

IBO Task Force

Final Report

November 20, 2004

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Task Force Charge:

Does the Owego-Apalachin District desire to have a relationship with the International Baccalaureate Organization (IBO)?

Task Force Recommendation:

It is the recommendation of this task force that the Owego Apalachin School district discontinue affiliation with IBO, and not implement the Middle Years Programme and the Primary Years Programme in this school district.

Our recommendation is based on the following reasons:

- Lack of community support, due to issues with the Philosophy of IBO, as well as IBO contractual concerns
- Further affiliation with IBO will continue to cause division within the community, and school budget support will be impacted

It is also the consensus that this task force is not qualified to make recommendations on any program to replace MYP or PYP. The committee is in agreement that the district has many qualified professionals with more insight and knowledge regarding the educational needs of the students, and that this resource should be utilized in the assessment of any future program.

Task Force Findings:

During the IBO/MYP review, activities of the Task Force were conducted in a variety of ways. At many of the meetings, the committee discussed concerns and issues as a whole. The Task Force also formed sub-committees to study individual topics and report back to the Task Force as a whole. Visitors from the public, in attendance, were asked at the start of each meeting if they had information they wished to share with the committee. The Survey sub-committee created two surveys, one for the community and non-educators and another for the faculty. The surveys were approved by the whole committee and distributed at District Open Houses and to faculty and staff at each district facility by committee members. The number of general surveys returned to the committee and faculty surveys was 150 and 75 respectively.

The following statements summarize the main findings of the Task Force:

1. The Task Force noted a number of educational practices used in the middle school during the one year MYP trial that are recommended by nationally recognized authorities. These commendable practices included use of a flexible scheduling format, team interdisciplinary teaching, and curriculum development based on Understanding By Design™....
2. The Task Force found that some elements of the OACSD middle school program were not part of a standard MYP program and were confused by the public with the MYP plan. (Note: See Best Practices Comparison Chart in Appendix)
3. Teacher members of the Task Force reported that course content during the MYP year was not substantially different from content in the same courses taught in prior years.
4. Adoption of the MYP in grades 6-10 may have an impact on course offerings in grades 11 and 12 (e. g. AP and community college credit courses).

5. In order to become certified as an MYP/PYP school the school district and school board must be willing to cede some of its authority to an extra-national organization. And, according to the terms of the legal agreement between the local school district and the International Baccalaureate Organization, disputes between the school district or its enrolled students would be subject to international arbitration rules whose arbiters would have final authority on MYP.
6. The International Baccalaureate Organization is linked to the United Nations and UNESCO and shares the goals, ideals and objectives of those organizations.
7. The Task Force found the district's cost estimates for introducing the MYP/PYP programs during the next five years to be substantial but not extreme. In-service training costs for staff to learn other programs would be similar. (Note: See Cost Table Report in appendix)
8. Based on Task Force survey data the MYP/PYP programs are not well understood by and do not enjoy broad support among members of our community. Faculty support for the MYP is mixed. (Note: Survey data can be found in the appendix).
9. Based on the total experience of our community with the MYP concept, a solid base of support for the program does not appear to exist among stakeholders. Conversely, there appears to be a dedicated and active group of stakeholders who are opposed to further use of MYP program for the foreseeable future.
10. The Task Force concluded that overall, the district's plan for introducing and communicating to our community about the MYP was inadequate if not flawed.

Task Force Committee

The idea for creating a task force to study the International Baccalaureate Organization and the Owego Apalachin Central School District's affiliation with the organization was conceived in the spring of 2004. A number of parents and community members were beginning to speak out at Board of Education meetings about their disagreements with the Middle years Programme and/or the lack of knowledge of the program. In June 2004, four parents met with Superintendent Dr. Willon where it was agreed that 15 members of the community including parents and educators would review the International Baccalaureate Organization and its programs.

The parents who initially met with Dr. Willon were Dan Cacciaglia, Robert Anderssen, Sandy Williams and Becky Goodrich. The reasons for the creation of the committee were:

- Poor communication between the OACSD and our community about the Middle Years Programme
- Belief that the OACSD had failed to investigate the International Baccalaureate Organization thoroughly and without a sufficient shared decision making process,
- Budget related concerns with regard to the implementation of the IBO's programs
- Parents and community members who were in disagreement about the program's teaching methodology
- Concern over the background and political agenda behind the International Baccalaureate Organization and disagreements among parents and community members regarding the philosophy, ideology, values and terminology used by the Organization.

The 15 volunteer members, chosen by Dr. Willon for the committee were:

Michael Bartlow - OAMS Teacher
Ray Brisson – OAMS Parent

Dan Cacciaglia – AES/OAMS/OFA Parent
Laura Coppens - OFA Teacher
Shelley Delaney – OAMS Parent, Treasurer OAMS PTS/Editor OAMS Parent’s Corner News Letter
Joseph DiCosimo – AES Principal
Becky Goodrich – OES/OAMS Parent
Maureen Hawley – OAMS Parent
Trish O’Neill - OES Teacher
Dr. Edward Reid - Retired OACSD Superintendent
Jane Rieg – OAMS/ACSD Teacher Aide
Therese Schlesiger - AES Teacher
Mark Ward - OFA Teacher
Sandy Williams – Community Member
Carrie Wilson – AES/OAMS Parent, President AESP+G

Upon completion of the review, the Task Force was asked to present its recommendation whether or not to continue the relationship with the International Baccalaureate Organization to the Board of Education no later than January of 2005.

Task Force Activities:

Information studied by the Task Force in its review that helped the Task Force to reach its decision included:

- Reasons for the creation of the Task Force
- Mission of the Task Force
- IBO Philosophy and Mission,
- Terminology used by the IBO
- Analysis of the issues raised by parents, faculty and community members
- NYS Education Department regulations for middle schools
- National Middle School Association reports
- Factual information including
 - A description of the Middle Years and Primary Years Programmes
 - Articles about the program from a variety of sources¹
 - Faculty and community survey information
 - Community “buy-in” of the program
 - Foundation and background information on the IBO
 - Cost analysis
 - Faculty training
- Benefits of the programs
- Community agreements and disagreements with the program
- Implementation of the program and its current and future effects on scheduling
- Possible limitations and effects on students with special needs
- Comparison of Advanced Placement courses to IB courses and college acceptance and credits given
- Cross comparison of all programs and recognized Best Practices used in the OACSD middle school program
- Local opinions
- A pro’s and con’s chart developed by committee members.
- A history chart that documents where we were before IBO, and where we are now, in relation to school climate, teacher & parent concerns, Communication and student scores
- A teacher’s proposal for a locally developed alternative program.

¹ All Task Force members were invited to contribute articles and other sources of information about PYP, MYP and IBO. A bibliography of articles submitted and read by the Task Force is contained in the appendix to this report.

Following discussion and careful consideration, the Task Force also decided to maintain detailed minutes of the 15 meetings that were held between July 2004 and November 2004. The minutes were approved by Task Force members after two readings and posted on the OACSD's website as a service to the community at large to enable them to understand the issues that the Task Force studied and the discussions that were held.

Task Force Observations:

It is the Task Force's hope that our findings will not discourage the District from bringing in new programs. New programs are essential to keep our Schools competitive, our practices updated, and our students on the forefront of learning, a truly essential part in our Community's progress and future. It is our hope that future programs will be more thoroughly screened as to how they fit into our District and Community, and that the District will be willing to move more slowly to implement them if warranted. It is vital that Parents and the Community are completely informed about new programs and questions concerning them are answered before and during implementation.

It was agreed by all Task Force members that Best Practices are something to be encouraged and continued where possible. It is acknowledged that the IBO Programs do excel in this area. It may be of interest to the District to continue some specific practices such as: more scheduled block time for Interdisciplinary Teaching, the Advisory Program, Foreign Language at Elementary levels, opportunities for children to help and serve their Community and School, Varied Instruction, encouragement of students to discover their own particular Learning Styles, and Cross-Curricular Teaching, as well as frequent, focused Teacher Training. All of which are considered Best Practices, not exclusive to MYP or IBO.

We applaud the efforts of the District to increase communication. We look to the future for more two-way exchanges between the District and Community where all sides are willing to listen to concerns, particularly when new programs are introduced. The Community must realize they are an essential part of our schools and, as such, must keep informed and involved. The District must always remember that they are serving our Children and our Community and must always be open to the interests of both. We believe much has been learned by all, and now is the time for our Community and District to look toward the future in the Owego-Apalachin Schools and move forward.

Appendix

Documents Read File

Many of the documents have links listed next them, some of them do not. The committee kept a book of documents read by the committee.

| |
|---|
| NMS Research Summary # 4 Exemplary Middle Schools |
| Schools to Watch |
| Research on Middle School Renewal What Makes Interdisciplinary Teams Effective? |
| NMSA Org http://www.NMSA.org |
| NMSA Research Summary #9 Advisory Programs |
| NMSA Research Summary#17: What Types of Block Schedules Benefit Middle School Students? |
| Middle Years Programme Overview (by Dolan/Pichette) |
| The Primary Years Programme (Hand out from IBO) |
| Family Pressures (UNESCO PART II – the Crux of the Problem) http://www.eco.freedom.org/reports/unesco356.htm |

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| Agenda 21 – International Baccalaureate |
| Curriculum Development and Ethics in International Education |
| http://www.unesco.org/education/tlsf/pdf/theme_a_pdf/mod02.pdf Curriculum Rationale |
| http://www.ibo.org/ibo/index.cfm?page=/ibo/about/offices/offices_northamerica/ibna_myp&language=EN |
| MYP/PYP Application Guidelines |
| <i>International Baccalaureate North American and The Caribbean Middle Years Programme Information for Prospective Schools</i> |
| Web sites of schools currently using IBO programs can also be found at the IBO web site. Many of these web sites were reviewed |
| George Walker Speech – Learning to Live with Others ((US) http://www.ibo.org/ibo/index.cfm/en/ibo/services/doc_library?objectid=37072050-0E28-48B0-A9AC125A468AA1F9&language=EN&method=displaydocuments&catID=000AF04C-3415-1BDD-A6BE80C12645FD3B&catTitle=General |
| Supporting Young Adolescents: Regents Policy Statement on Middle-Level Education July 2003 |
| Toward Bias Free Teaching: Gender Equity in the classroom Http://www.instruct.mmu.edu/education/rclarken/china/gender-equity.htm |
| Selected Middle-Level Education Websites: www.nysmsa.org . www.nmsa.org . www.mgforum.org . www.nelms.org . www.middleweb.com . www.sreb.org/programs/MiddleGrades/MiddleGradesIndex.asp . |
| Learning Standards for New York State |
| Part 100 Regulations: http://www.emsc.nysed.gov/part100/pages/pt100index.html |
| Section 100.3 of the Regulations of the Commissioner of Education |
| Section 100.4 of the Regulations of the Commissioner of Education |
| Shaping School Climate—Chapter 10—Toxic School Climate. Deal and Peterson |
| The Earth Charter http://www.earthcharter.org |
| Essential Elements of Standards – Focused Middle-Level Schools & Programs |
| FairFax ‘Backlash’ – Washington times http://www.wash.times.com |
| IBO Web Site http://www.ibo.org |
| TESA - Teachers Expectations and Students Achievements http://www.gun.palo-alto.ca.us/info/tesa.htm |
| IBO Donor List http://www.ibo.org/ibo/index.cfm?page=/ibo/about/donors&language=EN |

