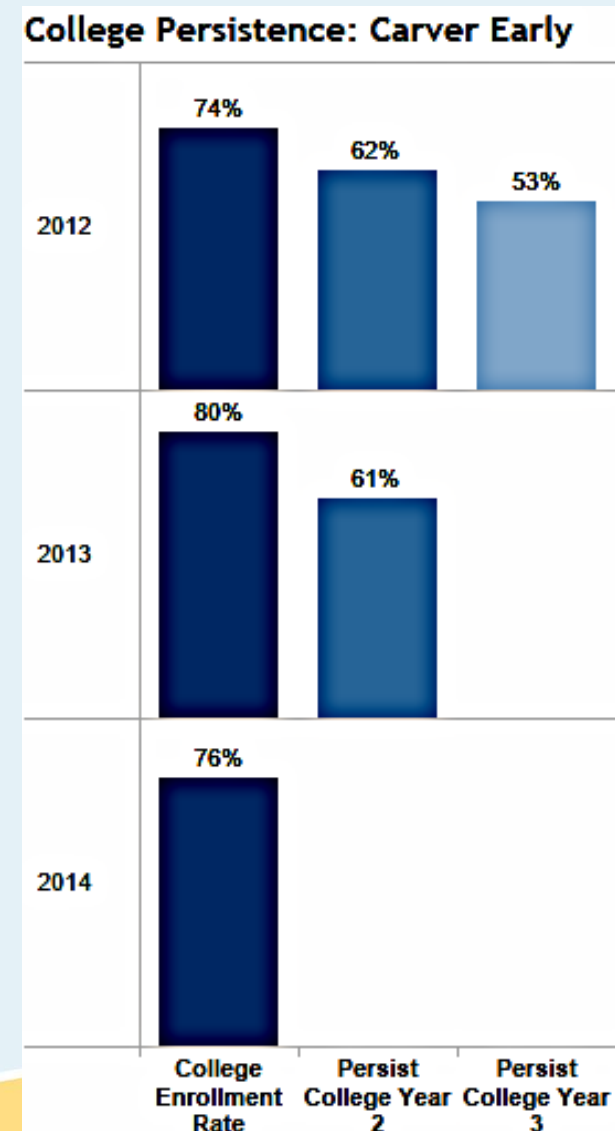
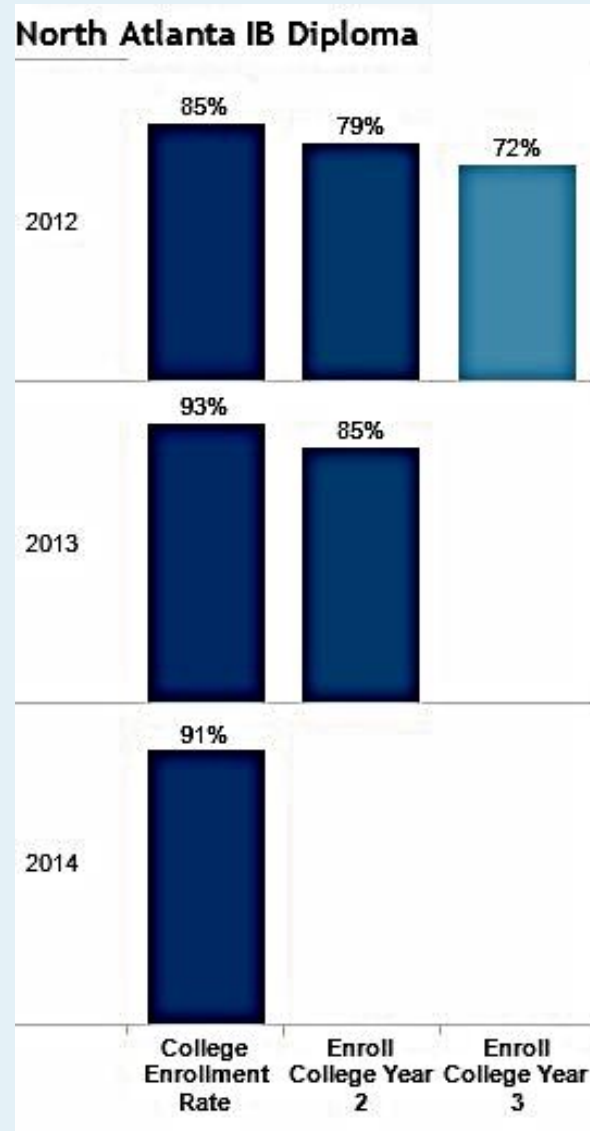
North Atlanta



