MYP NEXT CHAPTER EVALUATION REPORT

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RETROSPECTIVE EXECUTIVE SUMMARY

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INTRODUCTION

The aim of this retrospective executive summary is to present the collective findings from across the Claremont Evaluation Center's (CEC) 4.5 year evaluation of the MYP next chapter. This report presents findings by the research phases and questions and provides a high-level discussion of the main lessons learned.

The summary is divided into four main sections:
- **Section 1** presents the context and scope of the MYP Next chapter
- **Section 2** presents the main methodological approaches and findings for each phase of the evaluation, following the research questions sequences
- **Section 3** discuss the main lessons learned during the evaluation
- **Section 4** presents study limitations and future research considerations

1. CONTEXT AND SCOPE

Programme reviews and curriculum development in the IB aims to continuously develop the curricula and programme structures that encourage students to develop the attributes of the learner profile and support the IB mission in addition to providing rigorous academic experiences. In 2013 The International Baccalaureate (IB) launched a revised version of their Middle Years Programme, known as 'The Middle Years: Next chapter' (MYP NC). Begun in 2010 this full programme review of curricula and the MYP programme model sought to build on development and improvement efforts that had occurred in the programme since 2001. The main aims of the review were the following:

a) Engaging research into the efficacy of the programme
b) Developing the MYP curriculum and its structure
c) Re-examining the middle years assessment
d) Improving the alignment of the MYP with the IB Diploma, Career and Primary Years programmes
e) Facilitating schools in combining the MYP with national/state system requirements.

It was this context that lead to the Middle Years Next Chapter[1]. In 2015 the IB contracted the CEC to conduct a 4.5 year study of the implementation and impact of the MYP NC. Specifically, the scope of this evaluation effort was to:

- Develop the programme model and theory of change for IB's Middle Years Next Chapter.
- Investigate how well the programme was being implemented in schools and embedded in classroom practice.

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[1] International Baccalaureate Organization (2010) History of the Middle Years Programme. Cardiff. Wales.

- Track implementation over time to (a) uncover changes in school perceptions of programme aspects (b) describe facilitators and barriers to implementation and (c) describe promising school practices.
- Investigate the potentiality of student outcomes related to MYP NC implementation

2. EVALUATION PHASES AND MAIN FINDINGS

CEC's multi-year evaluation was divided into four phases, each with a specific focus. Through qualitative research techniques **Phase 1** sought to describe the MYP NC programme model changes from the pre-2015 MYP. It also established a performance monitoring framework to examine implementation over time in nine key areas of the MYP NC called strategies throughout this study. **Phase 2** conducted a survey to establish a baseline for how schools were implementing MYP NC. This data was used to select case study schools. **Phases 3 and 4** tracked implementation over time and investigated student outcomes.

2.1 Phase 1: Preparation & Theory of Change

Research Question 1: What is the programme model and theory of change for the IB's Middle Years Next Chapter (MYPNC) programme?

Key Findings & Outcomes:
- Establish a programme logic model and the performance monitoring framework for the MYP NC (c.f. W.K. Kellog Foundation, 2004[2])
- Establish definitions of implementation dimensions that could be used to measure school implementation of MYP NC changes (c.f. Azjen, 2011[3] Dane & Schneider[4])

Research Methods Phase 1

- Key-Informant Interviews
- Advisory Board Workshop
- Literature Review
- MYP & IB Document Review

The main focus of phase one 'Preparation' was to establish a project infrastructure and develop a theory of change that could be used in subsequent phases of the evaluation. This was necessary in order to clearly define the MYP NC implementation changes as compared to the pre-2013 MYP. Over the course of the study CEC worked with IB research, MYP programme staff, and an established Research Advisory Committee[5.] These key informants participated in workshops and structured interviews to develop

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[2] W.K. Kellogg Foundation (2006, February) *Using Logic Models to Bring Together Planning, Evaluation and Action; Logic Model Development Guide.* Retrieved from https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide

[3] Icek Ajzen (2011) The theory of planned behavior: Reactions and reflections, Psychology & Health, 26:9, 1113-1127, DOI: 10.1080/08870446.2011.613995

[4] Dane, A. V., and Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? Clinical Psychology Review, 18, 23-45.

