



Expanding PK-12 Access to IB: The Chicago Project

July 24, 2015





The Story of IB in Chicago

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IB Schools Coordinator (DP and CP)



Chicago Public Schools at a Glance

Schools

Elementary: 422

High schools: 105

Student Enrollment: 396,683

Charter schools: 131

Student enrollment

Preschool: 22,873

Kindergarten: 28,978

Elementary (1-8): 232,825

Secondary (9-12): 112,007

Student racial makeup

African American: 39.3%

Asian: 3.6%

Asian/Pacific Islander: 0.01%

Hawaiian/Pacific Islander: 0.2%

Hispanic: 45.6%

Multi-Racial: 1.1%

Native American/Alaskan: 0.3%

White: 9.4%

Not Available: 0.6%

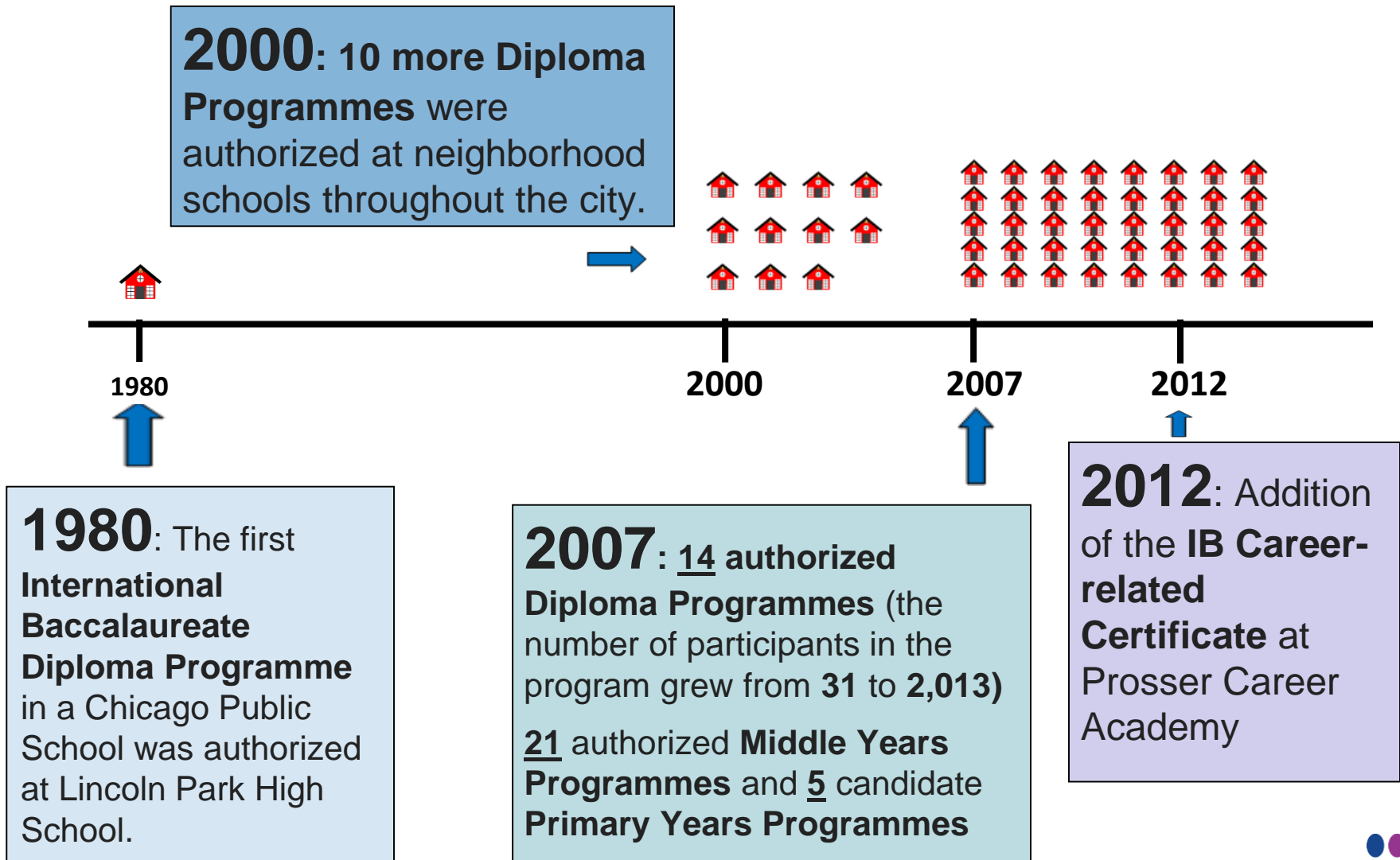
Additional student information

Economically Disadvantaged Students: 86.02%

English Language Learners (ELL): 16.7%



Growth of IB in Chicago Public Schools



Diploma Impact Study

Working to My Potential: The Experiences of Chicago Public Schools Students in the IB Diploma Programme

Chicago Postsecondary Transition Project at the University of Chicago, Consortium on Chicago School Research 2012

Key Findings:

Compared to a matched comparison group, DP students more likely to:

- go to college
- go to a selective college
- persist in college for at least two years.*

DP students in college reported:

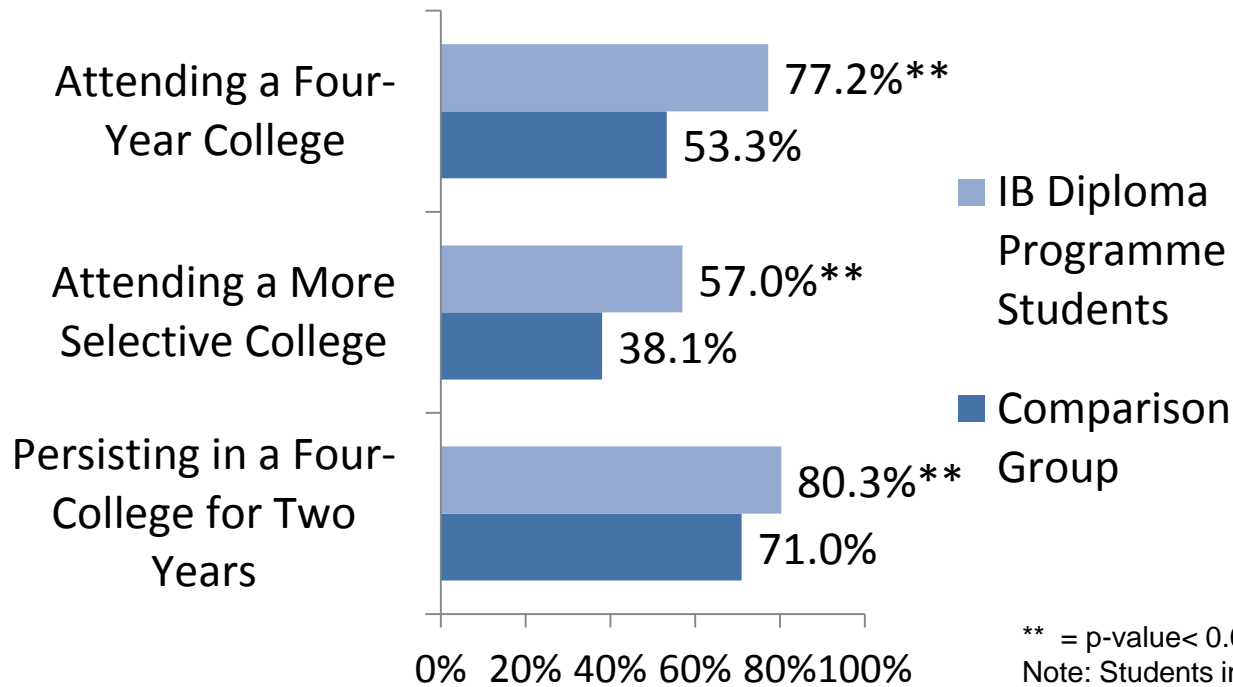
- feeling prepared to succeed and, indeed, excel in their coursework
- their strong academic skills, work ethic, motivation, time management and willingness to seek help as sources of strength in the transition to college-level work
- their preparation in the DP as the source of their success as college students.

