GHSP Update Agenda
17 January 2017

- Introduction
- 9th grade
- 10th and 11th grades (IB Diploma)
- IB Diploma Results
- The Senior year
- College data
- Next Steps
- Questions

*PowerPoint and additional documents posted to the Interlake IB website.*

[http://www.bsd405.org/interlake/about/ib/](http://www.bsd405.org/interlake/about/ib/)
Motivation for the GHSP

**Needs**
The opportunity to interact with other gifted students as well as have a “normal” high school experience

A program designed to ensure that students who access gifted services are not lost in traditional high school academics

**Elements**
Ability to participate in traditional high school activities

IB Diploma at the end of the junior year

IB recognition in six subject areas

Potential for AP Exams

College-level courses

Electives and Internships
Successes and Involvement

- Sports Programs: There are students in the gifted program represented in nearly every sport.
- ASB and Leadership
- Orchestra and Band
- Chess Team
- Math Club
- Robotics Club
- Science Bowl
- Model UN
- DECA
9th Grade

Getting Started
<table>
<thead>
<tr>
<th>Group</th>
<th>9th Grade classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gifted English 9</td>
</tr>
<tr>
<td>2</td>
<td>World Language if at least level 2: Mandarin, Spanish or French</td>
</tr>
<tr>
<td>3</td>
<td>Gifted AP World</td>
</tr>
<tr>
<td>4</td>
<td>Gifted Chemistry</td>
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<tr>
<td>5</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Gifted Algebra 2</td>
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<tr>
<td></td>
<td>• Gifted Pre Calculus</td>
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<td></td>
<td>• IB Math SL/AP Calc AB</td>
</tr>
<tr>
<td>6</td>
<td>Elective</td>
</tr>
<tr>
<td>7</td>
<td>PE</td>
</tr>
</tbody>
</table>
Potential tests in the spring of your 9th grade year

- AP World (everyone)
- AP Computer Science
- AP Calculus
- No IB tests in the 9th grade year
10th and 11th Grade

The Diploma Years
Why we are an IB School...

“Curriculum-based achievement tests are the fairest and most effective assessments for college admissions and have important incentive or signaling effects for our K–12 schools as well: They help reinforce a rigorous academic curriculum and create better alignment of teaching, learning and assessment all along the pathway from high school to college.”

Richard C. Atkinson, president emeritus, University of California, and Saul Geiser, University of California, Berkeley, Center for Studies in Higher Education, Reflections on a Century of College Admissions Tests, April 2009
The DP curriculum prepares students for college

A 2009 study looked at the standards for seven Diploma Programme courses and compared them to a set of standards for college-readiness.

Researchers found:

• **a high degree of alignment with college readiness standards** in all subject areas

• **many individual IB standards were more advanced** than those required for success in entry-level college courses

• **IB standards address key cognitive strategies** (critical thinking, intellectual inquisitiveness and interpretation skills) that have been identified by college instructors as necessary for college success.
IB prepares students for college success

“IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript.”

*Marlyn McGrath Lewis, Assistant Dean of Admissions, Harvard University, USA*

“The IB is a first-rate programme, one we are familiar with, and it prepares students well for a university like ours.”

*Fred Hargadon, Director of Undergraduate Admissions, Princeton University*
Colleges recognize the value of an IB education

“We know the quality of IB courses, and we think the IB curriculum is terrific.”

Christoph Guttentag, Director of Admissions, Duke University

“The rigour of IB Diploma requirements meets our recommendation for the strongest high school preparation possible. ... In sum, the IB diploma candidate who has met the challenge successfully receives strong consideration from the William & Mary admission committee.”

Allison Jesse, former Associate Dean of Admissions, William and Mary College
“A student who goes for the IB diploma, which requires the equivalent of six two-year courses, must also write a 4,000 word extended essay, often a research paper on some topic. Most of the former IB students I know say the extended essay was the most satisfying and challenging thing they did in high school, and prepared them well for college research. Let me put this next sentence also in all capitals: IN THE UNITED STATES, ONLY THE IB PROGRAM AND PRIVATE SCHOOLS CONSISTENTLY REQUIRE HIGH SCHOOL STUDENT TO WRITE MAJOR RESEARCH PAPERS. The failure to emphasize writing in that way is a scandal. But it is true.”

