



IB DIPLOMA PROGRAMME

International Baccalaureate (IB)

The Diploma Programme (DP) prepares students for success in higher education and active participation in a global society through a world-class and rigorous curriculum.

Scan QR code with your phone's camera to access this content online.



OVERVIEW

For more than 50 years, the IB has equipped students with the skills, confidence and lifelong learning they need to thrive and make a difference in an ever-changing world. Through a powerful continuum of four student-centric programmes developed for learners aged 3-19, IB programmes can be implemented independently or in combination. [▶IB Continuum](#) They are underpinned by shared values and a shared emphasis on developing students who are lifelong learners and who are able to not only make sense of, but to make a positive impact on, our complex and interconnected world. Central to all four of its programmes are: [📖What is an IB Education?](#)

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual, and connected curriculum
4. An approach to teaching and learning centered on inquiry and positive agency

The DP is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students through subject teaching and the DP core. The DP has gained recognition and respect from the world's leading universities.

In order to implement any IB programme, schools must undergo an authorization process. The IB also offers a variety of professional development, certifications, and resources for its school community. Free resources are available for schools interested in learning more.

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What Makes This Model Innovative?



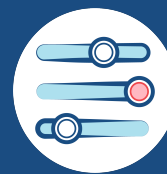
Rigorous Learning

DP students study many subjects and their intersections and can take courses at advanced levels. The DP includes a demanding Theory of Knowledge course and research project, which are both externally validated.



Relevance

Learners are meant to engage their passions and interests by deciding what topics to engage in for deeper research, service learning, and more.



Customization

Learners make choices that dictate their educational programming, such as what courses to study and at which level.

DESIGN

Goals

While the learner profile underpins all IB programmes, the DP has a unique set of outcomes for learners at this developmental stage. [IB Learner Profile](#)

Knowledge	Students have excellent breadth and depth of knowledge
Balance	Students flourish physically, intellectually, emotionally and ethically by participation in creativity, activity, and service alongside academic study
International Mindedness	Students study at least two languages
Rigor	Students excel in traditional academic subjects
Ethical	Students explore the nature of knowledge through the programme's unique Theory of Knowledge course
Agency	Students research and act on their own passions and interests

Experience

The Diploma Programme framework illustrates how the DP's unique focus on young learners intersects with the overall approach of the IB. [📄 Summary of the DP Framework](#)

Two main learner experiences—reflected in the middle layers of the framework—make up the DP:

1. Subject groups
2. The DP core, comprised of:
 - Theory of Knowledge (TOK)
 - Creativity, Activity, Service (CAS) and
 - The Extended Essay



Subject Groups

In the DP, students study content from six subject groups:

- Studies in language and literature [📄 Language and Literature](#)
- Language acquisition [📄 Language Acquisition](#)
- Individuals and societies [📄 Individuals and Societies](#)
- Sciences [📄 Sciences](#)
- Mathematics [📄 Mathematics](#)
- The arts [📄 The Arts](#)




Schools can choose which courses to offer within each subject group. Students will take some subjects at Higher Level (HL) and some at Standard Level (SL), although both are equivalent to honors level. HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills after HL courses.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. These choices often have implications for university acceptance and are made in collaboration with an academic counselor. SL subjects take up 150 teaching hours. HL comprises 240 teaching hours. The IB offers subject briefs with more in-depth information. [📄 Course Selection Guidance](#)


With approval from the IB, schools may also offer other types of courses, which you can read more about on their website. [📄 Additional Subjects](#)

The DP Core

Through the DP core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service. The three core elements are:

- Theory of Knowledge  [Theory of Knowledge \(TOK\)](#) – In this course, students become aware of the interpretative nature of knowledge, including personal ideological biases—whether these biases are retained, revised or rejected. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?", while other questions include:
 - What counts as evidence for X?
 - How do we judge which is the best model of Y?
 - What does theory Z mean in the real world?
 - The Extended Essay  [The Extended Essay](#) – The extended essay is an independent piece of research, culminating with a 4,000-word paper. The extended essay provides:
 - Practical preparation for undergraduate research
 - An opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.
 - Creativity, Activity, and Service (CAS)  [Creativity, Activity, Service \(CAS\)](#) – Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. CAS enables students to enhance their personal and interpersonal development by learning through experience and is an important counterbalance to the academic pressures of the DP. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:
 - Creativity – Arts, and other experiences that involve creative thinking.
 - Activity – Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
 - Service – An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.
-

Supporting Structures

While schools have some flexibility in ensuring the programme meets the needs of their local context, they must satisfy IB criteria for accreditation, assessment, and quality assurance, which are detailed below, and in more depth in the Programme standards and practices.  [Programme Standards and Practices \(PSP\)](#)



While schools have some flexibility around curriculum and assessment, there are some unifying approaches across all IB programmes.