*Outcomes do not take into account IB exam or overall DP scores, suggesting that the benefits extend to all DP students, not just those who earn the diploma.



Diploma Impact Study

Working to My Potential: The Experiences of Chicago Public Schools Students in the IB Diploma Programme

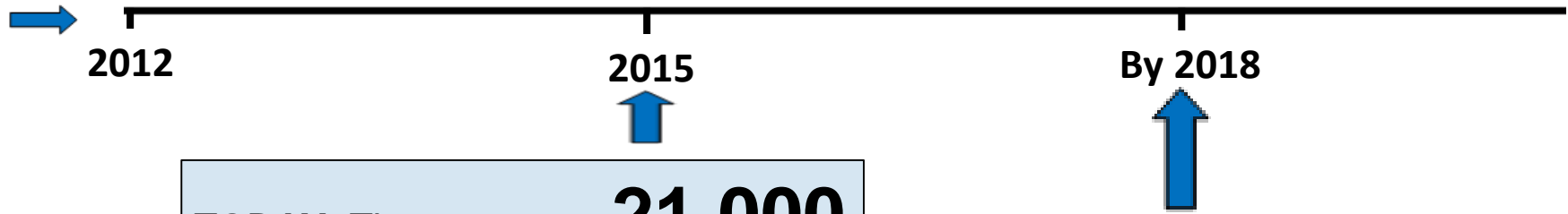
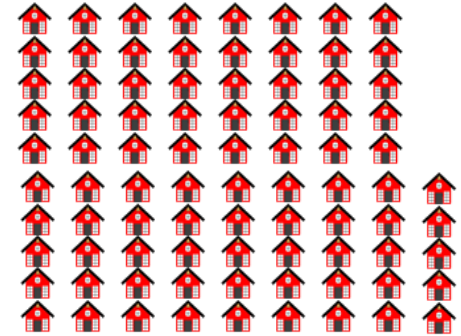
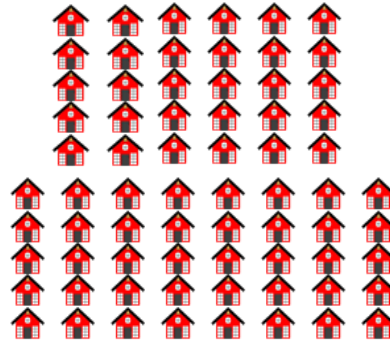


** = p-value < 0.01, * = p-value < 0.05, ~ = p-value < 0.10
Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the 'pre-IB' programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.



Growth of IB Programmes in CPS

2012: Mayor Emanuel announced expansion of the IB Programmes in Chicago Public Schools.



2012

2015

By 2018

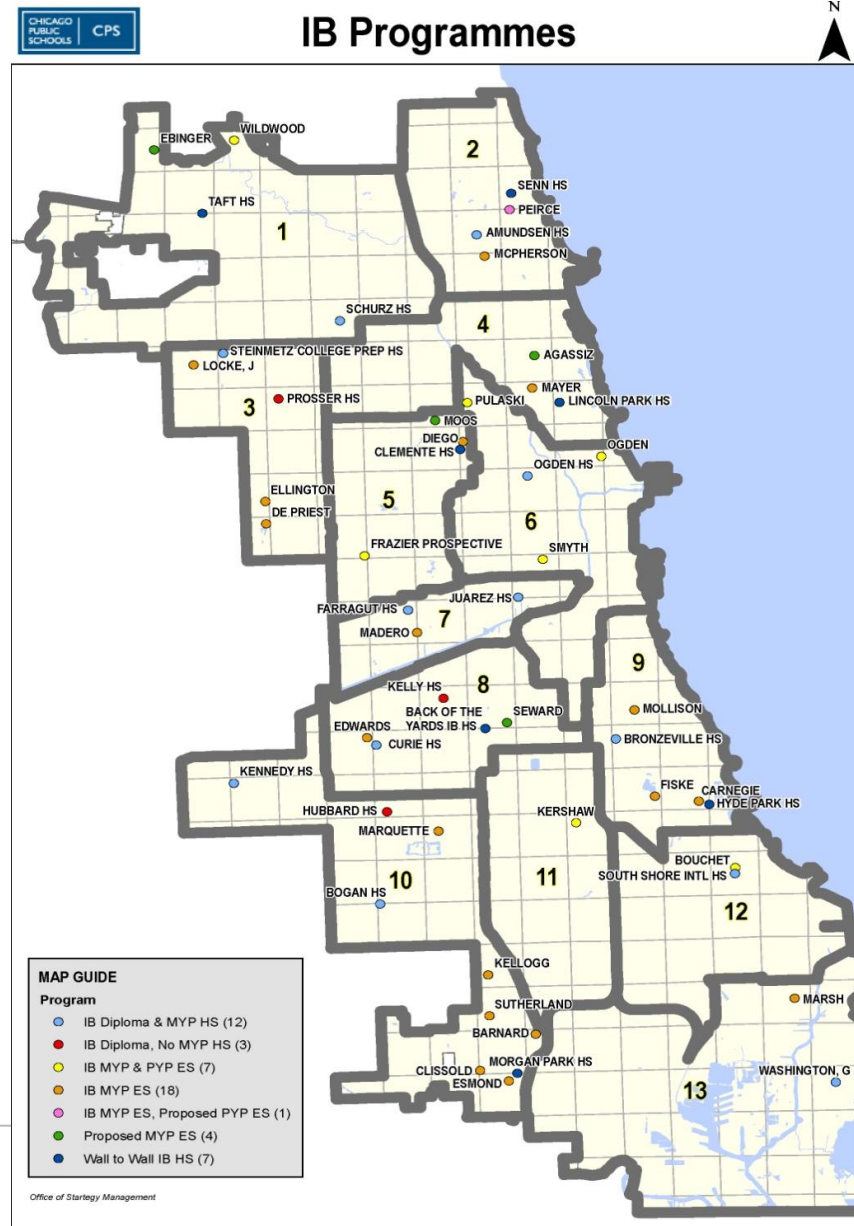
TODAY: There are over **21,000** Chicago Public School students participating in 70 IB programmes in grades K-12

Mayor Emanuel announces ongoing **expansion** of the IB Programmes in CPS elementary and high schools.

