

Goal 2: Critical Analysis of Instructional Program

December 16, 2021
January 6, 2022

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Internal Audit

Conduct an internal audit and self-study of the Advanced Placement and the International Baccalaureate Program.

02

Effectiveness

Analyze the effectiveness of each program individually and the impact of their continued interaction when both are offered, including research on how colleges view these programs.

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Other Opportunities

Explore other opportunities for students to earn college credit while in high school, including, but not limited to, dual credit programs with local colleges, including the State University of New York.

04

Costs

Determine the opportunity cost, and actual cost associated with our extensive offerings, including the impact on Special Education and other programs.

01

Internal Audit

Internal Audit

- **North Shore High School Mission Statement**
 - Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.
- **Why do we offer AP & IB?**
 - Student choice
 - Learning opportunities
 - Admissions
 - Credits
- **AP & IB “Why” Statement: *Being a Global Citizen is a passport for the mind***

Internal Audit

- **International Baccalaureate Diploma Programme (IB, IBDP)**
 - **5-Year Self Study**
 - Internal report completed in 2020
 - Findings returned in 2021
 - Response to Matters to be Addressed submitted to IB November 2021
 - We offer 23 of the 61 available IB courses
 - Students may only take exams when they are enrolled in a course. Some courses are 1 year in duration, most are 2; Standard Level (SL) & Higher Level (HL)
 - Students must be in final 2 years of schooling
- **Advanced Placement (AP)**
 - We offer 16 of the 28 available AP courses
 - Students may take any exam without course enrollment (exceptions: Research & Seminar)
 - Students can be in any grade level
 - All courses are 1 year, at one "level"

Internal Audit

- **Teaching & Learning**

- IB Learner Profile & SVOs
- IB Courses incorporate an Internal Assessment, chosen by the student, guided by the teacher
- IB Approaches to Learning
 - Thinking skills
 - Communication skills
 - Social skills
 - Self-management skills
 - Research skills
- IB Approaches to Teaching
 - Based on **inquiry**
 - Focused on **conceptual understanding**
 - Developed in local and global **contexts**
 - Focused on effective teamwork and **collaboration**
 - **Differentiated** to meet the needs of all learners
 - Informed by **assessment** (formative and summative)

Introduction

Purpose of this document
The Diploma Programme
Nature of the subject
Aims
Assessment objectives
Assessment objectives in practice

Syllabus

Syllabus outline
Syllabus content

Assessment

Assessment in the Diploma Programme
Assessment outline—SL
Assessment outline—HL
External assessment
Internal assessment

Approaches to teaching and learning

Approaches to the teaching and learning of language B

Appendices

Glossary of command terms
Glossary of subject-specific terms
Bibliography

Internal Audit

- Teaching & Learning
 - Course & Exam Description (CED)
 - Big Ideas



UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **big ideas** serve as the foundation of the course and help develop understanding as they spiral throughout the course. The **essential questions** are thought-provoking questions that motivate students and inspire inquiry.

Building the Mathematical Practices describes specific skills within the practices that are appropriate to focus on in that unit. Certain practices have been noted to indicate areas of emphasis for that unit.

Preparing for the AP Exam provides helpful tips and common student misunderstandings identified from prior exam data.

Internal Audit

- **Curriculum**

- Prescribed by the IBO or College Board
 - Connections to TOK v. Big Ideas
 - AP: Units of study
 - IB: Core and Optional topics of study
- Aligned with North Shore Curriculum Writing Template, including SVOs
- Supervised by Teacher Leader & Director

- **Professional Development**

- AP: not required, provided throughout the year in person or online
 - As needed
- IB: 1 teacher per subject required when there is an update, provided throughout the year in person or online
 - 7 year cycles

Internal Audit

- **Assessment**

- **AP- *What do you know?***

- Driven by content knowledge
- Multiple choice, open-ended questions
 - performance in World Languages only
- No flexibility or student choice
- Scores are not curved
- Scored by College Board

- **IB- *What can you do with what you know?***

- Driven by knowledge **and** skills
- Short answer, open-ended questions, performance in **Internal Assessment** across all courses
- Student choice
- Scores take teacher feedback & all students globally into account
- Scored by our teachers and the International Baccalaureate

- Support for ELL, Special Education students

Internal Audit

- **IB Diploma Programme (IBDP)**

- 6 subject areas, 3-4 of which are HL
 - HL is senior year only
 - All of our students that are IBDP take English Language and Literature and History of the Americas HL
- Theory of Knowledge
- Extended Essay in subject of choice (not a course)
- Creativity, Activity, Service (not a course)
- No application process



