



IB Task Force Recommendation to the ANCS Governing Board August 18, 2015

The IB task force began work in August 2014 and made an [initial recommendation](#) in February 2015. That recommendation weighed the importance of teacher voice heavily, and therefore was a request to delay the final recommendation in order to gather additional input from teachers. Five teachers attended MYP training this summer and provided feedback on MYP at ANCS. That feedback is incorporated in this final recommendation.

The members of the task force and the attending teachers agree that we should move forward with the application for IB MYP consideration. While we agree that this is the right direction for ANCS, this decision was layered with deep conversation and emotion about what is best for our school. The steps toward authorization must be taken with fidelity or the journey is not worth taking. We do not want to be an MYP school in name only and understand that this means there is hard work ahead of us. We asked ourselves from every angle if we should do the work on our own or go with the proven path of IB. ANCS, with NCS and ACMS before us, has a history of forging unique paths, so it is hard to think of doing things any other way. We have confidence in our ability to continue to go at it alone, but in this case we believe that the path laid before us by IB will make us stronger.

The task force was charged with answering several questions as part of this recommendation process. The answers below are a combination of responses from the task force work as well as feedback from the teachers attending training over the summer.

What would be the benefits to students of an IB programme while at ANCS?

- Use of the MYP framework would increase teacher consistency in planning, instruction and assessment.
- The use of common rubrics would help students better understand expectations within and across courses.
- Becoming an IB authorized school would encourage us to be more globally minded.
- MYP would provide a common structure and students would experience greater alignment across content and grade levels.
- Students enrolling in an IB Diploma Programme would be even better prepared.
- Once IB is implemented in the Jackson Cluster, students would have a common language when entering any cluster school.

What would the costs, financial and otherwise, be?

The proposed implementation budget can be found [here](#). The estimated total costs for the next four years are below.

Cost was initially seen as a barrier to IB application but the 6-8 Instructional Coach has been on the request list since the end of 2013-14 so the majority of the costs below are already expected.

Consideration Year (2015-16): \$8,550

Candidate Year 1 (2016-17): \$86,250 - \$106,250 (includes the salary for an IB Coordinator/6-8 Instructional Coach)

Candidate Year 2 (2017-18): \$83,250 - \$103,250 (includes the salary for an IB Coordinator/6-8 Instructional Coach)



Participation Year 1 (2018-19): \$83,250 - \$103,250 (includes the salary for an IB Coordinator/6-8 Instructional Coach)

What, if anything, about the ANCS experience would change for students and/or teachers by becoming IB authorized?

- The MYP framework would allow us to still be ANCS so we won't lose our identity. We can still maintain our own style within the framework.
- ANCS is already closely aligned with IB and this work would support rather than replace our current practices and principles.
- Having a framework that is both locally and internationally accepted will help us with more effective implementation and hold us to standards that are beyond just our neighbor's classroom.
- External feedback would be given from IB, but this could only help us improve upon our work.
- The unit plans and how well the summative assessments relate to the units would enhance the work of our school.
- Managebac will provide us with simplicity for grading, record keeping, and document storage.
- All students would receive foreign language instruction every year.
- Learner Profiles would be taught and embedded into the curriculum.

Challenges

- Significant professional development time and energy will be devoted to this transition.
 - Teachers will need time to embrace the new language and expectations.
 - Common understandings of new rubrics and student performance based on those rubrics will be an ongoing development area.
 - Professional development in other areas may need to be reduced to accommodate this focus during the candidate phase.
- The 8th grade Related Arts offerings will need to be restructured to allow all students to have a minimum of 50 hours of Language Acquisition (Spanish) and Arts. Eighth grade students currently take either Spanish or Art (Visual or Performing), not both.
- The design process will either have to be fully integrated into all MST classes or taught as a stand-alone course. If the latter, that would affect Related Arts scheduling for all grades.

If ANCS were to become IB authorized, what are the advantages to ANCS students if they attend an IB programme in high school?

The task force remained focused throughout on whether or not the MYP would benefit ANCS students while at ANCS. The future success of our students is important to us but was not a significant factor in this decision. We are aware of the move toward IB in the Jackson Cluster and plan to continue to be an engaged and supportive Jackson Cluster school regardless of our status with IB. With that said, research is available to answer the high school question in general terms and some of that research can be found in the links below.

- A [recently published study](#) supports the statement that MYP students perform better than their non-MYP peers in the IB Diploma Programme. The study showed that MYP students outperform significantly in literature, language acquisition, individuals and society and mathematics. The mean score was also higher in arts and science but was not statistically significant. The researchers point out throughout the study that the non-MYP comparison group was small and that could have an effect on the results.
- [Several other studies](#) show the positive impact of MYP, including effects on open-mindedness, social-emotional well being and student performance and engagement.