[5] This is a group of 11 representatives with diverse IB perspectives and whose role is to guide and provide feedback on the study. In addition to two CEC representatives, the committee comprises members from MYP Development, the IB Research Department, Assessment, Professional Development, School Services, and representatives from two IB World Schools.

the MYP NC logic model and theory of change. In addition to working with the advisory committee CEC conducted a series of key-informant interviews with instrumental IB staff and external consultants that were involved in the initial thinking of the IB MYP NC. These participants were selected in order to understand the historical context of the MYP NC's programme review. A thorough document review of the MYP NC as well as a literature search of relevant theories and frameworks from implementation science, organizational psychology, and educational change was also conducted.

The MYP Logic Model & Theory of Change

Nine areas of the MYP programme were seen to have been **augmented**, **strengthened** or **changed** from the pre-2013 MYP. These areas, called *strategies*, fall under two broad categories[6] as described below.

MYP NC Strategies
Pedagogy -Changes that address program pedagogical approach and curriculum structures.
1. Vertical articulation
2. Interdisciplinary planning
3. Concept Driven Teaching
4. Global Contexts
5. Approaches to Learning
6. Service as Action
Implementation & Recognition- Changes to school implementation and IB recognition and evaluation processes
7. Subject Group Flexibility
8. eAssessment & ePortfolio
9. Building Quality Curriculum

Strategies 1-6 are *Pedagogy changes.* These are strategies that address specific pedagogical and curriculum structure updates. The strategies were seen in changes to the programme model (i.e. service as action and projects), in the MYP Principles to Practice document, subject guides, and in requirements laid out in the IB programme standards and practices.

Strategies 7-9 are *Implementation & Recognition* changes. These strategies are those meant to (a) be reflective and responsive to school, national, state and local contexts and (b) changes to IB recognition and evaluation processes in order to strengthen quality assurance and fidelity of implementation. For example, the MYP certificate (e-Assessments) was developed in part to assist schools where formal assessment is required for middle school (age 16) students and to provide better information to schools, students. In addition, these changes can be seen as those that help the IB to quality assure implementation of its programmes. Table 1 describes each of the strategies and their associated changes. It's important to note that eAssessment[7] and Building Quality Curriculum[8] were in the early stages of implementation comparatively to the other strategies at the beginning of this evaluation. In addition, Subject Group Flexibility proved difficult to measure given

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[6] These categories were retrospectively added for clarity in this executive summary.
[7] eAssessment was introduced in 2015 to year 5 students after several years of development and piloting.
[8] Building Quality Curriculum came on board officially from 2018 onwards as a programme evaluation requirement for schools who opt out of MYP eAssessment. It is also available as an optional service to support teaching, learning, and ongoing school improvement at any time.

implementation differences and was excluded from evaluation activities subsequent to phase 1 of the longitudinal study.

Table 1: MYP NC Theory of Change		
Pedagogy Changes		
Strategy	**Description of Change**	**Purpose of Change**
Vertical Articulation	Subject Group overviews and progression indicators.	Explicit support for vertical planning across MYP years 1-5. Explicit reference from PYP and to DP at programme and subject guide levels.
Interdisciplinary Planning	Requirement of (at least) one collaboratively planned interdisciplinary units per year of the MYP. Interdisciplinary is included in e-portfolio external assessment.	To emphasize the importance of interdisciplinary learning and teaching.
Concept-driven Teaching	Unit plans include: (1) Key and related concepts and (2) statements of inquiry.	(1) Increased transparency of conceptual understanding in the unit planning process and (2) encourage explicit conceptual understanding in teaching and learning.
Global Contexts	Unit plans include: Global contexts.	Teachers are able to identify relevant contexts for their lesson plans
Approaches to Learning	ATL planning that shows progression of ATL skills.	Assumed better integration and evidencing of ATL in teaching and learning
Service as Action	Criteria added for explicit description of authentic student service projects.	Increased understanding and identification of authentic service experiences.
Implementation & Recognition Changes		
Strategy	**Description of Change**	**Purpose of Change**
Subject-group Flexibility	Year 4 and 5 schools and students can have six instead of eight subjects. PHE, Art and Design become optional in these years.	Schools gain flexibility in satisfying local and national requirements.
External Assessments	An optional externally marked (eAssessment) and moderated (ePortfolio) examinations based on MYP years 4 & 5.	(1) Support schools where formal assessment is required for age 16 students. (2) Strengthen evaluative capacity of student & school performance. (3) Data to be used to inform schools of strengths and weaknesses and encourage strategic use of data.
Building Quality Curriculum (BQC)	Requirement of schools to submit unit plans to BQC for schools who did not participate in the optional e-assessments.	(1) Support teaching and learning by providing meaningful feedback to schools on curriculum planning, and (2) ensure that the standards and practices of the MYP are being maintained.

