



BENTONVILLE HIGH SCHOOL

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2007 US Department of Education Blue Ribbon School
IB World School

To: Senator Jimmy Jeffress and Representative Eddie Cheatham, Chairs of the Arkansas Education Committee

Date: November 20, 2012

From: Sarah Pugh, Bentonville High School International Baccalaureate Coordinator

Re: International Baccalaureate Funding for Exams

Key Points about International Baccalaureate

- We are seeking permanent funding for IB exam fees as was established by Act 2152 of 2005 and which was funded by Act 2131 of 2005 (§ 6-16-1201). (see attached)
- In response the ADE developed the Rules for Advanced Placement International Baccalaureate Diploma Incentive Program. (see attached)
- In 2009 Senator Salmon sponsored ACT 1438 which appropriated money to pay for exam fees and other purposes. (see attached)
- Additionally, Senator Salmon added an emergency clause that allowed for the money to be dispensed immediately.
- Expected costs at Bentonville High School for the 2012-2013 school year
 - Fee per IB Exam 2012-2013: \$104.00
 - Number of exams: 108
 - Total cost for exam fees: \$11,232.00
- IB is currently offered in the following high schools: North Little Rock High School, Hot Springs High School, Springdale High School, Bentonville High School
- Other legislators on board at the time of the initial sponsorship of the proposal
 - Uvalde Lindsey
 - Mary Ann Salmon
- Former legislator who has worked on IB
 - Horace Hardwicke
- IB is a natural extension of traditional gifted programs offered in the elementary levels. As the state requires serving gifted students, the decision not to fund the IB Programme creates a striking elimination to those gifted students.

On-line Resources:

- California AP/IB Test Reimbursement Information
<http://www.c-ibo.org/Information/Letter/StDeptofEdAPIBTestFeeReimbursementInfo.aspx>
- Eliminating Student Cost for Advanced Placement and IB Exams
<http://www.cde.state.co.us/gt/grants.htm>
- Texas Education Agency- Curriculum Programs
<http://www.tea.state.tx.us/index4.aspx?id=3822>
- Ohio Department of Education School Incentive Program
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=661&ContentID=130763&Content=130766>

State Subsidies for IB Test Fees



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International Baccalaureate: State Subsidies for IB Test Fees

Why does it matter?

- Test fees should not be an obstacle for students who want to take IB exams.

Highlights:

- Nine states allocate state funds to cover IB test fees, either for low-income students or for all students. This number does not include states that have received a U.S. Department of Education grant to cover low-income students' test fees.

States with no written policy in this area do not appear below.

Sources for all data points are accessible through this [link](#).

What is International Baccalaureate? For more details on the IB Diploma Program, please refer to this [summary](#) for state policymakers or visit the [IB Web site](#).

Methodology: This information was collected from state statutes and regulations, and will be updated as new policies and programs are enacted.

Last update: August 20, 2007

This database was compiled by Jennifer Dounay, project manager, ECS High School Policy Center. For questions, additions or corrections: 303.299.3689 or jdounay@ecs.org.

	State subsidies for IB test fees
Arkansas	Yes. State authorized to pay IB test fee in full or on pro rata basis.
California	<p>Yes. A state grant program makes available grants to school districts to cover the IB exam fees of a "eligible economically disadvantaged high school" student, defined as a student from a family whose annual household income is 200% below the federal poverty level or who is eligible for free/reduced lunch. An eligible student enrolled in an IB course may apply to the district for a grant; a student receiving a grant pays \$5 of the exam fee. Statute directs the state department of education to "make every effort to obtain and allocate federal funding for the purposes of this program prior to expending any state funds."</p> <p>In addition, the superintendent of public instruction annually allocates up to \$25,000 to each district, for each high school or middle school that offers an IB program. The funds must cover teacher professional development and test fees for low- and middle-income students in need of financial assistance. Grants must "be increased annually by a cost-of-living adjustment, based on the same percentage increase that is provided to the revenue limits of unified school districts with 2,501 or more units of average daily attendance."</p>
Florida	Yes. Students are exempt from paying IB test fees regardless of whether or not the student earns a passing score on the exam.

