

To: KAS Board
From: Phil Clinton
Superintendent
Re: IB Feasibility Study
Date: 12 May 2007

In the fall of 2006, you authorized me to conduct a feasibility study regarding the possible implementation of the International Baccalaureate Diploma Program at KAS. Over the past six months, with the help of our High School Team Leader, Brad Waugh, this feasibility study has gone forward and on the basis of our investigation, this report is now presented to you.

Background

While KAS was founded fifty years ago (1957), it has primarily served a population in grades K-8. Up until 2002, the school serviced only a small number of high school students who took courses mostly through the correspondence program of the University of Nebraska. KAS teachers would help to monitor those correspondence courses but in 2002 the decision was made that KAS develop a bona fide High School (grades 9-12) program. Additional staff was hired and a building was eventually constructed to house the program.

Because of the relatively small, but growing, number of high school students the HS program in those first few years was highly individualized, allowing students to study in areas that they specifically needed to complete the required number of high school credits and courses. By the fall of 2005, it was determined that the HS curricular program needed to be standardized and grade-level expectations and "core" courses were instituted so that, with only a few exceptions, all students in a given grade were scheduled in the same core courses in English, Social Studies, math, and science. At the same time, the high school faculty worked to maintain a strong list of "elective" courses that all high school students could enroll in to complement the strong core course program.

In 2005, two other decisions were made that have further defined our high school program. The first was a decision that the school would use the Preliminary Scholastic Achievement Test (PSAT) for grade 10 and 11 students in addition to the SAT tests which most of our seniors were already taking in preparation for college/university entrance. The second was the decision to offer Advanced Placement (AP) courses to qualified and interested students. This AP option has grown in each of the two years since first being offered. AP course options are offered both as core courses and as elective courses.

One other significant event occurred in the fall of 2005 when the Khartoum International Community School (KICS) opened its doors with the announcement that it would seek

designation as an “IB World School.” As an IB World School, KICS made the commitment to offer not only the IB Diploma Program (IBDP) but also the Primary Years Program (PYP) and the Middle Years Program (MYP). In the ensuing 18 months, there has been a great deal of talk within the school and the broader community, much of it comparing the two schools and the two program approaches. Unfortunately, there has been a great deal of misinformation and confusion that has been generated with all the talk around town. Many people wondered why KAS would not also pursue the IB programs and whether those programs were better suited to serving our increasingly more international population.

By the fall of 2006, it became apparent to me and to others that we needed to do a thorough job of examining the options that were before us. For the high school, it came down to whether we should continue down the AP path or move to the IB track.

Methodology

In conducting this feasibility study, we used the guidelines established by the International Baccalaureate Organization (IBO) for such an undertaking:

- Initiate contact with an IBO regional office, in our case for Africa and the Middle East
- Send a representative from the school to an appropriate IB-sponsored workshop intended for schools seeking the IB option
- Access IB literature to gain familiarity with the scope of the program

I made the original contacts with IBO and delegated attendance to an IB-sponsored workshop to Brad Waugh. Brad attended a conference held in Accra, Ghana, in mid-February and brought back a lot of useful information.

I have gathered the financial statistics and requirements and both Brad and I have pooled our knowledge of university systems around the world to evaluate the implications of the IB program for KAS graduates.

By investigating the feasibility of the IB Diploma Program we soon found that we were also investigating the many facets of the Advanced Placement program. Indeed, the feasibility study has helped us to clearly outline the many options that both programs offer for our students.

Basic background of both Programs

IB Diploma Program

“The IB Diploma Program is a rigorous pre-university program leading to assessments in six subject areas. Established in 1968, the IB offers a challenging curriculum noted for its depth and its international perspective. The two-year IB Diploma provides a coherent and demanding educational experience across the full curriculum. Beyond completing college-level courses and examinations, IB students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge.