The Performance Monitoring Framework

What is a Performance Monitoring Framework (PMF)?

Purpose: A PMF focuses on key areas of implementation so that performance over time can be tracked through a set of indicators.

Process: From Summer 2016 to Jan 2017 CEC built the PMF based on key informant interviews and document analysis from the logic model and the 9 strategies which changed in the MYP NC from the prior (2013) MYP.

The PMF guided survey instrument, school case study protocol development and subsequent analysis.

Once the logic model and theory of change for the MYP NC was developed by CEC it was refined into *a performance monitoring framework*. This framework took the strategies and further identified critical changes and (measurable) outcomes across three dimensions: (a) **Cognitive** changes in teacher and student thinking and knowledge, (b) **Behavior** changes in practice and (c) **Outcome(s)** evidence of the changes in students.

For example, a **_vertical articulation cognitive change_** would be teachers indicate a better understanding of the purpose and integrated process of unit planning and would indicate the importance of planning a progression of learning across the MYP years. **Behavior changes** could be (a) increased or emphasized teacher collaboration across subjects and MYP years, (b) a teacher's production of unit plans that indicate vertical articulation. An intended **outcome** for students would be their indication that teachers activate prior year(s) work and make links to a progression of learning.

2.2 Phase 2: Implementation Evaluation

Research Question 2: To What extent is the MYP NC being embedded successfully in IB Schools?

Research Methods Phase 2

- **Surveys:**
  - Teachers
  - Programme Coordinator
  - Students
- **School Case Studies (1st Round)**

2016 Implementation Survey

- Teachers-2,929
- Programme Coordinators-364
- Students-376

Case studies Round 1

- 19 schools representing 10 countries.
- 5 State Schools
- 14 Independent Schools
- 1 SEBIC network School

a. **Implementation:** What does MYP NC implementation look like in practice?

b. **Perceptions:** What are school perceptions of the MYP Next Chapter?

c. **Facilitating Factors:** What contextual factors and structural features facilitate/inhibit successful implementation of the MYP NC?

d. **Refinements:** What changes or refinements could improve successful implementation of the MYP NC?

In April 2016 CEC began the first data collection from schools regarding implementation of the MYP NC. An implementation survey for teachers, programme coordinators and students was concluded in May 2016. Questions were asked about 8 of the 9 strategies[9]. The results of this survey were used to select 19 schools to participate in case study site visits which would give a richer picture of MYP NC implementation.

Survey analysis was based on items designed and grouped to look at teacher and programme coordinator *attitudes*, *school norms*, *capacity* and *understanding* of the 8 strategies, and self-perceptions of *adherence*, *duration* and *quality* of the MYP NC implementation (See Figure 2). The case study schools were selected based on a cluster analysis[10] of the results of the implementation survey which categorized schools into 'Very confident', 'confident' and 'We're doing okay' schools[11]. Case studies entailed classroom observations, teacher and programme coordinator interviews and student focus groups. The first round of case studies looked explicitly for examples, facilitators and barriers to implementation.

Figure 2 shows how the implementation survey analysis was conducted and is based on research that identifies factors that promote implementation of any organizational changes. These analysis dimensions were used in the design of the coordinator, teacher and student surveys and in subsequent analysis.

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[9] Building Quality Curriculum was omitted from study, as it wasn't a requirement for schools to participate in until 2018.

[10] See Azzam, Mason & Swope (2017) The 2017 MYP Case Study Report. International Baccalaureate Internal Report.

[11] Throughout this study strict research ethics and institutional review board (IRB) requirements were adhered to such that school categorizations were not communicated to the International Baccalaureate and all results were reported at an aggregate level to protect school and subject identity.