Atlanta Public Schools



College Acceptance and Persistence Data



IB in APS: Strengths

- Hundreds of years of IB corporate knowledge in APS
- Home of the first K-12 IB cluster in Georgia
- Chief Academic Officer and Associate Superintendents trained and/or experienced with IB programs
- APS provided IB training to 161 staff members in 2013-2014 and 276 in 2014-2015
- Monthly IB Coordinator PLC
- District-sponsored IB 101 training

IB Implementation strengths

- IB programs offer a K-12 continuum of rigorous international education
- True school-wide reform model: **no “out of the box” materials**
- Locally flexible application of global standards
- International scoring and moderation of assessments
- Exceptional professional development opportunities
- Revised APS grading policy aligns with IB assessment guidance
- School-wide focus in grades K-10

IB Implementation strengths

- Program evaluation process requires periodic reflection, review, action (very similar to SACS)
- Authorization process embeds best practices:
 - Student-centered, inquiry-based learning
 - Concept-based units
 - Project-based learning
 - Collaborative horizontal and vertical teacher teaming
 - Second language development
 - Character education
 - Global understanding and relevance

IB in APS: Areas for Growth

- Continue to build IB feeder patterns
- Manage teacher and administrator turnover
- Connections to Common Core
- Develop CP options for juniors and seniors
- Increase DP enrollments over time
- Improve IB Diploma accomplishment rate
- Continue to improve District-level support
 - Coordinating other initiatives with IB requirements
 - Staffing
 - Creative funding options

IB Implementation challenges

- Authorization process is lengthy and involved (3-5 years)
- **Full stakeholder engagement is critical**—ensuring a voice for all must be a high priority
- Managing CCGPS and IB instructional framework elements
- **Interdisciplinary instruction vs. departmentalization in elementary schools**
- **Providing adequate social and emotional supports for all students**

IB Implementation challenges

- Costs
 - Annual fees—Funded by APS FY13-15
 - Staff training requirements—Funded by APS FY13-15
 - IB Coordinator release time
 - Exam fees for IB Diploma students
 - Additional World Language teacher allocations
 - Textbooks and materials
 - Supply teachers for vertical and horizontal teacher teaming

Current APS Investment in IB (District Budgets)

APS FY15 IB Expenses (11 Authorized Programs + 15 Prospective Programs in the Mays and Maynard Jackson Clusters)			
Description	Count	Each	Cost
Program Costs			
Annual Fees	11	8,543	93,975
Program Evaluation Fee (Warren T. Jackson Elementary)	1	3,700	3,700
Authorization Visit (One time cost)	0	5,000	0
Local IB Training Current and Prospective Programs	252	701	176,715
Travel IB Training Current and Prospective Programs	25	2,569	64,231
Diploma Program Exam Fees (Per DP Senior at MHJ--not NAHS)	18	820	14,760
Diploma Program Exam Shipping Fees (MHJ--not NAHS)	1	7,000	7,000
IB Media Center (MHJ--not NAHS)	1	10,000	10,000
IB Publications/Student Course Companions	0	10,000	0
Managebac IB Data System Subscription	0	20	0
Staffing			
IB Coordinator Positions (Released Teacher Position)	0	82,697	0
Additional World Language Teachers	17	82,697	1,364,501
Theory of Knowledge Teachers (DP)	0	82,697	0
Approaches to Learning Teachers (CP)	0	82,697	0
Stipends for IB Teacher Planning Sessions (Daily Rate)	0	150	0
Substitute Teachers for Teacher Release Time (Daily Rate)	0	110	0
Total			\$1,734,881

