PSP 2020

Evaluation report

IB World Schools Department

Education for a better world

Programme Evaluation Report

Head of School: Emanuel Frazier
School Name: Central High School, Macon
School Code: 000727
School Address: 2155 Napier Ave. Macon, GA 31204
IB Programme(s): Diploma Programme
Programme Coordinator: Joshua McCorkle
Date: Thursday 28 April 2022

Evaluation Team

Diploma Programme
Programme Leader: Michael Winsatt

School and Programme Leadership

Dear Emanuel Frazier,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Central High School is a fine arts magnet high school with orchestra, band, choral, theatre, and visual arts that attract students from all over Bibb County. Previously, the IB Programme at Central was only available to students in Bibb county, who met requirements set forth by the school district in the application process, and entered as 9th graders. In the last five years, we have opened the IB Program to any student who wants to challenge themselves academically in the program as a "Course Candidate." We now allow students to transfer into the IB Program their 10th and 11th grade years as either course candidates or diploma candidates.

The surrounding community is a low socio-economic area where 100% of the students attending Central receive free/reduced lunch. We work with the community to maintain positive relations including community clean-ups through CAS service activities, working with Habitat with Humanity, and events that bring the community into the school such as IB and Fine Art Performances.

Students that attend Central other than Caucasian of European descent are African American, Mexican, Korean, Hindu (Gujarati), Filipino (Tagalog), Russian, Jewish (Hebrew), and Nigerian to name a few. We have teachers from Nigeria, one teacher who has taught in Japan, one teacher who is from Paraguay and one teacher who is from Mexico on staff.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)

    – **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

        • The IB mission serves as an important driver for the school in all aspects of implementing the school's DP.

        • The school's mission supports the growth of each individual member of the school community as a lifelong learner.
        Initiatives and strategies such as providing approaches to teaching and learning workshops for all teachers and expanding access for certificate candidates evidence this commitment.

        • The school values the principles of an IB education, as demonstrated by its choice of subjects and curriculum content Examples of these include the range of group 6 subject offerings that correspond with the school's fine arts program offerings and the deliberate strategies implemented to expand access to IB courses.

        • The concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community, as shown in the work done to expand access to the DP during the period under review.

        • The pedagogical leadership team show a strong commitment to the IB philosophy and mission

        • The IB philosophy is reflected clearly in the school's mission and vision, and in the actions and support of the leadership team and staff.

    – **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)

        • The governing body, leadership team and staff are all engaged with the development and review of the mission and strategy, in a consistent and planned way. The school has developed an effective means of monitoring and evaluating the implementation of its mission and vision during the period under review.

        • Review of the mission and strategic plan of the school is consultative and effective in informing the school's future direction.

- The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning. Steps taken during the period under review emphasized strengthening IB instructional practices for all teachers.

- The school's commitment to the IB mission and philosophy is exemplified by its leadership in the IB local, state, and national community, including participating in events sponsored by the Association of IB Worlds Schools of Georgia (IBGA) and services provided by the Center for the Advancement and Study of International Education (CASIE).

  – **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

  - The school's vision and mission statements express IB education principles and expectations, and ensure the school community's awareness of the importance of them.

  - Developing international-mindedness and the attributes of an IB learner are visible and actionable in and beyond the classroom.

  - The school ensures the IB learner profile and international-mindedness are embedded in day-to-day life. Examples of the impact of this are clearly visible in the actions the school has taken during the period under review to expand access to the DP and the outcomes those efforts have had in improving the school's implementation of the DP.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

  – **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

  - The school governance and leadership teams ensure decisions regarding programme implementation and development are informed by IB principles and practices, IB rules, regulations and requirements. The IB DP coordinator position stabilized during the period under review, which has greatly improved the implementation of the school's DP with fidelity and integrity.

  – **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

- The school benefits from leadership and governance that demonstrates a commitment to providing high-quality learning environments.

- During the period under review, the school appointed a dedicated DP coordinator whose knowledge and expertise is valued by the administrative team and staff. The DP coordinator has spearheaded initiatives that have improved the school's DP implementation.

– **Leadership 3:** The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

- The school provides teachers substantial opportunities for collaborative planning and reflection. Teachers meet for two 90 minute periods per week in departments for collaborative planning. IB teachers meet as a team for 90 minutes once per month.

- During the period under review the school initiated a change to ensure theory of knowledge (TOK) met the concurrency requirement and could be taught over two years effectively. TOK scores have started to rise due to that change.

– **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

- The pedagogical leadership team has established a collaborative leadership system with clear lines of responsiblity to monitor the impact of programme development initiatives on learning and teaching.

- The school has established a website and developed an IB parent group to ensure effective communication related to programme development and policies among all stakeholders in the school community.

- The school uses data from subject results subject reports statistics, and component score reports effectively to make decisions regarding school priorities and strategic planning.