Jay Matthews, education columnist for the Washington Post and creator of the Challenge Index; excerpt from Davidson Institute for Talent Development “Tips for Parents: AP vs IB – Which is best for my kid?”
Percentage of students graduating with a bachelor’s degree within six years

- Students receiving the IB diploma: 88%
- International students receiving the IB diploma studying in the US: 86%
- All students: 58%

Source: Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics, National Student Clearinghouse, IB analysis, based on data obtained for students taking exams in May 2000 and May 2001.
The average acceptance rate of IB students into university/college is 22% higher than the average acceptance rate of the total population.

The acceptance rate of IB students into Ivy League institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is between 3% and 13% higher compared to the total population acceptance rate.
Intrinsic value of IB

Students are…

Open-minded. Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Knowledgeable. Students acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. Students are assessed in manners true to each discipline (written exams, oral exams, portfolios, lab work, projects, essays etc.)

Inquirers. Students acquire the skills necessary to conduct inquiry and research and show independence in learning.

Communicators. Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-takers. Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

Reflective. Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
The curriculum
Extended Essay (EE)
Theory of Knowledge (Tok)
Creativity, Action, and Service (CAS)

three central opportunities to bring together the knowledge and skills obtained from the six subject areas vital to the holistic experience of the IB Diploma Programme
<table>
<thead>
<tr>
<th>Group</th>
<th>10th Grade Diploma Program (1st Year)</th>
<th>11th Grade Diploma Program (2nd Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gifted IB Eng HL 1/AP Language</td>
<td>Gifted IB Eng HL 2/AP Literature</td>
</tr>
<tr>
<td>2</td>
<td>IB World Language Mandarin, Spanish or French</td>
<td>IB World Language Mandarin, Spanish or French</td>
</tr>
<tr>
<td>3</td>
<td>Gifted IB History HL 1/AP US History</td>
<td>Gifted IB History HL 2/AP Government</td>
</tr>
<tr>
<td>4</td>
<td>Gifted IB Physics SL</td>
<td>IB Physics HL/AP Physics 2 or IB Biology SL IB Biology HL/AP Biology IB Chemistry SL/AP Chemistry IB ESS/AP Environmental</td>
</tr>
<tr>
<td>5</td>
<td>Gifted Pre-Calculus</td>
<td>IB Math SL/AP Calc AB [HL path]</td>
</tr>
<tr>
<td></td>
<td>IB Math SL/AP Calc AB [HL path]</td>
<td>IB Mathematics HL</td>
</tr>
<tr>
<td></td>
<td>IB Mathematics HL</td>
<td>IB Further Math</td>
</tr>
<tr>
<td>6</td>
<td>IB Art or elective (IB)</td>
<td>IB Art or elective (IB)</td>
</tr>
<tr>
<td>7</td>
<td>Health (1st), ToK (2nd)</td>
<td>ToK (1st), elective (2nd)</td>
</tr>
</tbody>
</table>
Requirements

One subject from each of the six groups

At least three but not more than four taken at higher level (HL)

Others at standard level (SL)
Diploma Assessment

- Assessments scored on a 1-7 scale
- Minimum to earn diploma is 24 points*
  - 6 exams at 4 points each = 24 points
    *With no failing conditions
- Maximum is 45 points
  - 6 exams at 7 points each = 42 points
  - Bonus points (up to 3) earned for Extended Essay and ToK.
# Assessments In Disciplines

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Visual Art</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong></td>
<td>Oral Commentary (15%)</td>
<td>Research Workbook (30%)</td>
<td>Laboratory Work (24%)</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>External</strong></td>
<td>Exams (50%)</td>
<td>Studio Work (70%)</td>
<td>Exams (76%)</td>
</tr>
<tr>
<td></td>
<td>WL Essays (20%)</td>
<td></td>
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</tr>
</tbody>
</table>
Results
Number of students *starting* the IB Diploma 1997-2018