By 2018 there will be a projected 86 IB programmes housed in 31 elementary schools and 22 high schools serving close to **30,000** students.

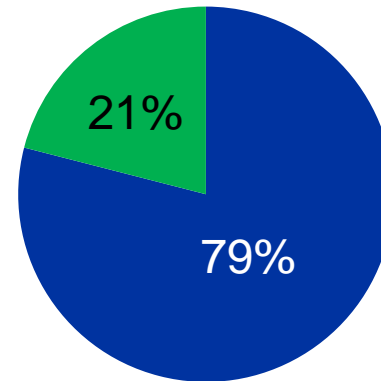


Map of IB Schools in CPS



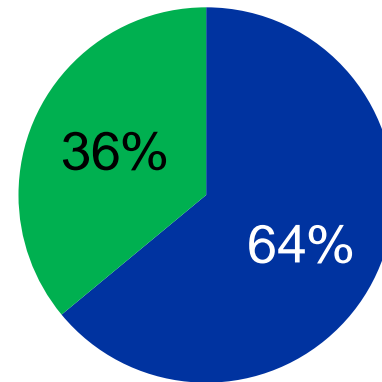
Demographics of IB in Chicago Public Schools

79% of CPS students enrolled in DP courses qualify for free or reduced lunch



- Free/Reduced Lunch
- Non-reduced Lunch

64 % of CPS students enrolled in DP courses are female

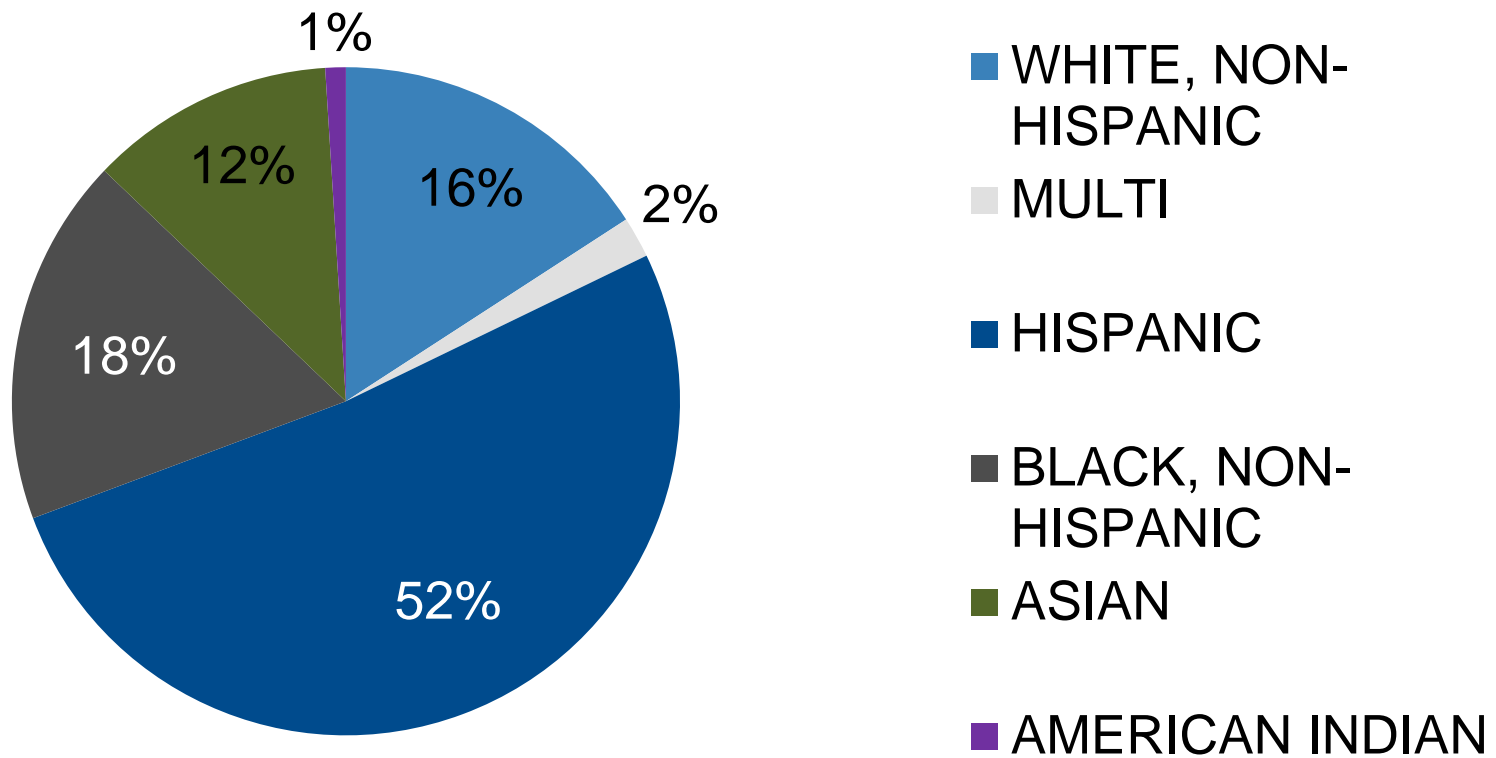


- Female
- Male



Demographics of IB in CPS High Schools

IB Students enrolled in DP courses

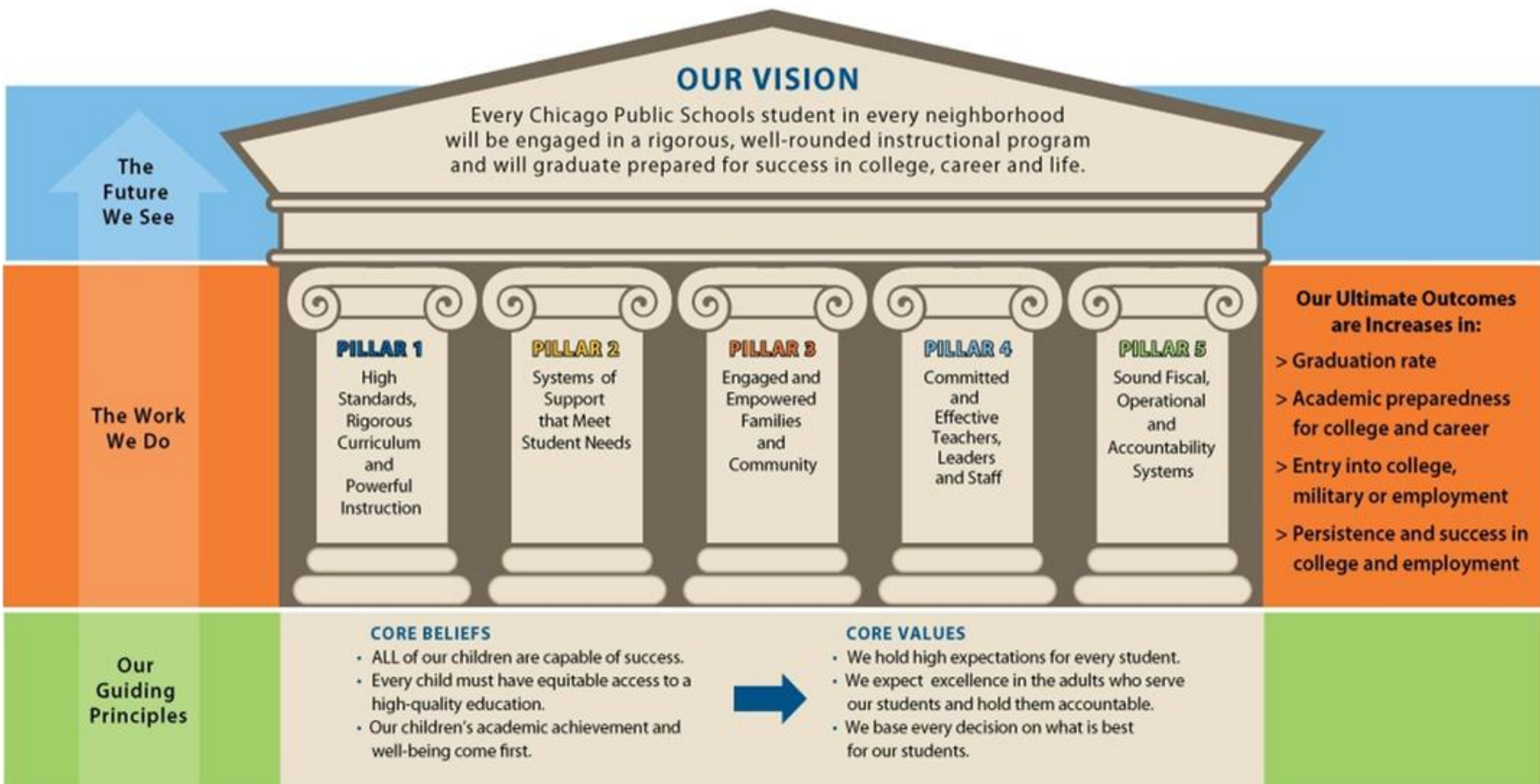


Expanding Access to IB

*Kyle Westbrook, Executive Director
Office of Magnet, Gifted, and IB Programs*

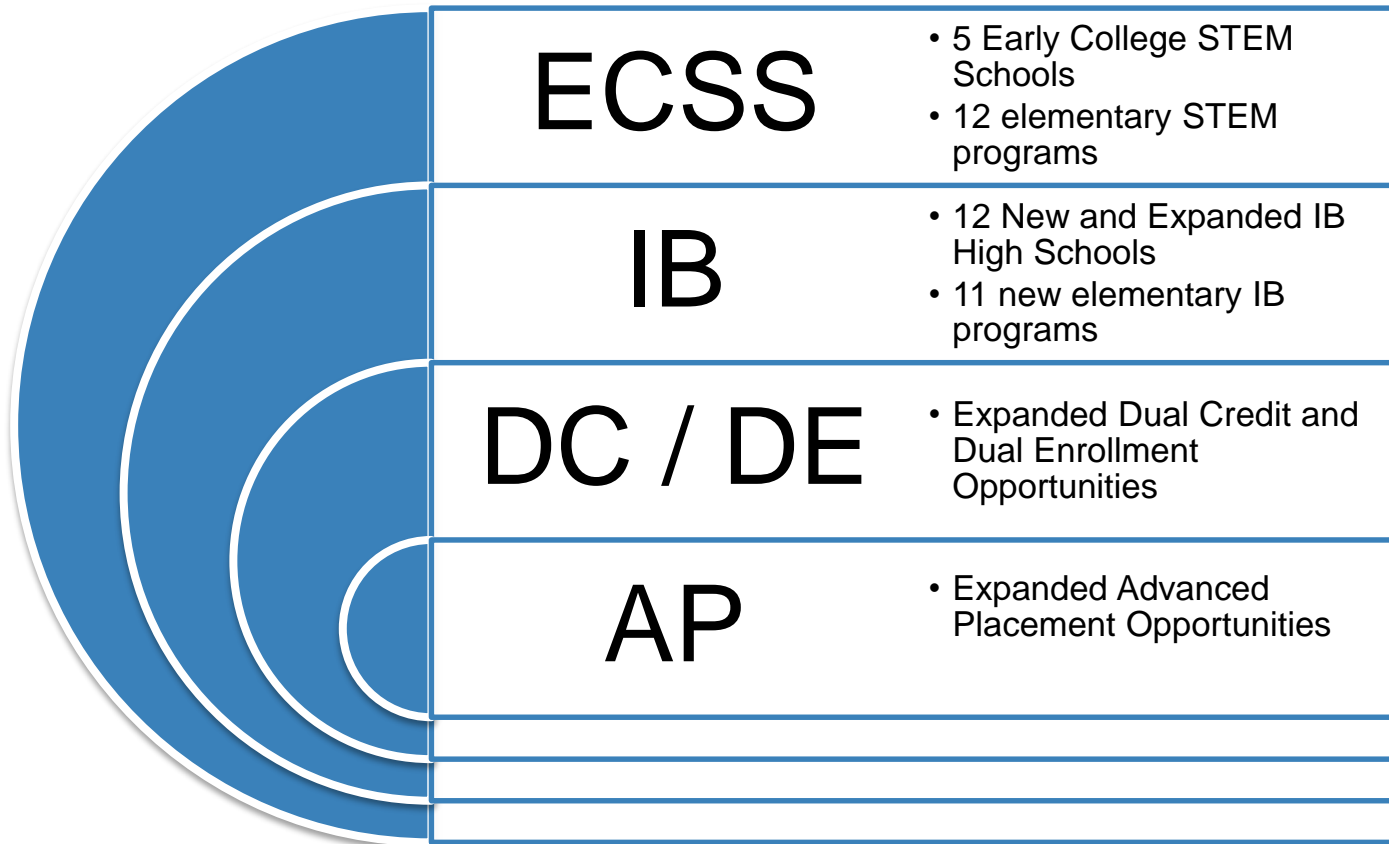


CPS Mission

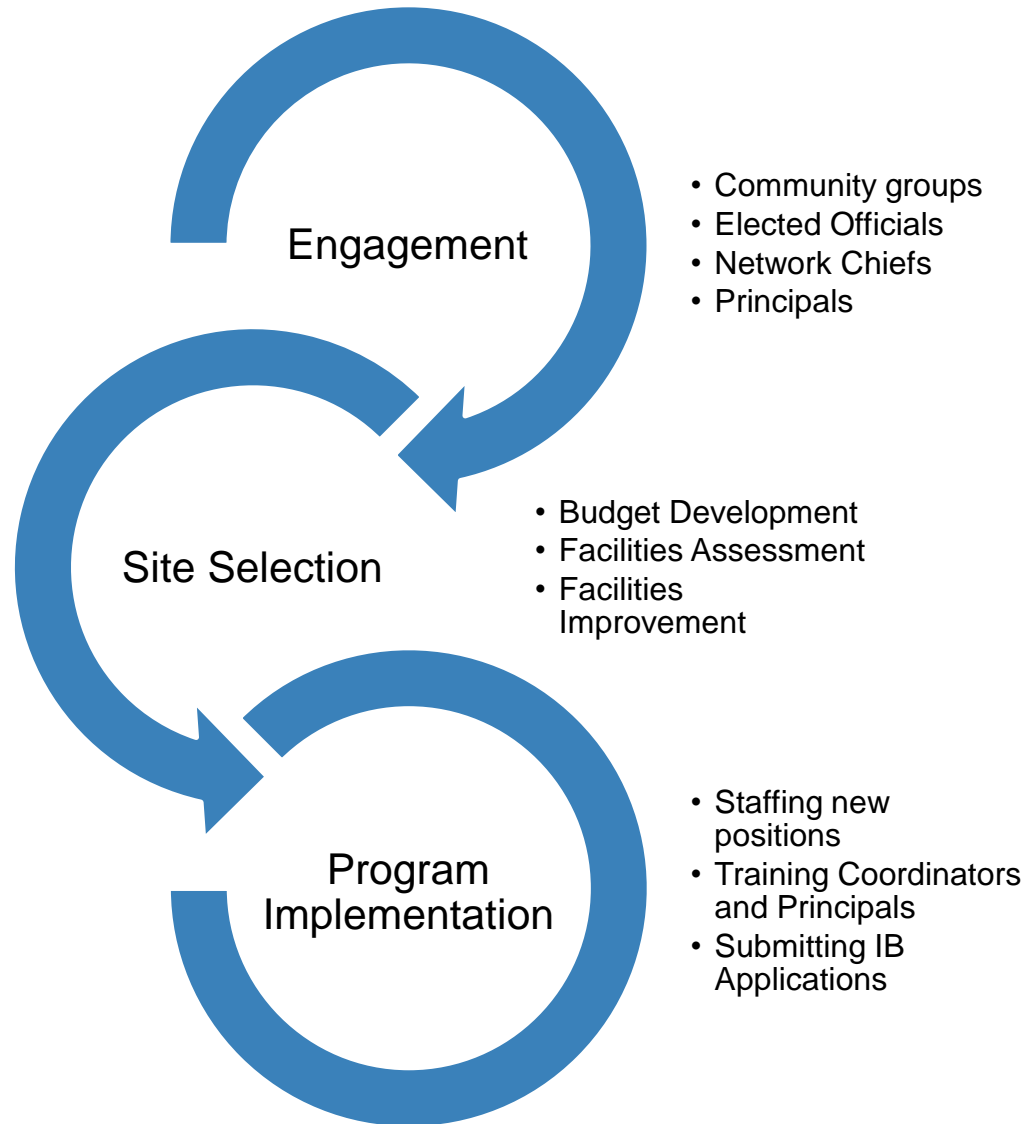


CPS Mission: Post Secondary Preparation

The expansion of IB elementary and high school programs is part of a larger vision for increasing student access to rigorous post-secondary options for students



CPS IB Expansion: Process



Supporting the Expansion



Three Cohorts of Schools

Year	Description