Figure 1: Implementation Survey Analysis Dimensions

Foundational Conditions	
Attitudes	Towards a behavior (like interdisciplinary planning)
Norms	Social norms that promote or inhibit a behavior (like school resources or priority-setting)
Capacity	Self-perception of the ability to perform a behavior (like collaborate for vertical articulation)
Understanding	Self-perception of teacher or coordinator understanding of MYP strategy
Implementation	
Adherence	Self-perception of how faithful a teacher or coordinator thought they or their school was to IB strategy intention?
Duration	How long had a school been implementing MYP NC?
Quality	Self-perceived quality rating of strategy implementation

Key Findings & Outcomes:

Overall three years into MYP NC Implementation the 2016 survey data and the first round of case study visits paint a picture of **schools feeling moderately positive about the MYP NC changes with moderately strong school norms supporting implementation of them**. An outline of the key findings of the implementation evaluation is found below.

1) **What does implementation look like in practice?**
   a) The majority of case study schools implemented MYP: Next chapter in a manner teacher often described as "good but could be better".
   b) Roughly 20% of case study schools implemented with very high quality across most curriculum (pedagogy) strategies. Only a very small minority of schools and teachers appeared to be implementing with overall poor adherence and quality.
   c) Most case study schools prioritized some of the strategies over others, rather than focusing on the full 'package' of MYP. Concept driven teaching was prioritized highly whereas service as action and interdisciplinary planning were seen as a lower priority to improve later.
   d) Teachers prioritized adherence to unit planner requirements over well-integrated in class application of the MYP NC strategies (e.g. designing learning experiences and assessments that fully reflect and embed global context or ATL skills).
   e) Global contexts, approaches to learning and vertical articulation had the highest ratings from teachers in terms of attitudes, norms, capacity and understanding whereas subject group flexibility had the lowest.
   f) Teachers reported lower levels of adherence for subject-group flexibility requirements and higher levels of adherence to global contexts.
   g) Coordinators in contrast reported lower levels of adherence to interdisciplinary planning requirements and higher levels of adherence for service as action than teachers did.

h) Higher levels of teacher understanding for the strategies were cited except for subject group flexibility and service as action.

2) What are school perceptions of the MYP NC?

a) Coordinators rated MYP NC changes more highly than teachers as being easier for teachers, more flexible for schools, more integrated than the previous curriculum framework, and better for students (see figure 3).
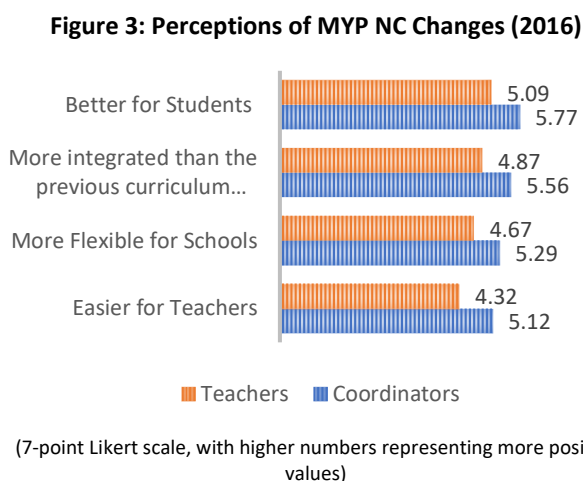
b) Teachers had moderately positive attitudes towards the MYP NC changes and felt they enhanced student learning.

Figure 3: Perceptions of MYP NC Changes (2016)

	Teachers	Coordinators
Better for Students	5.09	5.77
More integrated than the previous curriculum…	4.87	5.56
More Flexible for Schools	4.67	5.29
Easier for Teachers	4.32	5.12

(7-point Likert scale, with higher numbers representing more positive values)

c) Teachers reported lower levels of capacity, adherence to IB expectations and implementation quality than they did their understanding of the strategies, school norms supporting them with implementation and attitudes for the strategies.

d) Coordinator rated teacher understanding of MYP NC changes lower than teacher-perceived ratings.

e) Students reported moderately favorable attitudes towards the MYP NC, but moderate to low adherence to strategy implementation.

f) Teachers tended to appreciate the curriculum's focus on inquiry-based learning and skill building and the opportunities for teacher collaboration. Although there was emphasis on how difficult it was to coordinate teacher collaboration for strategies like interdisciplinary and vertical articulation.