- **Gifted**
- **Traditional**
May 2013 Diploma Points

**Overall Results**
96 of 103 students earned the IB Diploma
(4 incompletes not included)

**Gifted**
Number of students = 53
Average Score = 37
Median Score = 37

**Traditional**
Number of students = 50
Average Score = 29
Median Score = 29
May 2014 Diploma Points

**Overall Results**
132 of 140 students earned the IB Diploma
(3 incompletes not included)

- **Gifted**
  - Number of students = 81
  - Average Score = 35
  - Median Score = 35

- **Traditional**
  - Number of students = 59
  - Average Score = 29
  - Median Score = 29
May 2015 Diploma Points

**Overall Results**
119 of 124 students earned the IB Diploma
(1 incomplete excluded)

**Gifted**
Number of students = 71
Average Score = 36
Median Score = 36

**Traditional**
Number of students = 53
(1 incomplete excluded)
Average Score = 30
Median Score = 30
May 2016 Diploma Points

Overall Results
109 of 120 students earned the IB Diploma

Gifted
Number of students = 76
Average Score = 35
Median Score = 36

Traditional
Number of students = 44
Average Score = 29
Median Score = 30
Gifted Diploma Points 2009-2016

2009
Average Score = 32
Median Score = 33

2010
Average Score = 34
Median Score = 34

2011
Average Score = 35
Median Score = 35

2012
Average Score = 35
Median Score = 35

2013
Average Score = 37
Median Score = 37

2014
Average Score = 35
Median Score = 35

2015
Average Score = 36
Median Score = 36

2016
Average Score = 35
Median Score = 36

Overall Results
2009: 36 of 37 students earned the IB Diploma
(1 retake included)

2010: 40 of 40 students earned the Diploma

2011: 45 of 45 students earned the IB Diploma
(2 retakes included)

2012: 50 of 51 students earned the IB Diploma

2013: 53 of 53 students earned the IB Diploma

2014: 80 of 81 students earned the IB Diploma

2015: 67 of 67 students earned the IB Diploma
(4 incompletes included)

2016: 75 of 76 students earned the IB Diploma
(2 incompletes in included)
12th Grade
Beyond High School
<table>
<thead>
<tr>
<th>Group</th>
<th>12th grade</th>
</tr>
</thead>
</table>
| 1     | Fall: Creative Writing  
       | Spring: Film as Text  |
| 2     | Elective (possible World Language), or Open 5th for travel |
| 3     | AP Economics |
| 4     | IB Biology SL, or IB Biology HL/AP Biology  
       | IB Chemistry SL/AP Chemistry or  
       | IB ESS/AP Environmental Science  
       | IB Design Technology and Engineering Science |
| 5     | IB Mathematics HL  
       | IB Further Mathematics  
       | AP Statistics |
| 6 and 7 | Internship, WANIC, or electives |
Internship Goals

• To expose students to a variety of career employment possibilities.
• To impart appropriate office behavior and protocols.
• To provide exposure to potential career paths.
• To provide a realistic understanding of what to expect from a future career.

See article in Seattle Times.
<table>
<thead>
<tr>
<th>Internship Sites</th>
<th>UW Sites</th>
<th>Other Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLU-Washington</td>
<td>UW - Neurobotics</td>
<td>Gordon Thomas Honeywell</td>
</tr>
<tr>
<td>Bellevue Reporter</td>
<td>Enterprise Washington</td>
<td>City of Bellevue Deputy Mayor</td>
</tr>
<tr>
<td>K2</td>
<td>City of Bellevue Parks</td>
<td>UW - Microbiology</td>
</tr>
<tr>
<td>BSD Const. Mgmt</td>
<td>Ananya Group</td>
<td>Bellevue Youth Theatre</td>
</tr>
<tr>
<td>CH2M Hill</td>
<td>Highland Center</td>
<td>Wa State Court of Appeals</td>
</tr>
<tr>
<td>JPC Architects</td>
<td>King Co Superior Court</td>
<td>NW Passage Consulting</td>
</tr>
<tr>
<td>Garlic Jims</td>
<td>WA FIRST Robotics</td>
<td>Institute for Systems Biology</td>
</tr>
<tr>
<td>Zetron Inc.</td>
<td>Kirkland Arts Center</td>
<td>Hamomi Children's Center</td>
</tr>
<tr>
<td>Healthpoint</td>
<td>Meydenbauer Center</td>
<td>UW - Applied Physics</td>
</tr>
<tr>
<td>Seattle Opera</td>
<td>Jubilee Reach Center</td>
<td>UW - Atmospheric Sciences</td>
</tr>
<tr>
<td>Kindering</td>
<td>Transportation Choices</td>
<td>UW - Computational Biology Lab</td>
</tr>
<tr>
<td>SOAR</td>
<td>UW Aquatic &amp; Fishery</td>
<td>UW - Early Childhood</td>
</tr>
<tr>
<td>Swedish OB/GYN</td>
<td>UW Ocean Sciences</td>
<td>UW - Material Science &amp; Engineering</td>
</tr>
<tr>
<td>Kuske Math</td>
<td>Microsoft</td>
<td>UW - Mechanical Engineering</td>
</tr>
</tbody>
</table>
Internship Class Staff Members

