Brave New World: How a 160-Year Old International Curriculum is Transforming American Education

SACAC Annual Conference 2018
Sunday, April 15th 2:30 PM

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The Cambridge Assessment Group
Cambridge Assessment International Education

Offering Cambridge programmes and qualifications

10,000 schools
160 countries
40 governments
An aligned instructional system: curriculum, assessment, and teacher training
There are three possible assessment approaches for Cambridge International AS and A Level:

**Option one**

Cambridge International AS Level (standalone AS)

Learners take the Cambridge International AS Level only. The syllabus content for Cambridge International AS Level is half of a Cambridge International A Level programme.

**Option two**

Cambridge International AS Level (remainder of A Level)

Learners take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.

**Option three**

Cambridge International A Level

Learners take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.
The popularity of Cambridge qualifications has continued to increase globally, with 7% overall growth in entries since 2016. This includes:

- 10% growth for Cambridge International AS & A Level globally
- 7% growth for Cambridge IGCSE internationally/ 4% growth for Cambridge O-Level globally

North America

- 23% increase in AS and A-Levels since 2016
- 19% increase total (IGCSE, AS and A-Level) since 2016
- 40% exam entries increase since 2015
Cambridge Schools Growth in the USA

School Registrations

- Total Schools
- New Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Schools</th>
<th>New Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>139</td>
<td>39</td>
</tr>
<tr>
<td>2011-12</td>
<td>196</td>
<td>60</td>
</tr>
<tr>
<td>2012-13</td>
<td>244</td>
<td>59</td>
</tr>
<tr>
<td>2013-14</td>
<td>318</td>
<td>77</td>
</tr>
<tr>
<td>2014-15</td>
<td>336</td>
<td>33</td>
</tr>
<tr>
<td>2015-16</td>
<td>380</td>
<td>44</td>
</tr>
<tr>
<td>2016-17</td>
<td>438</td>
<td>58</td>
</tr>
</tbody>
</table>
Entry (Examination) Projections – 5 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual 2012-13</td>
<td>62,185</td>
</tr>
<tr>
<td>Actual 2013-14</td>
<td>72,724</td>
</tr>
<tr>
<td>Actual 2014-15</td>
<td>80,333</td>
</tr>
<tr>
<td>Actual 2015-16</td>
<td>101,000</td>
</tr>
<tr>
<td>Actual 2016-17</td>
<td>114,924</td>
</tr>
<tr>
<td>Projection 2017-18</td>
<td>128,714</td>
</tr>
<tr>
<td>Projection 2018-19</td>
<td>138,789</td>
</tr>
<tr>
<td>Projection 2019-20</td>
<td>154,168</td>
</tr>
<tr>
<td>2020-21</td>
<td>171,328</td>
</tr>
<tr>
<td>2019-22</td>
<td>190,477</td>
</tr>
</tbody>
</table>
Total AS and A Level entries submitted in Tennessee have increased dramatically.
John Overton High School

Metropolitan Nashville Public Schools
Nashville, TN

College Ready, Career Ready, Life Ready
Many species of Bobcats: One Overton!

- Over 2,100 Bobcats strong
- We are the most ethnically and linguistically diverse school in the State of TN, possibly in the South East.
- We are a truly comprehensive high school – from the Academies, to Academics, Activities, and the Arts.
33% White includes Middle Eastern
12% Asian from multiple countries
21% Black includes AA and Africans
33% Latino documented and not from many regions
26% Active English Learners; 57 Countries; 40 Languages
896 Bobcats hold Immigrant or Refugee Status

175 Faculty & Staff
5 Bilingual Office/Admin
3 Full Time Translators
Diversity at Overton

**Student Ethnicity**

- **35%** White (which includes Arabic, Kurdish, Egyptian, Syrian, and other Middle Eastern Descent)
- **12%** Hispanic (including Columbia, Venezuela, El Salvador, Guatemala, Honduras, Mexico)
- **21%** Asian/Pacific Islander (including Bhutan, Myanmar, Malaysia, Nepal, Vietnam, Thailand)
- **32%** African American and African Nationals (Somalia, Congo, Sudan, Rwanda, Kenya, etc)
### Diversity at Overton

