Notes from the Diploma Programme Coordinators Meeting

October 25th, 2019

Georgetown, TX

Karen Phillips, TIBS Executive Director, facilitated the session, which began with a presentation from Karen and Jeanette LaFevers regarding PEIMS numbers. They presented the long history of the struggle for PEIMS numbers from TEA for IBDP courses. The good news is that the journey is near its end. Currently, all subjects in groups 1-5 have two PEIMS numbers for each course as can be seen in C022 Code Table published by Texas Education Data Standards.

In Group 6, IB Film is complete and correct. Other fine arts courses will have the two PEIMS numbers for SL and HL courses on the July 2020 update of the C022. In the meantime, schools should simply continue their present practice on the fine arts courses. New course guides for IB Music will be out in January, and TIBS will align that guide with Music 3 and 4.

Stephanie Childress led a discussion of attrition in the Diploma Programme. Schools were asked to share their methods of addressing this problem. Suggestions included adding popular electives, increasing participation in ab initio languages, creating parent organizations whose purpose is to build morale, embedding courses like speech and government in other courses, and devising hybrid schedules that give students some built in time.

Judy Chapman shared information regarding the College Fair to be held on April 28th, 2020 at the Hurst Conference Center. About 65 colleges have already registered. Student registration will open on January 1st. Last year over 2,000 students attended the fair.

Representatives from Kognity demonstrated their Diploma Programme materials. Their website will show special pricing for Texas schools.

The session ended with a round table discussion of achievements and concerns and questions:

* Concerns about college credit not being compliant with the law – UTD, UTEP
* Would TIBS create student ambassadors or do videos like AVID and PALS?
* Is there an Excel program or platform for determining predicted grades or assessing student progress?
* How do schools reward EE mentors?