The IB is committed to making sure that students meet and exceed local or national standards. With the implementation of any IB programme, schools

CURRICULUM, INSTRUCTION & ASSESSMENT

are required to examine their curriculum carefully to ensure that there is alignment with local, state, and/or national standards. Despite the adaptability to context, there are some unifying themes in the approach to teaching and learning in the DP. The Approaches to Learning (ATL) skills are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. These consist of five categories of interrelated skills and associated sub-skills that support students of all ages to become self-regulated learners:

- thinking skills
- research skills
- communication skills
- social skills
- self-management skills

These interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.

In accordance with all of the above, schools develop their own courses of study for each subject on offer and for Theory of Knowledge. The DP curriculum must be balanced so that students are provided with a reasonable choice of subjects at both the Standard and Higher Levels.

For most courses, written examinations at the end of the DP form the basis of the assessment. These examinations are highly objective and reliable. Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the Theory of Knowledge essay and the Extended Essay. In most subjects, in addition to regular formative assessment, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB. Read more about assessment here: [DP assessment](#)



SCHOOL COMMUNITY & CULTURE

The school community must support learners in realizing the IB Learner Profile.

While schools have the freedom to create a school culture that reflects the needs of their community, there are aspects that are essential to implementing the DP. Together, all stakeholders sustain a positive school culture by committing to continuous school improvement; well-being; and a safe and engaging environment that nurtures resilient, optimistic, and lifelong learners.

IB schools seek to create an inclusive learning community that:

- lives peacefully together by engaging with different ways of knowing and being
- prioritizes people and their relationships
- assumes shared responsibility for learning, health, and well-being.

These attributes foster internationally minded people who embody all attributes of the IB learner profile.

Teachers must be trained in approaches to teaching and learning and collaborate to make connections between subjects.

All DP teachers must undertake at least one professional development workshop in the IB's approaches to teaching and learning from certified IB workshop leaders. This is because the same six approaches to teaching underpin teaching in all IB programmes:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Designed to remove barriers to learning for all students
- Informed by formative and summative assessment



ADULT ROLES, HIRING, & LEARNING

The approaches are deliberately broad and designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students. The IB offers free professional development resources to help teachers learn more about the DP approach in general, as well as how to teach specific courses. [DP Learning Resources](#)

Under the DP, collaborative planning and reflection must explore connections and relations between subjects and reinforce knowledge, understanding, and skills shared by the different disciplines. This includes the integration of TOK into each subject



SCHEDULE & USE OF TIME

The schedule must allow for the recommended number of hours for DP courses and the DP core.

The school schedule must provide for the recommended hours for each standard and higher level subject—Standard Level subjects take up 150 teaching hours and Higher Level take up 240 teaching hours. The schedule must also provide for the development of the TOK course over two years as well as the CAS component.

The learning community must extend beyond school walls and includes important relationships with universities.



FAMILY & COMMUNITY PARTNERSHIPS

The IB learning community views the world as the broadest context for learning, where everyone involved in the life of the school is recognized as part of the learning process: students and their families, all school staff members, other important adults in the students' lives, and the community at large.

An important piece of that is the relationship DP schools have with universities to support admissions and enrollment. Because the DP diploma is different from a traditional high school diploma, DP schools collaborate with universities—and even with local governments—to support student's post-secondary transitions. [University Admissions](#)

Implementation of the IB requires that learning spaces be informed by pedagogy.



SPACE & FACILITIES

Learning environments are made up of multiple learning spaces: built and natural, outdoor and indoor, formal and informal. Spaces should inspire creativity, innovation, and collaboration; support and respond to emerging inquiries; and help students develop and demonstrate the attributes of the learner profile. Students should be involved in the setting up and ongoing maintenance of their learning spaces. This supports greater ownership and influence over their learning. In the DP, this includes specialized spaces, such as studios and laboratories for arts and science courses.