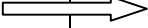
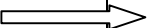
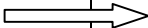
Fact Summary

Comparison of Issues facing District Pre-IBO and Post IBO

● Problem

○ Potential Problem

● Ok or no known issues

| Problems Pre-IBO | | Problems Post IBO |
|---|---|---|
| District Perspective: <div>●/○ Morale Issue (Per Consultants Worst climate they had seen)</div> <div>○/● Test Score Concerns (our school doing as well as anyone else – but we wanted to improve)</div> <div>○/● Parental Concerns – Parents loved Elementary, loved High school, dreaded middle school</div> <div>?? Communication Between: District & Parents Teachers within discipline Teachers between disciplines Teachers between grade levels & Between Schools</div> | <div>Time & </div> <div>\$\$\$ Later</div> | <div>● Morale Issue (based on board mtgs, parental concerns, morale team & survey being pursued)</div> <div>○/● Test Score Concerns (To Early to tell) Curriculum mapping begun (core content?) Accountability begun (teachers required to attend team mtgs)</div> <div>●/○ Parental Concerns Concerns with IB Value Content No homework – doesn't know what children are Learning, etc.</div> <div>○/● Communication Between: District & Parents Teachers within discipline – beginning to happen Teachers between disciplines – beginning to happen Teachers between grade levels & Between Schools ???</div> |
| Parental Perspective: <div>●/○ Morale Issue (Note sure if parents were aware)</div> <div>●/○ Test Score Concerns (again not sure if parents had concerns)</div> <div>●/○ Parental Concerns – Parents loved Elementary, loved High school, dreaded middle school – but could live with it</div> <div>?? Communication Between: District & Parents Teachers within discipline Teachers between disciplines Teachers between grade levels & Between Schools</div> | <div>Time & </div> <div>\$\$\$ Later</div> | <div>● Morale Issue (based on board mtgs, parental concerns, morale team & survey being pursued)</div> <div>○/● Test Score Concerns (To Early to tell) Curriculum mapping begun (core content?) Accountability begun (teachers required to attend team mtgs)</div> <div>● Parental Concerns both middle & elementary Concerns with IB & Value Content No homework – doesn't know what children are Learning, etc.</div> <div>○/● Communication Between: District & Parents Teachers within discipline – beginning to happen Teachers between disciplines – beginning to happen Teachers between grade levels & Between Schools ???</div> |
| Teacher Perspective: <div>Morale Issue – Not enough info available</div> <div>Test Score Concerns – Not enough info available</div> <div>Parental Concerns – Not enough info available</div> <div>Communication – not enough info available</div> | <div>Time & </div> <div>\$\$\$ Later</div> | <div>● Morale Issue (based on board mtgs, parental concerns, morale team & survey being pursued)</div> <div>Test Score Concerns – not enough information to be able to draw any conclusive decisions. However survey data results from the Middle & High school suggests there may be issues with students reaching grade level with adequate knowledge. Survey data also suggests there may be a need to review best practices in place for effectiveness.</div> <div>Parental Concerns – Again not enough information available to determine teacher perspective</div> <div>Communication – Based on survey results, there appears be an issue with the rate at which programs are implemented, and teachers received training.</div> |

Best Practice Used in Owego-Apalachin School District

Elementary School

| Program | Best Practic e | IBO Req'm t | Existe d before IBO |
|--|----------------------|-------------------|------------------------------|
| Foreign Language: Is the study of a language other than one's own native language | Y | Y | |
| Interdisciplinary/Cross-Curricular Teaching: Involves a conscious effort to apply knowledge, principles, and/or values too more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic or experience (Jacobs, 1989). The organizational structure of interdisciplinary/cross-curricular teaching is a called a theme, thematic unit, or unit, which is a framework with goals/outcomes that specify what students are expected learn as a result of the experiences and lessons of that part of the unit. | Y | Y | Some at this level |
| Flexible Block Scheduling: Flexible At least part of the daily schedule is organized into larger blocks of time to allow flexibility for a diversity of instructional activities. The variations are endless, and may involve reconfiguring the lengths of terms as well as the daily schedule. | | | |
| Literacy Collaborative: The Lesley University Literacy Collaboration is a model for comprehensive school reform through collaboration between Lesley university and individual schools. It is a long-term professional development program designed to provide school-wide approach to literacy instruction. The goal of the program is to assure successful literacy achievement for every child. | Y | N | Y |
| Reading Recovery: Is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used a s a supplement to good classroom teaching. In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction. | Y | N | Y |
| Community Service: Found under special programs at the high school. A program designed to give students the opportunity to learn and serve their community by volunteering their time and talents. Students may earn ½ unit of credit for a minimum of 70 hours of service. | | | |
| Syracuse University Project Advance: The OACSD, in cooperation with Syracuse "University, offers college level academic courses at the high school. These courses are offered during the school day and will be scheduled as part of the academic program. A student must have an average with the subject area of 85 or higher to participate. The individual student will pay Syracuse University. | | | |
| Dimensions of Learning: Is a comprehensive model that uses what researchers and theorists know about learning to define the learning process. It is the premise that five types of thinking – what we call the five dimensions of learning – are essential to successful learning. The Dimensions framework will help you to: <ul style="list-style-type: none"> • Maintain a focus on learning • Study the learning process and • Plan curriculum, instruction, and assessment that takes into account the five critical aspects of learning | Y | N | Y |
| Project Lead the Way: PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in | | | |

| | | | |
|---|---|---|---|
| high school introduces students to the scope, rigor and discipline of engineering and technology prior to entering college. Introduction at this level will attract more students to engineering, and will allow students while still in high school, to determine if engineering is the career they desire. | | | |
| Principles of Learning: In order to maintain a high quality program, teachers practice the nine Principles of Learning based on Dr. Lauren Resnick's research. These principles represent the most recent research regarding best practices that support students' learning. Many teachers and students connect these principles to the instructional activities in the classroom. Organize for the effort Fair and Credible Evaluations Academic Rigor in a Thinking curriculum Socializing intelligence Learning as Apprenticeship Clear Exceptions Recognition and Accomplishment Accountable Talk Self-Management of Learning | Y | N | Y |
| Journaling: Is a writing process where students write about a topic in a notebook. The topic may range from writing about what a student learned to addressing a specific task given by the teacher. | Y | Y | Y |
| Portfolios: Are a collection of a student's work. Our district keeps a Language Arts Portfolio for every student in grades K-5. The portfolio is a collection of the student's progress in the area of language arts. There was no portfolio kept in the middle school unless the teacher chose to collect student work that was related to their subject. | Y | Y | Y |

Middle School

| Program | Best Practice | IBO Req'm t | Existed before IBO |
|---|---------------|-------------|--------------------------|
| Foreign Language: The study of a language other than one's own native language. | Y | Y | Y Grade s 7/8 |
| Interdisciplinary/Cross-Curricular Teaching: Involves a conscious effort to apply knowledge, principles, and/or values too more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic or experience (Jacobs, 1989). The organizational structure of interdisciplinary/cross-curricular teaching is a called a theme, thematic unit, or unit, which is a framework with goals/outcomes that specify what students are expected learn as a result of the experiences and lessons of that part of the unit. | Y | Y | Some at this level |
| Flexible Block Scheduling: Flexible At least part of the daily schedule is organized into larger blocks of time to allow flexibility for a diversity of instructional activities. The variations are endless, and may involve reconfiguring the lengths of terms as well as the daily schedule. | Y | N | Some at this level |
| Literacy Collaborative: The Lesley University Literacy Collaboration is a model for comprehensive school reform through collaboration between Lesley university and individual schools. It is a long-term professional development program designed to provide school-wide approach to literacy instruction. The goal of the program is to assure successful literacy achievement for every child. | | | |
| Reading Recovery: Is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders. The intervention is most effective when it is | | | |

| | | | |
|---|---|---|--------------------|
| available to all students who need it and is used as a supplement to good classroom teaching. In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction. | | | |
| Community Service: Found under special programs at the high school. A program designed to give students the opportunity to learn and serve their community by volunteering their time and talents. Students may earn ½ unit of credit for a minimum of 70 hours of service. | Y | Y | Some at this level |
| Syracuse University Project Advance: The OACSD, in cooperation with Syracuse University, offers college level academic courses at the high school. These courses are offered during the school day and will be scheduled as part of the academic program. A student must have an average with the subject area of 85 or higher to participate. The individual student will pay Syracuse University. | | | |
| Dimensions of Learning: Is a comprehensive model that uses what researchers and theorists know about learning to define the learning process. It is the premise that five types of thinking – what we call the five dimensions of learning – are essential to successful learning. The Dimensions framework will help you to: <ul style="list-style-type: none"> • Maintain a focus on learning • Study the learning process and • Plan curriculum, instruction, and assessment that takes into account the five critical aspects of learning | Y | N | Y |
| Project Lead the Way: PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school introduces students to the scope, rigor and discipline of engineering and technology prior to entering college. Introduction at this level will attract more students to engineering, and will allow students while still in high school, to determine if engineering is the career they desire. | | | |
| Principles of Learning: In order to maintain a high quality program, teachers practice the nine Principles of Learning based on Dr. Lauren Resnick's research. These principles represent the most recent research regarding best practices that support students' learning. Many teachers and students connect these principles to the instructional activities in the classroom. <div> <div>Organize for the effort</div> <div>Fair and Credible Evaluations</div> <div>Academic Rigor in a Thinking curriculum</div> <div>Socializing intelligence</div> <div>Learning as Apprenticeship</div> </div> <div> <div>Clear Exceptions</div> <div>Recognition and Accomplishment</div> <div>Accountable Talk</div> <div>Self-Management of Learning</div> </div> | Y | N | Y |
| Journaling: Is a writing process where students write about a topic in a notebook. The topic may range from writing about what a student learned to addressing a specific task given by the teacher. | Y | Y | Some at this level |
| Portfolios: Are a collection of a student's work. Our district keeps a Language Arts Portfolio for every student in grades K-5. The portfolio is a collection of the student's progress in the area of language arts. There was no portfolio kept in the middle school unless the teacher chose to collect student work that was related to their subject. | Y | Y | Some at this level |