3) What contextual factors and structural features facilitate/inhibit successful implementation of the MYP NC?

a) Duration of implementing MYPNC changes significantly impacted results for teachers but not for coordinators. Early teacher adopters of MYPNC reported higher average adherence, quality and foundational conditions.

b) Regional differences were statistically significant with IB America (IBA) schools showing higher levels of strategy implementation comparatively to IB Africa, Europe and Middle East (IBAEM) schools except for global contexts.

c) International schools had a higher likelihood of reporting higher understanding and capacity than any other type of school.

d) At most schools, a reported lack of time and an imperfect understanding of the curriculum led leaders and teachers to "triage" MYP: Next chapter implementation, prioritizing certain strategies over others. In particular schools prioritized

e) Well-resourced professional learning systems designed to improve teacher understanding, particularly of the purpose behind requirements and the strategies of the MYP curriculum framework tended to implement the programme with higher levels of quality.

f) Strategy-specific experts in the school, i.e. an ATL coordinator or subject-specific experts that guide teachers on implementation were seen as particularly facilitative to success.

g) Time-tabling cross subject collaboration facilitated strategies like interdisciplinary planning and vertical articulation.

4) What changes or refinements could improve successful implementation of the MYP NC?

a) For teachers, it may be useful to:

i) Reflect on the difference between curriculum adherence and quality in the context of your teaching practice.

ii) Do a 'stock take' of your own understanding and beliefs about MYP: Next chapter practices and the nature of learning in the middle years. The more fully teachers understood the 'why' and purpose for the MYP NC changes the better their overall implementation of the strategies.

iii) Work with your MYP coordinator to identify areas where understanding and buy-in for the strategies are lower and develop school-specific strategies for targeting those.

b) For MYP Coordinators and school leaders it may be useful to:

i) Do a 'stock take' of teachers' understanding and buy-in related to MYP: Next chapter.

ii) Review your school's professional learning strategy with a view to establishing continuous learning opportunities about MYP: Next chapter.

iii) Consider thinking about professional learning in the way/s as you think about student learning so teachers have multiple opportunities for asking (inquiry), doing (action) and thinking (reflection) in their learning about the MYP curriculum

iv) Give teachers time.

c) For IB programme development and IB professional development it may be useful to:

i) Review the support materials and structures in place for interdisciplinary planning and service as action.

ii) Review the support materials in place for subject-specific implementation and how each of the strategies is reflected in those support materials.

iii) Review the ways in which concepts of adherence and quality are communicated to teachers.

iv) Consider providing exemplars of timetables and support for how to organize for better teacher collaboration.

v) Consider opportunities for supporting schools to embed continuous professional learning strategies into ongoing practice.

vi) Develop additional materials that articulate the purpose behind MYP curriculum requirements.

2.3 Phase 3: Performance Monitoring

Research Question 3: To What extent does the nature and quality of programme implementation change over the evaluation period?

Research Methods Phase 3

- **Surveys (3 rounds)**
  - Teacher
  - Student
- **School Case Studies (2nd & 3rd round)**

Survey Responses

2017
- Teachers-2,672
- Students-16,923

2018
- Teachers-2,585
- Students-17,543

2019
- Teachers-1,558
- Students-16,364

Case Studies

2018 (round 2)
- 16 schools representing 11 countries
- 5 state schools
- 14 independent schools
- 1 SEBIC school

2019 (round 3)
- 6 schools representing 4 countries

Between 2017 and 2019 CEC monitored the implementation of the MYP NC changes via three surveys to teachers and students and two further rounds of case study school visits. Across these years CEC heard from 6,818 teachers and over 50,000 students. The number of school case study visits were reduced over time due to saturation of coding rates that resulted from previous rounds of visits, and given the burden placed on schools to host the CEC sit visits. The Performance Monitoring (PMF) Surveys, based on the performance monitoring framework were designed to capture teacher and student perceptions of MYP NC strategies.

Standard Setting: Results of the PMF surveys were compared to standards set by IB programme development, school services, advisory board, and IBEN site visitors solicited to take the teacher survey. For each survey item the CEC identified the range of survey responses that: (1) exceeded collective IB expectations, (2) met collective expectations and (3) didn't yet meet collective expectations. Figure 3 shows the percentage of teachers over time whose responses indicated they were meeting IB expectations for cognitive, behavioral and outcome measures.

The second round of case study visits (2018) looked for evidence of implementation changes from the 2017 implementation visits in terms of (1) a focus on specific implementation strategies, (2) new organizational processes, and (3) more confidence and buy-in from staff. The third round of case study visits looked at performance monitoring as well as outcome measures for the outcomes study of this evaluation.