<p>Minnesota</p>	<p>Yes. The state covers the exam fees for all public and nonpublic low-income students, and to the extent appropriations are available, the exam fees of other public and nonpublic students. The 2007 appropriation also directs that the AP program and IB program must receive 75% and 25% of the appropriation, respectively, to support teacher training, teacher support programs and test fee subsidies. "The department, in consultation with representatives of the advanced placement and international baccalaureate programs selected by the Advanced Placement Advisory Council and IBMN, respectively, shall determine the amounts of the expenditures each year for examination fees and training and support programs for each program."</p> <p>The legislation also provides that any unused portion of the \$500,000 annually allocated for teacher training may be used to cover exam fees.</p> <p>Funds awarded through the state's competitive grant program for districts and charter schools to expand AP and IB access may also be used to pay course or program fees.</p>
<p>Missouri</p>	<p>Yes. To be eligible under "the Missouri Fee Payment Program, "students must be enrolled in an approved course, plan to take the appropriate exam and have either scored proficient or advanced on the same content area section of the Missouri Assessment Program (MAP) test." The department of elementary and secondary education is also required to "establish a systematic process for identification and reporting the names of students eligible for aid to pay a portion of the cost of ... IB fees; and an evaluation used to determine the effectiveness of the program as a whole and the program's impact upon participating students."</p>
<p>Oklahoma</p>	<p>Yes. The state department of education covers a share of the IB exam fee for students who take more than one IB exam in one year, or who demonstrate financial need.</p>
<p>South Carolina</p>	<p>Yes. 2007 H.B. 3620 allocates funds to support Advanced Placement (AP) programs, and provides that these funds may cover \$75 of an IB test fee (the same amount awarded to cover a student's AP test fee).</p>
<p>Texas</p>	<p>Yes. Students demonstrating financial need may receive a testing fee subsidy of up to \$25.</p> <p>In addition, statute authorizes a student who earns a 4 or higher on an IB exam to receive up to \$65 reimbursement for the testing fee. The commissioner of education is authorized to enter into agreements with the International Baccalaureate Organization "to pay for all examinations taken by eligible public school students." The state defines an "eligible student" as one taking an IB course at a public school or "who is recommended by the student's principal or teacher to take the test." However, according to a June 2007 Texas Education Agency report, the \$65 testing fee reimbursement has never been funded by the state.</p>
<p>Virginia</p>	<p>Yes. The department of education anticipates that it will pay \$53 for each IB exam taken by a low-income student in a public or private school. "It is anticipated that AP/IB test fees will be reimbursed up to 200 exams per" district.</p>

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ADE Rules for AP and IB Diploma Incentive Program

Arkansas Department of Education
Rules for
Advanced Placement and International Baccalaureate
Diploma Incentive Program
And
Rules Governing Advanced Placement Courses in the
Four Core Areas in Arkansas High Schools

1.00 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement courses in the four (4) core areas of English, Math, Science and Social Studies, and to Outline Teacher Training Requirements.
- 1.02 The State Board of Education enacted these Rules pursuant to its authority under Ark. Code Ann. §6-11-105, §6-16-201, §6-16-801, Act 102 of the Second Extraordinary Session of 2003 and Act 2152 of 2005 of the 85th Arkansas General Assembly.

2.00 Purpose

- 2.01 The purpose of these Rules is to establish, organize, and administer a program designed to improve the course offerings available to middle school, junior high school and high school students throughout the state. The program established under this act will provide advanced educational courses that are easily accessible and will prepare students for admission to and success in a postsecondary educational environment.
- 2.02 To ensure that each school district provides high school students with the opportunity to enroll in at least one (1) College Board Advanced Placement course in the four (4) core areas of English, math, science, and social studies, and to outline teacher training requirements.

3.00 Definitions

- 3.01 "Additional Training Plan" (ATP) requires Advanced Placement (AP) and Pre-AP teachers to attend appropriate College Board training. Teachers in the plan have up to three (3) years to complete this requirement
- 3.02 "Advanced Placement Course" means a high school preparatory course for a College Board Advanced Placement test that incorporates all topics specified by the College Board and the Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service.

- 3.03 “College Board Advanced Placement Test” means the Advanced Placement test administered by the College Board and Educational Testing Service.
- 3.04 “College Board” means the College Board and Educational Testing Service.
- 3.05 “Concurrent Enrollment” course means a college level course or courses offered by an institution of higher education, which upon completion would qualify for academic credit in both the institution of higher education and a public high school.
- 3.06 “Department” means the Arkansas Department of Education, General Education.
- 3.07 “International Baccalaureate Diploma Program” (IB) means an international education program offered by the International Baccalaureate Organization (IBO).
- 3.08 “Pre-Advanced Placement” course means a middle school, junior high school, or high school level course that specifically prepares students to enroll and to participate in an Advanced Placement course.
- 3.09 “Program” means the Arkansas Advanced Placement and International Baccalaureate Diploma Incentive Program.
- 3.10 “State-Level Advanced Placement Committee” means a committee, constituted by the Director of General Education, Arkansas Department of Education, to administer funding of the program.
- 3.11 “Vertical Team” means a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students from diverse backgrounds acquire the academic skills necessary for success in the Advanced Placement Program and other challenging courses.
- 3.12 “Weighted Credit” means additional quality points for designated AP and IB courses that will be contingent upon the teacher having obtained or is currently participating within the ATP program as required by Section 4.01 and 4.02 of this rule and as defined in the Uniform Grading Scale Rule 4.03, and 4.05 for IB teachers. Students desiring weighted credit must also take the applicable AP and/or IB examination after having completed the entire compatible AP and/or IB course.