Technology should be leveraged to build strong citizens and deepen conceptual understanding.



TECHNOLOGY & INFRASTRUCTURE

Technology, the Learner Profile, and Approaches to Learning work together to develop internationally-minded digital citizens able to exercise academic integrity and practice safe and ethical behaviors. Students must understand the functionality of tools, how to operate tools and resources, and how technology can be used to problem solve, create new opportunities, and communicate. Technology should enable unique opportunities for the learning community to co-construct knowledge and develop conceptual understanding with their school and broader community.

Additionally, the IB has worked closely with Pamoja Education over many years to ensure that IB schools have access to a broad range of individual Diploma Programme courses online. [IB Pajoma](#)

Operations must support strong and equitable implementation of the DP.

All students and families in a school building should be given access to the DP and supported to reach their full potential.



BUDGET & OPERATIONS

Some schools choose to offer DP SL and HL courses to all students, while offering enrollment to the full DP to interested students—though all students should be encouraged and enabled to enroll in the latter. In addition to subject coursework, resources must be allocated to enable the implementation of the CAS (including a coordinator) as well as the TOK course. The DP cannot be implemented piecemeal.

The IB is a permitted use of Title I, II, and IV funding and federal Perkins V fund, as well as federal Elementary and Secondary School Emergency Relief (ESSER) funding. [Using Federal Funds](#)

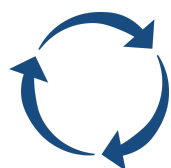


COMMUNICATIONS

A digital toolkit can be used for communications.

The IB offers a digital toolkit that provides authorized schools with a wide range of communications materials. [Resources for Schools and Teachers](#) These can be used to present the IB and its programmes to stakeholders such as students, parents, teachers, and school boards, as well as universities and government bodies.

Both the IB and adopting schools must facilitate continuous improvement.



CONTINUOUS IMPROVEMENT

All DP curriculum content is reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum. The DP curriculum review is a collaborative process that aims to produce excellent, internationally minded, research-based curriculums and support material that enable students to develop the attributes of the learner profile and achieve the IB mission, thereby providing an excellent preparation for life in the 21st century. Transparency around updates can be found on the IB website. [Latest Curriculum Updates](#)

To maintain status as an IB World School and to improve practice, it is up to schools to regularly review and follow all IB rules, regulations, and

guidelines as well as implement and review systems and processes to improve the operation and sustainability of its IB programme. All IB World Schools are required to participate in an ongoing process of review and development ensuring the continued quality assurance of its IB programme delivery.

IMPLEMENTATION

Supports Offered

All schools offering the DP must first participate in the candidacy and authorization process. The IB works with school communities on this journey toward creating a better world through education. [!\[\]\(bd1a142de767a21e5362c595f844a4ff_img.jpg\) IB Journey](#) The IB supports schools in obtaining and sustaining the status of IB World School in a few ways. While there are costs associated, the programme can be funded using a variety of federal funds. [!\[\]\(d4257ae6a3e163e6d467b3eb87960fa1_img.jpg\) IB Funding Toolkit](#)

All IB World Schools use the Guide to School Authorization and the Programme standards and Practices (PSP) framework to ensure quality and fidelity implementation of each IB programme. [!\[\]\(e2376d476d06eb31946dc01a69a4403a_img.jpg\) Guide to School Authorization](#) [!\[\]\(bbb3388d591ef640dd8a8c4262f2866a_img.jpg\) Programme Standards and Practices](#) The IB offers short, interactive PD courses to help schools gain insight into the PSP and how it is used to implement, grow and develop all IB programmes. [!\[\]\(ef6e697e79b33cfafe8ba6744dc11bd6_img.jpg\) PSP Learning Resources](#)

IB World School Authorization Process

Cost Associated, Funding Available



During the authorization process, the IB supports schools in building the understanding and organizational structures needed to implement the DP as well as other IB programmes. [!\[\]\(0b5e7e25e8775f7e7e80906ada4f0021_img.jpg\) Authorization Support](#) [!\[\]\(740312fd467f47b04cab841ab3868d83_img.jpg\) Resource library](#) If you are interested in implementing the DP, please submit the online form to receive more information about how to become an IB school.