Internal Audit

| | | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|----|--------|--------|--------|--------|--------|
| Number of students | AP | 287 | 342 | 359 | 335 | 334 |
| Number of exams (including optionals) | AP | 422 | 490 | 490 | 494 | 571 |
| Number of optional exams | AP | n/a | n/a | n/a | 37 | 90 |
| Number of students total | IB | 178 | 158 | 181 | 226 | 182 |
| Number of Course Candidates | IB | 110 | 114 | 149 | 195 | 161 |
| Number of Anticipated Candidates | IB | 31 | 12 | 20 | 11 | 13 |
| Number of Diploma Candidates | IB | 37 | 32 | 12 | 20 | 8 |
| Number of exams | IB | 398 | 342 | 294 | 440 | 312 |
| Exam enrollments as percentage of eligible | AP | 44.57% | 51.04% | 55.75% | 50.00% | 51.38% |
| Exam enrollments as percentage of eligible | IB | 41.69% | 36.83% | 42.19% | 49.34% | 42.73% |

Internal Audit

North Shore

- Open enrollment: no placement tests, admissions or application process (prerequisites may apply)
- Allow for students to take AP exams without enrollment in the course
- Pay for all required exams
- No removal of AP/IB designation on transcripts if no-show for exam
- Weighting +9 for AP/IB
- Do not require students to fill their schedules
- Community service not required for graduation *yet many students complete*
- Theory of Knowledge (TOK) available for any junior or senior

Other schools (General)

- Placement tests, admissions, application process (prerequisites may apply)
- Require enrollment in course to take AP exams
- Students pay for all exams
- Remove AP/IB designation on transcripts if no-show for exam
- Weighting varies
- Scheduling varies
- Community service may be required to graduate
- TOK for IB Diploma Candidates only

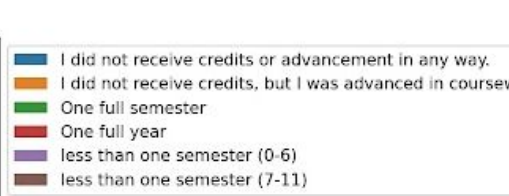
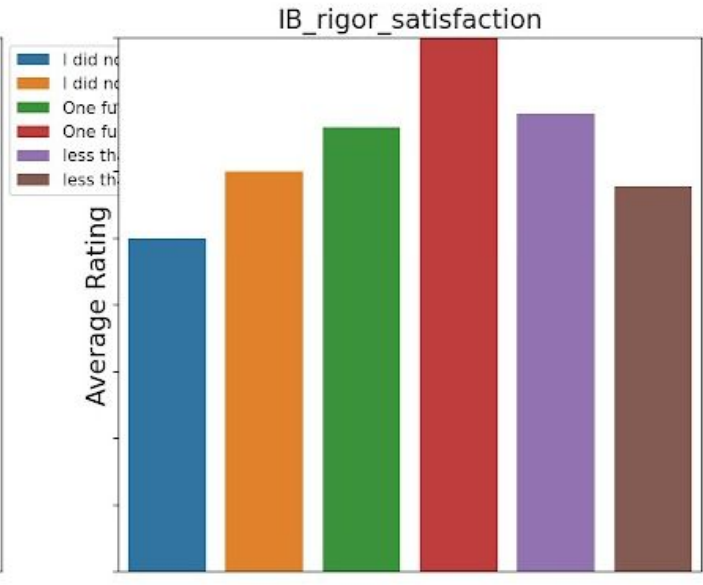
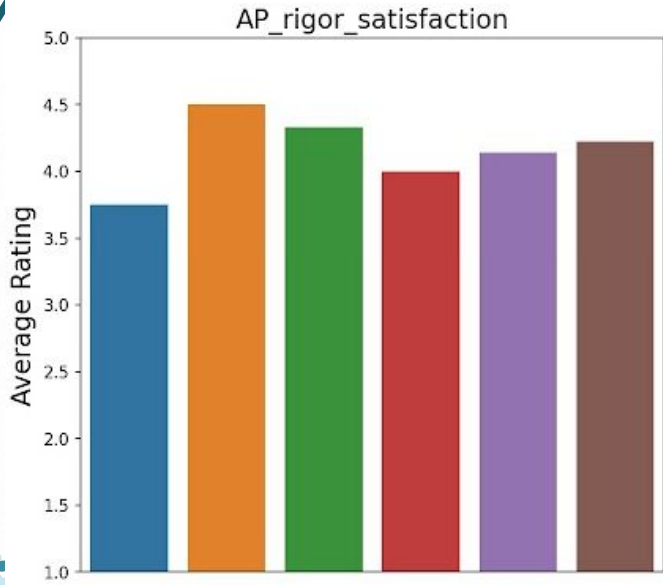
02