Cohort 1 2012-2013	<ul style="list-style-type: none">• 9 high schools begin application for MYP• 7 high schools begin application for DP• 6 high schools begin application for CP
Cohort 2 2013-2014	<ul style="list-style-type: none">• 6 elementary schools begin application for MYP
Cohort 3 2014-2015	<ul style="list-style-type: none">• 4 elementary schools begin application for MYP• 1 elementary school begins application for PYP



Supports from Central Office

Funding

- IB Coordinator position
- Application, Candidate, and in-school workshop Fees
- World language position in elementary schools

Professional Development

- “Launch the MYP” and “Launch the CP”
- Category 1 training
- Monthly district meetings with cohort of IB coordinators

Mentorships

- Cohort 1: MYP and DP mentors
- Cohorts 2 and 3: Application and Implementation mentors

Feedback on Applications

- Structured support throughout the application process and feedback on documents prior to uploading them.



School mentorships – A Best Practice

- Connects new coordinators with experienced IB practitioners
- Teacher Shadowing
- Promotes Network of IB Coordinators citywide



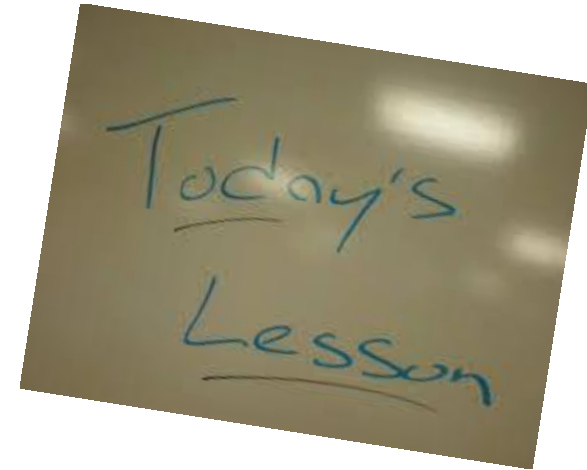
IB Coordinator PD – A Best Practice

- Overview of requirements
- Support through the Application for Candidacy
- Model PD to use at schools
- Assistance with Application for Authorization
- Preparing for the verification visit



Lessons Learned

- More PD for building administration would help schools better understand the requirements for programme implementation.
- PD for networks would help district leaders better understand and support the requirements of the programmes.
- More time for school visits, both inside and outside the district.



Panel Discussion

Latasha Geverola – MYP Coordinator
DePriest Elementary School

Jessica Stephenson – DP Coordinator
Prosser Career Academy

Brian Spittle – Access and Attainment
DePaul University



Oscar DePriest School

- Neighborhood school
- 96.1% African American
- 95.5% Low income
- 18.5% Diverse Learners
- 29.5% Mobility Rate



Changing the focus

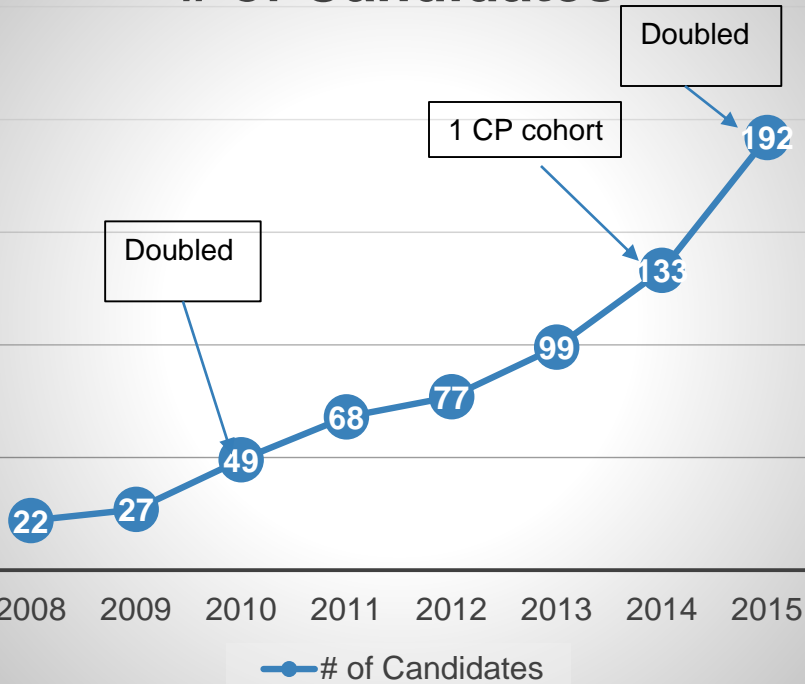
- Survey administered to parents, staff, and students on knowledge of IB
- IB committee formed comprised of 2 parents, 6 teachers, 2 administrators, and 3 students

Is IB Feasible?