#### Current Enrollment: 1987

<table>
<thead>
<tr>
<th>Active ELL</th>
<th>Born Outside US</th>
<th>Econ Disadvantage</th>
<th>Primary Language Other Than English</th>
</tr>
</thead>
<tbody>
<tr>
<td>26% with additional 7% transitioning out of services (23% of students are former EL)</td>
<td>33% (611 refugee/immigrant students)</td>
<td>47% based on direct certification</td>
<td>59%</td>
</tr>
<tr>
<td>Mobility Rate: 19%</td>
<td></td>
<td></td>
<td>SWD: 9%</td>
</tr>
</tbody>
</table>
Why Cambridge for Overton?

- MNPS School Choice Environment - Address “Brain Drain”
- Internationally benchmarked system - curriculum, assessment, and professional development
- Challenging college-preparatory and college-level curriculum – content and skills
- Vertical and horizontal alignment leading to college readiness
- Flexible enough to meet the needs of ALL students
The Cambridge Difference

- Content knowledge but emphasis is on skills
- Application in new and unfamiliar contexts
- Analytical reading of texts
- Expression of ideas in writing and speech
  - Clearly state point
  - Provide evidentiary support
  - Thorough explanation
- Globally aware: critical thinking, research, communication and collaboration skills
Cambridge Program Overview at Overton

- 5th year of Cambridge
- 4th year of AICE (AS and/or A-Level) testing
- 21 teachers and approximately 522 students in 25 Cambridge courses
- Will test 11 AS/A level subjects in May 2018 – 613 exams
- AICE Diploma Earners –
  - 7 in 2016
  - 12 in 2017
  - 30 eligible this spring
Cambridge Courses at Overton

- **IGCSE**
  - Math I-IV
  - English Language
  - English Literature
  - World History
  - Biology
  - Chemistry
  - Physics
  - French
  - Spanish

- **AICE**
  - General Paper AS
  - Thinking Skills AS
  - English Language AS/A
  - English Literature AS
  - Math AS
  - History AS/A
  - Marine Science AS
  - Music AS
  - Environmental Science AS
  - Psychology AS
  - Global Perspectives & Research AS
## Students and Parents Choosing Cambridge

<table>
<thead>
<tr>
<th>Year</th>
<th>Incoming Cambridge Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>60</td>
</tr>
<tr>
<td>2014-2015</td>
<td>90</td>
</tr>
<tr>
<td>2015-2016</td>
<td>120</td>
</tr>
<tr>
<td>2016-2017</td>
<td>140</td>
</tr>
<tr>
<td>2017-2018</td>
<td>160</td>
</tr>
<tr>
<td>2018-2019</td>
<td>200 applicants</td>
</tr>
</tbody>
</table>
Early Post-Secondary Opportunities

Percentage of Examinations Passed in 2017

- AP Exams: 38%
- (Zoned HS): 65%
- AICE Exams: 40%
- (Zoned HS): 67%
- (Zoned HS): 74%

% Passed
Global Perspectives & Research (GPR) AS & A-Level

- Application of multiple disciplines
- Research, analyze, debate: real world issues and solutions from multiple perspectives
- Communicate findings in written, oral, and visual manners
- Most college graduates will be working to solve, or be affected by, real-world issues. GPR equips students with the skills necessary to successfully face these issues and others coming from different perspectives.
“In GPR we write about current events/ issues and how they could possibly be resolved. We investigate the strength/ credibility of arguments and identify their fallacies, which has made me more cautious when choosing sources.”

--Esther N.
What do students have to say about Cambridge?

Brooke B.

“My Cambridge classes are more interesting. They push us out of our comfort zones. They are much more about concepts, arguments, and the thinking process than about memorization.”
What do students have to say about Cambridge?