Arlene Scott organizes the internship proposals, approvals and vetting, and manages multiple internship sites on the Eastside. Ms. Scott heads up College Corps at Interlake and provides the GHSP Seniors with guidance in the college application process (essays).

Karen Roper markets the internship program to prospective mentors, helps match mentors/sites to students and mostly manages internships with the City of Bellevue. Mrs. Roper works as the CAS Coordinator at Interlake but also provides guidance in the college application process (essays).

Michael Fondahn CTE (Woods) teacher and currently acts as the classroom teacher for the internship class. Mr. Fondahn directly manages internships at UW and other science sites in the Seattle area.
College Placement
2013-2016 Matriculation

College Credit

College credit for work completed in high school is determined differently by each university.

A GHSP student at UW would have 15 credits from completion of the IB Diploma and additional credits from HL courses and AP exams (likely more than 45 credits; a whole year at UW).
Hi Mr. O'Byrne!

I hope everything is going well for you! MIT is lovely, although I miss Interlake and physics and everything! So far, I'm helping run HackMIT and its parent organization TechX, have joined a South Asian acapella team called the MIT Ohms, and am doing research at the Media Lab. :)

One thing that I thought you should know -- FM in 12th grade was probably the most useful class for me now as a CS major. It helped me test out of Linear Algebra for 12 units, which is a whole semester's worth of math, and I'm currently flying through Multivariable Calc (since Riley used MIT materials to teach us), and Paul's discrete math and graph theory are pretty much the foundation for all CS (that background along with the coursework I did at Stanford is helping me now take a CS algorithms class that is full of juniors and seniors)!

And of course all the other opportunities you helped provide us with are turning out to help in one way or another too! Having one tech internship under my belt helped tremendously in getting another one, since most freshmen don't get internships and they just go to upperclassmen. Thanks to the preparation from Interlake, I'm doing much better here (although it is still quite a struggle, but hey, it's MIT so it's bound to be hard!).

So thank you! And happy fall! I hope your family is doing well! Please do let me know how you are doing when you get a chance! :) Best regards, Sunayana
Current Progress

2015-2016 Next Steps

- Review UW relationship; costs and choices [DONE – classes now taught by Interlake teachers]
- Provide high-quality instruction for Further Maths; work on long term plan [DONE – new hire in Math department]
- Add IB Language and Literature to GHSP 10th starting 2017-2018 school year [In process – need to break 150 students in cohort]
- Overhaul Internship class, align with state law regarding worksite learning [DONE]
- Provide connections between alumni and current students [In process – 1st event was held December 2015]
- Prepare for 8th grade GMSP and PRISM students [In process – first data point will be semester grades]
- Build GHSP webpage [In process – materials are available on IB page]
Next Steps
What is in the future for the GHSP?

2016-2017 Next Steps

- GHSP curriculum development has already started with FTE set aside by the district in English, History, and Chemistry. Continue with development through all 4 years of the program.
- Complete performance analysis of GHSP students in grade 9; track through grade 11.
- Survey 12th grade students on internship time with late start. Look at creative solutions if problem.
- Provide connections to alumni via social networking (LinkedIn?) if possible.
- Increase social events with parents and students.
Upcoming Events

8th grade GHSP Open House

Wednesday 08 February – arrive at 6:00pm for GHSP specific information in the theatre; general Open House starts at 6:30.

IB Information Night for 9th and 10th graders

Tuesday 07 March 7:00pm in Theatre