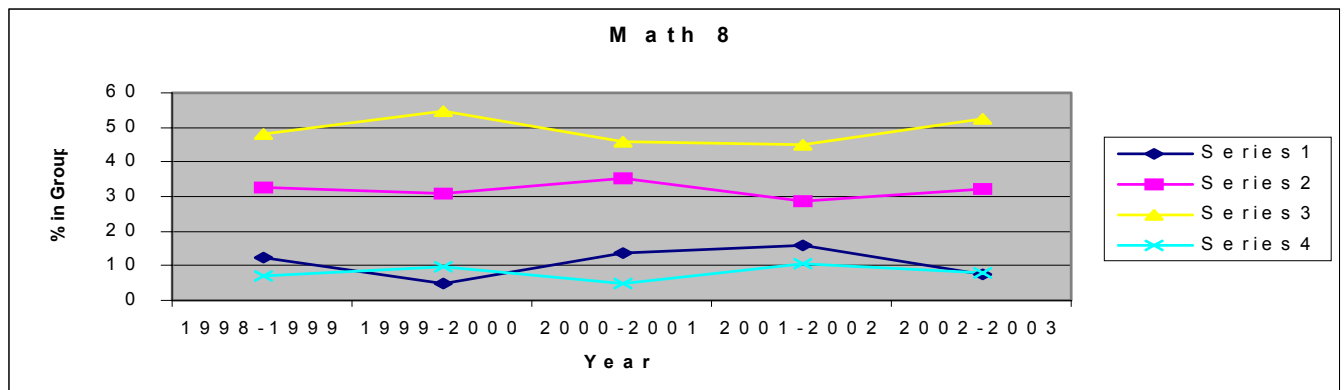
High School

| Program | Best Practic e | IBO Req'm t | Existed before IBO |
|--|----------------------|-------------------|--------------------------|
| Foreign Language: The study of a language other than one's own native language. | Y | Y | Y |
| Interdisciplinary/Cross-Curricular Teaching: Involves a conscious effort to apply knowledge, principles, and/or values too more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic or experience (Jacobs, 1989). The organizational structure of interdisciplinary/cross-curricular teaching is a called a theme, thematic unit, or unit, which is a framework with goals/outcomes that specify what students are expected learn as a result of the experiences and lessons of that part of the unit. | Y | Y | Some at this level |
| Block Scheduling: Flexible At least part of the daily schedule is organized into larger blocks of time to allow flexibility for a diversity of instructional activities. The variations are endless, and may involve reconfiguring the lengths of terms as well as the daily schedule. | Y | N | Some at this level |
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| Community Service: Found under special programs at the high school. A program designed to give students the opportunity to learn and serve their community by volunteering their time and talents. Students may earn ½ unit of credit for a minimum of 70 hours of service. | | | |
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| Dimensions of Learning: Is a comprehensive model that uses what researchers and theorists know about learning to define the learning process. It is the premise that five types of thinking – what we call the five dimensions of learning – are essential to successful learning. The Dimensions framework will help you to: <ul style="list-style-type: none"> • Maintain a focus on learning • Study the learning process and • Plan curriculum, instruction, and assessment that takes into account the five critical aspects of learning | Y | N | Y |
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| | | | |
|--|---|---|--------------------|
| determine if engineering is the career they desire. | | | |
| Principles of Learning: In order to maintain a high quality program, teachers practice the nine Principles of Learning based on Dr. Lauren Resnick's research. These principles represent the most recent research regarding best practices that support students' learning. Many teachers and students connect these principles to the instructional activities in the classroom. Organize for the effort Fair and Credible Evaluations Accomplishment Academic Rigor in a Thinking curriculum Socializing intelligence Learning as Apprenticeship Clear Exceptions Recognition and Accountable Talk Self-Management of Learning | Y | N | Y |
| Journaling: Is a writing process where students write about a topic in a notebook. The topic may range from writing about what a student learned to addressing a specific task given by the teacher. | Y | Y | Some at this level |
| Portfolios: Are a collection of a student's work. Our district keeps a Language Arts Portfolio for every student in grades K-5. The portfolio is a collection of the student's progress in the area of language arts. There was no portfolio kept in the middle school unless the teacher chose to collect student work that was related to their subject. | N | Y | N |

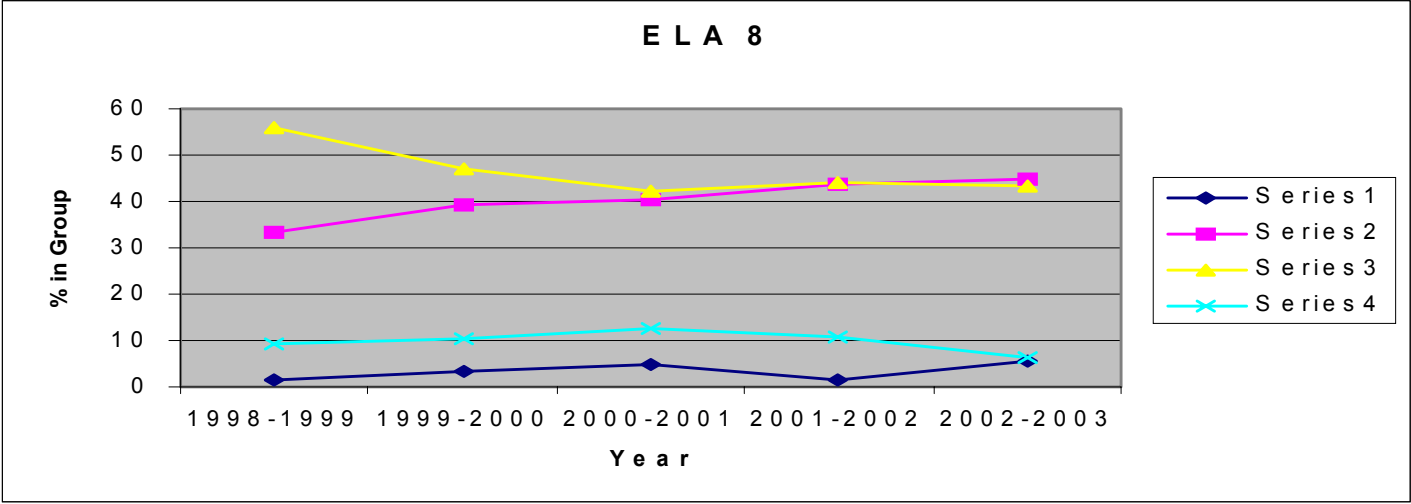
8th Grade Test Results

| Math 8 | % in LEVEL | | | | |
|-----------|------------|---------|----------|----------|-------|
| Year | 1 | 2 | 3 | 4 | Total |
| 1998-1999 | 12.3 | 32.5 | 48.1 | 7 | 99.9 |
| 1999-2000 | 5 | 30.7 | 54.5 | 9.9 | 100.1 |
| 2000-2001 | 13.7 | 35.5 | 45.9 | 4.9 | 100 |
| 2001-2002 | 15.9 | 28.6 | 44.9 | 10.6 | 100 |
| 2002-2003 | 7.5 | 32.2 | 52.3 | 8 | 100 |
| 2003-2004 | 10 | 26 | 53 | 10 | 99 |
| mean | 10.88 | 31.9 | 49.14 | 8.08 | 100 |
| std dev | 4.504664 | 2.53673 | 4.131344 | 2.288449 | |

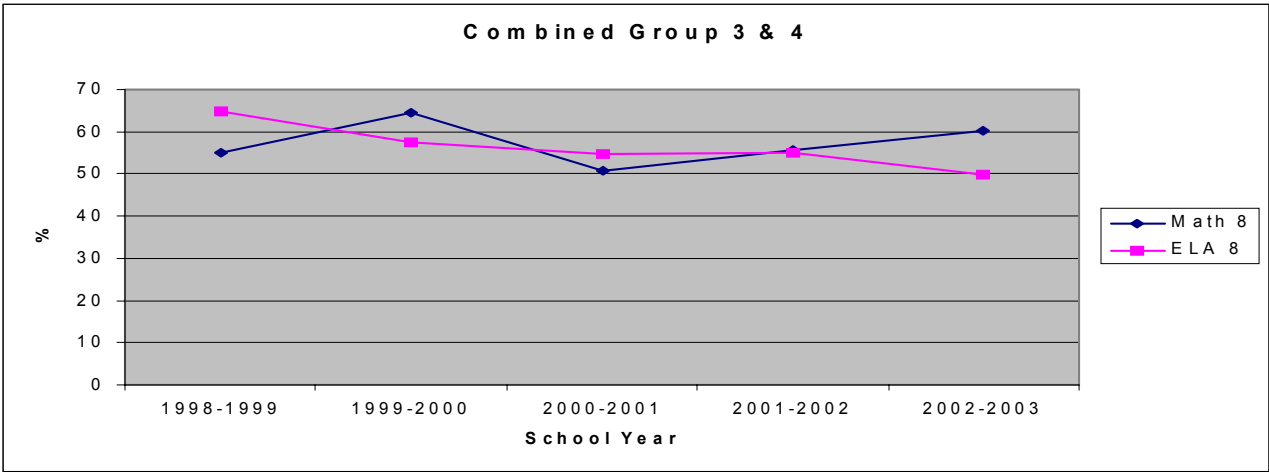


| ELA 8 | % in LEVEL | | | | |
|-----------|------------|-------|-------|-------|--------|
| Year | 1 | 2 | 3 | 4 | Total |
| 1998-1999 | 1.65 | 33.47 | 55.79 | 9.09 | 100 |
| 1999-2000 | 3.47 | 39.11 | 47.03 | 10.4 | 100.01 |
| 2000-2001 | 4.92 | 40.44 | 42.08 | 12.57 | 100.01 |
| 2001-2002 | 1.33 | 43.81 | 44.25 | 10.62 | 100.01 |

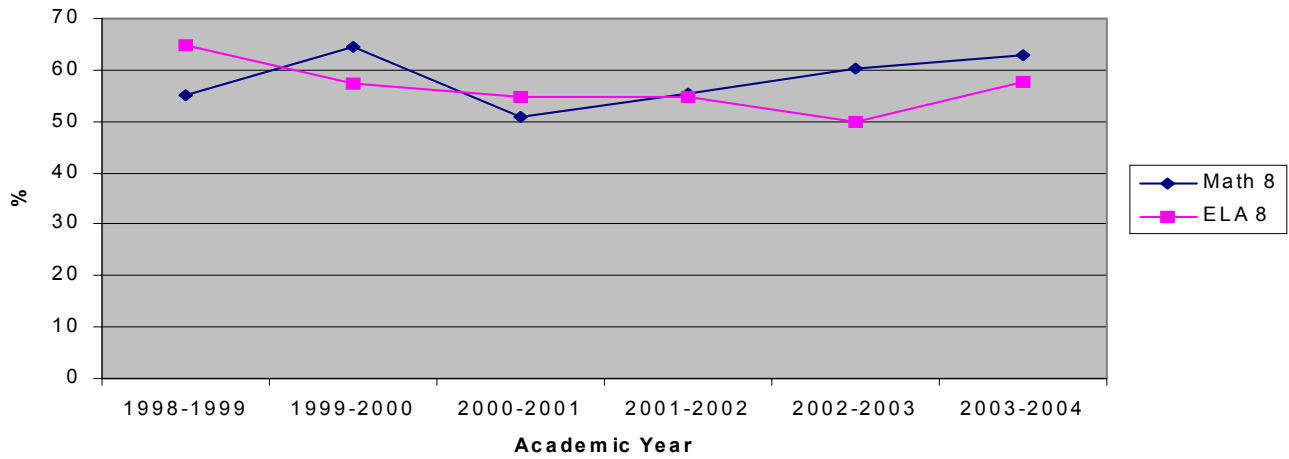
| | | | | | |
|---------------|----------|----------|----------|----------|---------|
| 2002-2003 | 5.47 | 44.78 | 43.28 | 6.47 | 100 |
| 2003-2004 | 2.51 | 39.70 | 38.69 | 19.10 | 100 |
| mean | 3.368 | 40.322 | 46.486 | 9.83 | 100.006 |
| std dev | 1.866982 | 4.485328 | 5.512516 | 2.252432 | |
| mean(2004) | | | | 11.37425 | |
| std dev(2004) | | | | 4.285667 | |



| | 3 & 4 | |
|-----------|----------|----------|
| Year | Math 8 | ELA 8 |
| 1998-1999 | 55.1 | 64.88 |
| 1999-2000 | 64.4 | 57.43 |
| 2000-2001 | 50.8 | 54.65 |
| 2001-2002 | 55.5 | 54.87 |
| 2002-2003 | 60.3 | 49.75 |
| 2003-2004 | 63.00 | 57.79 |
| mean | 57.22 | 56.316 |
| std dev | 5.237079 | 5.535384 |