- The school uses data and an established review process to monitor and develop the programme of study for all students. Changes to the timetable to improve theory of knowledge instruction with fidelity and changes to course offerings, like eliminating IB physics and implementing IB biology due to student interest are examples of such development.

– **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

- School leaders support and leverage ongoing efforts to share good practice within the broader school community.

- Student support (0202)

  - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

    - Conversations with the pedagogical leadership team confirm decisions about resource allocation are informed by students' needs and learning outcomes.

    - The school's facilities are adequate, safe, functional, well-maintained and support the school's mission and students' learning.

    - The school provides digital platforms that enable collaboration and inquiry, including a one to one laptop policy to support student learning and research.

  - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)

    - The appointment of a DP coordinator with knowledge of the school's programme has helped the school establish a curriculum review cycle coupled with an analysis of assessment data to ensure programme developments align with student needs and interests. Examples include opening the DP to certificate candidates, changes in science options based on student interest to improve student success rates, and establishing measurable goals like increasing the rate of diplomas awarded to assess the effectiveness of improvement efforts.

  - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

    - The school implements strategies to support students' well-being and optimize learning opportunities. During the period under review, the school initiated a tutorial period called "the Charger Power Period" to increase academic support for students.

  - **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

    - The school provides services to support all students with career counseling and academic guidance.

  - **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

- The school leadership team engages, and encourages engagement, with the IB community, as demonstrated by the development of an IB parent support group during the period under review to address parent concerns.

- The school leadership team engages, and encourages engagement, with the IB community, as demonstrated by the annual IB pinning ceremony that involves parents and local community leaders and making direct IB connections with feeder schools to build awareness of IB philosophy, like having the students at a local elementary school design t-shirts focusing on the learner profile traits.

- Teacher support (0203)

  - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

    - Professional development (PD) planning is strategic, differentiated and ongoing to ensure teachers have access to, and use, current and relevant documentation and programme resources. The school has begun to make concerted efforts to ensure all teachers receive PD in IB philosophy, notably the school-wide focus on developing approaches to teaching and learning strategies that happened during the period under review.

  - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

    - The school has developed a comprehensive professional learning plan that supports individual teacher development, as well as meeting the needs of the DP.

    - While the school has experienced significant turnover during the period under review, the school ensures that all IB teachers and school leadership are able to attend relevant IB training to inform their practice.

  - **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

    - The school prioritizes the needs of learning and teaching within their IB programme in organizing time, with two 90 minute periods per week dedicated to PLC/department collaboration, one 90 minute meeting per month for the IB team to meet, and PD sessions dedicated to strengthening IB instructional practice.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)

- **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)

    - The roles and responsibilities of stakeholder groups in the school community, including the pedagogical leadership team, staff, students and parents are defined and articulated in the school's policies, supporting a culture in which IB philosophy can thrive.

    - School policies and procedures are published and communicated to all members of the school community through the school website.

- **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

    - The school's commitment to equity and access for students of all backgrounds and abilities is highly evident from the revised inclusion policy and the emphasis on opening access to IB courses for all students.

- **Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

    - The school implements an academic honesty policy that meets IB expectations and details student expectations and stakeholder responsibilities for ensuring academic honesty.

- **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

    - The school revised their language policy during the self-study to ensure it meets IB expectations. All teachers recognize they serve as language teachers and share responsibility in developing student language skills.

- **Culture 5:** The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

    - The school revised the assessment during the period under review to meet IB expectations. Conversations with the pedagogical leadership team show the staff understands IB assessment procedures and utilizes a range of summative and formative assessment strategies as part of their instructional practice.

- **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

- Policies bring consistency and clarity to school operations. There is a system in place to monitor their implementatiand impact on practice.

- Expectations and processes for all members of the school community are defined through the school's revised policies.

- The IB DP coordinator has worked to initiate a review and revision process that involves all stakeholders during the period under review. All the school's policies are available on the school's website.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)

  - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

    - The curriculum is broad, balanced and sequenced in a way to support students' progression. It is guided by the mission of the school and the needs of the students.

    - The curriculum articulates a manageable and meaningful progression of learning, building on students' prior learning and future goals. The school encourages vertical and horizontal collaboration to ensure an appropriate progression of student learning.

  - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

    - The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection.

  - **Coherent curriculum 3:** The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.

    - There is a system for the regular and planned review of the curriculum, considering changing students' needs and school context. The pedagogical leadership team describe changes made during the period under review to make changes to the school's curriculum that reflect student interest.