4.00 Teacher Training

- 4.01 A teacher of an AP course must meet Arkansas Teacher Licensure requirements and must attend a College Board Advanced Placement Summer

Institute. Teachers must attend no less than once every five (5) years to stay current on curriculum and program developments.

- 4.02 A teacher of an AP course who has not obtained the required training as stated in 4.01, will complete an Additional Training Plan (ATP) for Advanced Placement. The teacher will have three (3) years to complete the required training. Students enrolled in classes of teachers on an ATP earn the weighted credit contingent upon taking the appropriate AP exam (3.12).
- 4.03 A teacher of a Pre-AP course must meet Arkansas Teacher Licensure requirements and must attend a College Board sponsored or endorsed training institute or workshop in the teacher's content area. Pre-AP teachers must attend a College Board sponsored or endorsed training institute, or workshop in the teacher's content area no less than once every five (5) years to stay current on curriculum and program developments.
- 4.04 A teacher of a Pre-AP course who has not obtained the required training as stated in 4.03, will complete an Additional Training Plan (ATP) for Pre-Advanced Placement. The teacher will have three (3) years to complete the required training.
- 4.05 The teacher of the course offered under the International Baccalaureate Diploma Program meets Arkansas Teacher Licensure requirements and attends the training required by the International Baccalaureate Organization (IBO).
- 4.06 Weighted Credit for designated AP and IB courses will be contingent upon the AP teacher obtaining training as outlined in 4.01 and 4.02 and the IB teacher obtaining training as outlined in 4.05; the student taking the entire AP or the entire IB course offered in a particular subject; the student completing the applicable test offered by the College Board for AP courses at the end of the AP course or the applicable test offered by the IBO at the time prescribed by the IBO.

5.00 Teacher Training Subsidy

- 5.01 Teachers of Advanced Placement Courses, Pre-Advanced Placement Courses, or International Baccalaureate Diploma courses, must meet Arkansas Teacher Licensure requirements and participate in training program(s) outlined in 4.01, 4.02, 4.03, 4.04 and 4.05 of these Rules.
- 5.02 A teacher designated by a local school district as an instructor of an Advanced Placement course, Pre-Advanced Placement Course, or an International Baccalaureate Diploma course, may apply to the Department for a grant to cover cost of tuition, expenses and materials of approved training programs, not to exceed six hundred fifty dollars (\$650) per teacher contingent upon appropriated funding.

Priority for training will be given to teachers who have not been previously trained. When a district offers a Pre-Advanced Placement program, the courses must follow a clearly recognizable sequence, i.e., 6th, 7th, 8th, 9th, 10th grade Pre-Advanced Placement English, 11th grade AP English Language and Composition, and 12th grade English Literature and Composition.

- 5.03 A teacher who is assigned to teach more than one Advanced Placement, Pre-Advanced Placement, or International Baccalaureate course (i.e., biology, chemistry, etc.) may apply for more than one teacher training stipend, contingent upon appropriated funding.

6.00 Equipment Grant

- 6.01 Contingent upon appropriated funding, the Arkansas Department of Education may annually set aside funds from which schools providing Advanced Placement courses or International Baccalaureate Diploma courses may apply for one-time equipment and materials grant.
- 6.02 Equipment and materials grants will be administered by the Department of Education. The Arkansas Department of Education will establish a request for proposal form and disseminate it to each local school district on or before April 1 each year that funds are available.
- 6.03 A school may apply for a one-time equipment grant for each Advanced Placement course or International Baccalaureate course. (Two sections of a course such as Advanced Placement American History would be considered as one course.)
- 6.04 School districts with more than one high school providing Advanced Placement courses or International Baccalaureate courses, may apply for the one-time equipment grants for each high school.

7.00 Fees For Students

- 7.01 Contingent upon legislative appropriation and the availability of funding, the state may pay exam fees in full, or on a pro-rata basis the cost of the Advanced Placement Exam fee or the equivalent test fee under the International Baccalaureate Diploma Program, or both.
- 7.02 Each school requesting fee payment of students taking Advanced Placement Exams and/or International Baccalaureate exams must submit to the Department a copy of the invoice as generated and submitted to either the College Board or the International Baccalaureate Organization upon completion of the exams. The Department will contract with the College Board and Educational Testing Services for payment of AP exams contingent upon legislative approval and the availability of funds.