The IB Diploma is accepted as an admissions credential at universities in 102 countries. In addition, high scores on IB exams often entitle students to credit or placement at university. IB courses and exams are offered at 1,217 schools in 113 countries." [AP & IB, brochure published in 2002 by CEEB, Princeton, NJ]

The IB diploma is based upon best practices from national systems of education around the world, was designed to provide students from all countries an education credential that could be understood by universities in any country. Full IB Diploma students must study one course from five different subject groups (Language A, Language B, Individuals & Societies, Experimental Sciences, Math, Arts). These courses are two-year courses taken in the 11th and 12th grades. Additionally, all IB Diploma students must take a Theory of Knowledge Course, write and Extended Essay, and take part in community service, arts or physical activities. IB assessments are in the form of externally graded exams at the end of each of the six courses.

AP Program

"The Advanced Placement Program (AP) is a challenging academic program designed to provide motivated high school students with college-level academic courses. Established in 1955 by the College Board, the AP program is a cooperative educational endeavor between secondary schools and colleges and universities. High school students who complete AP courses demonstrate their mastery of subject material by earning qualifying grades on AP Examinations.

AP is considered a standard for academic excellence in the United States, where nearly 60 percent of secondary schools participate in the program. AP courses with qualifying exam grades are accepted for credit, advanced placement, or both, by most American colleges and universities. In addition, AP courses and exam grades are used in the admissions process in nearly 300 universities outside the United States." [AP & IB, brochure published in 2002 by CEEB, Princeton, NJ]

Over the past 12 year or so, the AP program has developed and now offers the AP International Diploma which is designed to accommodate American and international students at secondary schools in the US and abroad who are applying to universities outside the United States. To qualify for the APID, students must earn AP grades of 3 or higher on four AP Exams in three of the five subject areas: Languages, Sciences, Mathematics, History and Social Sciences, electives. Students do not formally apply for the AP International Diploma. It is automatically awarded to any AP student who resides outside the US and who successfully meets the diploma criteria. The AP Exams are externally graded exams.

Similarities between the IB and AP Programs

1. Both are demanding programs devoted to educational excellence setting high performance standards for both students and faculty.
2. Both programs involve dedicated and creative teachers committed to their students, their disciplines and their profession.
3. Both programs attract highly motivated students

4. Both programs have attracted the attention of international educators, educational policy-makers, and the general public as ways to improve the quality of education around the world.
5. Both AP and IB offer extensive professional development opportunities for teachers and administrators around the world.

Program implications for KAS

At present, the KAS high school program allows for a great deal of flexibility in both the courses we offer and the time frame in which we offer them. For the 2007-08 academic year, AP course options are currently on offer in the following subject areas: English Literature, English Language, Biology, Chemistry, Physics (both B and C levels), Calculus (both AB & BC levels), Studio Art, and Economics. These courses are offered either during the regular school schedule or with add-on hours to regular courses provided in the after-school activity time frame.

We already offer a very challenging and demanding Theory of Knowledge course that has proven to be popular with our students.

We conduct a fairly extensive survey of student interest and demand for courses within the three elective periods our current schedule offers and these surveys give us flexibility in what courses are offered when.

The IB Diploma program would mandate a fixed number and type of courses that would be offered in grades 11 and 12. Because of staffing implications, these course offerings would not be flexible, either in terms of content or in terms of schedule. A comparative chart accompanies this report. [Appendices A & B]

Implications for KAS students

With regards to course selection and academic program, the IB diploma program would mandate a far more restricted program of studies than the AP program.

Students who arrive new to KAS after the start of their 11th or 12th grade years would probably not be able to pursue the IB Diploma program and would be limited to only the courses we could support within the IB framework. Once a student has begun the IB Diploma program in one IB school, it is very, very difficult to successfully transfer to another IB diploma school. The transferability of course work within the IB diploma program is one of the most difficult things to accommodate.

If we as a small school were to offer the IB Diploma, we would be forced to offer a minimal program with only the most general and common courses from the may available within the IB program.

[Please see Appendix A: "KAS Curriculum for Juniors and Seniors" and Appendix B: "KICS Curriculum for Juniors and Seniors."]