[Express Interest](#)

Professional Development

Cost Associated, Funding Available



The IB provides a range of professional development that supports educators and collaborative learning communities. The professional development opportunities include face-to-face and online workshops, webinars, blended learning, and e-learning resources. These opportunities are open to both authorized schools and candidate schools. [!\[\]\(0fb13ad0bfa3d86868cdd3883e5665b3_img.jpg\) IB PD Offerings Chart](#)

[Sign Up](#)

IB Educator and Leadership Certificates (IBEC)

Cost Associated, Funding Available



The IB educator and leadership certificates help educators develop in many areas that benefit teaching and learning and deepen understanding of inquiry, research and project-based learning, among other things. [IB Educator Certificate FAQ](#)

[Get in Touch](#)

Reach

1,921

IB Schools in
the US

91%

Public Schools

65%

FRL

962

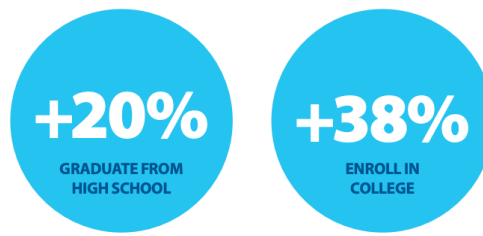
US Schools
Offering DP

Impact

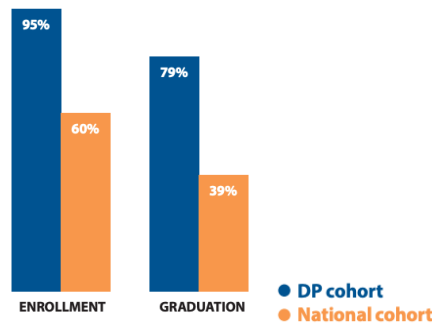
The International Baccalaureate (IB) Global Research department collaborates with universities and independent research institutions worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Numerous studies have shown that there are many benefits to choosing the DP over other 16-19 curricula in the United States. [Global Research Findings on the Diploma Programme](#)

Enrollment in the DP has been shown to increase postsecondary outcomes.

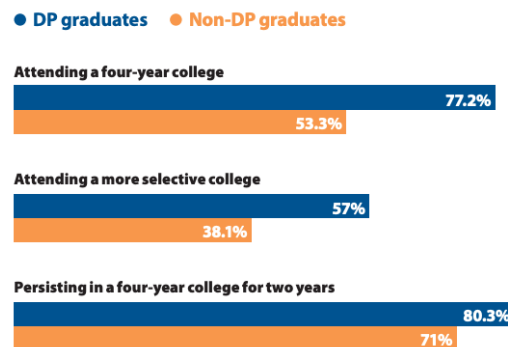
- A large-scale study of public schools in an urban US district indicated that enrollment in the DP increases the probability that students will graduate from high school and enroll in college.



- DP students in the US have higher rates of university enrollment and graduation at four-year institutions compared to the national average.



- DP graduates in Chicago public schools were significantly more likely to enroll in college, to enroll in selective colleges, to stay enrolled, and to perform better than similar non-DP graduates.



Enrollment in the DP has been shown to have a positive impact on students' preparedness for the 21st century.

- DP students are better able than their peers to cope with demanding workloads, manage their time, and meet the expectations placed on them [IB Diploma Programme: Examining College Readiness](#)
- An analysis of DP students in Canada, the UK, and the US found that the DP's Extended Essay improves students' approach to learning in higher education [Exploring the benefits of the IB extended essay for university studies at the University of Virginia](#)

The DP has had a similar positive impact on postsecondary outcomes for students enrolled in Title 1 schools. [IB programmes in Title I schools in the US: Accessibility, participation, and university enrollment](#)

- DP students from Title I schools, including students from low-income families, enrolled in college at much higher rates than national averages.

- DP students from Title I schools enrolled in college at the same rate as DP students from US public schools generally.

Findings with a more global focus can be found here: [📄 Facts and Figures: The DP Around the World](#) [📄 DP Key Findings from Research](#) [📄 Key Findings from Research on the Impact of the DP Core](#)

Finally, there are many stories of impact coming directly from school communities. [🖥️ Chicago's Use of the International Baccalaureate: An Education Success Story That Didn't Travel](#)

Contact

Outreach Department
iba.outreach@ibo.org

RESOURCES



[IB Continuum](#)

A video explaining how the four IB programmes operate on an integrated spectrum.