8.00 School Award for Exam Scores

- 8.01 Depending on the availability of funds, schools may be awarded up to fifty dollars (\$50.00) for each score of a three (3) or better earned by a student on any Advanced Placement test or the equivalent on any International Baccalaureate Program Exam.
- 8.02 Schools must utilize the funds awarded from students' scores on the Advanced Placement test in the schools' Advanced Placement program and funds awarded from students scores on the International Baccalaureate tests in the schools International Baccalaureate program.
- 8.03 An annual report with detailed expenditures of funds awarded to schools from students' scores on the Advanced Placement exam(s) and International Baccalaureate tests will be submitted to the Office of Gifted and Talented, Arkansas Department of Education by July 1 of each school year.

9.00 Required Advanced Placement Courses

- 9.01 Beginning with the 2005-2006 school year, it is required that districts begin phasing in, over the next four (4) school years, AP courses with a minimum of one course per year in the four (4) core courses to have fully implemented the required four (4) core courses in English, math, science, and social studies by the beginning of the 2008-2009 school year.
- 9.02 AP teachers should begin attending AP summer institutes when available in order to be ready for the 2008-2009 course implementation deadline.
- 9.03 In order to prepare students for the rigor inherent in AP courses, it is recommended to begin with the 2004-2005 school year by offering Pre-AP courses to prepare students for the demands of AP coursework. Aligned with the four (4) required AP courses, the Pre-AP courses will be fully operational by the 2008-2009 school year.

10.00 Concurrent Enrollment Course Approval Panel

- 10.01 There will be a panel known as the "Concurrent Enrollment Course Approval Panel" that will consist of six (6) members, each knowledgeable regarding AP coursework or Concurrent Enrollment coursework and a resident of the State of Arkansas at the time of appointment and throughout the term.
- 10.02 The six-member panel shall consist of three (3) persons appointed by the Director of the ADE and three (3) persons appointed by the Director of the Department of Higher Education (ADHE). Members shall serve at the pleasure of the director making the appointment.

- 10.03 If a vacancy occurs in an appointed position for any reason, the vacancy shall be filled by appointment by the director of the department that made the original appointment.
- 10.04 The Directors of the ADE and the ADHE shall alternate each year naming a person to serve as chairperson of the panel.
- 10.05 The Directors of the ADE and the ADHE shall draw lots to determine which director shall first appoint a chairperson.
- 10.06 The panel shall meet at times and places the chairperson deems necessary, but no meetings shall be held outside of the State of Arkansas.
- 10.07 The majority of the members of the panel shall constitute a quorum for the purpose of transacting business.
- 10.08 All action of the panel shall be by a majority of the full membership of the panel.
- 10.09 For the purpose of access and equity, the panel shall make recommendations to the ADE and the ADHE regarding the rules for offering of AP courses, or Concurrent Enrollment courses, or both.
- 10.10 The ADHE shall provide staff and office space for the panel.
- 10.11 Members of the panel shall serve without pay, but may receive expense reimbursement in accordance with Arkansas Code §25-16-902; to be paid by the ADHE to the extent money is available.

IB Presence

UNITED STATES

A DYNAMIC PRESENCE: GROWTH AND CHARACTERISTICS OF IB WORLD SCHOOLS

When was the first IB programme authorized in the U.S., and how has the IB grown in the country?

The first IB Diploma Programme was authorized in 1971 at the United Nations International School, a private school in New York. In 1978, Jerome I. Case International School, Rufus King High School and Wausau East High School, all in Wisconsin, became the first public schools to implement the DP, together with Withrow International High School in Ohio.

The first IB Primary Years Programme (PYP) was authorized in 1998 at the Dwight School, a private school in New York, followed in 1999 by the public Academy International Elementary school in Colorado.

Over the past five years, the total number of IB programmes in the US has doubled. The MYP and PYP have expanded exponentially since 2005, and the DP has also continued growing at a fast pace.

200 2000 2002 2004 2006 2008 2010 400 600 800 1000 1200 1400 GROWTH OF IB PROGRAMMES IN THE U.S. DP

TOTAL MYP PYP

How many IB World Schools are there in the U.S. today, and which programmes do they implement?

There are currently 1,207 IB World Schools in the U.S., 1,100 (91%) of which are public. All of these schools are implementing 1,367 IB programmes (given that some schools implement several at once).

The Diploma accounts for more than half of all IB programmes in the U.S. Only 11 IB World Schools in the country implement the entire continuum of IB programmes, and five of these are public: Discovery Canyon Campus in Colorado Springs, Colorado, IDEA College Prep in Donna, Texas, Lehigh Valley Academy Regional Charter in Bethlehem, Pennsylvania, North Hills Prep in Irving, Texas, and Westlake Academy in Westlake, Texas.

DISTRIBUTION OF IB PROGRAMMES MYP 30% DP 52% PYP 18%

20 0 40 60 80 100 PYP MYP DP STATES WITH THE MOST IB PROGRAMMES FLORIDA CALIFORNIA TEXAS COLORADO VIRGINIA NEW YORK GEORGIA N. CAROLINA

Where are IB World Schools located?