Key Findings & Outcomes:

1) As can be seen in Figure 4, the percentage of teachers meeting IB standards for MYP NC implementation of the specific strategies started high and were remarkably stable over the course of the evaluation, with over 80% of teachers meeting IB standards.

Figure 4: Percentage of Teachers Meeting IB MYP NC Strategy Implementation Standards
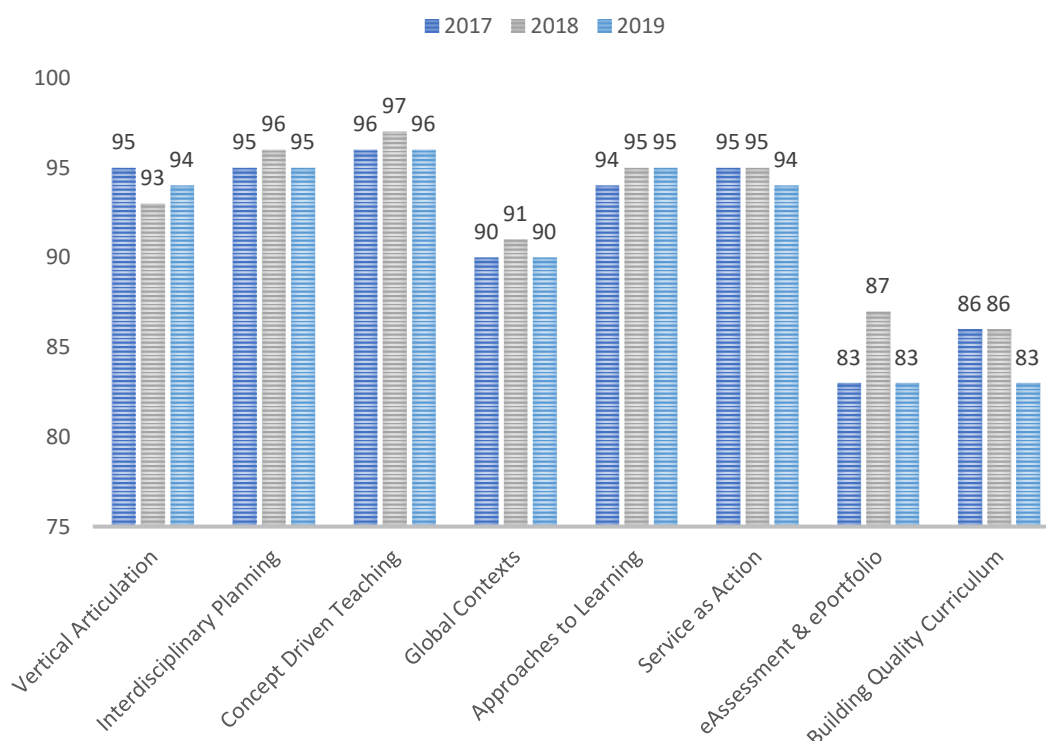
2) Persistently teacher reported implementation of global contexts remained low comparatively to the other curriculum strategies.
3) eAssessment and Building Quality curriculum strategies (implementation and recognition changes) showed lower percentages of teachers meeting IB expectations for implementation.
4) Differences across the case study visits between 2017 and 2018 indicate that schools continued to strengthen their implementation in one or more of the following key areas:
   a) Improving student assessments by
      i) adding more reflections
      ii) attending to consistency of assessment criteria aligned to non-MYP curriculum
      iii) reducing the assessment requirements for interdisciplinary units
   b) More vertical planning and connection of the approaches to learning to learning objectives across the MYP years
   c) More concept and less content focused instruction

      d) Selecting and focusing service projects that have a greater connection to global issues

      e) Embedding global contexts into unit plans more intentionally

      f) Use of backwards planning for vertical articulation across the MYP years.

5) Organizational process changes for MYP NC implementation changed throughout the course of the evaluation:

      a) Schools reported increased mention of *ManageBac,* a learning management system, to give more structure to the unit planning process.

      b) Providing teachers with more formal planning and collaboration times

      c) Hiring strategy-specific implementation coordinators (such as an ATL coordinator)

6) Approximately one-third of case study schools in 2018 felt that staff were more capable, comfortable and confident in their ability to implement the MYP. Improved attitudes were attributed to access to training, feedback from IB evaluations, support from MYP coordinators and the relevance of class materials to student's lives as well as generally more familiarity with the MYP programme.