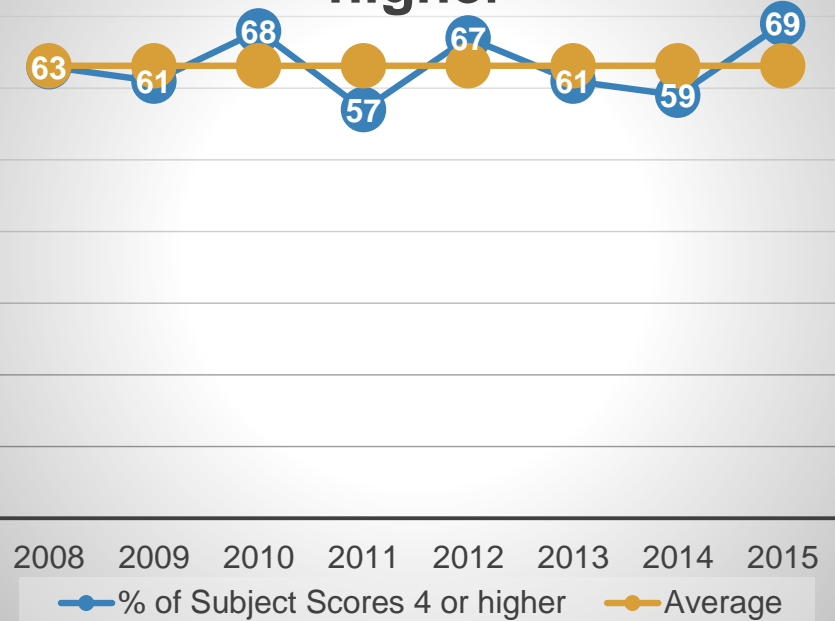
- Yes, if teachers are given adequate training and implementation time
- Yes, if students have the opportunity to engage in inquiry based learning opportunities
- Yes, if properly planned and rolled out
- Yes, if bite size objectives are given to all stakeholders
- Yes, if school receives benchmarks for self measurement

IB Expansion at Prosser Career Academy

of Candidates

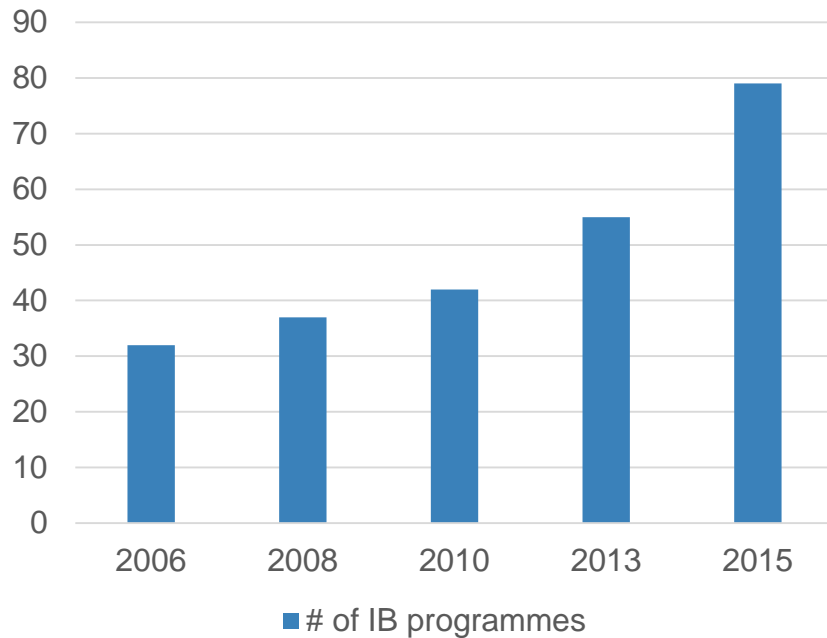


% of Subject Scores 4 or higher



IB Expansion in Illinois

IB Growth in Illinois



16 IB Programme Authorizations this year

- Back of the Yards High School (MYP, DP, CP)
- Bouchet International Academy (PYP)
- Bronzeville Scholastic Institute (MYP, DP)
- Clemente Community Academy (MYP, DP, CP)
- Farragut Career Academy (MYP, DP)
- Hyde Park High School (CP)
- Juarez Community Academy (DP)
- Kennedy High School (DP)
- Lincoln Park High School (MYP)
- Mark Bills Middle School (MYP)
- Morgan Park High School (CP)
- Pulaski International School (MYP)
- Schurz High School (MYP, DP)
- Sterling Middle School (MYP)
- Thornridge High School (DP)
- Thornton Township High School (DP)
- Thornwood High School (DP)
- Taft High School (MYP)

THE INTERNATIONAL BACCALAUREATE CPS AND DEPAUL

Brian Spittle

Center for Access and Attainment, DePaul University

<http://resources.depaul.edu/caa/Pages/default.aspx>

bspittle@depaul.edu

The myths

That advanced academic programs such as the IB are only for 'top' students.

That our measures of 'performance' are sufficient to define 'ability.'

That the skills and metrics sufficient for college entry are the same as those for longer term educational and career attainment.