The states with the largest number of IB World Schools are California (120), Florida (114), Texas (102), Colorado (79), Virginia (73), New York (63), Georgia (57) and North Carolina (55). More than 55% of all U.S. IB World Schools are located in these eight states. California has the largest number of DP, while Virginia has the most MYP and Texas has the most PYP.

A large number of IB World Schools can also be found in South Carolina (48), Minnesota (45), Maryland (40), Michigan (40), Illinois (34), Ohio (27) and Oregon (26). The remaining IB World Schools are spread across 34 other states, with between 1 and 25 schools each. North Dakota and South Dakota do not have any IB World Schools (as of October 2010).

What is the main language of instruction of US IB programmes?

The main language of instruction of the vast majority of IB programmes in the U.S. is English. Only eight programmes are taught in an additional language as well (mainly Spanish), and two schools do not use English as a primary language of instruction. State City IB World School Program Languages Status PYP PYP PYP PYP PYP DP DP PYP DP PYP English & Spanish English & Spanish German English & Spanish English & Spanish English & Spanish Spanish English & Spanish English & Spanish Chinese, Japanese & Spanish public public private public public public public private public private CO TN CA TX NC TX MN MT OR OR Breckenridge Chattanooga Menlo Park Pharr Raleigh Spring Forest Lake Missoula Redmond Portland Breckenridge Elementary Brown International Academy German-American Int'l School Graciela Garcia Elementary J.Y. Joyner Center for Spanish Language Klein Oak High School Lakes International Language Academy Missoula International School Redmond High School The International School

What are the prospects for future growth of IB programmes in the country?

The total number of IB programmes in the U.S. may almost double in the near future, reaching more than 2,000. There are currently 520 candidates for authorization, and 507 have expressed interest in becoming candidates.

Although the DP will still represent the largest proportion of programmes, there will be a more balanced distribution among all three, with the PYP and MYP more than doubling in size. DP MYP
PYP NUMBER OF PROSPECTIVE IB PROGRAMMES 0 1000 2000 AUTHORIZED TOTAL INTERESTED CANDIDATE 3000

PUBLIC IB WORLD SCHOOLS PROVIDE LOW-INCOME STUDENTS WITH A CHANCE TO SUCCEED

- In May 2009, the Georgia Public Policy Foundation recognized Fair Street International Baccalaureate World School, in Gainesville, as a leader among "No Excuses" schools, defined as those that have an above-average proportion of low-income students achieving at significantly higher levels than those projected according to statewide correlations between poverty and test scores. Fair Street, which serves 635 students in pre-K through 5th grade, is 68% Latino and 25% African-American, and 95% of its students qualify for free or reduced lunch. Principal William Campbell attributes the school's success to "dedicated and professional teaching and support staff, in conjunction with the International Baccalaureate framework." Previously, Fair Street had also received the Title I Distinguished Schools Award for making federal AYP for 5 years in a row, and its Latino Leadership Group has won the National Association of Elementary School Principals' "Sharing the Dream" award.
- Atlanta's International Community School (ICS) is a public charter school that was founded eleven years ago to serve a large number of refugee students arriving in the locality. It was initially modeled on Martin Luther King, Jr.'s vision of a "beloved community," where "people of all faiths, origins and social situations learn from one another." Today, the school is an IB PYP World School serving 400 students, half of whom are refugees, and the other half of whom come from a variety of local ethnic and socioeconomic backgrounds. Last year, the school received a national award for closing the achievement gap between minority and wealthier students, despite struggling financially and lacking an adequate building. This school has been profiled in The New York Times and the Christian Science Monitor.
- In 1989, Castle Park High School in Chula Vista, California, became one of the first Title I schools in the nation to implement an IB programme. Nearly 90% of students at Castle Park are Hispanic, and the school is located in a low-income neighborhood. In 2008, there are 57 students in the IB program, two of whom were recently awarded Gates Millennium Scholarships. They are both Hispanic, and the first in their families to attend college.
- At David Starr Jordan High School in North Long Beach, California, 70% of students are eligible for the free lunch program, and more than half live at or below the poverty line. Nonetheless, thanks to federal and state grant programs that provide exam fee assistance, many of these students are able to join the IB programme. Indeed, the ethnic and socioeconomic profile of students in the IB programme is very similar to that of the school as a whole. Students who complete at least one IB course have a college acceptance rate of 93%, in contrast with only 15% for the high school as a whole. In addition, in 2003-04 alone, IB graduates received more than \$500,000 in scholarship money

Sources: Georgia Public Policy Foundation, "Foundation Honors Georgia's 44 'No Excuses' Schools," The Gwinnett Gazette, May 20, 2009, at: http://www.talkgwinnett.net/index.php?option=com_content&task=view&id=759&Itemid=1 William Campbell, "Community Engagement at the Center of Fair Street's Success," Public School Insights: <http://www.publicschoolinsights.org/stories/?storyId=10847>. See also: www.communityschools.org. Warren St. John, "Georgia School Melds a World of Differences," The New York Times, December 24, 2007, at: <http://www.nytimes.com>. Mary Wiltenburg, "An Atlanta School Makes a Community from a World of Difference," The Christian Science Monitor, August 11, 2008, at: <http://features.csmonitor.com/littlebillclinton/>.