7) Roughly 25% of case studies schools implemented with very high quality across most curriculum strategies in 2018, compared to 20% in 2017. Implementation improvements were observed primarily for global contexts, concept-driven teaching, and service as action.

8) Evaluation visits were seen as a key factor for case study schools to make changes to their implementation due to the feedback received. These visits helped schools identify and prioritize curriculum areas that needed direct development.

2.4 Phase 4: Outcomes

Research Question 4: What are the intended and untended outcomes associated with the MYP NC?

Research Methods Phase 4

- Surveys (3rd round)
  - Teacher & Student
- School Case Study (3rd Round)
- eAssessment Correlational Analysis

2019 Survey Responses

- Teachers-1,558
- Students-16,364

Case Studies

2019 (round 3)

- 6 schools representing 4 countries
- 1 SEBIC School

eAssessment Data

- 227 Schools had matched (2019) Teacher surveys
- 15,232 students

a. **Pathways:** Which aspects of the revised MYP NC appear to have had the greatest effect on students, teachers and schools?

b. **Sub-Groups:** In what ways do MYP NC outcomes vary for different schools, groups of students and country contexts?

The last phase of the MYP NC implementation evaluation looked at outcomes. Student outcomes were defined as non-academic and academic. ***Non-Academic outcomes*** used survey and case study protocols to examine the extent to which the MYP NC was promoting: (1) *active community members*, (2) *lifelong learning*, and (3) *international mindedness*. These non-academic outcomes were matched to the strategies that define implementation in CEC's evaluation. The active community members outcome relates to the changes from the previous version of the MYP to MYP NC in service as action; lifelong learning relates to the strategy of strengthened vertical articulation and approaches to teaching and learning; and international mindedness relates to strengthened use of global contexts. ***Academic outcomes*** examined the extent to which MYP's e-assessment scores from 2019 were associated with the implementation strategies. eAssessment results were matched to schools who had completed teacher surveys resulting in a data set of 15,232 students from approximately 227 schools. A second round of standard setting was conducted with IB stakeholders to the revised teacher survey used in this phase to look further at outcomes.

Key Findings & Outcomes:

1) **Pathways: Which aspects of the revised MYP NC appear to have had the greatest effect on students, teachers and schools?**
   a) Written curriculum requirements (such as unit planning) still tend to be prioritized over embedding MYP concepts into everyday experiences.
   b) The collaboration emphasized in strategies like vertical articulation and interdisciplinary planning remained challenging for schools and teachers. Vertical articulation, in particular for schools implementing both the MYP and

DP, remains challenging with MYP teachers expressing a perceived mismatch between the concept driven MYP and the content driven DP.

c) Better implementation of global contexts by teachers is associated with an increase in student perceptions of being an active community member, lifelong learner and having an international mindset.

d) Approaches to learning had a statistically significant negative relationship to students viewing themselves as active community members, life-long learners and having an international mindset. This result could indicate that schools need support connecting ATLs to all aspects of the curriculum and programme.

e) Schools that report an emphasis in practices related to service as action show students who have a stronger tendency towards active community membership.

f) Schools in which teachers emphasize Concept Driven teaching are more likely to have students who report that they are becoming lifelong learners. These teachers are more likely to believe that using key concepts in unit planning creates personal relevance and greater creativity for their students. The concept driven nature of the MYP was highly supported by teachers who feel it gives them flexibility and helps them create assignments that are engaging for their students.

g) MYP students were more likely to agree with survey items representing outcomes related to international mindedness than to active community membership or lifelong learning.

h) MYP students tended to have slight agreement with survey statements related to being lifelong learners. Teachers and administrators indicated they felt that the MYP sets a foundation for life-long learning, but this outcome was not one that could be established in this age group.

i) Although the CEC study did not find evidence that the MYP NC influences student academic outcomes through use of 2019 eAssessment data, this was due to the low statistical power inherent in the data collection where only 227 schools completed the 2019 teacher PMF survey also participated in MYP eAssessment. The lack of a measurable effect *does not* mean that the MYP NC fails to support student academic achievement. As more schools opt into eAssessments, enough variability may develop to determine the effect implementation of the MYP: Next chapter has on student academic performance.

j) Teachers in schools where eAssessments were used reported significantly higher implementation of every MYP NC strategy except concept driven teaching.