- Students as lifelong learners (0402)

  - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

- • Students are actively involved in their own learning , as demonstrated by the examples of independent inquiry, self-reflection and peer evaluation shared in the self-study document.
  - **Lifelong learners 2:** Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
    - • The school initiated activities to promote development of the IB learner profile across IB subjects and within the broader community during the period under review.
  - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
    - • The school's programme development plan reflects the emphasis the school has placed on developing a culture that
  - **Lifelong learners 5:** Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)
    - • Learning engagements provide students with opportunities to understand the local community and its needs, and to identify opportunities to take action.
  - **Lifelong learners 6:** Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
    - • The self-study and conversations with the pedagogical leadership team reveal the school's commitment to fostering student agency and responsibility for their learning.
  - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
    - • The school provides a wealth of opportunities for students to develop their personal and cultural identities, specifically in the fine arts and the variety of options available to address student interest.
- • Approaches to teaching (0403)
  - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
    - • The school has initiated strategies to improve school-wide instructional practices. Teachers now include approaches to teaching strategies in the lesson plans they are required to submit to the district.

- **Approaches to teaching 3:** Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

  - Conversations with the pedagogical leadership team describe the ways the school uses local and global contexts to foster international mindedness.

- **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

  - The pedagogical leadership team has set measurable goals to ensure teachers utilize strategies that foster purposeful collaboration.

- **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

  - A wide range of media and information technology is used to enrich the quality of the students' learning.

- Approaches to assessment (0404)

  - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

    - The pedagogical leadership team describes the ways teachers use feedback reports and data to improve learning.

  - **Approaches to assessment 2:** The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

    - The submitted unit plans show teachers utilize a range of formative and summative assessments to meet stated learning objectives.

  - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

    - The school's assessment policy reflects a consistent and fair assessment practice is in place at the school.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	**DP:** Offers opportunity for further development	**DP:** Offers opportunity for further development	**DP:** The school has initiated changes during the period under review to develop this standard, but acknowledges there is still work to be done to shift the school and district culture to fully support IB philosophy.

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	**DP:** Shows notable development	**DP:** Shows notable development	**DP:** The appointment of a new DP coordinator with previous IB experience at the school has brought a renewed focus to implementing the DP and expanding access to all interested students. Systems are now in place to reflect on and revise initiatives related to programme improvement.
Student support (0202) Learning environments in IB World Schools support student success.	**DP:** Shows development beyond requirements	**DP:** Shows development beyond requirements	**DP:** The school has implemented measures to ensure students have appropriate support learning and student success.
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**DP:** Offers opportunity for further development	**DP:** Offers opportunity for further development	**DP:** The school is in the process of developing initiatives that foster support for teachers. There are ample opportunities for effective collaboration and efforts to make IB instructional strategies a school-wide focus. The high rate of teacher turnover during the period under review, however, offers further opportunities for programme development.

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	**DP:** Shows development beyond requirements	**DP:** Shows development beyond requirements	**DP:** The school engaged in a review and revision process for the school policies and their implementation. The revised policies meet IB expectations, and conversations with the pedagogical leadership team show a systemic process has been developed for their periodic review by all stakeholder groups.

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	**DP:** Shows development beyond requirements	**DP:** Shows development beyond requirements	**DP:** Changes made to the school's curricular offerings during the period under review show a commitment to creating a curriculum that addresses student learning needs and interests. The number of IB fine arts group 6 subject offerings reflects the school's commitment in addressing the needs of their learning community
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	**DP:** Shows notable development	**DP:** Shows notable development	**DP:** The school has made significant changes during the period under review to develop student agency, inquiry and ATL skills. The programme development plan reflects a focus on fostering student-centered instruction.
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	**DP:** Shows development beyond requirements	**DP:** Shows development beyond requirements	**DP:** The school actively sought ways to implement instructional changes school-wide to develop approaches to teaching. The programme development plan contains measurable goals and outcomes to continue developing this standard during the next review period.
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**DP:** Shows development beyond requirements	**DP:** Shows development beyond requirements	**DP:** Goals set at the start of the review period to improve assessment outcomes, develop reflection strategies and implement changes to instructional practices have been met and show substantial growth.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning
- The school identified a clear rationale for programme development based on student data, their strategic plan, and the previous review period's evaluation report.
- The area of focus is aligned with the school's strategic improvement plan.
- The chosen practices articulate what the school wants to develop within the programme and the impact being sought. The school has identified who will be involved in the development work, and how the work will be carried out.
- The school has a clear plan to achieve their goal that reflects the resources and capacity of the school.
- The plan, its rationale and related activities have a direct relationship to learning within and outside the classroom, for all students.
- The plan clearly outlines the impact the school wishes to achieve and the actions to take to do this.
- The programme development plan has a clear focus on positively affecting the student experience.
- The school has set an appropriately challenging goal that motivates the school community.
- The process was well-organised and facilitated by the DP coordinator to obtain maximum engagement from the school community.
- The school identified IB practices that supported the achievement of their programme improvement goals.