DePaul: balancing access with attainment

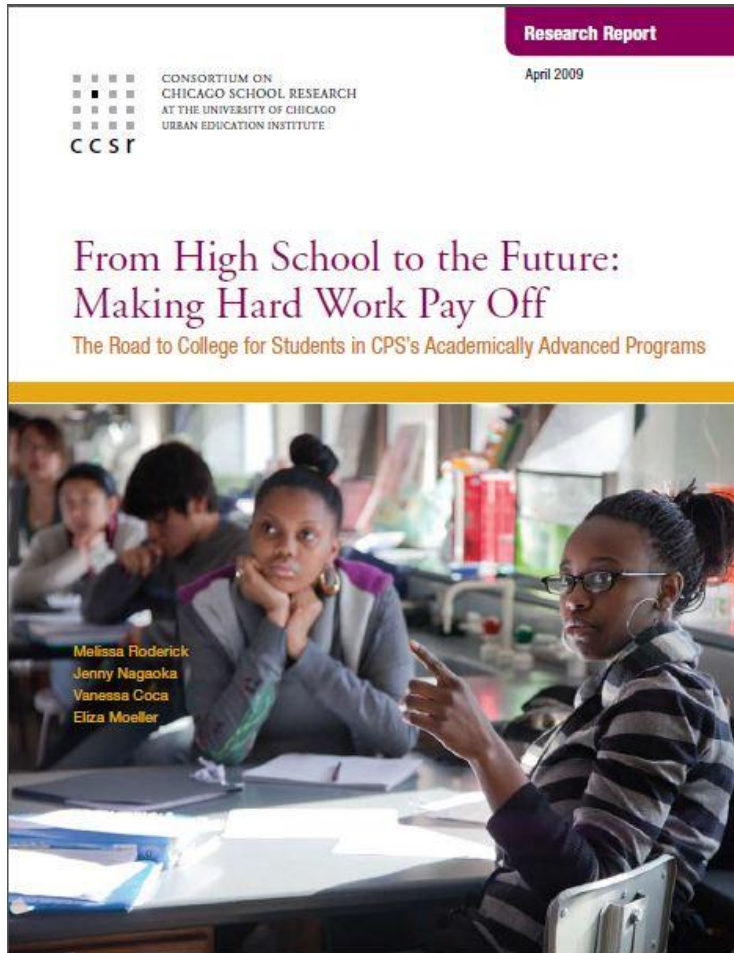
- Largest Catholic university in U.S.
- 25% of freshmen are students of color
- 33% are from first-generation college families
- 34% are Pell-eligible
- 19% are both Pell-eligible *and* 1st generation
- DePaul enrolls far more CPS grads than any other private selective university
- ***About one in ten of IB Diploma graduates in CPS enroll at DePaul***



The strategy

- Long term relationship – since 2003.
- Expressing institutional mission in enrollment strategy.
- Local focus.
- Based on research.
- Central role of the IB coordinator.
- Anchors pre-college programs.
- Redefining mental models of student access and ‘quality.’

The research: University of Chicago Consortium on Chicago School Research - 2009

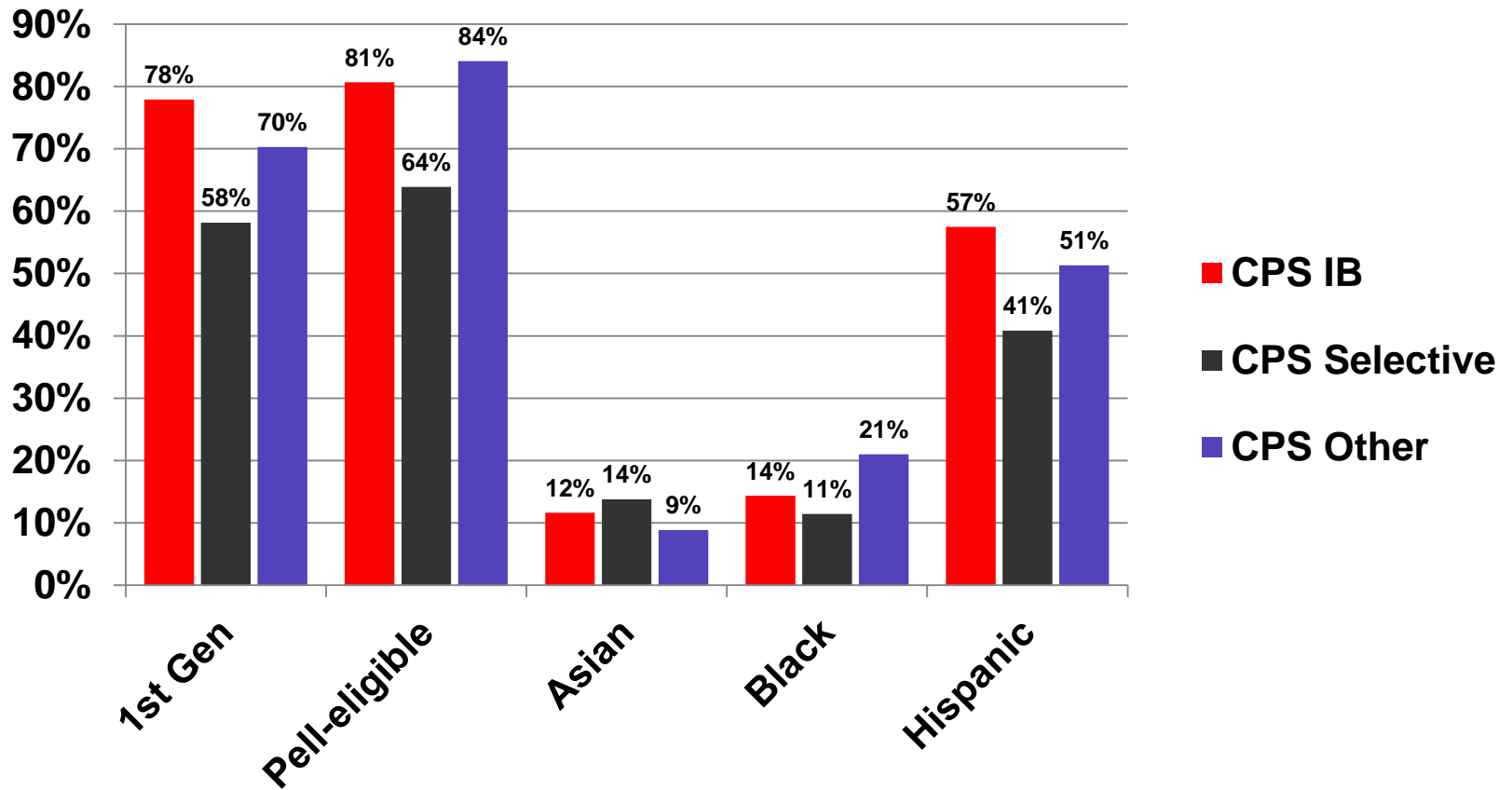


The qualifications of students from academically advanced programs are impressive but do not translate into matched college enrollment.

IB students are more likely to come from poorer families and communities but are making dramatic gains in high school.

CPS students in academically advanced programs face distinctive challenges in navigating the road to college.

CPS IB students at DePaul: socioeconomic profile

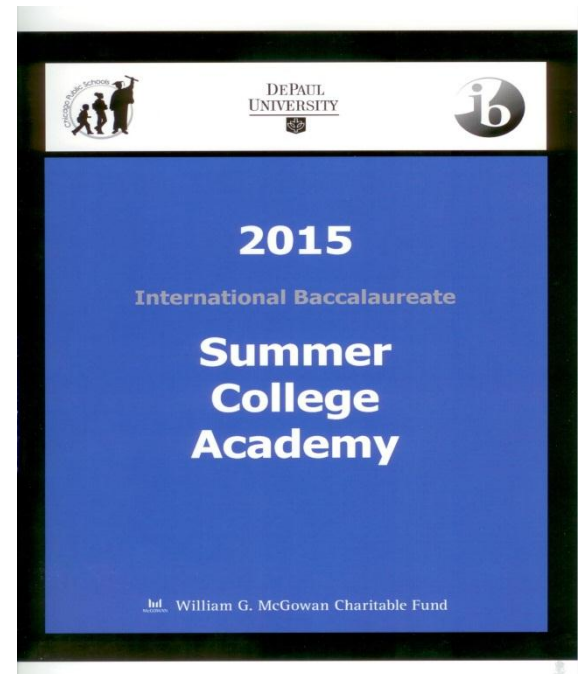


*Data includes 2008-2012 cohorts & excludes students from Lincoln Park High School.