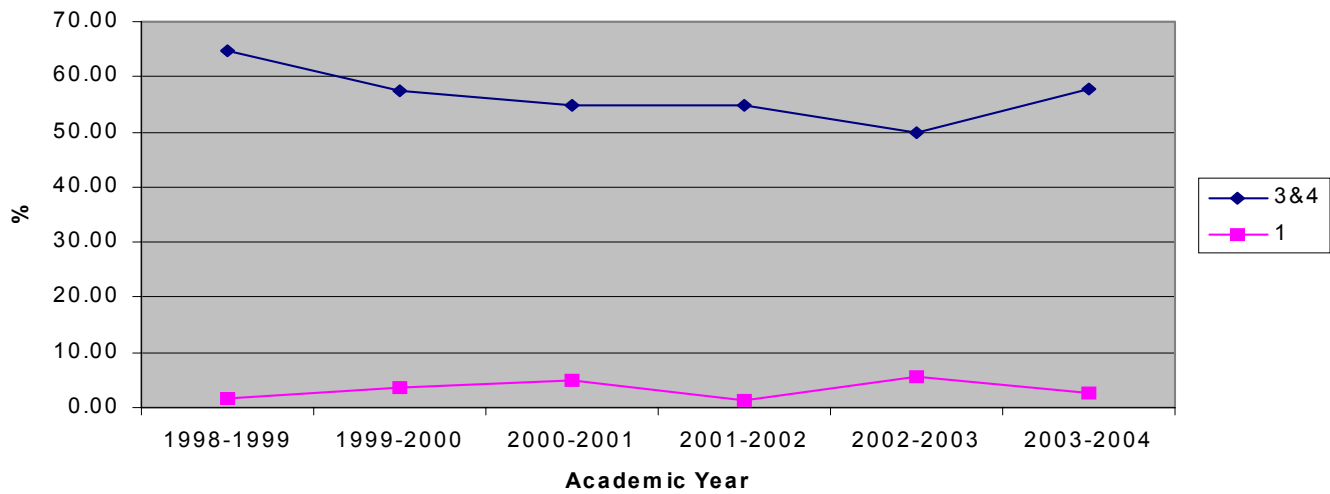


Combined Groups 3 & 4



| Year | ELA 8 | |
|-----------|-------|------|
| | 3&4 | 1 |
| 1998-1999 | 64.88 | 1.65 |
| 1999-2000 | 57.43 | 3.47 |
| 2000-2001 | 54.65 | 4.92 |
| 2001-2002 | 54.87 | 1.33 |
| 2002-2003 | 49.75 | 5.47 |
| 2003-2004 | 57.79 | 2.51 |

ELA History for Groups 1 and 3&4



Final Averages 1998 – 2004

| AVERAGE of FINAL GRADES EACH YEAR 1998-2004 | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|---------------|----------------|---------------|-----------------------|-----------------------|-------|------------------------|
| Course | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 | Average 98-03 | Variance 98-03 | Std Dev 98-03 | 98-03 Avg + 2 Std Dev | 98-03 Avg + 3 Std Dev | 03-04 | Comment |
| English 6 | 82.67 | 82.40 | 82.11 | 81.60 | 80.37 | 81.830 | 0.659 | 0.812 | | | | |
| English 6th gr | | 80.19 | 79.05 | 84.17 | 80.40 | 80.953 | 4.694 | 2.167 | | | | |
| Language A 6 | | | | | | | | | | | 84.68 | |
| English 6 avg | 82.67 | 81.30 | 80.58 | 82.89 | 80.39 | 81.563 | 1.080 | 1.039 | 83.641 | 84.680 | 84.68 | |
| | | | | | | 81.440 | | | | | | |
| | | | | | | | | | | | | |
| English 7 | 76.95 | 75.78 | 76.90 | 79.43 | 82.20 | 78.252 | 5.322 | 2.307 | | | | |
| English 7th gr | | 81.26 | 79.03 | 76.64 | 83.85 | 80.195 | 8.992 | 2.999 | | | | |
| Language A 7 | | | | | | | | | | | 85.12 | |
| English 7 avg | 76.95 | 78.52 | 77.97 | 78.04 | 83.03 | 78.899 | 4.517 | 2.125 | 83.150 | 85.275 | 85.12 | |
| | | | | | | | | | | | | |
| English 8 | 80.08 | 76.73 | 77.39 | 78.45 | 79.74 | 78.478 | 1.680 | 1.296 | | | | |
| English 8th gr | | 76.82 | 80.94 | 76.92 | 79.09 | 78.443 | 2.902 | 1.703 | | | | |
| Language A 8 | | | | | | | | | | | 83.38 | |
| English 8 avg | 80.08 | 76.78 | 79.17 | 77.69 | 79.42 | 78.624 | 1.468 | 1.212 | 81.047 | 82.259 | 83.38 | |
| | | | | | | | | | | | | |
| Math 6 | 80.30 | | | | | | | | | | | |
| Math 6A | 90.63 | | | | | | | | | | | |
| Math 6th ACC | | 89.38 | 89.21 | 90.83 | | | | | | | | ACC & GR high var |
| Math 6th GR | | 78.51 | 80.67 | 81.03 | 80.68 | | | | | | 80.64 | |
| Math 6th avg | | 83.95 | 84.94 | 85.93 | 80.68 | 83.874 | 3.893 | 1.973 | 87.820 | 89.793 | 80.64 | |
| | | | | | | | | | | | | |
| Math 7 | 76.25 | | | | | | | | | | | |
| Math 7th ACC | | 88.75 | 89.18 | 92.19 | 90.41 | | | | | | | ACC & GR high var |
| Math 7th GR | | 77.62 | 77.81 | 78.85 | 82.30 | 79.145 | 3.537 | 1.881 | | | 81.03 | |
| Math 7th avg | 76.25 | 83.19 | 83.50 | 85.52 | 86.36 | 82.961 | 12.688 | 3.562 | 90.085 | 93.647 | 81.03 | |
| | | | | | | | | | | | | |
| Math 8 | 78.57 | | | | | | | | | | | How Math 9/9A/A/B fit? |
| Math 8th GR | | 77.18 | 79.05 | 79.74 | 77.01 | 78.245 | 1.386 | 1.177 | | | 77.95 | |
| Math 8th avg | 78.57 | 77.18 | 79.05 | 79.74 | 77.01 | 78.310 | 1.125 | 1.061 | 80.432 | 81.493 | 77.95 | |
| | | | | | | | | | | | | |
| Soc St 6th GR | 82.10 | 79.88 | 80.60 | 83.49 | 80.49 | | | | | | | |
| Soc St 6th Avg | | 79.21 | 84.06 | 81.77 | 83.50 | | | | | | | |
| Soc St 6thGR | 82.10 | 79.55 | 82.33 | 82.63 | 82.00 | 81.720 | 1.230 | 1.109 | 83.938 | 85.047 | 83.13 | |
| | | | | | | | | | | | | |
| Soc St 7th GR | 86.26 | 81.26 | 81.22 | 81.53 | 84.29 | 82.912 | 4.122 | 2.030 | 86.973 | 89.003 | 84.14 | |
| | | | | | | | | | | | | |
| Soc St 8th GR | 76.83 | 79.47 | 81.01 | 79.86 | 81.39 | 79.712 | 2.577 | 1.605 | 82.923 | 84.528 | 82.24 | |
| | | | | | | | | | | | | |
| Science | 83.54 | 85.27 | 84.52 | 85.97 | | | | | | | | |
| Science 6 | 83.32 | | | | | | | | | | | |
| Science 6th GR | | 83.76 | 80.95 | 81.97 | 81.71 | | | | | | | |
| Science 6th Avg | 83.43 | 84.52 | 82.74 | 83.97 | 81.71 | 83.272 | 0.957 | 0.978 | 85.229 | 86.207 | 84.36 | |
| | | | | | | | | | | | | |
| Science 7 | 80.76 | | | | | | | | | | 82.96 | |
| Science 7th ACC | | 87.62 | 91.52 | 76.12 | | | | | | | | |
| Science 7th GR | | 80.55 | 81.50 | 81.54 | 81.63 | | | | | | 73.29 | |
| Science 7th Avg | 80.76 | 84.09 | 86.51 | 78.83 | 81.63 | 82.363 | 7.150 | 2.674 | 87.711 | 90.385 | 78.13 | |
| | | | | | | | | | | | | |
| Science 8 | 74.09 | | | | | | | | | | 77.43 | |
| Science 8th GR | | 72.11 | 70.23 | 72.28 | 75.32 | | | | | | 82.04 | |
| Science 8th Avg | 74.09 | 72.11 | 70.23 | 72.28 | 75.32 | 72.806 | 3.073 | 1.753 | 76.312 | 78.065 | 79.74 | |
| LEGEND | | | | | | | | | | | | |

LEGEND

Significantly Higher

>= Comparison

Class History

number ?

The Primary Years Programme - General Information

What is a PYP school?

A school that creates an environment which, regardless of location, size or constitution, strives toward developing an international person.

What is an “international” person?

Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Open-minded, Caring, Well-balanced and reflective.

What will a PYP student learn?

1. The written curriculum, based on the New York State Learning Standards.
2. Unwritten curriculum: “teachable moments”
3. “Everything that goes on in the school.”

Essential Elements: “Framework”

1. **Concepts**- powerful ideas which have relevance within and across the disciplines.
2. **Knowledge**- significant, relevant, subject matter we wish students to explore.
3. **Skills**- those things students need to be able to do to succeed in a changing, challenging world.
4. **Attitudes**- expressions of fundamental values, beliefs and feelings about learning, the environment and people.
5. **Action**- demonstrations of a deeper learning in responsible behavior through positive action and service.

Concepts

Form- What is it like?

Function- How does it work?

Causation- Why is it like it is?

Change- How is it changing?

Connection- How is it related to other things?

Perspective- What are other points of view?

Responsibility- What is our responsibility?

Reflection- How do we know?

How best will we learn?: “Inquiry Based Methodology”

“Tell me and I’ll forget, show me and I’ll remember, involve me and I’ll understand.”

1. Inquiry implies the need or want to know.
2. Memorizing facts is not the most important skill in today’s society. Facts change and information is readily available. We must understand how get and make sense of mass information.
3. Inquiry is not so much seeking the right answer, but rather, seeking appropriate resolutions to questions and answers.
4. The goal is to enable students to continue the quest for knowledge throughout life.

How will we know what we have learned?: Assessment

1. Observational/Anecdotal

2. Rubric
3. Portfolio of student work.
4. Observational Survey (Marie Clay Model)
5. Running Records (Guided Reading Assessment)

Purpose of Assessment

1. Promote and guide student learning
2. Provide information about student learning
3. Overall program evaluation

The Middle Years Programme

The Middle Years Programme, is part of the International Baccalaureate Organization who's aim is to develop inquiring, knowledgeable and caring young people who will help create a better and more peaceful world. MYP is a framework designed to provide young adolescents flexibility to meet the educational requirements facing them while dealing with the tremendous physical, social and emotional changes occurring during this period of their lives.

What does the MYP student learn?

He/she learns to be a problem solver, cooperative worker, self-starter, information manager, critical/flexible thinker and an effective questioner. All of these traits are traits that are needed to be competitive citizens of the 21st century.

