

High School-to-College Advisory Committee

A Policy Study of Advanced Placement, International Baccalaureate & Dual Credit Programs in Indiana

International Baccalaureate Diploma Program Subcommittee

Policy Barriers Identified

November 2008

Policy Issue: Equity, Student Recruitment and Eligibility

Policy Statement: High school students throughout Indiana should have access to and be encouraged to take college level classes regardless of school location, school size, demographics, or family income.

Summary of Policy Environment

- As of school year 2008-09, 15 public and 3 private schools have approval from the International Baccalaureate Organization (IBO) to offer the IB Diploma in Indiana.
- In recent years IBO has insisted that schools provide open access and encourage broad participation in the IB Diploma program. Applicant schools commit to “promote and open opportunities for educational excellence by providing a balanced curriculum and by facilitating concurrency of learning” (IB Diploma Programme, *Guide to school application*).
- School corporations are required to publish the number of students receiving IB Diplomas in their Annual Performance Reports (IC 20-20-8).

Policy Barriers at the State and Institutional Level

- Despite the IBO’s commitment to open access to ensure equity of opportunity, the IB Diploma is still perceived by many school leaders and counselors as an honors program for select students.
- Reporting the number of IB Diplomas awarded on the Annual Performance Reports is not directly comparable with the data reported on Advanced Placement, which includes the number of students sitting for and passing exams.
- The limited public exposure in Indiana to International Baccalaureate makes it difficult to recruit broadly among students and parents. Many students do not pursue the IB diploma because of its extensive curriculum requirements, which can reduce the number of electives a student can take.
- Students need to be in Pre-Calculus as juniors to take the required Calculus or Statistics class as Seniors. To get to Pre-Calculus by junior year, students need to take Algebra I in 8th grade, double up on high school math classes such as Geometry and Algebra II, take summer school, or online courses. In 2006-07, approximately 25% of Indiana students enrolled in either Algebra I or Integrated Mathematics I by 8th grade. There are still some middle schools in Indiana that do not offer Algebra I in 8th grade. Similarly, having a World Language in middle school is helpful (although not as necessary) to completing the IB Diploma.
- Few pipelines, such as the IB Middle Years Program, exist to prepare younger students for the IB Diploma program. There is only one approved Middle Years Program in Indiana, at the Center for Inquiry in Indianapolis Public Schools.
- The lengthy process and high cost for getting approved limits the growth of the IB Diploma program to less-affluent and smaller schools.
- There are no distance learning opportunities for IB Diploma courses for schools.

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Policy Issue:

Costs

Policy Statement:

Costs should be shared by school corporations, post-secondary institutions and the State of Indiana in a way that promotes participation and provides adequate funding for quality programs and professional development.

Summary of Policy Environment

- Students' families typically pay for IB exam and registration fees, which can total approximately \$600 per full IB Diploma.
- In 2008 Indiana received nearly \$11,000 in federal funds from the Advanced Placement Test Fee Program to cover the cost of IB exam fees for low-income students. Subject to federal allocations, Indiana should continue to receive these funds in the future.
- Some schools commit or raise funds for scholarships or loans for students whose have difficulty paying IB exam and registration fees.
- There is little public funding for schools interested in starting or sustaining International Baccalaureate programs, although some schools have been successful at competing for federal magnet school dollars and other grants to cover start-up costs. There are no state appropriations specific to IB.
- Indiana provides school corporations with Gifted and Talented grants, which schools can use for developing IB programs and professional development. These funds ranged from \$25,000 to \$190,000 in school year 2006-07.
- Schools corporations receive \$900 per student for successful completion of a Core 40 with Advanced Honors Diploma (IC 20-43-10-2). Honors Diploma Awards may be used for Honors Diploma Awards may be used for "any:
 - (A) staff training;
 - (B) program development;
 - (C) equipment and supply expenditures; or
 - (D) other expenses;directly related to the school corporation's academic honors diploma program; and
(2) the school corporation's program for high ability students."

Policy Barriers at the State and Institutional Level

- Schools need to invest anywhere from \$50,000 to \$100,000 to prepare an application for IBO approval, including the advance training necessary. Recurring training and other expenses result in annual costs of up to \$50,000 for many schools.
- In 2007 the Indiana Department of Education (IDOE) did not initially receive sufficient federal Advanced Placement Test Fee funds to cover AP exams, due to the increase in numbers of students taking exams. These funds are dependent on federal appropriations, which will need to continue to keep pace with nationwide growth in the numbers of students taking AP & IB exams.

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Policy Issue: Costs (continued)

Policy Barriers at the State and Institutional Level (continued)

- No school corporation or support organization in Indiana has ever received funding from the federal competitive AP Incentive Program grant, which provides funds to support increases in the percentage of low-income students taking International Baccalaureate and Advanced Placement (AP) courses and exams.
- Many school corporations use their Honors Diploma Awards and Gifted and Talented Grants to offset the cost of High Ability Program teacher salaries; these funds are usually not provided exclusively for staff training, professional development, and equipment and supplies. Very few schools use these funds to defer the exam and registration costs that students incur when taking IB courses.
- The cost of transportation and lack of state support has hindered the development of regional IB schools or programs to serve rural areas.
- The lack of state financial support for continuing education for teachers limits the number with helpful post-baccalaureate content area coursework.

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Policy Issue: Professional Development and Teacher Credentials

Policy Statement: Teacher credentialing, oversight, and supports should ensure that the rigor of college-level instruction in high schools is equivalent to that on campus.