What is an IB education?

[What is an IB Education?](#)

A document with an in-depth description of the concepts that underpin the entire IB programme.



[DP Overview Video](#)

An overview video of the IB Diploma Programme.



[IB Learner Profile](#)

A PDF of the attributes in the IB Learner Profile.

The IB Diploma Programme




[DP Framework Summary](#)

A PDF summary of the DP framework, including components, curriculum, and assessment.

As part of the Diploma Programme (DP), students take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.

[DP Language and Literature](#)

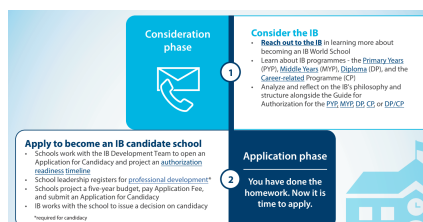
Further information on one of the subject groups students can select courses from.

<p>It is a requirement of the programme that students study at least one subject from group 2.</p> <p>DP Language Acquisition</p> <p>Further information on one of the subject groups students can select courses from.</p>	<p>Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.</p> <p>DP Individuals and Societies</p> <p>Further information on one of the subject groups students can select courses from.</p>	<p>It is a requirement of the programme that students study at least one subject from group 4.</p> <p>DP Sciences</p> <p>Further information on one of the subject groups students can select courses from.</p>
<p>From August 2019 the following courses, with first assessment in May 2021, are available:</p> <ul style="list-style-type: none"> • Mathematics: analysis and approaches SL • Mathematics: analysis and approaches HL • Mathematics: applications and interpretation SL • Mathematics: applications and interpretation HL <p>DP Mathematics</p> <p>Further information on one of the subject groups students can select courses from.</p>	<p>Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.</p> <p>DP The Arts</p> <p>Further information on one of the subject groups students can select courses from.</p>	<p>Are you a student deciding on subjects to enroll in? Are you a parent or a counsellor supporting your student in reaching their higher education goals? The information below can help you select the courses that best fit you or your students' goals.</p> <p>DP Course Selection Guidance</p> <p>Guidance on how students should think about course selection and links to go deeper into each course.</p>
<p>With approval from the IB, schools may also offer the following types of courses.</p> <p>DP Additional subjects</p> <p>Further information on the additional subject groups schools can offer students as part of the DP.</p>	<p>Theory of knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay.</p> <p>DP Theory of Knowledge (TOK) Course</p> <p>An overview of the TOK course component.</p>	<p>The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper.</p> <p>DP Extended Essay</p> <p>An overview of the Extended Essay component.</p>
<p>What do CAS projects involve?</p> <p>CAS requires students to take part in a range of experiences and at least one project. These should involve:</p> <p>DP Creativity, Activity, Service (CAS)</p> <p>An overview of the CAS component.</p>	 <p>Programme standards and practices</p> <p>IB Programme Standards and Practices (PSP)</p> <p>The framework used to ensure quality and fidelity implementation of each IB programme.</p>	<p>The International Baccalaureate® (IB) Diploma Programme (DP) uses both internally and externally assessed components to assess student performance.</p> <p>DP Assessment</p> <p>An overview of how assessment works within the DP.</p>
 <p>DP learning resources</p> <p>Explore these free professional development resources to help you learn more about key areas of the Diploma Programme (DP) curriculum.</p> <ul style="list-style-type: none"> ▶ About our workshops ▶ Workshop delivery options <p>DP Learning Resources</p>	<p>The International Baccalaureate (IB) provides a world-class preparation for university and life beyond. IB students consistently demonstrate the critical thinking and research skills needed to excel in their university studies – and they tend to get into the world's best universities.</p> <p>DP University Admissions</p> <p>A website with links to information such as how the IB works with universities, how to support the transition, and more.</p>	 <p>Pamoja</p> <p>IB Pajoma</p> <p>Information about the IB's partnership with Pamoja to bring the DP online.</p>



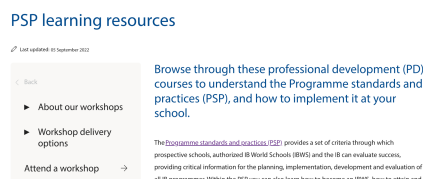
IB Using Federal Funds

A quick guide to using federal funding to implement the IB.



