

The International Baccalaureate-Teaching Arts Project (IB-TAP), funded by the U.S. Department of Education’s Arts in Education Model Development and Dissemination grant program, was a partnership between the Chicago Public Schools (CPS) and Chicago Arts Partnerships in Education (CAPE) from 2009-2013.

About the Program:

In the IB-TAP program, both IB’s and CAPE’s distinct but complimentary approaches were synthesized into the “IB-TAP Creative Cycle”, an inquiry-based approach that emphasized creative and metacognitive process. The seven phases of the IB-TAP Creative Cycle: Inquiry, Sense, Plan, Create, Document, Evaluate, and Reflect provided a framework around which IB classroom teachers and CAPE teaching artists designed arts integrated curriculum and was supported by ongoing professional development provided by CAPE staff.

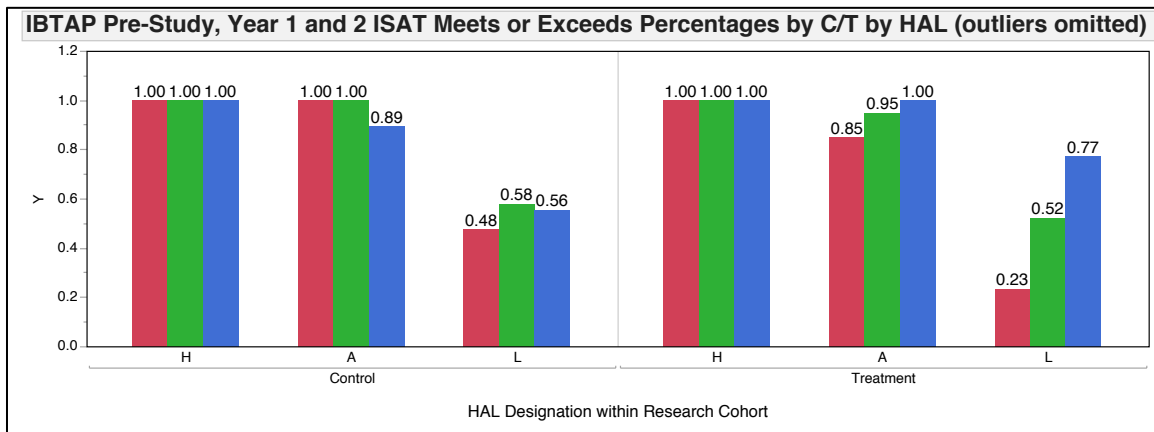
The IB-TAP Creative Cycle was implemented through a portfolio process. Teachers and students developed Arts-Integrated Developmental Workbooks (AI-DW) that documented the processes and artifacts created during implementation of the IB-TAP curriculum units.

Research Findings:

Teachers in IBTAP demonstrated increased arts integration understandings and increased ability to collaborate. These teacher impacts were linked directly to increased student arts understandings as well as statistically significant gains in student academic performance.

By the end of Year 2, 77% of “Low” achieving Treatment students met standards for Math and Reading, versus only 56% of matched Control students.

Control and Treatment students were selected based on their standardized test scores (ISATs) the year prior to the implementation of the IBTAP program. These students were categorized as “L” (Low scoring- *not* meeting standards on ISATs), “A” (Average scoring- meeting standards on ISATs), and “H” (High scoring- meeting/exceeding standards on ISATs). By the final year of the project, “L” students in the IBTAP treatment schools began to catch up, and close the achievement gap, in contrast to Control school “L” students who did not show movement. See chart below. (Note: In Year 3 of the project the ISAT was altered so greatly that scores proved unreliable for statistical analysis).



Red= %of students who met/exceeded ISAT standards in Baseline year
 Green= %of students who met/exceeded ISAT standards in Year 1 of study
 Blue= %of students who met/exceeded ISAT standards in Year 2 of study
 H=High score