Basic Objectives of the MYP:

1. **Knowledge** – The facts that a students should be able to recall to ensure his/her success and competence in a subject area.
2. **Understanding** – How the student is able to interpret or predict outcomes or aspects within each subject area.
3. **Application** – How the student is able to apply what has been learned in each subject area and use in new situations.
4. **Attitude** – How the student is changed by the learning experience in each subject area.

Basic Concepts of the MYP:

1. **Approaches to Learning** – How do I learn best? How do I know? How do I communicate my understanding?
2. **Community and Service** – How do we live in relation to each other? How can I contribute to the community? How can I help others?
3. **Homo Faber** – How and why do we create? What are the consequences?
4. **Environment** – Where do we live? What resources do we have or need? What are my responsibilities?
5. **Health and Social Education** – How do I think and act? How am I changing? How can I look after myself and others?

Assessing what students know in the MYP.

There is no external assessment in the Middle Years Programme. What does that mean? There are no formal marked examinations given by the IBO in the Middle Years Programme. The assessment aims to use a criteria approach. Teachers in the MYP are expected to make qualitative judgements about student work, as they do every day in the classroom.

What are the Criteria in the MYP?

1. **Knowledge and Understanding** – These are essential to the study of each subject area.

2. **Understanding and Application of Concepts** – This deals with how students apply criterion 1.
3. **Presentation and Organization** - This is how the student shows criteria 1 and 2.

The Nuts and Bolts of an MYP Class:

1. The STUDENT is at the center of all learning.
2. Local requirements ALWAYS take precedence.
3. Grade level and subject area collaboration is essential.
4. Uses common assessments across subject areas.
5. All people involved will use common terminology.
6. More interdisciplinary units, i.e. using a book like Johnny Tremain while teaching the American Revolution, are involved.

The MYP helps to create a person who is prepared to become a community member capable of using the skills he/she has learned and apply them to make informed, rational decisions that help better their community and world around them.

Source –International Baccalaureate Middle Years Program Workbook

IBO Costs
PYP AES Program

| Year | 03 – 04 | 04 – 05 | 05 – 06 | 06 – 07 | 07 – 08 |
|------------------------|---------|---------|---------|---------|---------|
| Application Fee Part A | 4,300 | | | | |
| Application Fee Part B | | | 4,000 | | |
| Annual Basic Fee | | | 2,850 | 2,850 | 2,850 |
| Consultant Visits | | | | | 3,500 |
| Teacher Training | 6,000 | 20,000 | 15,000 | 10,000 | 10,000 |
| Curriculum Revisions | | | 1,000 | | |
| Materials | | 3,000 | 800 | 800 | 800 |
| Program Evaluation Fee | | | | | |
| Totals | 10,300 | 23,000 | 23,650 | 13,650 | 17,150 |

IBO Costs
PYP OES Program

| Year | 03 – 04 | 04 – 05 | 05 – 06 | 06 – 07 | 07 – 08 |
|------------------------|---------|---------|---------|---------|---------|
| Application Fee Part A | | | 4,300 | | |
| Application Fee Part B | | | | 4000 | |
| Annual Basic Fee | | | | 2850 | 2850 |
| Consultant Visits | | | | | |
| Teacher Training | | | 6,000 | 20,000 | 15,000 |
| Curriculum Revisions | | | 1,000 | 1,000 | |
| Materials | | | | 3,000 | 800 |

| | | | | | |
|------------------------|--|--|--------|--------|--------|
| Program Evaluation Fee | | | | | |
| Totals | | | 11,300 | 30,850 | 18,650 |

MYP Program

| Year | 03 – 04 | 04 – 05 | 05 – 06 | 06 – 07 | 07 – 08 |
|------------------------|---------|---------|---------|---------|---------|
| Application Fee Part A | 4,300 | | | | |
| Application Fee Part B | | 4,00 | | | |
| Annual Basic Fee | | 2,810 | 2,810 | 2,810 | 2,810 |
| Consultant Visits | 75 | | | 3,500 | 3,500 |
| Teacher Training | 43,500 | 25,000 | 25,000 | 25,000 | 25,000 |
| Curriculum Revisions | 1,600 | | 1,000 | | |
| Materials | 2,900 | 800 | 800 | 800 | 800 |
| Program Evaluation Fee | | | | | 3500** |
| Stipend* | 8,500* | 51,650 | 33,150 | 32,150 | 35,650 |
| Totals | 60,875 | 32,610 | 39,610 | 32,110 | 35,610 |

MYP and PYP Programs Combined

| Year | 03 – 04 | 04 – 05 | 05 – 06 | 06 – 07 | 07 – 08 |
|--------|---------|---------|---------|---------|---------|
| Totals | 71,175 | 55,610 | 64,560 | 76,610 | 71,410 |

Notes on IBO Costs

These Items are not included in the IBO Costs

One new elementary Language Teacher was added to comply with IBO standards.

The approximate cost including benefits was \$50,000.

The Foreign Language was going to be added regardless of the PYP Program.

This replaced the Quest program and teacher (who retired).

It is unsure at this time if it would be necessary to hire another Language Teacher to implement PYP at OES.

One Colleague Teacher was hired to help coordinate the MYP program.

The approximate cost including benefits was \$65,000.

The Colleague Teacher replaced the Mentor Coordinator position whose duties were reassigned to the Teacher Center Director.

The PYP Coordinator was appointed through attrition from existing staff.

The costs incurred due to teacher planning time and substitute teachers hired for the sole purpose of core teachers going to seminars and workshops has not been assessed. It is believed that these costs would have been incurred for any adopted program.

Note that if MYP/PYP are not pursued, staff development costs are not projected to go down.

Curriculum Revisions planned for the 2004-2005 school year: Middle School- \$15,000; Elementary Grades- \$10,000

These costs are based on revising the curriculum to New York State standards therefore meeting the MYP/PYP requirements. No separate revisions exclusive to MYP/PYP will be required.

About the Cost Charts

All dollar amounts for 2005-2006 and future school years are subject to change. These costs are projected based on prior years and according to the IBO plan.

*A stipend of \$8,500 was budgeted in the summer of 2003 for the new Colleague Teacher.

**This fee is charged to cover an evaluation required by the IBO 3 years after authorization and every 5 years thereafter.

IB vs AP

International Baccalaureate vs Advanced Placement

It must first be stated that comparing these two is a bit like comparing apples and oranges. Both can yield college credit but, that is where the similarity ends. Therefore what we have done is to make a comprehensive guide to explain and give some of the pros and cons of each. It must be noted that the information gathered here is based on the present and as such, things may change a bit in the years to come.

| | IB | AP |
|-------------------------------|---|---|
| Cost | Schools pay fees to be accepted into the IBO | End of course Exam fee can be reduced or waived for low-income students |
| Hours Required | Each HL (Higher Level) course requires a minimum of 240 teaching hours | Designed to be taught over a full academic year of high school. |
| Point System | Students graded on a scale of 1 (minimum) to 7 (maximum) | Final exam only - graded on a scale of 1(minimum) to 5 (maximum) |
| Grade | Based on an assessment of their academic work | AP Exam |
| Credit Hours | Minimum of 2; Maximum of 12 | Minimum of 1; Maximum of 12 |
| Classes | A minimum of 3, maximum of 4 HL classes required for diploma | Students are allowed to take as many AP classes as scheduling and guidance will allow |
| Needed to Earn College Credit | A minimum score of 4 or higher in HL courses ONLY has the possibility of earning college credit | A minimum score of 3 or higher on the AP exam will earn college credit. |

College Credit Acceptance Rate

| Minimum Score | IB Standard Level | IB Higher Level | AP |
|---------------|-------------------|-----------------|-----|
| 3 | None | None | 52% |
| 4 | 2% | 33% | 41% |
| 5 | 18% | 56% | 7% |
| 6 | 17% | 11% | NA |

OFA Information

| OFA | | |
|---------------------|------|------|
| | 2003 | 2004 |
| Graduate | 239 | 183 |
| College Acceptances | 162 | 124 |
| | | |

| Colleges Attended | | |
|--------------------------|------|------|
| | 2003 | 2004 |
| Broome Community College | 54 | 57 |
| Various SUNY Colleges | 46 | 18 |
| Other | 62 | 49 |

| AP Enrollment | | |
|--------------------|-------------|-------------|
| | 2003 | 2004 |
| English Literature | 18 | 37 |
| History | 12 | 13 |
| Geography | 7 | Not Offered |
| Calculus | 13 | 11 |
| Chemistry | 7 | 21 |
| Biology | Not Offered | 17 |
| Studio Art | 17 | 12 |
| Music Theory | 4 | Not Offered |

| AP Results | | |
|------------|------|------|
| Score | 2003 | 2004 |
| 1 | 11 | 12 |
| 2 | 3 | 21 |
| 3 | 4 | 22 |
| 4 | 0 | 15 |
| 5 | 0 | 4 |

IB vs AP

International Baccalaureate vs Advanced Placement

- Broome Community College- At this time there is no written policy for students entering with IB credits. IB credits are determined on a case by case basis. All AP credits are accepted.
- SUNY Schools- Most will accept IB credits. Each school has it's own policy on amount of credit given, this can vary from school to school. All AP credits transfer.
- AP Credits- No credits are received for a score of 1 or 2 on the AP exam. A score of a 3 may receive credit. This depends upon the Individual College or University policy.
- Enrollment- Approximately 40 to 50 students are currently enrolled in AP classes at OFA.
- At OFA 33 students received a 4 or 5 on AP exams in 2004 giving them college credit.
- Generally only 10% of AP students would qualify for an IB diploma.
- At this time AP college credits are more easily accepted at the college level than IBO Credits.
- At this time most Community Colleges have no policies regarding IB credits.

- Some colleges such as Cornell determine amount of credit based on departmental exam for certain courses taken at both the AP and IB level.