A COMMITMENT TO EXPANDING ACCESS: PROFILE OF IB STUDENTS

What is the ethnic and economic background of IB Diploma candidates?

DISTRIBUTION OF IB PROGRAMMES White/Non-Hispanic 59% Hispanic 12% Other 4% Black 10% Asian 15%

In 2009, the majority of IB Diploma candidates in the U.S. were White/ Non-Hispanic (59%), and the next largest proportion were Asian/Pacific Islander (15%).

In terms of economic background, 16% of IB Diploma candidates came from a low-income family in 2009, as measured by their eligibility to receive a free/reduced lunch at school.

A RECORD OF SUCCESS: ACADEMIC PERFORMANCE

How successful have IB high school students been in passing IB exams and obtaining the IB Diploma?

2005 2006 2007 2008 2009 4000 8000 12000 16000 TOTAL NUMBER OF IB DIPLOMAS AWARDED

The total number of IB exams taken has increased by more than 70,000 over the past 5 years, reaching 165,938 in 2009. The total number of Diplomas awarded has also steadily increased. Although the Diploma pass rate has declined slightly, more than two-thirds of all Diploma candidates continue to pass. In 2009, 69% of all Diploma candidates successfully obtained one.

Each year since 2005, the average score on the IB Diploma has remained higher than 27.

In 2009, the states with the highest IB Diploma pass rates were Michigan (93%), Indiana (78%) and Florida (78%). Michigan, Florida and Colorado had the highest percentage of exam scores of 4 or above (89%, 83% and 83% respectively). States with the lowest IB Diploma pass rates were Illinois (39%), Tennessee (39%) and Arkansas (43%).

In 2009, five states had more than 1,000 IB Diploma candidates: Florida (3,761), California (1,705), Virginia (1,098), Texas (1,063) and New York (1,047). In all of these states, Diploma pass rates were higher than 64%. % SCORE 4 OR ABOVE % DIPLOMA PASS RATE GROWTH OF IB CANDIDATES AND IB EXAMS 040 FL CA VA TX NY 80 120

How have IB programmes been recognized as examples of academic excellence?

- A recent study conducted by the Educational Policy Improvement Center (EPIC) has found a very high degree of alignment between IB Diploma Programme standards and Knowledge and Skills for University Success (KSUS) college-ready standards, in all subject areas. In particular, the key cognitive strategies emphasized in the Diploma—critical thinking skills, intellectual inquisitiveness and interpretation—were found to be fully aligned with the expectations of university faculty. “What is perhaps most notable about our findings is the degree to which IB standards were found to be related to the kinds of key cognitive strategies that our previous research points to as being so important for success in colleges and universities,” added David Conley, CEO of EPIC. “We have learned that it’s not enough for students to study content in isolation; they must use their content knowledge to solve problems, make conjectures and inferences, and think deeply about the big questions of the disciplines. The IB standards seem to be particularly well suited to achieving these aims.”

- In 2006, the IB surveyed more than 500 educators involved with IB programmes in North America. The average respondent had 7.4 years of experience working with the IB, with 63 percent of those surveyed spending more than half their time supporting or teaching IB programmes. The overwhelming majority (99%) believe the IB allows students to develop understanding across a broad and balanced range of disciplines, that it encourages students to become lifelong learners, and that it is consistently academically challenging. 91% also believe that IB professional development workshops are of high quality.

- An Education Sector report which discusses ways in which “21st century skills” such as creative and critical thinking skills and complex problem-solving skills can be adequately assessed considers the IB Diploma Programme a particularly successful assessment model. According to the report, the IB Diploma Programme provides “evidence that the assessment of core

content and advanced skills, aligned with a program of standards and curriculum, can happen at a large, even international, scale.” It highlights the IB combination of internal and external assessments, and the fact that all courses have three or four separate assessment components that measure a wide range of performance tasks. When discussing cost and quality-assurance mechanisms, the report also mentions the ways in which the IB “ensures a high level of consistency among its examiners” through detailed instructions and monitoring by senior examiners.