Evidencing and analysing
- In light of the challenges raised in the previous self-study, the school showed perseverance in implementing their programme development plan and a renewed commitment to implementing a focus on IB programme development school-wide.
- The pedagogical leadership team thoroughly analysed the data and evidence to show how the implemented changes and measurable goals have positively impacted the student learning.
- The school identified appropriate data sources, thoroughly analysed the data determined the impact on the student experience, and made appropriate changes to enhance that experience.
- The school adapted the plan appropriately, based on feedback from stakeholders.
- The school demonstrated that the self-study process resulted in a positive improvement in the student experience.
- The development team shared a number of examples to demonstrate the success of their work on the student learning experience. Most notable were the implementation

of school-wide professional development on approaches to teaching, requiring all teachers to incorporate approaches to teaching strategies into their lesson and unit planning, and the deliberate structural improvements made to open access to DP courses for all students.

Reflection

- The process was insightful, giving the school a number of changes and identifying opportunities for further growth in strengthening their practice and developing their programme.
- The development team communicated in detail the lessons learnt, changes made and potential areas for further exploration, such as addressing teacher retention, as a result of their programme development effort.
- The school was able to make systemic improvements as a result of the programme development process.
- The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by substantial increased success rates in the number of students awarded the IB diploma and the intentional inclusion of approaches to teaching strategies in teacher planning documents.
- School leaders used the lessons learned from this effort to improve planning for the development of other areas of the DP in the school, including promoting the development of the IB learner profile within the greater community and improving organizational structures to promote concurrency of learning in subjects like theory of knowledge.
- The process showed clearly how programme development planning is becoming an integral part of learning and teaching at the school.

Areas for consideration

Planning

- identifying research studies and using examples from other schools to inform their process.
- including a wider range of stakeholders in the planning process

Evidencing and analysing

- including a wider range of stakeholders in the analysis of the data or evidence

Reflection

- Ensuring that all relevant stakeholders have the opportunity to share input into the reflection process.
- Using an established protocol for the reflection process.
- Establishing shared expectations for the reflection process.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Culture 0301: Improving access and opportunities for all students, including course candidates.
- Lifelong learners 0402-06: improving student responsibility for their own learning.
- Teacher support 0203-01 and student support 0202-02: increasing the number of diplomas awarded.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 3:

- The initiatives taken during the period under review to foster school-wide understanding and practice of IB philosophic concepts could be further developed and expanded in the next period under review.

Environments / Leadership and governance (0201) / Leadership 1:

- The school noted in its self-study a concern over "the disconnect between IB philosophy and district-required mandates."

Environments / Leadership and governance (0201) / Leadership 4:

- The school continues to experience a high level of staff turnover that could impact the programme's sustainability. The programme improvement plan does not include a means to explore ways to address this concern.

Environments / Leadership and governance (0201) / Leadership 5:

- While the school made a concerted effort to provide resources to sustain a DP coordinator position, the self-study report notes the lack of resources to support CAS and EE coordinator positions remains a concern.

Environments / Student support (0202) / Student support 3:

- As the school transitions to post-pandemic in-person instruction, exploring ways to expand social and emotional support options for students could help efforts to broaden access and participation in IB courses.

Environments / Student support (0202) / Student support 4:

- As noted in student support 3, the school could explore more options to provide social and emotional support services to students.

Environments / Teacher support (0203) / Teacher support 3:

- Conversations with the pedagogical leadership team show there is still a concern about teacher retention and high turnover rates. The school has initiated PD strategies to expand the school-wide focus on IB philosophy, but some teachers believe the initiative was more of a directive than a collaborative effort. Building a culture of teacher agency might help address these staff concerns.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- The school has initiated one school-wide professional development activity to develop approaches to teaching practices. Conversations with the pedagogical leadership team acknowledged they would like to continue these efforts.

Learning / Students as lifelong learners (0402) / Lifelong learners 3:

- The self-study notes

Learning / Approaches to teaching (0403) / Approaches to teaching 5:

- The self-study report identifies continuing work to broaden instructional practice from a teacher-centered to a more student-centered approach as a goal.

Learning / Approaches to assessment (0404) / Approaches to assessment 3:

- The state of Georgia has a standardized testing system called "Georgia Milestones" that does not easily align with IB assessment and content requirements. The school has started working with other affected schools through their sub-regional association to develop strategies to address this on-going concern.

G. Conclusions of the Evaluation team

The school has made tremendous strides during the review period to address past concerns, developing a functioning leadership structure to ensure program implementation is done with fidelity and integrity to IB practices and expectations. The programme development plan contains measurable objectives and addresses areas for growth that will lead to positive improvements in student learning experiences.

H. Conclusion of the IB on the school status as an IB World School

The programme(s) shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Renee Ilhardt (renee.ilhardt@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adrian Kearney
Director, IB World Schools