IBO - MYP / PYP: PRO'S AND CON'S FACT SHEET

| Category | PRO'S | CON'S |
|----------------|---|---|
| Cost: | <ul style="list-style-type: none"> Satisfies Staff Development Requirements MYP/PYP training costs utilized existing monies set aside for teacher training | <ul style="list-style-type: none"> * Budget Concerns <ul style="list-style-type: none"> People must focus on cut backs Program costs for 2003/2004 \$71K Teacher Center Program already in existence Additional layers of mgmt required <ul style="list-style-type: none"> MYP/PYP coordinators for each school |
| Framework: | <ul style="list-style-type: none"> * Provides Management/Leadership & accountability <ul style="list-style-type: none"> IBO Organization manages Program Provides Administrative Infrastructure Strategic Plan required School Visits Enforces <ul style="list-style-type: none"> Common Planning time Integrated Teaching (5 themes of IBO) Common Teaching Plan per grade IBO Portfolio & Self Assessment | <ul style="list-style-type: none"> Already have management/leadership Curriculum Mapping Begun Takes Highly experienced teachers out of Programs (High School) to meet IBO requirements Teaming already in place Grading Issues Lack of Homework & Test Scores Brought home |
| Contractual: | | <ul style="list-style-type: none"> Governing Law – Swiss Law IBO can not be held accountable for quality of teaching Authorization to teach IB program may be withdrawn if IBO is not satisfied that the school is delivering the program with sufficient quality – Decision is final & Not subject to appeal IBO is independent from school In the case of MYP or Diploma Program: It is the sole right and responsibility of IBO to award MYP Certificate or IB Diploma; NOT the school |
| Philosophy | Character Education | <ul style="list-style-type: none"> Formal agreement to bind school to full acceptance Of IBO Philosophy, standards, principles & practices IBO reserves the right to deny participation to any school whose philosophy, policy or practices are judged to be incompatible with those of IBO <ul style="list-style-type: none"> Potential Constitutional Violations of 13th Amendments Potential Violation of Federal Law 20 U.S.C. §1232h) Sex or family life education |
| Language | Promotes internationalism, common terms | <ul style="list-style-type: none"> Questionable terminology (Why these terms?) Mother Tongue Homo Faber |
| Demographics | More likely to be accepted by Large, Wealthy, Liberal, Diverse (Transient) Communities Vs. Small, Middle Class, Conservative, Traditional (Stable) Communities | <ul style="list-style-type: none"> See Cherry Hill/Owego Demographics Comparison |
| Higher Ed | <ul style="list-style-type: none"> Most Schools in SUNY system accept IB credit | <ul style="list-style-type: none"> Community Colleges currently have no policy regarding IB credits AP credits more easily accepted at college level There is no consistence policy for determining credit Given for IB courses at colleges that accept the IB program |
| Other Programs | | <ul style="list-style-type: none"> IBO conflicts with programs such as AP, and SUPA If we were to continue with IBO these other programs would be reduced or eliminated. |

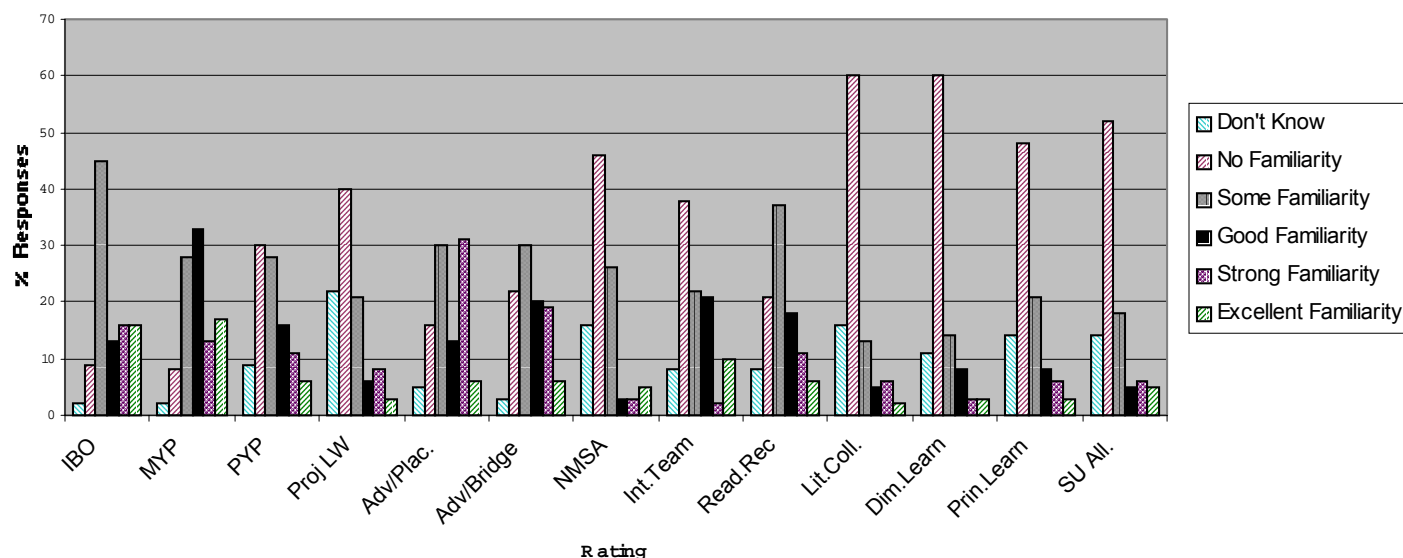
Comparison of Characteristics of Cherry Hill & Owego

| Attribute | Cherry Hill | Owego |
|-----------------------|---------------------------|------------------------------|
| Size | 3000 | 500 |
| Number middle schools | 3 | 1 |
| Community Type | Suburb, bedroom community | Rural |
| Community Economy | Affluent, Professional | Less affluent, farm, service |
| State | NJ | NY |
| Demographics | Diverse | Homogeneous |
| Choice | Yes | No |
| Roll out | | Sudden, all middle school |
| Training | | |
| Community Turnover | Significant | Stable |
| | | |

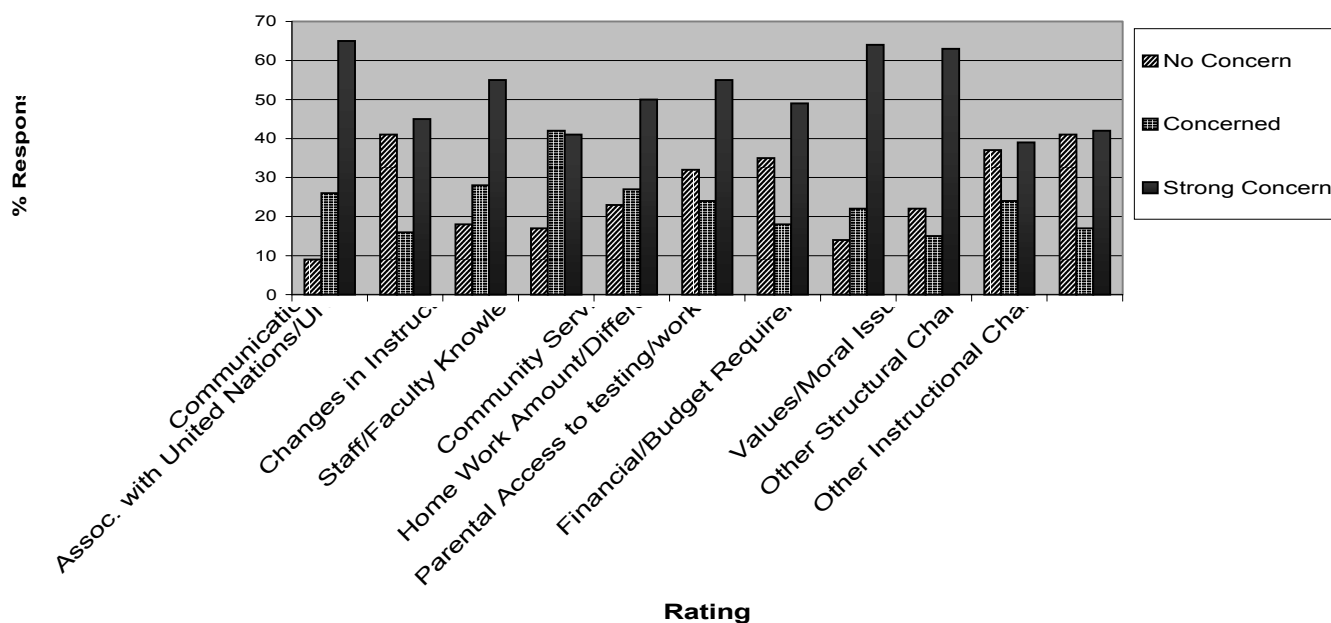
OACSD Parent Community Survey on MYP/IBO Results