Effectiveness

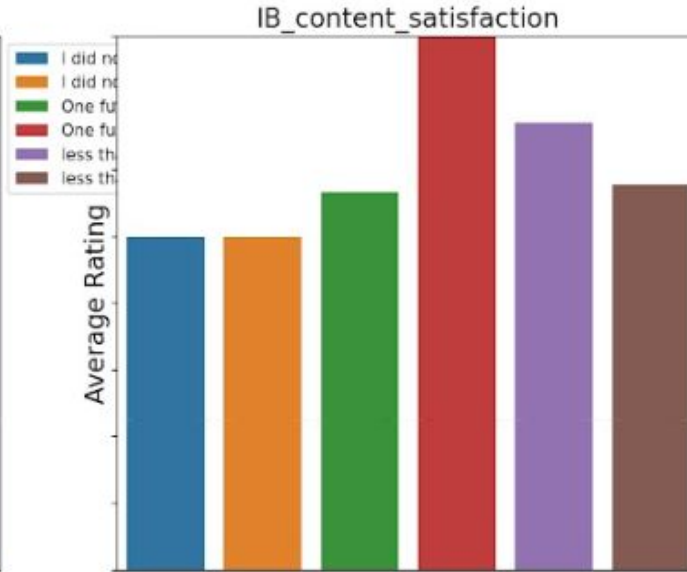
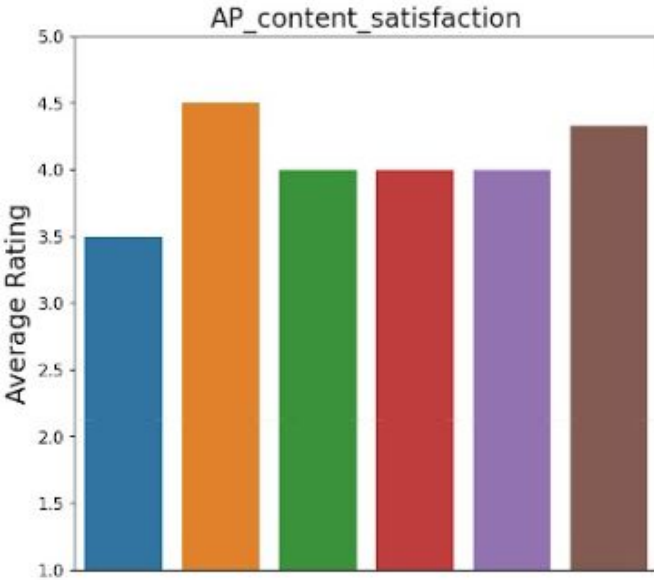
Effectiveness

- **How to measure effectiveness? How to measure success?**
 - Annual Report on Student Achievement
 - Student growth in knowledge and skills
 - Thinking skills
 - Communication skills
 - Social skills
 - Self-management skills
 - Research skills- reading and writing
 - Global awareness
 - Student growth in SVOs
 - Engagement
 - Test scores
- **Niche, Blue Ribbon, US World & News Report**
- **College applications and admissions**
 - AP & IB on student transcripts, IB Diploma Candidate
 - Scholarships

47 Alumni Responses

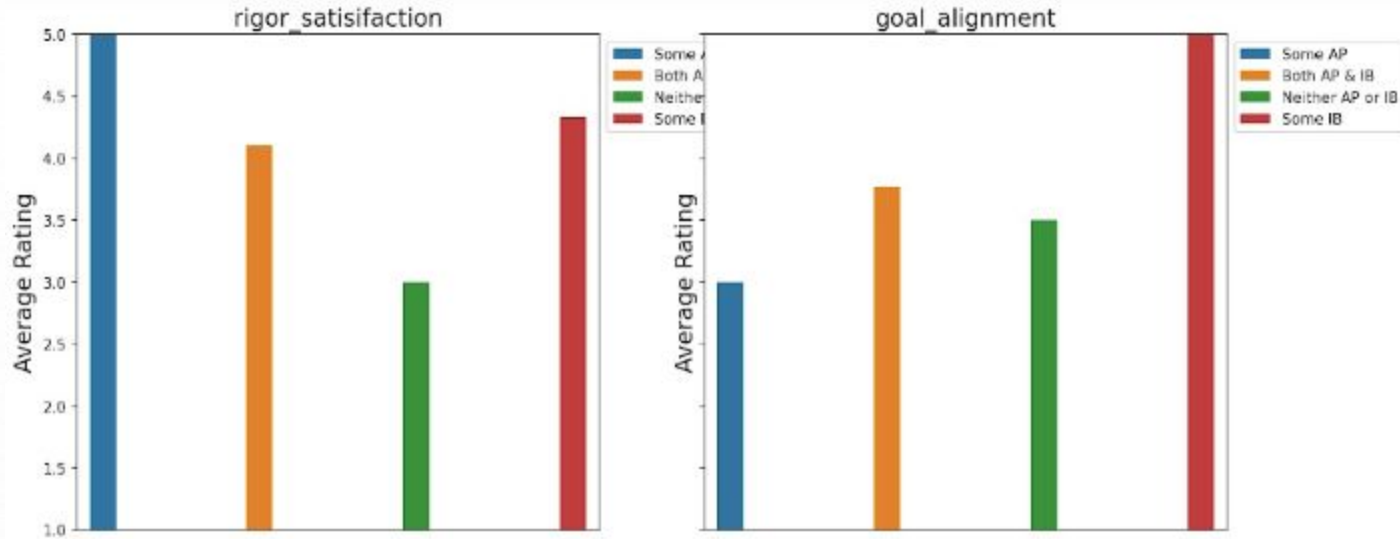


47 Alumni Responses



- I did not receive credits or advancement in any way.
- I did not receive credits, but I was advanced in coursework.
- One full semester
- One full year
- less than one semester (0-6)
- less than one semester (7-11)