IB Cluster Implementation Costs

Startup Cluster			
Description	Count	Each	Cost
Program Costs			
Annual/Evaluation Fees (Authorized Programs)	1	12,000	12,000
Application for Candidacy (Prospective Programs)	8	4,800	38,400
Authorization Visit (One time cost)	8	5,000	40,000
Local IB Training Current Schools (8 per program per year)	8	950	7,600
Travel IB Training Current Schools (2 per program per year)	2	2,200	4,400
Local IB Training Prospective Schools (12 per program per year)	96	950	91,200
Travel IB Training Prospective Schools (4 per program per year)	32	2,200	70,400
Diploma Program Exam Fees (Per DP Senior)	40	960	38,400
Diploma Program Exam Shipping Fees	1	7,000	7,000
IB Publications/Student Course Companions	9	10,000	90,000
Managebac IB Data System Subscription	4,200	20	84,000
Staffing			
IB Coordinator Positions (Released Teacher Position)	9	82,697	744,273
Additional World Language Teachers	7	82,697	578,879
Theory of Knowledge Teachers (DP)	1	82,697	82,697
Approaches to Learning Teachers (CP)	0	82,697	0
Stipends for IB Teacher Planning Sessions (Daily Rate)	360	150	54,000
Substitute Teachers for Teacher Release Time (Daily Rate)	90	110	9,900
Total			\$1,953,149

**Average of
\$217,017 per
IB program**

IB Cluster Implementation Costs

Authorized Cluster			
Description	Count	Each	Cost
Program Costs			
Annual/Eval Fees (Authorized Programs)	10	12,000	120,000
Annual Candidate Fees (Prospective Programs)	0	10,000	0
Authorization Visit (One time cost)	0	5,000	0
Local IB Training Current Schools (8 per program per year)	90	950	85,500
Travel IB Training Current Schools (2 per program per year)	20	2,200	44,000
Local IB Training Prospective Schools (12 per program per year)	0	950	0
Travel IB Training Prospective Schools (4 per program per year)	0	2,200	0
Diploma Program Exam Fees (Per DP Senior)	100	960	96,000
Diploma Program Exam Shipping Fees	1	7,000	7,000
IB Publications/Student Course Companions	10	10,000	100,000
Managebac IB Data System Subscription	5,000	20	100,000
Staffing			
IB Coordinator Positions (Released Teacher Position)	10	82,697	826,970
Additional World Language Teachers	7	82,697	578,879
Theory of Knowledge Teachers (DP)	1	82,697	82,697
Approaches to Learning Teachers (CP)	1	82,697	82,697
Stipends for IB Teacher Planning Sessions (Daily Rate)	400	150	60,000
Substitute Teachers for Teacher Release Time (Daily Rate)	100	110	11,000
Total			\$2,194,743

**Average of
\$219,474 per
IB program**

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Panel Members

• Frances Walton	IB PYP Student	Warren T. Jackson
• Atia Butts	IB Diploma Student	Maynard Jackson
• Anna Gustafson	IB Diploma Student	North Atlanta
• Elizabeth Ray	IB Diploma Student	North Atlanta
• Alicia Stewart	IB Diploma Graduate	North Atlanta
• Natalie Rosbottom	IB Diploma Parent	Maynard Jackson
• Gwendy Johnston	IB Diploma Parent	North Atlanta
• Nicole Cheroff	IB Coordinator	E. Rivers
• Erika Wynn	IB Coordinator	Deerwood Academy
• Sharonda Murrell	IB Coordinator	Maynard Jackson
• Crystal Jones	Principal	Beecher Hills
• Curtis Douglass	Principal	North Atlanta
• Dr. Sidney Baker	Associate Superintendent	Atlanta Public Schools