- Paul R. Gross, emeritus professor of life sciences, former vice president and provost of the University of Virginia, and lead author of the Thomas Fordham Foundation’s 2005 report on state science standards, has called upon states that are looking for a “truly world-class model” to turn to the IB. Taking the IB subsidiary biology curriculum as an example, Gross praises the fact that “no ambiguity is allowed on what is to be learned and understood.” Gross also stresses the fact that although the exam questions require plenty of “essay or analytical-thought answers,” they also require a thorough understanding of the subject matter and the use of concrete facts. Gross ends by arguing that although the IB approach may not be adequate for every student, “nobody has offered a good reason why our state standards should not move in the direction of excellence and detailed guidance exemplified by IB’s best features.”

• In the 2009 US News & World Report national Best High Schools ranking, based on an analysis of more than 21,000 public high schools in 48 states, fourteen IB World Schools were awarded “gold medals” and are in the top 100: International Academy in Michigan (#2), Stanton College Preparatory School in Florida (#17), Baccalaureate School of Global Education in New York (#35), Bergen Academies Hackensack in New Jersey (#39), Yonkers High School in New York (#41), Paxton School for Advanced Studies in Florida (#42), School of International Studies (San Diego High School) in California (#44), South Side High School in New York (#46), Signature School in Indiana (#53), Suncoast Community High School in Florida (#60), Sumner Academy of Arts and Science in Kansas (#62), City Honors School at Fosdick-Masten Park in New York (#90), Metro Academic and Classical High School in Missouri (#92) and Coral Reef Senior High School in Florida (#95).

According to an additional US News & World Report ranking, whereby schools included in the main national Best High Schools ranking are listed according to the proportion of students at each school who took at least one IB exam, the top five schools in terms of IB participation are: International Academy in Michigan (100%), Baccalaureate School for Global Education in New York (100%), City Honors School at Fosdick Masten Park in New York (97.3%), Sturgis Charter Public School in Massachusetts (95.3), and Yonkers High School in New York (94.1%).

IB WORLD SCHOOLS IN NEWSWEEK’S RANKING OF TOP HIGH SCHOOLS

Newsweek’s ranking of top high schools is based on the belief that schools should be recognized for their efforts to challenge as many students as possible with rigorous coursework. In this regard, “AP and IB participation are indicators of a school’s effort to get students to excel and prepare for college.” Thus, schools are ranked according to the number of AP, IB and/or Cambridge exams taken by all students at a school, divided by the number of graduating seniors in the same year. The resulting “Challenge Index” is a ratio which must be at least 1.000.

Since 2007, IB World Schools have made up more than one third of the top 100 high schools in the country, according to this ranking. The top IB World Schools for 2010 are listed below:

For the full Newsweek 2010 ranking, see: <http://www.newsweek.com/feature/2010/americas-best-high-schools/list.html> Rank School State City % Subs. Lunch Alabama Florida Indiana Florida Florida New York

Washington Texas Irondale Jacksonville Evansville Jacksonville Riviera Beach Bu_alo Bellevue Irving 10 10 10 14 15 30
22 3 23789 10 14 15 Je_erson County IB School Stanton College Prep Signature School Paxton School for Advanced
Studies Suncoast Community High School City Honors High School Interlake High School North Hills Prep

RECOGNITION OF THE IB ADVANTAGE: STATE AND UNIVERSITY POLICIES

How do state policies and legislation currently support IB programmes?

The federal government has recognized the worth of IB programmes through the American Competitiveness Grant (ACG), awarded to students for their first and second years of college, if they have completed a rigorous secondary school program of study. The IB Diploma is recognized as one of these rigorous programs. In order to be eligible, IB students must take a minimum of two IB courses in high school and must achieve a passing score of 4 on the IB exams. The federal government

also provides state grants through its Advanced Placement Test Fee Waiver Program, which reimburses both the AP and IB exam fees of eligible low-income students.

The extent of policies supporting IB ranges from states like Minnesota and Texas, where there are financial incentives for schools to implement the IB and state-sponsored assistance for IB teacher training, to states such as Alabama and New Jersey, where no policies have yet been formulated with regard to IB, despite having 17 IB World Schools in each.

The majority of states, however, (37 in 2008) currently have some form of legislation supporting the IB.

NUMBER OF STATES WITH IB-RELATED POLICIES Linking the IB with higher education systems Integrating the IB in state assessment systems Supporting IB teachers Expanding access to IB programmes for students Broad educational reform policies endorsing IB 21 16 11 26

14

How do universities and colleges in the U.S. recognize the rigor of IB courses

- A commission convened by the National Association for College Admission Counseling and led by William R. Fitzsimmons, dean of admissions and financial aid at Harvard, has issued a final report outlining its findings regarding the value of using standardized tests such as SAT and ACT for college admission. The report urges colleges and student aid organizations such as the National Merit Scholarship Corporation to stop using minimum standardized test scores to determine eligibility for merit aid. It also states that "there are tests that...are more predictive of first-year and overall grades in college and more closely linked to the high school curriculum, including the College Board's AP exams and Subject Tests as well as the International Baccalaureate examinations."