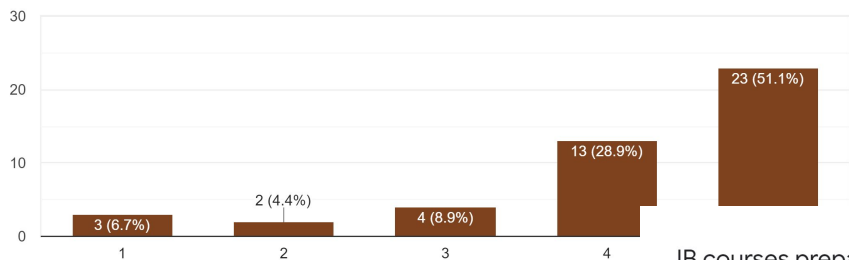
46 Senior Responses



45 Administrator, Teacher & Counselor Responses

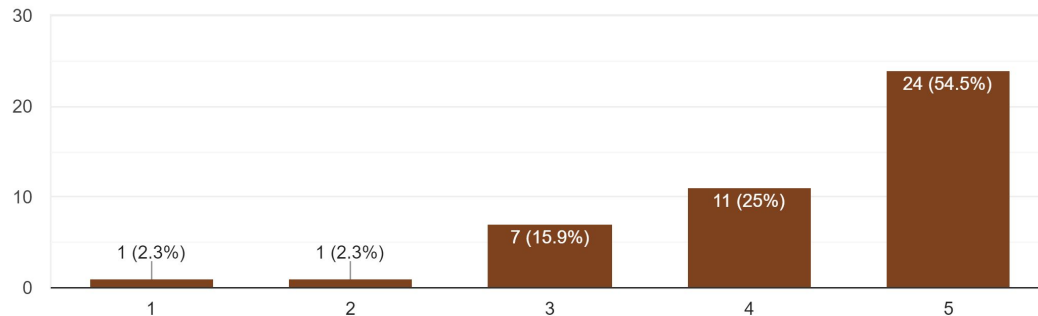
AP courses prepare students for college and/or career readiness.

45 responses



IB courses prepare students for college and/or career readiness.

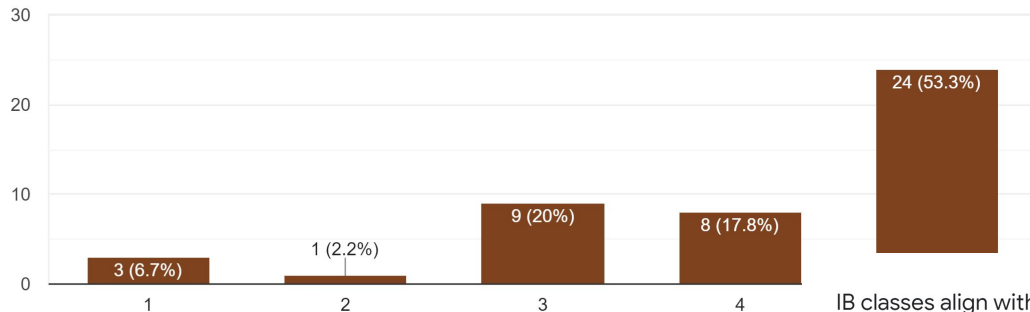
44 responses



45 Administrator, Teacher & Counselor Responses

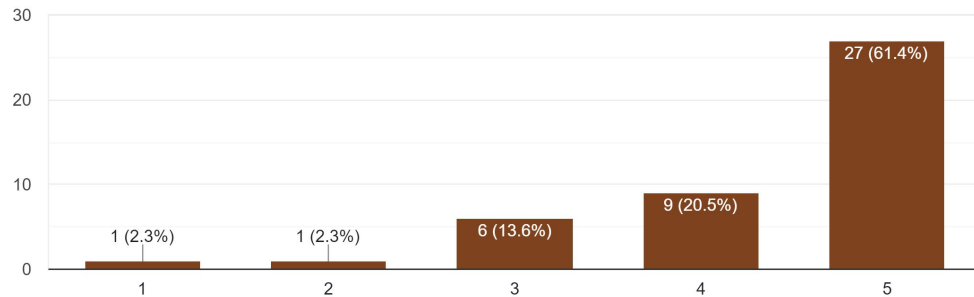
AP classes align with the North Shore SVOs. Namely: Communicators, Collaborators, Thinkers.