International Baccalaureate (IB) Overview

**Thank you for your
attention!**

International Baccalaureate (IB) Overview

Backup Slides

APS 4+ IB Scores

	2012			2013			2014		
	Total students scoring 4 or greater	total # students	Percentage	Total students scoring 4 or greater	total # students	Percentage	Total students scoring 4 or greater	total # students	Percentage
English HL	57	71	80%	76	82	93%	76	87	87%
Arabic SL	6	11	55%	1	5	20%	5	14	36%
Arabic B							1	1	100%
French HL	16	25	64%	17	30	57%	27	44	61%
Mandarin SL	4	9	44%	15	16	94%	7	14	50%
Madarin HL	1	1	100%	0	0				
Spanish HL	8	34	24%	28	41	68%	16	34	47%
Spanish SL									
Bus. & Mgmt. HL							1	1	100%
Bus. & Mgmt. SL							12	21	57%
Economics, SL	31	72	43%	45	83	54%	43	79	54%
History HL	22	68	32%	57	82	70%	37	74	50%
Biology HL	1	10	10%	0	10	0%	3	11	27%
Biology SL	13	47	28%	22	47	47%	19	47	40%
Chemistry HL	0	2	0%	0	4	0%	2	7	29%
Chemistry SL	4	18	22%	5	19	26%	20	25	80%
Math Studies SL	22	61	36%	32	69	46%	27	46	59%
Mathematics SL	2	11	18%	3	16	19%	16	40	40%
Mathematics HL				1	1	100%			
Visual Arts HL	3	3	100%	3	6	50%	5	5	100%
Visual Arts SL	3	3	100%	3	3	100%	2	2	100%
Dance HL							1	1	100%
Dance SL							1	1	100%
Film HL							2	4	50%
Film SL							0	2	0%
TOTAL	193	446	43%	308	678	45%	319	552	58%

APS AP Scores

2012			2013			2014		
1009 AP Students			991 AP Students			1473 AP Students		
Score	Exams Taken	Percentage	Score	Exams Taken	Percentage	Score	Exams Taken	Percentage
5	87	6%	5	89	6%	5	104	5%
4	143	10%	4	133	10%	4	223	11%
3	208	15%	3	155	11%	3	329	16%
2	281	20%	2	293	21%	2	467	22%
1	676	48%	1	708	51%	1	986	47%
Total Exams			Total Exams			Total Exams		
1395			1378			2109		
3+ Scores		Percentage	3+ Scores		Percentage	3+ Scores		Percentage
438		31%	377		27%	656		31%

IB Organization Authorization Process

“Schools interested in becoming IB World Schools must successfully complete the authorization process. During this process, the IB supports the candidate school in building the programmatic understanding and organizational structures it will need to implement IB’s internationally minded programs.”

The authorization process varies by school and IB program, but typically takes between three and five years. It includes the following phases:

- Consideration Phase
- Request for Candidacy/Decision on Candidacy
- Candidate Phase
- Request for Authorization/Decision on Authorization

IB Organization Authorization Process

Timeline	Training Requirements	Key Events	Costs
1-2 Years	Principal or designee attends IB Category 1 workshop	CONSIDERATION PHASE Submit School Information Form	No Fees Involved
2-3 Years	Completion of teacher professional development requirements for authorization*	REQUEST FOR CANDIDACY Application for Candidacy	Application for Candidacy non-refundable fee
		IB DECISION ON CANDIDACY	
		CANDIDATE PHASE: CONSULTATION Includes one consultation visit to the school	Annual candidate fee per year
		CANDIDATE PHASE: REQUEST FOR AUTHORIZATION Application for authorization	
		VERIFICATION VISIT	
Ongoing after authorization	Work towards completion of ongoing teacher professional development for program evaluation (4 years after authorization)	DECISION ON AUTHORIZATION	Annual fee as IB World School