Summary of Policy Environment

- Before a school receives authorization from IBO to offer the IB Diploma, IBO requires that all IB teachers undergo training at IBO-approved workshops in order to teach IB classes. Teachers must be retrained every 7th year.
- Teachers perceive IB workshops as high quality, and generally find the training very professionally rewarding. Teachers in IB schools have access to an online curriculum center, where teachers around the world post class materials and share best practices.

Policy Barriers at the State and Institutional Level

- IB offers its workshops in limited, expensive locations. There is no IB-sanctioned professional development offered in Indiana, or elsewhere in the Great Lakes region (Indiana IB schools are members of the regional association Great Lakes IB Schools (GLIBS) along with IB schools in Wisconsin, Illinois, and Kentucky).
- Many schools do not provide additional preparation time or professional development leave for International Baccalaureate teachers, despite the professional development and intense planning required to teach IB courses.
- The pool of teachers prepared to teach IB classes is declining due to an aging teaching workforce in Indiana.
- Many existing IB teachers obtained state teaching licenses at a time when there was a requirement for a Master's degree. Starting in the 1980s, Indiana has provided teachers with the option to obtain license renewals based on continuing professional development, which may result in fewer teachers obtaining advanced subject area coursework. Some schools report difficulty in finding teachers with sufficient subject area expertise who are prepared to teach IB classes.

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Policy Issue: Program and Curriculum Development

Policy Statement: College-level classes taught in high school should be equivalent to college courses on campus.

Summary of Policy Environment

- Course curriculum guides, syllabi and assessments are created by teachers from IBO-certified schools from around the world.
- IB Diploma teachers are required to teach using course syllabi and assessments consistent with methods identified in IB course guides. Most teachers use textbooks written specifically for IB classes, although IB does not require teachers to adopt a specific textbook.
- At the end of each IB Diploma course, students take an exam which is externally marked by teachers from other IB schools around the world.
- The Indiana Department of Education (IDOE) has adopted course titles and descriptions for all IB Diploma courses.
- One of the options for advanced coursework to achieve Core 40 with Academic Honors is for students to complete two Higher Level IB courses (four credits) and their corresponding exams.
- The Advancing Academic Excellence (AAE) initiative, directed by the Indiana Student Achievement Institute (InSAI) as an intermediary for Lumina Foundation for Education, has been working with 35 high schools to increase the percentage of students who earn college credit and/or advanced college standing while in high school by means of credit by examination, performance, transfer or experience.
- IB schools, coordinators, and teachers are very cooperative in Indiana, although no formal statewide network exists. Indiana IB schools are members of the regional association Great Lakes IB Schools (GLIBS) along with IB schools in Wisconsin, Illinois, and Kentucky.
- Many high schools provide additional GPA weights for Advanced Placement and International Baccalaureate courses.
- Many schools offer AP and/or Dual Credit for the same class designated as IB. This allows schools to offer more curricular options despite low numbers of students in each of these programs.
- The Indiana Department of Education has created a part-time position of International Baccalaureate Coordinator to support the development of IB schools and programs.

Policy Barriers at the State and Institutional Level

- Students who receive an IB Diploma are automatically eligible for a Core 40 with Academic Honors Diploma. Since students are not notified until July as to whether or not they have earned the IB Diploma, those who take IB courses, but do not receive a full IB Diploma must still meet all Core 40 requirements to receive a Core 40 Diploma and all Core 40 with Academic Honors requirements to receive a Core 40 with Academic Honors Diploma. For students who take IB

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courses but do not receive an IB Diploma, IB Higher Level courses are considered equivalent to AP courses, but SL courses are not considered.

- Some schools continue to use AP course titles and codes when reporting “blended” AP/IB courses.

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Policy Issue: Program and Curriculum Development (continued)

Policy Barriers at the State and Institutional Level (continued)

- With the advent of Indiana’s End of Course Assessments, 11th grade students in IB classes now have to sit for two different exams in English. As additional End of Course Assessments are developed, there may be additional classes that overlap.
- Limited state and local support for regional programs hinders the development of IB programs in smaller schools and districts, particularly in rural areas.
- Many schools lack sufficient teaching staff to offer the complete IB Diploma, due to a shortage of faculty with the considerable teaching experience and post-baccalaureate content area studies necessary to offer the full range of courses required for an IB Diploma.
- Because of the unique structure of many IB Diploma classes, often spread across two years, it can be difficult to align student information systems with IDOE’s reporting system for course enrollments.
- The frequent practice of schools offering AP and/or Dual Credit for the same class designated as IB sometimes results in curriculum conflicts for teachers. In some schools there is competition for students in all three programs.
- Counselors, building schedulers, and administrators are rarely focused as much on IB as they are on AP and Dual Credit.
- Turnover among IB coordinators is high, leading to continuity problems. Typically, an IB coordinator receives ½ the teaching load while providing coordination to the IB program.

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Policy Issue: College Credit Transferability

Policy Statement: Students who successfully complete college-level course work during high school should earn transferable college credit to meet general education and/or degree-specific requirements.

Summary of Policy Environment

- Some universities provide students receiving high scores in higher level IB classes with college credits. College credit for high scores on IB exams is not yet as commonly awarded as for AP exams.
- Universities typically offer credits for IB Diploma courses on a course-by-course basis, rather than for the full IB Diploma.
- IB sends scores directly to universities, ensuring that universities are aware of students' successes.

Policy Barriers at the State and Institutional Level

- There is no listing of the policies for awarding credit for IB Diplomas and courses by Indiana colleges and universities.
- Because of the lack of university recognition for the IB Diploma, students have more incentive to take a few IB courses rather than pursue the full IB Diploma.
- University admissions coordinators are often not very familiar with IB, and thus don't pursue opportunities for students to receive credit.