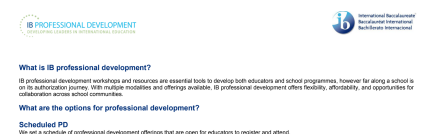
IB Journey

An overview of the journey to become an authorized IB World School.



IB PSP Learning Resources

Short, interactive PD courses to help you understand the PSP and how it is used to implement, grow, and develop the IB programme.



IB PD Offerings Chart

An overview of IB PD offerings, type, eligibility, cost, and more.



Digital toolkit

This digital toolkit provides authorized International Baccalaureate® (IB) World Schools with a wide range of communications materials. These can be used to present the IB and its programmes to stakeholders such as students, parents, teachers and school boards, as well as universities and government bodies.

IB Digital Toolkit

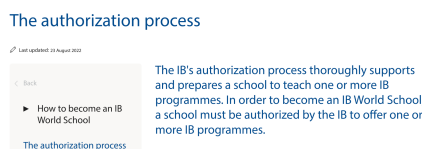
A digital toolkit to provide authorized IB schools with a wide range of communications materials.



Funding the IB Toolkit

IB Funding Toolkit

Tools and resources for understanding how to fund IB authorization.



IB Authorization Support

A brief overview of the authorization process and how the IB supports schools along the way.



IB Educator Certificate FAQ

FAQs about the IBEC programme and credential.

All DP curriculums are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the latest educational research and lessons learned from a thorough evaluation of the existing curriculum.

DP Curriculum Updates

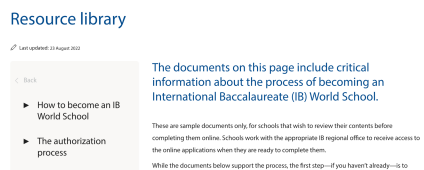
This website explains the recent updates to DP subject areas which are consistently being improved.



Guide to school authorization

IB Guide to School Authorization

An in-depth walkthrough of the entire school authorization process.



IB Authorization Resource Library

A list of critical documents (including samples) and information about the process of becoming an IB World School.

Global research findings on the Diploma Programme



DP Global Research Findings

Research and graphics from DP programmes across the globe.

<p>RESEARCH SUMMARY International Baccalaureate Diploma Programme: Examining college readiness</p> <p>Based on a research report prepared for the IB by: David Conley, PhD, Charles McGaughey, PhD, Whitney Davis-Molin, Rachel Farkas and Erin Fukuda The Education Policy Improvement Center July 2014</p> <p>DP Research on College Readiness</p> <p>A research study on the benefits of the DP on postsecondary readiness.</p>	<p>Karen Kurotsuchi Inkelas, Amy K Swan, Joshua Pretlow and Jill N Jones—Center for Advanced Study of Teaching & Learning in Higher Education, University of Virginia (UVA)</p> <p>DP Benefits of the Extended Essay (UVA)</p> <p>A study of the benefits of the DP's Extended Essay component.</p>	<p>RESEARCH BRIEF International Baccalaureate programmes in Title I schools in the United States: Accessibility, participation and university enrollment</p> <p>Melissa Gordon, Emily VanderKamp and Olivia Halic IB Research department Published 2015 (updated 2021)</p> <p>IB Title I Research Brief</p> <p>A research brief on the impact of the DP on students at Title 1 schools.</p>
<p>Facts & Figures: The Diploma Programme Around the World</p> <p>DP Global Facts and Figures</p> <p>Research and graphics from DP programmes across the globe.</p>	<p>Key findings from research on the impact of the Diploma Programme</p> <p>DP Key Findings</p> <p>Research and graphics from DP programmes across the globe.</p>	<p>Key findings from research on the Diploma Programme (DP) core</p> <p>The International Baccalaureate (IB) Global Research department collaborates with universities and independent research institutions worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. This resource provides a brief overview of key findings from recent research on the DP core, which includes theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS).</p> <p>DP Core Key Findings</p> <p>Research and graphics from DP programmes across the globe.</p>
<p>October 2015 Chicago's Use of the International Baccalaureate: An Education Success Story That Didn't Travel David Steiner, Director and Ashley Berner, Deputy Director</p> <p>DP Chicago Impact Study</p> <p>A study on the impact of the IB on Chicago Public Schools.</p>		