One other important point to consider in comparing the AP and IB programs is in the depth of work that is available to students. One way to compare this would be through

examination of the hours of study required for the various academic facets of each program. (Appendix C: "Course Hours....") A student studying English Literature ("Language 1") would receive between 150-240 hours over the course of two years in the IB Diploma Program. Even with a basic US High School Diploma, the student would have 260 hours over two years and with an AP course in English Literature and appropriate elective choices that same student could have up to 410 hours. A similar situation exists in both science and math. Clearly the perception that IB is the stronger of the two programs is challenged by this simple comparison.

One of the major concerns for students and parents in the international school world is accessibility to university programs around the world. Indeed, the IB diploma has been recognized by many university systems around the world. It is worth noting here that there is a big difference between the IB diploma and having taken some IB courses. The diploma is awarded in recognition of completion of a set of courses with acceptable marks on 6 external exams, along with the TOK course and Extended Essay. Because of the transferability issues and because of the divergence of abilities within most high schools, not everyone who embarks on the IB diploma track is successful in completing it. This is important to note when considering the effect of IB or AP coursework on a student's entrance into university.

Basically, the university systems that KAS students are most interested in recognize both the AP and the IB course of study.

While the IB Diploma itself is indeed a valuable entrance certificate, anything short of the full diploma is virtually useless without an accompanying accredited diploma. On the other hand, a student with a group of AP courses/exams in hand – even though those add up to less than the courses/exams of an IB Diploma – is not at a disadvantage. Indeed, the AP student has full access in most university systems while, the IB student with less than the full diploma does not.

Comparing the value of a simple US High School Diploma with both the AP and IB Diploma options, it is clear that a school like KAS that has students from many countries must augment the US Diploma with either AP or IB for our students to have a chance at university admissions beyond the USA, Canada and Australia. European systems especially require work beyond the minimum HS diploma.

A comparison of the values of all three vis-à-vis universities in various countries can be seen in Appendix D: "Example of University Admission Policies..."

Financial implications of the IB for KAS

What would the IB Diploma Program cost to implement at KAS? (Based on 2005-6 figures supplied by IBO and translated into US\$ figures as of May 2007)

Item Fee	Cost in US\$
Application Fee (one time)	\$2,600
Annual Subscription Fee	\$10,000*
Exam Registration Fee (for 10 students)	\$820*
Exam Subject Fees (6 subjects + EE + TOK for 10 students) per subject: \$58 Per EE: \$37 TOK: \$13	(Billed to Students) \$1,080/student
IB Coordinator	\$30,000*
CAS Coordinator	\$20,000*
Mailing Costs for administration of external exams	\$1,000
Small teaching groups (some IB courses with limited enrollment would increase teacher staff costs – figure based on one FTE)	\$50,000*
Teacher Training: Required for all new teachers in IB schools in newly-authorized schools and then once every 2 years. Estimate cost of one training course: \$900 registration + \$800 travel + \$600 room and board = \$2,300/teacher. Figure equals 5 teachers/yr.	\$11,500* (\$2,300 x 5)
*Annual cost for first year of full implementation	\$121,320

Recommendation

After full consideration of these and other factors, we strongly recommend that KAS make a firm commitment to the AP Program and not to the IB Program. In recommending this, we strongly urge the following:

- That KAS continue to offer a full range of AP course options
- That the AP International Diploma be actively pursued and encouraged for all qualified students
- That the school re-double its efforts towards professional development of its teachers both for AP courses and pre-AP programs
- That the school continue to recruit and seek to retain top-quality teachers with AP experience
- That the school continue to enhance the materials resources in the library, IT, science, and art to support AP programs.
- That the administration of the school more actively market and promote the strength of the KAS program and the worth of the AP track to college and university bound international students.