45 responses



IB classes align with the North Shore SVOs. Namely: Communicators, Collaborators, Thinkers.

44 responses



Effectiveness

- **College credits**

- Opportunities for students to explore further coursework
- Varies among institutions for AP & IB, college and major
- AP Credit Policy Search – AP Students – College Board
 - Scores 3-5 (out of 5) can earn a student credit
- Find countries and universities that recognize the IB
 - Scores 4-7 (out of 7) can earn a student credit
 - Some universities give credit for HL only
 - The IB has given guidelines to help universities develop IB acceptance policies
 - Students may be granted sophomore standing if they earn the IBDP

Effectiveness: AP

- AP students are more likely to enroll in a four-year college compared to academically similar students who did not take an AP in school
- Students are well prepared to succeed in introductory college coursework
- Students that start will often take more exams in the future, and perform better
- More likely to graduate on time



Trevor Packer
@AP_Trevor



After a student takes 6 AP courses total in high school, our research show the college completion rates stay the same for students who take >6 AP courses. So we're asking college admission offices not to give more than 6 AP courses any extra weight in admissions.

2:28 PM · Jul 1, 2019 · Twitter Web Client

86 Retweets 32 Quote Tweets 186 Likes



Trevor Packer @AP_Trevor · Jul 1, 2019



Replying to @AP_Trevor

I see a real commitment from college admissions offices to "stopping the madness" of too much pressure. The "Turning the Tide" report, signed by many colleges that admit many AP students, is great & encourages a balance of AP/IB with other priorities:

static1.squarespace.com/static/5b7c56e...



4



39



96



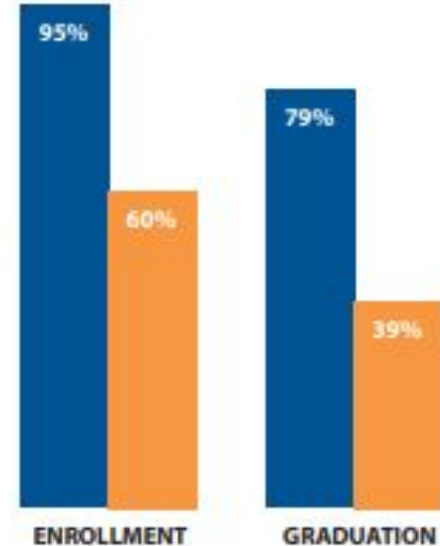
Effectiveness: IB

- Higher levels of global mindedness and critical thinking
- Prepared for college-level coursework; able to engage in class discussions and group work, to develop global perspectives and communicate effectively
- CAS: “taking on new challenges”, “learning to persevere” and “developing better interpersonal skills”
- High retention rates

University enrollment and graduation

DP students in the US have higher rates of university enrollment and graduation at four-year institutions compared to the national average. ⁶

- DP cohort
- National cohort



Effectiveness: IB

- **“IB students are strongly prepared, capable, and ready to take on the challenges of the workload”** at the university level. And she’s seen it not just in the students that come through her doors, but in her own son as well. **“There is a higher success rate for IB students in their first two years of college.”**



“When we see an IB student’s application, we are excited.”

Debra Von Barga
Assistant Dean of Admissions at Stanford

Adelphi University

**Binghamton
University**

Hofstra University

Ithaca College

Manhattan College

Marist College

Muhlenberg College

Providence College

**Rensselaer
Polytechnic Institute
(RPI)**

SUNY Geneseo

SUNY New Paltz

Tulane University

**University of
Connecticut**

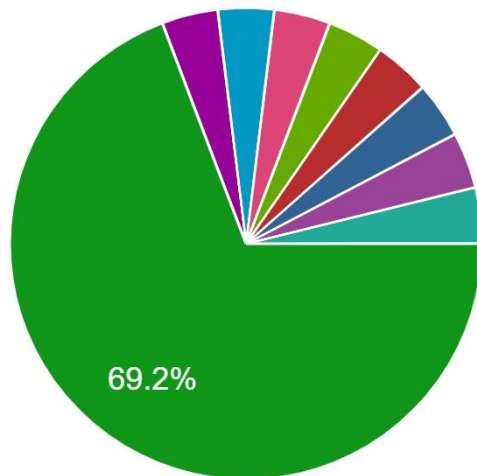
University of Michigan

University of Vermont

**Vaughn College of
Aeronautics and
Technology**

Which high school courses are given preference in the admissions process?