– Questions 1, 3 and 5

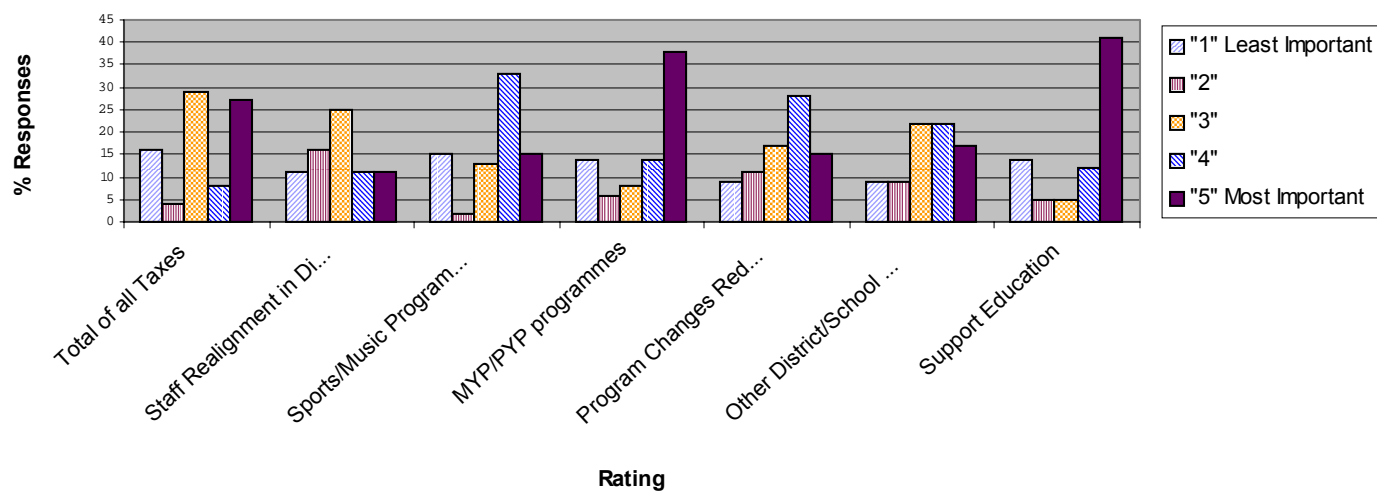
Q1: Familiarity with Programs in OACSD



Q3: IBO/MYP/PYP Programme Concerns



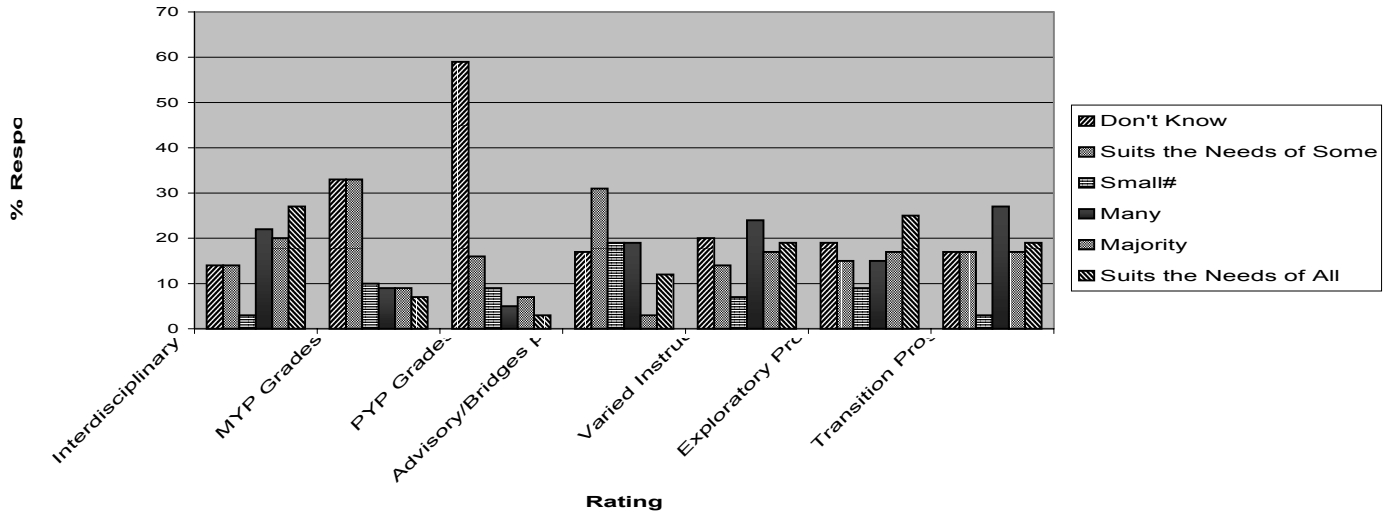
Q5: OACSD Budget Vote Factors



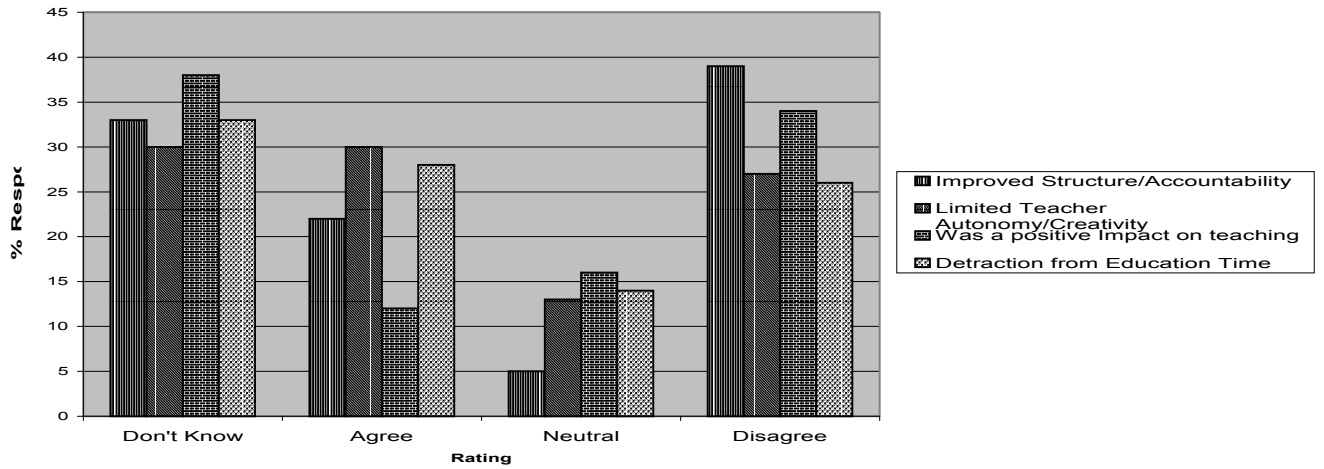
OACSD MYP/IBO Faculty/Staff/Administration Survey Results

Questions 1 and 2

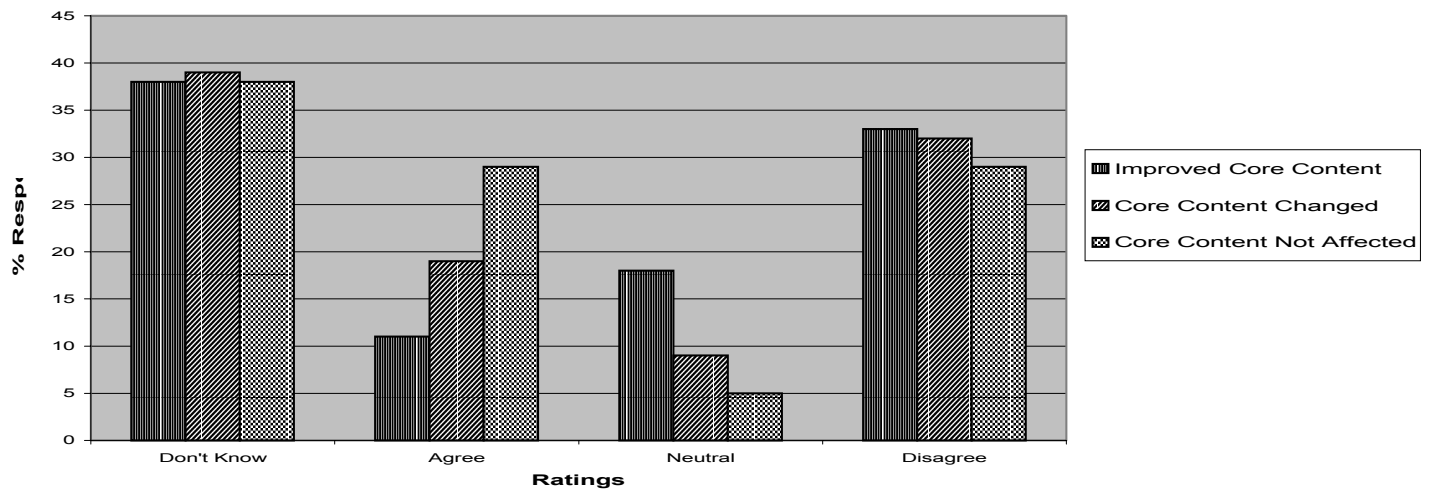
Q1: Education research Facult/Staff/Admin



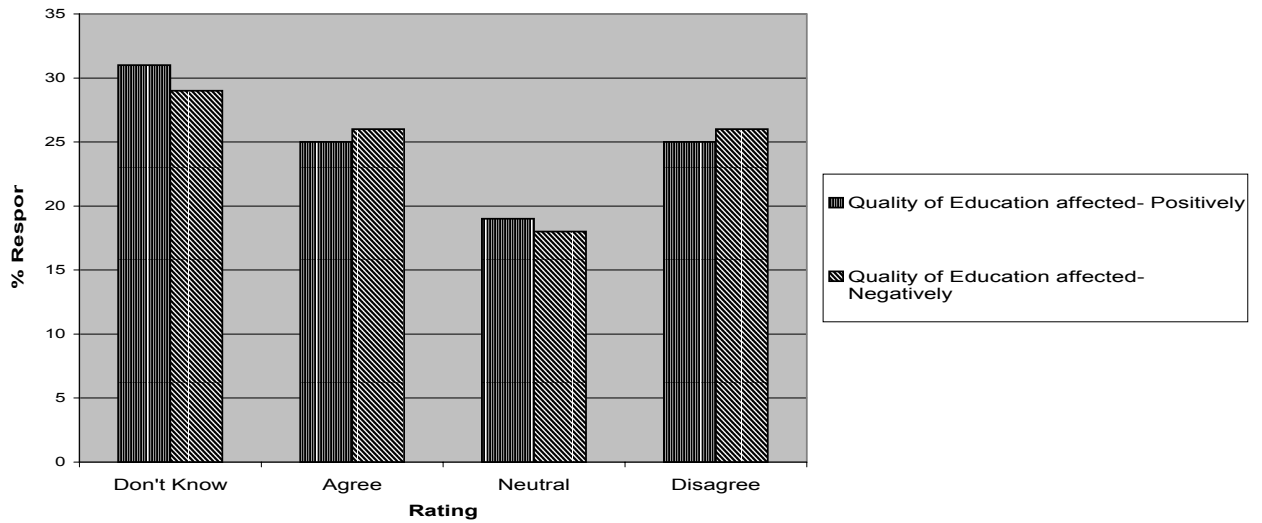
Q2: MYP/PYP Experiences-Teaching Environment