Appendix A

KAS Curriculum for Juniors and Seniors

Core courses

(Courses required of all students)

<p>Junior year</p> <ul style="list-style-type: none"> African Studies (English) African Studies (Social Studies) Pre-Calculus Chemistry 	<p>Senior year</p> <ul style="list-style-type: none"> Advanced Literature and Composition Comparative Government Math Physics
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Electives

(Each student chooses 3-4 full year equivalents each year)

<p>Full year</p> <ul style="list-style-type: none"> AP Biology AP Physics AP Chemistry AP English Language/Literature Calculus – AP option Theory of Knowledge French Arabic ESL 	<p>First semester</p> <ul style="list-style-type: none"> Environmental Sci. – AP option Economics – AP option Studio Art I – AP option Programming – AP option Journalism Model United Nations Issues in Public Health Web design Desert Island Technology Project-based Art Instrumental Music Coaching 	<p>Second semester</p> <ul style="list-style-type: none"> Psychology Fitness Debate and Public Speaking Creative Writing Drawing & Elements of Design Genetics Current Research in Science Multi-media School News Anthropology Archaeology Critical Thinking Skills Dance
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Appendix B

KICS IBDP Curriculum for Juniors and Seniors

Core courses

(Courses required of all students)

Junior year	Senior year
English Math Theory of Knowledge	English Math Theory of Knowledge

Other courses/electives

(Each student chooses 4: one each from groups 1-3 PLUS one from group 4 or a second from groups 1-3)

Two full years	First semester	Second semester
1. French Arabic 2. Physics Chemistry Biology 3. History Geography Business & Management 4. Visual Arts Theater	N/A	N/A

Source: KICS website -- <http://www.kicssudan.sd/ib/ibdiploma3.htm>

Appendix C

Course Hours: IB, US Diploma and AP Int'l Diploma

	Int'l Baccalaureate		US Diploma		AP ID
	Minimum	Maximum	Minimum	Maximum	<i>with US Diploma</i>
Language 1	150	240	260	480	410
Language 2	150	240	220 ¹	440	0-370
Math	150	240/240	260	480	0-280/410
Humanities	150	240/240	130/130	See AP	150/260
Science	150	240/240	130/130	See AP	0-280 per
Electives	0	240	0 ²	880	0-260
Theory of Knowledge	100	100	0	110	-
Service	150	unlimited	0	unlimited	-
Extended Essay	4000wds/ 40hrs	-	-	-	-

¹
The Language 2 requirement for the KAS Diploma is 220hrs in grades 9-12 and is usually satisfied by our students in their freshman and sophomore (Gr. 9-10) years.

²
KAS Juniors and Seniors can choose as many as 16 half courses of electives but have the option to take 4 of these as free study periods.

Appendix D
Examples of University Admission Policies: US Diploma, AP & IB Diploma

<i>Country/University</i>	<i>US Diploma alone</i>	<i>AP with US Diploma</i>	<i>IB Diploma</i>
United States			
Harvard	With SAT I and 3 SAT IIs (ALL applicants)	Taken into consideration and credit given	IBD Credit given
MIT	With SAT I/TOEFL and 2 SAT IIs (Math/Science)	Taken into consideration and credit given	IBD Credit given
Canada			
York	>1100 on SAT I reasoning sections	Taken into consideration and credit given	IBD
UBC	With US diploma	Taken into consideration and credit given	IBD Credit given
United Kingdom			
Oxford	No	>2100 on SATs 2 APs with grades >3	IBD >38 with grades > 5 in HLs
Cambridge	No	3 APs with grades >3	IBD >35 with grades of >5 in HLs
LSE	No	5 APs with grades >3 (3 written during same exam period)	IBD >35
Australia			
University of South Australia and Queensland	>1100 on SAT I reasoning sections	See Diploma	IBD
University of Sydney	No	>1650 on SAT I 2 or more APs with an aggregate score of >8	IBD
New Zealand U of Auckland	>1150 on SAT I reasoning sections	See Diploma	IBD
Germany All	No	4 APs with grades >2 in particular subjects, depending on course of study OR APID	IBD
Switzerland U of Lausanne	No	APID	IBD
Italy U of Turin	No	4 APs with grades >2	IBD
Pakistan All	No	5 APs with grades >2	IBD
South Africa Cape Town	No	2 APs with grades >2	IBD