26 responses

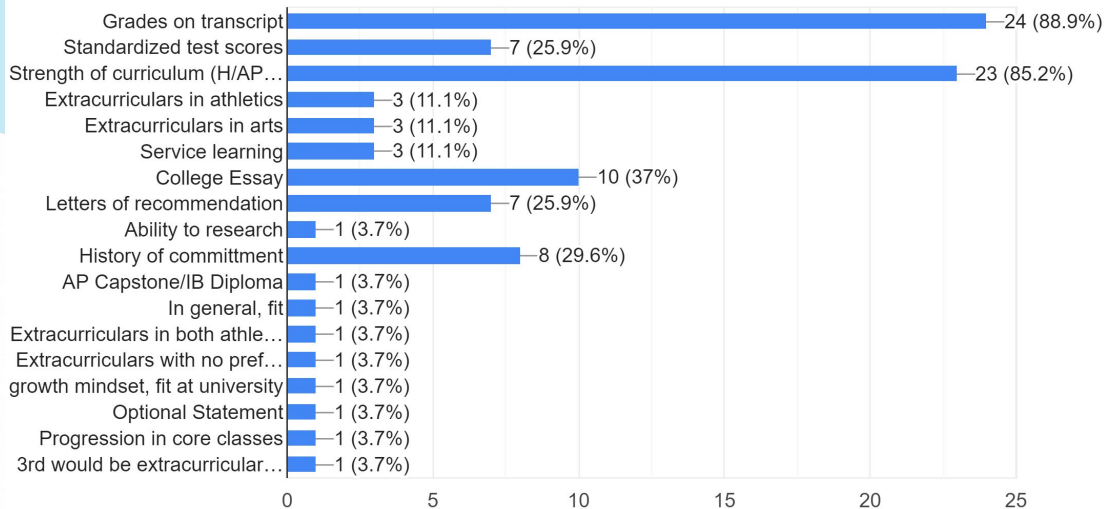


- AP
- IB
- Dual Enrollment
- Most challenging available

| |
|--|
| All signs of course rigor and challenging oneself is important to us |
| AP & IB are given the same amount of preference and are considered more rigorous than dual enrollment courses |
| Most high schools do not have all types available, so we would want the student to challenge themselves within the context as to what is available at their particular school. That being said, we look at AP/IB/DE equally in terms of rigor because of this. |
| No specific courses |
| We count them all around the same level of rigor |
| We look at AP/Dual Enrollment equally. At times, we consider credit for IB classwork. |
| We rank all the above the same, as long as it is IB HL. IB SL is reviewed like an honors course. |

Which are the top three factors in the admissions process at your institution?

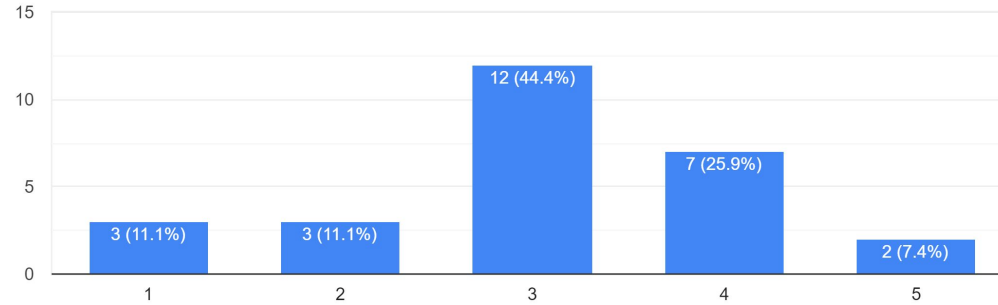
27 responses



“We look at whether a student is challenging themselves in the context of their school. While they do not need to have a full course load of AP/IB, we want to see that a student is taking advantage of those courses if offered to them. Lack of AP/IB courses at a school where many are offered to us indicates lack of rigor/challenge on the student's part and could potentially indicate the student would not be prepared for the rigor of college.”

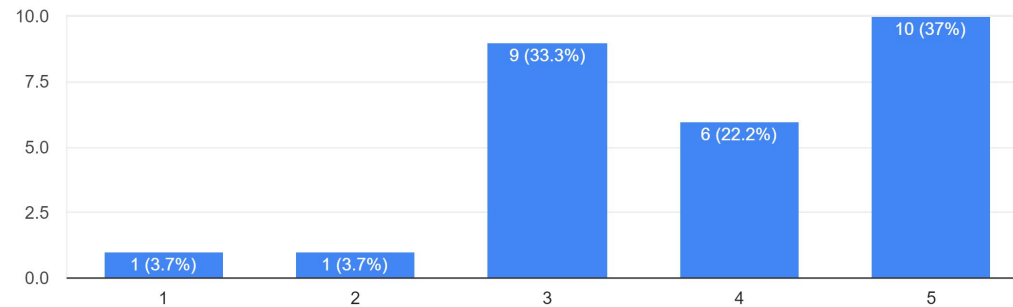
Completing AP Capstone gives the student an advantage in the admissions process.