Q2: MYP/PYP Experiences: Subject Matter Content

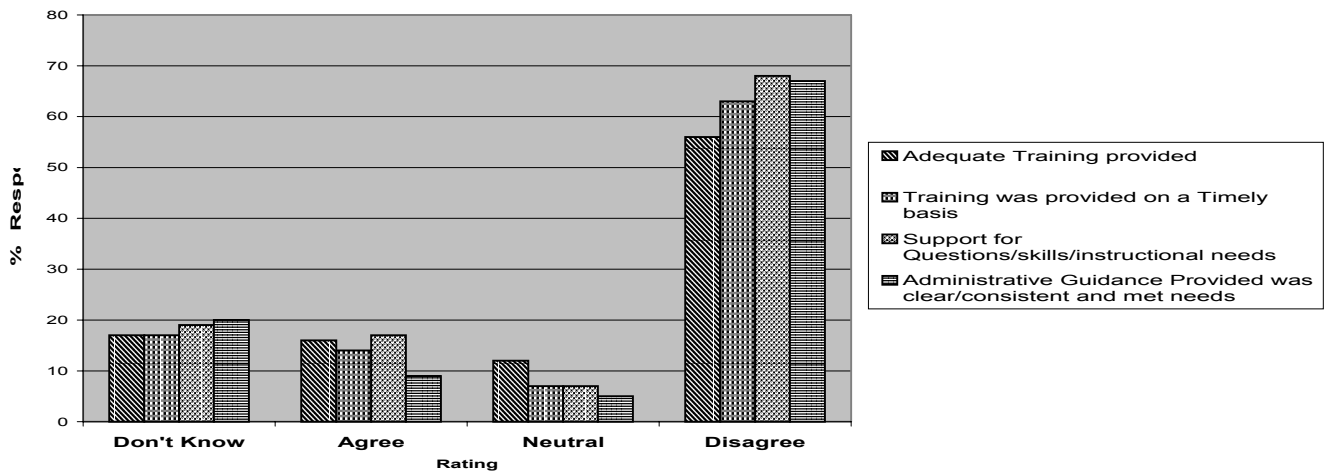


Q2: MYP/PYP Impact on Quality of Education

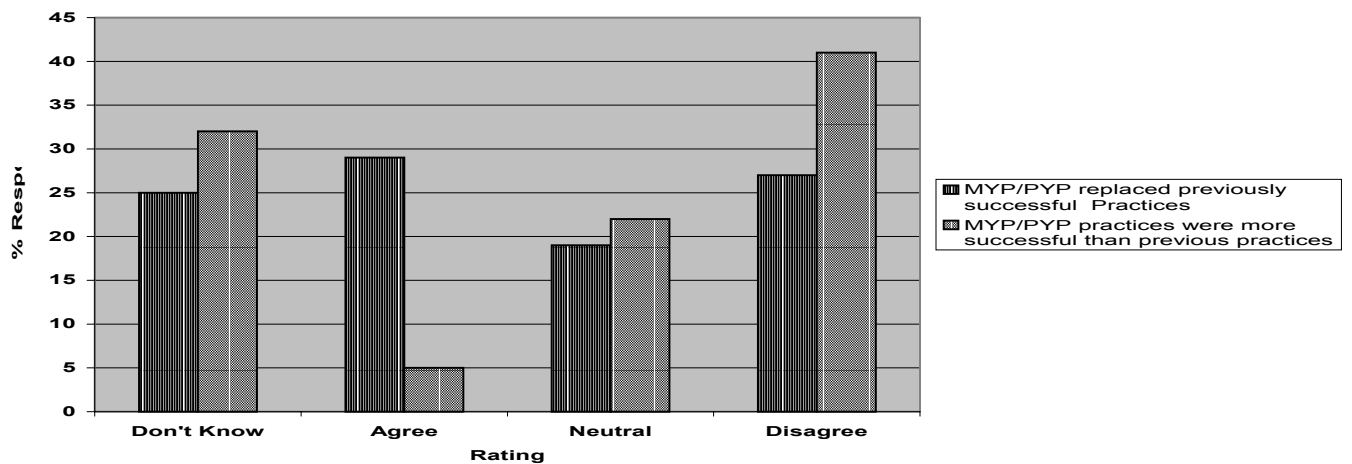


Question 3

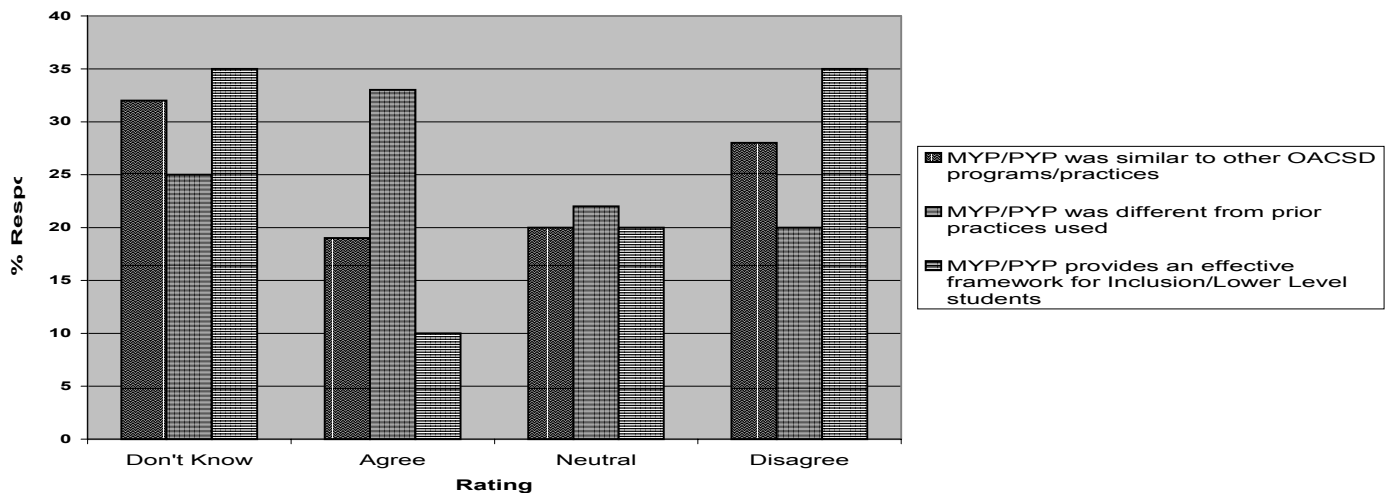
Q3: MYP/PYP Program Implementation-Staff preparation/Support



Q3: MYP/PYP Impact to Teaching Practices



Q3: MYP/PYP Practices Experiences



OACSD Faculty/Staff and Parent Community Analysis

Disclaimer

The following surveys were conducted as part of the IBO task force during the months of September and October 2004. PC survey (Parent and Community) was distributed at all OACSD open houses and via area school offices and mail requests. The FSA survey (Faculty/Staff/Administration) was distributed by IBO task force teacher team members during the month of October 2004.

Surveys received from both the PC survey community and FSA survey community were both lower than what is required to be statistically significant sample sizes for validation and publication using accepted research practices. The survey data shown is a compilation of percentage responses and correlation with write-in comments received. It is the opinion of the task force members that the responses and write-in comments are representative of PC and FSA concerns and opinions and were used to validate other task force activities and inputs cited in the final report.

Exhibits included

- Exhibit A - The Parent and Community Survey questions and responses received in numeric form
- Exhibit B - The Faculty/Staff and Administrator survey and responses received in numeric form
- Exhibit C - Analysis graphs of the Parent and Community Survey
- Exhibit D - Analysis graphs of the Faculty/Staff/Administrator survey
- Exhibit E - Summary of write-in comments and survey's cited on.

Demographics of the Surveys

The majority of the PC surveys returned were from the open house distribution sessions from parents with OAMS parent responses and OFA parent responses being the majority. The elementary schools had fewer responses. This may be attributed to PYP programme not yet having been introduced into the elementary schools at time of survey. Approximately one quarter of respondents had an 8th grade student that was involved with the piloting of the MYP programme in the middle school the 2003-2004 school year.

The FSA survey was primarily faculty responses evenly distributed across OES/OAMS and OFA. Between 11-20% of the faculty indicated they had children in the district with 11% at OAMS and 20% at OFA being The largest responses received.

The FSA survey responses had a high percentage of “Don’t Know” / “No Familiarity” responses across the questions that used ranges. We attribute this to a large number of new teachers entering the district after these MYP/PYP programmes were put on hold pending task force review in June of 2004.

The survey team also observed that FSA survey questions were in many cases evenly split between agreement/disagreement on program questions and benefits to the district’s students. This indicates to some extent disagreement over the value of the MYP/PYO programme to teaching practices used today and the associated impact to classroom experiences. This may be attributed to concerns cited on training and timeliness of training provided prior to implementing the program in OAMS.

Write-in Comments

In Exhibit E a summary of common write-in comments was created to give a sense of the most common Responses received by the survey team. Many comments were received that were not specific to MYP/PYP or IBO affiliation and were not included in analysis of data trends vs. write-in comments

Analysis Commentary – PC Survey

Refer to Exhibit C graphs for comparisons being made

Q1- Familiarity OACSD programs in general

- 45% cited some familiarity with IBO, but lower percentage with MYP/PYP programs – 65% had some/good familiarity with MYO
- Similar level of familiarity with MYP/PYP, less known about PYP. This was expected since the program had not been rolled out yet to OES/AES schools.
- Other OACSD programs – Reading recovery/ Advanced Placement and bridges more recognized to community. Other programs that are less known. This supports need for discussing more about these programs/benefits. Only strongly rated program Advanced placement for familiarity

Q2- How did you acquire Information about the IBO/MYP/PYP?

Majority of respondents cited word of Mouth followed by Local printed presses and the Internet (IBO Organization web page and other sources). Most respondents cited 50-78% of them used these sources. School faculty/Public meetings/others were identified at much lower response rates.

Q3-What items did you have concerns with in the MYP/PYP Program

- Highest percentage concerns – Communication, Financial Budget Concerns, Moral/Values were cited as strongest concerns (Very concerned+Strongly concerned combined)
- Tier two concerns – Instructional changes, HW differences
- Tier three concerns – Community Service, Parental Access
- Tier four concerns – UN Association/UNESCO, Faculty Knowledge, Structural changes
- Implies- Implementation concerns, perceived differences in education delivered were greater factors than associations or other subjective measures in responses received.

Q4-Should the district continue with its affiliation with IBO and further implementation of the MYP/PYP Programmes?

The responses received were 71% No, 18% Yes, and 11% undecided. Those who responded no most Often cited concerns from Tier 1-Tier 4 items above. Undecided responses cited too early to tell or too little information available to them to make a decision.

Q5-OACSD Budget Vote Factors. This question was to see to what extent MYP/PYP public concerns influenced the budget vote in May-June 2004.

- The factor that most influenced respondents on their vote was general support for education as the highest rated response.
- MYP/PYP was next cited as a leading factor for respondents
- Sports/Music and other Program were Tier 3 factors
- Staff realignment and Total Taxes tier 4 factors, but definitely contributing factors from write-in responses received

Q6-If district funding was available from other than tax revenue, would this influence/change your opinion

On IBO affiliation, most respondents indicated in approximately the same response rate as question 4 that district financial support from other revenue sources would not change their opinion on the IBO affiliation or MYP/PYP programme implementation.

Analysis Commentary – FSA Survey

Refer to Exhibit D graphs for comparisons being made

Q1- Education research: Identify which best practices are best suit OACSD students

- Majority of responses identified that MYP would benefit some students mostly. The PYP programme a smaller number. This we would attribute to PYP least known of the two programmes and not having been implemented yet.
- Interdisciplinary teaming was felt to benefit greatest number of students by educators
- Varied instruction techniques also cited and exploratory programs
- Other best practices had more splitting across the range of students that would benefit

Q2- MYP/PYP Impact on Quality of Education

- Equal number of responses for agreeing/disagreeing that MYP/PYP had a positive or negative impact on quality of education. This appears teachers' ratings of true impact for first year using are inconclusive.

Q2- Experiences: Subject Matter Content

- Equal number agree/disagree on improvement to core content in subjects by using MYP programme
- Larger number for disagreement that core content changed because of MYP/PYP being introduced. Supports write-in comments and task force staff members
- Program did not enhance what was taught in core subject matter content per faculty disagreement with statement. NYS guidelines do not allow for variability in what is taught.
- The general trend appears that there is some disagreement over impact on core teaching content from split responses received

Q2- Experiences: Teaching Environment

- Structure and accountability cited by OACSD administration as an expected benefit from IBO programme use was not considered a benefit from faculty. Most respondents disagreed with this expected benefit.
- Impact on teacher creativity and autonomy was mixed
- MYP/PYP was not perceived as a positive influence on teaching environment large percentage disagreed there were positive benefits to teaching environment.
- Equal numbers agree/disagree whether MYP caused detracting from education time

In general, some of the benefits cited by administration were perceived as negatives to the teaching

environment.

Q3- Programme Implementation- Staff preparation/Support

Implementation with staff single biggest issue – training/support/timeliness /adequacy of help all cited as poorly done.

Q3- MYP/PYP Impact to Teaching Practices

Equal number agreed/disagreed successful methods used in OACSD before MYP/PYP program were impacted by the introduction. Large number disagreed that MYP/PYP provided any enhancement to best practices used or acquired from the program.

Q3- MYP/PYP Practices Experiences

- Some disagreement on familiarity with other best practices (See similar and Different from columns). General consensus not adequate for inclusion students.

Owego-Apalachin PYP/MYP Modification Proposal

“Creating the OASD Model”

Prepared by Mark Ward

Concept: Take the N.Y.S. standards, teacher training from the past ten years, results data from assessments, curriculum mapping and faculty recommendations to create our own PYP/MYP programs. We would also create our own certification system for graduates of the programs to be presented at the 5th and 8th grade ceremonies. We would use teacher training days as district wide K-12 exchange for all teachers to bring a human touch to curriculum mapping. Faculty interaction with the district maps as a guide. This will bring the High school into step with the new programs at the elementary levels and middle school level, creating a “District-wide Team”.

“The O-A Model”

- Create the OASD MYP/PYP Program
- Create the O-A Certification system, Grades 5 and 8.
- District wide “IBO / MYP / PYP concept” training. This will be done by our own staff
- Create a portfolio system K-12. This will give graduating seniors a tool to use for college or job applications.
- Continue teacher development and education, through the “Teachers Center.”
- Increase the number of AP and TC3 courses at the secondary level
- Continue the SUPA programs at the secondary level
- Develop electives that build off of the PYP/MYP programs, at the secondary level

Best Practices Review

Create a district wide set of “Best Practices” that will be used throughout the district, K-12

Practices to be considered:

- Reading Recovery
- Bridges
- Community Service
- Summer Reading Program

- School to careers program
- Intercultural activities
- Homework teaming (“10 minute” concept)
- Approaches in Learning
- Team Teaching at the primary and middle school levels
- Personal Project
- Guided Practice
- Student-Centered/Community Based Learning
- Understanding by Design
- Character Education (NYS)

Purpose:

- To connect administration, faculty, parents and community to a program that we can call our own.
- Control extra costs for the district, while creating a positive program for all involved.
- To maximize use of existing resources that are already in place
- To increase collaboration between all grade levels and all teachers
- To create a program that represents the community, administration and faculty with the common goal increasing learning.

Task Force Minutes

Due to the length of the minutes of these meetings, the minutes are not included in this document. They currently reside on the OACSD web sight.