Building a partnership with IB in CPS

- IB coordinators planning meetings on campus
- *IB Summer College Academy*
- Summer pre-college programming
- IB professional workshops and conferences
- Dedicated IB admission staff
- Faculty review IB policies
- IB student research project
- IB campus pathways to study abroad, undergraduate research and graduate school
- McGowan grant – MYP pathways, summer programming and mathematics research
- College of Education – IB Educator Certificates



In Our Own Words: stories of immigration, education and identity

Exploring the connections between immigrant identity, IB, international skills and a college education....

- Week-long workshop for rising juniors from immigrant families
- Joint project of Center for Access and Attainment and Department of Modern Languages
- Student nominated by teachers and coordinators
- Students present their 'stories' to families on final day of workshop
- DePaul library digital archive project
<http://via.library.depaul.edu/immigration-stories/>



What we are learning: Comparing findings from CCSR and DePaul

CCSR

IB students are academically well-prepared, particularly in analytical skills and writing, though less so in mathematics.

IB students exhibit strong 'non-cognitive' skills such as organization, help-seeking and motivation.

Lower social capital of IB students reflected in constrained access to college resources especially advising services and faculty.

DePaul

- IB students perform well in first-year courses particularly those requiring extensive writing. They adapt well to first-year math even though they may have had less exposure to trigonometry.
- IB students are used to high levels of academic challenge and support. Their strong study habits are a key reason for their success at DePaul.
- IB freshmen at DePaul have strong peer networks with other IB students from CPS. This seems to be a factor in their successful transition to DePaul.
- IB students are adept at navigating institutional resources and report high levels of satisfaction with advising and faculty. Though they sometimes report high levels of self-imposed stress. In the words of one former IB student: "No one taught me how to fail."

Creating pathways to and through DePaul for low-income and first-generation IB students from Chicago

Outreach to MYP programs and MYP campus visits

Strong pre-college programs for local IB students

In Our Own Words – rising juniors

Mathematics workshop – rising juniors

Male college readiness program – rising juniors

College Connect – rising seniors

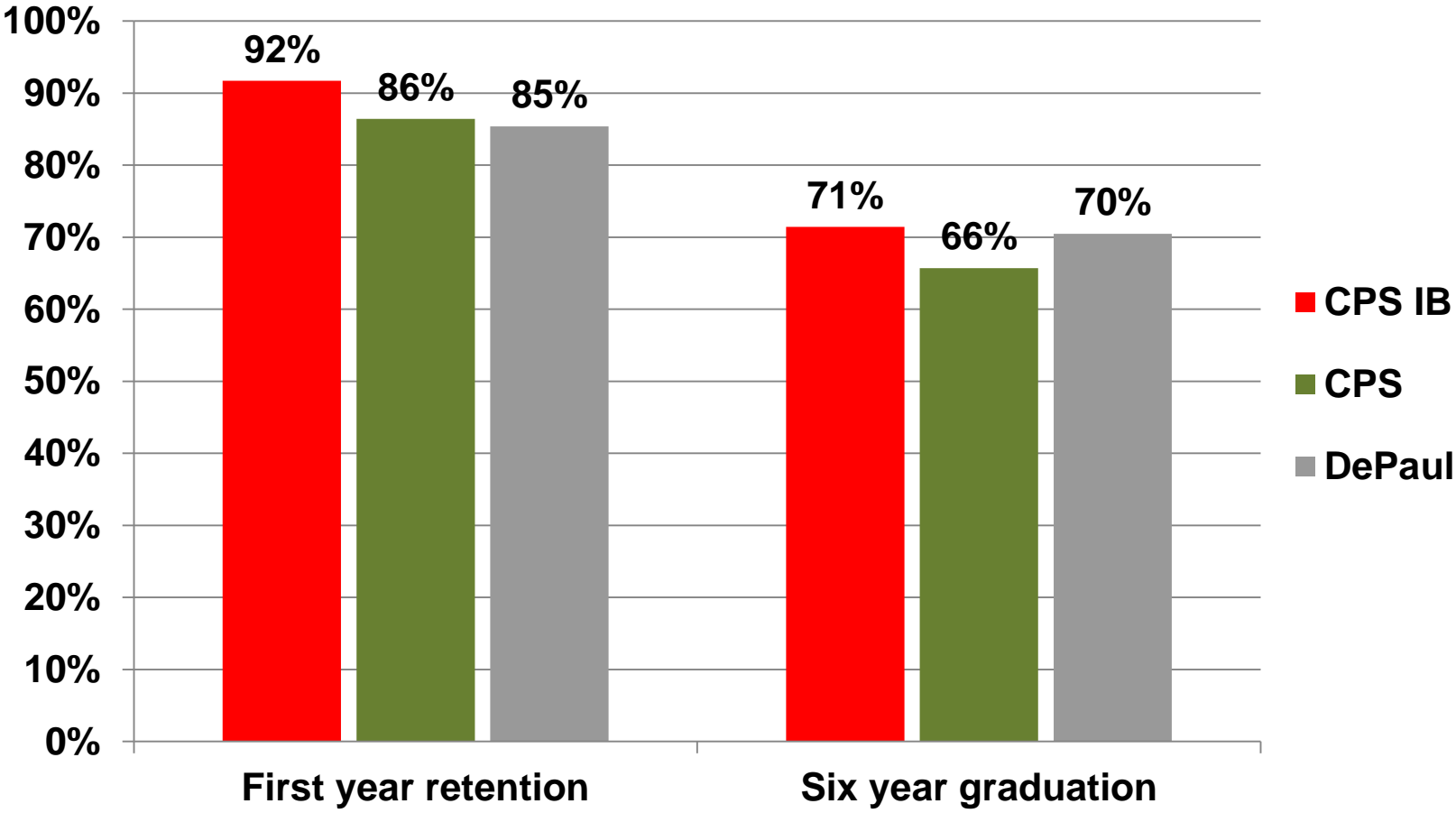
Tapping into IB peer networks and using former IB students as peer mentors in summer programs.

IB freshmen research program – ‘CAA Lab.’

IB pathways to retention programs, undergraduate research, study abroad and graduate school -- TRIO/Student Support Services, Mitchem Fellows and TRIO/McNair Scholars.

CPS IB student retention & graduation rates at DePaul

(IB and CPS averages for 5 most recent cohorts; CPS & CPS IB does not include Lincoln Park HS; DePaul retention rate for fall 2012 freshmen and graduation rate for 2007 freshmen.)



IB stories: Making hard work pay off...

“I'm grateful to have been a part of the IB program. Now that I'm in college, my essays are a breeze. I am able to manage my time. In all honestly, from all the work and hours of homework given to me in high school, I'm less stressed out in college. As each quarter goes by, more is expected of me, and I'm prepared to give it my all. I wouldn't have done it without the motivation of my parents and support from all my amazing teachers in high school.”

- Andrea Ortiz, sophomore, DePaul University and IB Diploma graduate, Curie Metro High School, Chicago



Q and A