27 responses



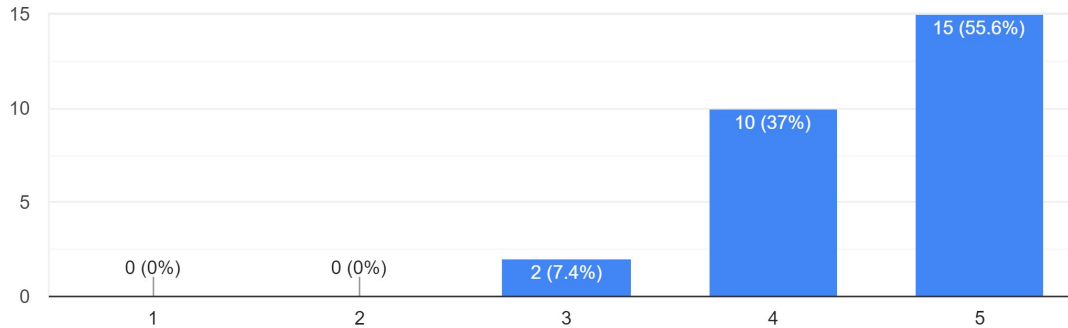
Completing the IB diploma gives the student an advantage in the admissions process.

27 responses



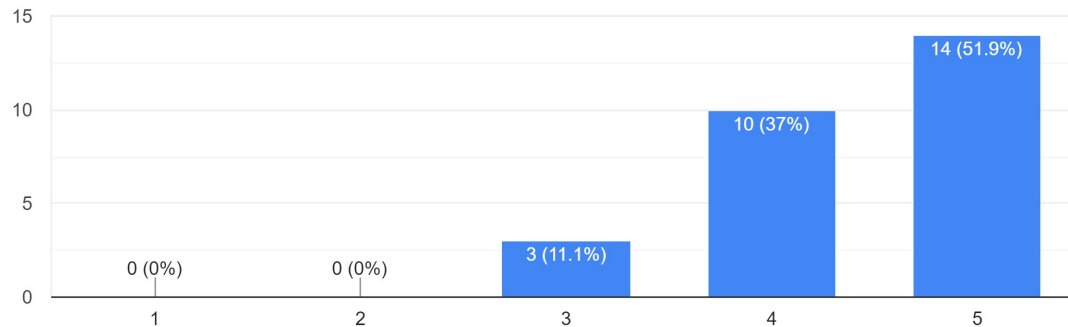
AP courses benefit the student in the admissions process.

27 responses



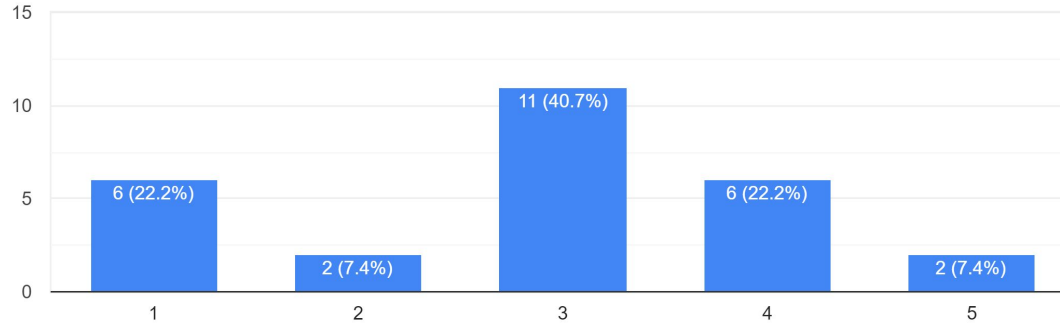
IB courses benefit the student in the admissions process.

27 responses



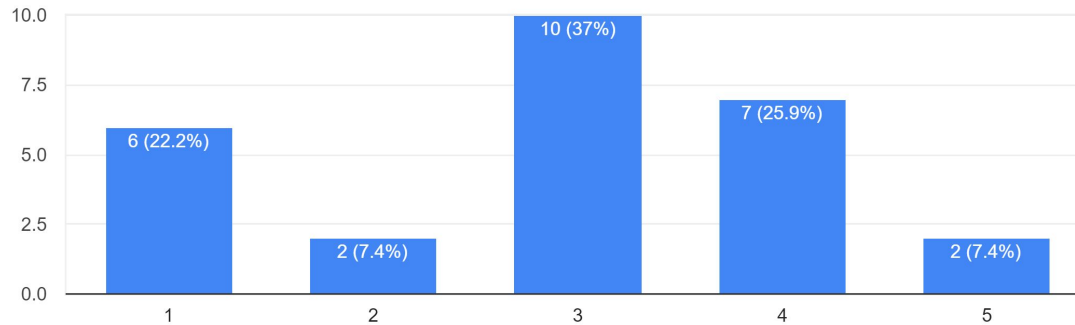
Strong AP test scores give the student an advantage in the admissions process.