Dani M.

“Cambridge classes are a lot like research. Your teachers don’t do it for you. You have to work hard on your own and go where the research takes you. Your teachers are there to guide you and make your research better.”
Noora J.

“In my Cambridge classes we don’t learn directly from the teacher. We have to dig in and solve problems by ourselves first. Then our teachers help us move on to the next level.”
What do students have to say about Cambridge?

Rogelio C.

“Cambridge topics are complex and much deeper. You are forced to address multiple perspectives and different arguments in every subject. And you have to support your arguments with texts and evidence. I love it.”
Esther N.

“Cambridge classes are more discussion-based and link important ideas together oftentimes to find cause-effect relationships and real-world relevance. I believe that these courses are also more writing-intensive than your average standard, honors, or even AP class. I have become a better writer after taking Cambridge classes.”
Higher Education Recognition
Successful Rhodes applicants will demonstrate their academic readiness and their well-rounded extracurricular lives through their application for admission. Rhodes practices holistic admission... The most important factor in the admission process for most selective colleges is the student’s academic program, the course work that has been taken.
Educating US-based recruitment staff on the Cambridge curriculum as more US high schools start adopting AICE.


Powerpoint of NACAC 2017 presentation: http://www.cambridgeinternational.org/usa/recognition/admissionsofficers/
Credit is usually awarded for passing A-Level exams (historically for international students)

Credit varies by academic department, which is similar to AP and IB credit processes

Rhodes offers credit for Cambridge Pre-U and we’re in the process of exploring credit for AS levels
One of the most important factors in admission is rigor of curriculum.

Rigor is based on course offerings and the context of individual high schools.

AP, IB, Dual Enrollment, AICE are all considered rigorous options.

Often see a mix of AICE and other types of rigorous courses.
Rhodes College recognizes the Cambridge system as a rigorous academic program and welcomes applicants who have successfully participated. College-level course credit may be awarded on a case-by-case basis for admitted students after review of individual courses by the Registrar and Chair of the respective academic department.

Let me tell you a story…

Use Cambridge Resources to help recognition process:

An application form is available on our website at [www.cie.org.uk/ciedirectapplicationform](http://www.cie.org.uk/ciedirectapplicationform)
## Recommended Credit by Examination Award

**AACRAO**

<table>
<thead>
<tr>
<th>Field</th>
<th>AS Levels</th>
<th>A Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities &amp; other fields</td>
<td>3 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>Laboratory sciences</td>
<td>4 credits</td>
<td>8 credits</td>
</tr>
</tbody>
</table>
Statement and Certificate of Result

CAMBRIDGE INTERNATIONAL SAMPLE CENTRE

Date of Birth: November 2013
Centre / Cand. No.: XXXXXX

IGCSE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>B(b)</td>
<td>77%</td>
</tr>
<tr>
<td>Economics</td>
<td>B(b)</td>
<td>75%</td>
</tr>
<tr>
<td>Sociology</td>
<td>B(b)</td>
<td>73%</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>A(a)</td>
<td>90%</td>
</tr>
<tr>
<td>Combined Science</td>
<td>A(a)</td>
<td>86%</td>
</tr>
</tbody>
</table>

Specimen

CAMBRIDGE

Cambridge International Examinations

General Certificate of Education

This certifies that in June 2013 examination series
A SPECIMEN
do CAMBRIDGE INTERNATIONAL SAMPLE CENTRE
was awarded the following grade(s) in the syllabus(es) shown:

Syllabus
- French Language
- With Distinction in Speaking
- Further Mathematics
- Psychology
- Literature in English

SYLLABUSES REPORTED: FOUR

Grade
- Advanced Level
- A(a)
- Advanced Level
- B(b)
- Advanced Level
- Advanced Subsidiary
- C(c)

Specimen

Vice-Chancellor
University of Cambridge

Cambridge Assessment
International Examinations
Thank you
Any questions?