- IB programmes have been recognized and praised by admissions officers at a variety of prestigious colleges and universities. Christoph Guttentag, Director of admissions at Duke University, has stated that "one of the advantages of an IB curriculum is its structure and quality. It's a coordinated programme, well established, well known and well respected. We know the quality of IB courses, and we think the curriculum is terrific." According to Jim Crowder, Director of admissions at Macalester College, "the IB offers an integrated curriculum that provides students with the skill needed to be world-class scholars, and an educational philosophy that prepares them to be first-class citizens. I do not know of a more comprehensive and appropriate learning model."

<http://www.ibo.org/iba/countryprofiles/documents/UnitedStatesCountryProfile.pdf>

Act 1438 of 2009

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1438 of the Regular Session

1 State of Arkansas
2 87th General Assembly
3 Regular Session, 2009

As Engrossed: S4/6/09

A Bill

SENATE BILL 705

4
5 By: Senator Salmon
6
7

8 **For An Act To Be Entitled**

9 AN ACT TO MAKE AN APPROPRIATION FOR THE
10 INTERNATIONAL BACCALAUREATE PROGRAM FOR THE
11 DEPARTMENT OF EDUCATION FOR THE FISCAL YEAR
12 ENDING JUNE 30, 2010; AND FOR OTHER PURPOSES.
13

14
15 **Subtitle**

16 AN ACT FOR THE DEPARTMENT OF EDUCATION
17 - INTERNATIONAL BACCALAUREATE PROGRAM
18 APPROPRIATION FOR THE 2009-2010 FISCAL
19 YEAR.
20

21
22 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
23

24 SECTION 1. APPROPRIATION - INTERNATIONAL BACCALAUREATE PROGRAM. There is
25 hereby appropriated, to the Department of Education, to be payable from the
26 *Department of Education Public School Fund Account, for grants and aid to*
27 *local school districts for the International Baccalaureate Program by the*
28 *Department of Education for the fiscal year ending June 30, 2010, the sum of*
29 *.....\$75,000.*
30

31 SECTION 2. SPECIAL LANGUAGE. NOT TO BE INCORPORATED INTO THE ARKANSAS
32 CODE NOR PUBLISHED SEPARATELY AS SPECIAL, LOCAL AND TEMPORARY LAW. MANDATORY
33 FUNDING PROVISION. *The Department of Education shall allocate, budget and*
34 *commit for expenditure funds available in the Department of Education Public*
35 *School Fund Account and the Educational Adequacy Fund in the amount of*



1 seventy-five thousand dollars (\$75,000) to provide funding for grants and aid
2 to local school districts for the International Baccalaureate Program as
3 appropriated in SECTION 1 of this act.

4 The provisions of this section shall be in effect only from July 1, 2009
5 through June 30, 2010.

6
7 SECTION 3. COMPLIANCE WITH OTHER LAWS. Disbursement of funds authorized
8 by this act shall be limited to the appropriation for such agency and funds
9 made available by law for the support of such appropriations; and the
10 restrictions of the State Procurement Law, the General Accounting and
11 Budgetary Procedures Law, the Revenue Stabilization Law, the Regular Salary
12 Procedures and Restrictions Act, or their successors, and other fiscal
13 control laws of this State, where applicable, and regulations promulgated by
14 the Department of Finance and Administration, as authorized by law, shall be
15 strictly complied with in disbursement of said funds.

16
17 SECTION 4. LEGISLATIVE INTENT. It is the intent of the General Assembly
18 that any funds disbursed under the authority of the appropriations contained
19 in this act shall be in compliance with the stated reasons for which this act
20 was adopted, as evidenced by the Agency Requests, Executive Recommendations
21 and Legislative Recommendations contained in the budget manuals prepared by
22 the Department of Finance and Administration, letters, or summarized oral
23 testimony in the official minutes of the Arkansas Legislative Council or
24 Joint Budget Committee which relate to its passage and adoption.

25
26 SECTION 5. EMERGENCY CLAUSE. It is found and determined by the General
27 Assembly, that the Constitution of the State of Arkansas prohibits the
28 appropriation of funds for more than a one (1) year period; that the
29 effectiveness of this Act on July 1, 2009 is essential to the operation of
30 the agency for which the appropriations in this Act are provided, and that in
31 the event of an extension of the Regular Session, the delay in the effective
32 date of this Act beyond July 1, 2009 could work irreparable harm upon the
33 proper administration and provision of essential governmental programs.
34 Therefore, an emergency is hereby declared to exist and this Act being
35 necessary for the immediate preservation of the public peace, health and
36 safety shall be in full force and effect from and after July 1, 2009.

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/s/ Salmon

APPROVED: 4/9/2009