27 responses



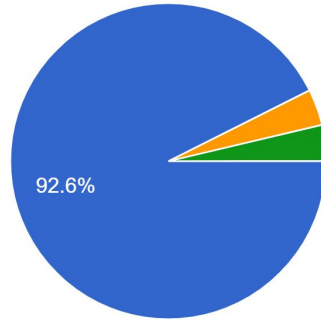
Strong IB test scores give the student an advantage in the admissions process.

27 responses



Does your institution grant students credits or advanced standing for AP exams?

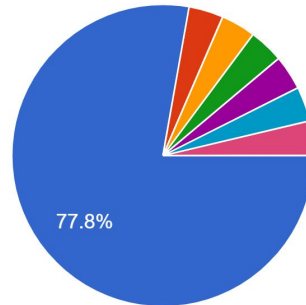
27 responses



- Yes
- No
- Yes, but only for 5's, and only up to 20 credits (equivalent of ~5 classes/tests)
- Depending on score

Does your institution grant students credits or advanced standing for IB (including SL and/or HL) exams?

27 responses



- Yes
- No
- only HL levels
- Yes for HL exams only
- Only award credit for HL IB courses.
- Yes, but only 6's and 7's on the HL exams and only up to 20 credits. No credit for SL exams
- Depending on score

03

Other Opportunities

Other Opportunities

- Dual enrollment programs
 - May be co-sat with IB or AP
 - Existing partnerships
 - Syracuse
 - Stony Brook
 - Molloy
 - Adelphi
 - Exploration with Stony Brook
- College Level Examination Program (CLEP)
 - College Board product
- Cambridge Advanced International Certificate of Education (AICE)
- AP Capstone

04

Opportunity Cost & Actual Cost

Opportunity Cost

| | | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---------|------|------|------|------------------|------------------|
| Percentage of students classified and with 504s | HS only | n/a | n/a | n/a | 201/830 24.2% | 189/781 24.1% |
| ENL students | HS only | n/a | n/a | n/a | 8/830 .96% | 12/781 1.5% |
| Students Classified, with 504s, or ENL | AP | n/a | n/a | n/a | 54/335 16% | 37/334 11% |
| Students Classified, with 504s, or ENL | IB | n/a | n/a | n/a | 36/226 16% | 30/182 16% |

Opportunity Costs

- Opportunities for students
 - Pursuing areas of strength or interest, choice
 - Acceleration
- How does this affect class sizes & staffing?
 - Students switching
 - Level loading

| Year | Non-AP/IB | AP | IB |
|---------|-----------|-------|-------|
| 2019 | 12.72 | 19.15 | 12.19 |
| 2020 | 12.64 | 17.64 | 12.88 |
| 2021 | 11.97 | 15.59 | 12.04 |
| 2022 | 13.89 | 17.15 | 12.36 |
| Average | 12.81 | 17.38 | 12.37 |

Actual Costs: AP

- Training: we budget \$1,000
- Historical AP Exam fees (per exam)

| 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 |
|------|------|------|------|------|------|------|------|------|------|
| 96 | 95 | 95 | 94 | 94 | 93 | 92 | 91 | 89 | 89 |

- Annual Fee (\$0)
- Curriculum Writing
- IDW (BOCES)
- Financial need reduction (\$34/exam)
- College Board Large Group Rebate (\$250-\$500 annual)
- Textbooks
- Lab Materials
- St. Rocco's (May 2022= \$6,300)

Actual Costs: IB

- Training: we budget \$2,000
- Historical IB Subject Fees (per exam)

| 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------|------|------|------|------|------|------|
| 119 | 119 | 119 | 119 | 119 | 116 | 113 |

- Annual Fee (11,650)
- Curriculum Writing
- Guild of IB Schools (\$350 Total)
- Extended Essay Mentors (\$350/mentor)
- NYS Waivers (May 2021-\$2,166)
- IB Reimbursement Funding (2021- \$4,300)
- Textbooks
- Lab Materials
- St. Rocco's (May 2022- \$6,300)
- Shipping
- (Registration Fees eliminated July 2019)

IB Historical Fees

- IB Subject/Exam fee - Per Student

| 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------|------|------|------|------|------|------|
| 119 | 119 | 119 | 119 | 119 | 116 | 113 |

- Registration fee- **permanently eliminated** 2020 - (was per student)

| 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 172 | 172 | 168 | 164 |

- Annual fee (For High School Membership in IBO)

| 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 |
|-------|-------|-------|-------|-------|-------|-------|
| 11650 | 11650 | 11650 | 11650 | 11650 | 11370 | 11090 |

Exam Cost Totals

| | 2021 | 2022 |
|----|----------|----------|
| AP | \$37,639 | \$40,218 |
| IB | \$53,729 | \$37,128 |



January 6, 2022

Recommendations &
the path forward



THANK YOU

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