2) **Sub-Groups: In what ways do MYP NC outcomes vary for different schools, groups of students and country contexts?**
   a) **Level of resourcing** had a predictable effect on teacher implementation of the strategies. The higher the resourcing in the school (in terms of school capacity as time, money and personnel) the more likely schools were to report positive attitudes towards the strategies. In particular interdisciplinary planning and vertical articulation were influenced by school's resourcing.

b) **Private schools** reported higher levels of implementation across all strategies than public/state schools. The *type* of private school (international or otherwise) did not affect the quality of the implementation.

c) The make-up of a school's **student cohort characteristics** naturally impacted MYP NC implementation. Examples mentioned during case study visits include students struggling to live in a new country, starting the MYP without a PYP background or being homeless all had a notable impact on how schools approached MYP implementation according to coordinators and teachers.

3. DISCUSSION

Question 5: What lessons can we learn from the evaluation of the IB MYP NC and how can these lessons inform IB's strategy for future MYP (or other) Programme developments and implementation?

1) **Schools were largely supportive of MYP NC changes but were not always confident in their capacity to implement them or what quality and fidelity of implementation really meant.**

In 2017[12], the CEC reported that schools were supportive of the Next Chapter changes but were not always confident in their capacity to implement them. Subsequent parts of this study bore this result out over the years. It was often difficult for schools to know what was meant by the IB to implement a strategy well. Across the study generally positive attitudes were held about eight of the MYP NC strategies by coordinators and teachers. However, the evaluation also showed that teachers were not always confident in their capacity to implement the strategies. Across the study as teacher understanding of the strategies improved so did their adherence and implementation. School capacity in time, resources, informal and formal professional development and structural staffing (e.g. ATL coordinator roles) meant to improve teacher understanding appeared to improve teacher confidence and help schools clarify fidelity of implementation in their context.

2) **Schools will prioritize certain programme changes over others in their implementation.**

Consistently across the evaluation in both survey and case study data schools showed a tendency to prioritize certain strategies of the MYP NC over others. For example, pedagogical 'must have' strategies such as concept based teaching and learning and use of global contexts were found to be prioritized 3 years into implementation over larger more programmatic changes such as service as action and interdisciplinary planning. Subsequent implementation surveys and case studies showed strengthened attention to vertical articulation, interdisciplinary unit planning and service as action. The advent of e-Assessment in the schools at the

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[12] See *A Study of the Implementation & Impact of the MYP: Next chapter: Summary Report* (February 2017)

beginning of this study made it difficult to ascertain change and uptake of this throughout the study as a priority. The outcomes study indicates that across the evaluation 1/5th of teachers surveyed questioned the use of credible data from the e-assessments for student learning and raised concerns that there was a mismatch between MYP e-assessments and the conceptual ethos of the MYP.

3) Programme changes that indicate collaborative practices require strengthened support from the IB regarding implementation

Across the evaluation strategies requiring collaboration with other teachers such as interdisciplinary planning, instantiation of approaches to learning, and cohesive use of global contexts across curricula and subjects were more challenging for schools to implement. For example, only 30% of teachers surveyed in the final implementation survey stated they meet with other teachers to collaborate on interdisciplinary unit plans or meet with teachers above their year level to share unit plans. 31% of teachers surveyed stated they include an approach to learning planning chart for their entire programme. Facilitators of collaborative practices from the case study visits indicate that schools that devote time tabling for teacher planning of vertical articulation activities (for example) were more successful at implementing the collaborative practices these strategies are meant to instantiate.

4) Teachers are more confident to implement changes that are related to their individual classroom practices but found changes that required a more integrated programme approach challenging.

Across the evaluation strategies that were not related specifically to in classroom disciplinary teaching or required collaboration (e.g., interdisciplinary planning, vertical articulation, and service as action) tended to lag behind the others in terms of implementation. In short, they were seen as more difficult to implement. Schools and the IB should find ways to strengthen the connections between specific elements of the programme and the important in-classroom teaching and learning experience such that all elements of the MYP work together to benefit students. Key facilitators of developing a whole school alignment of the MYP include accountability and support structures (see **Figure 5**).

These include high expectations from school leaders regarding implementation, with built in accountability mechanisms (e.g., regular progress meetings); in addition to consistent provisions of support from these school leaders and the MYP coordinator. Supports that target pedagogical understanding, provide formal and informal opportunities for planning and collaboration, and ongoing opportunity for professional development are considered particularly relevant.

Figure 5. Whole school alignment through accountability and support
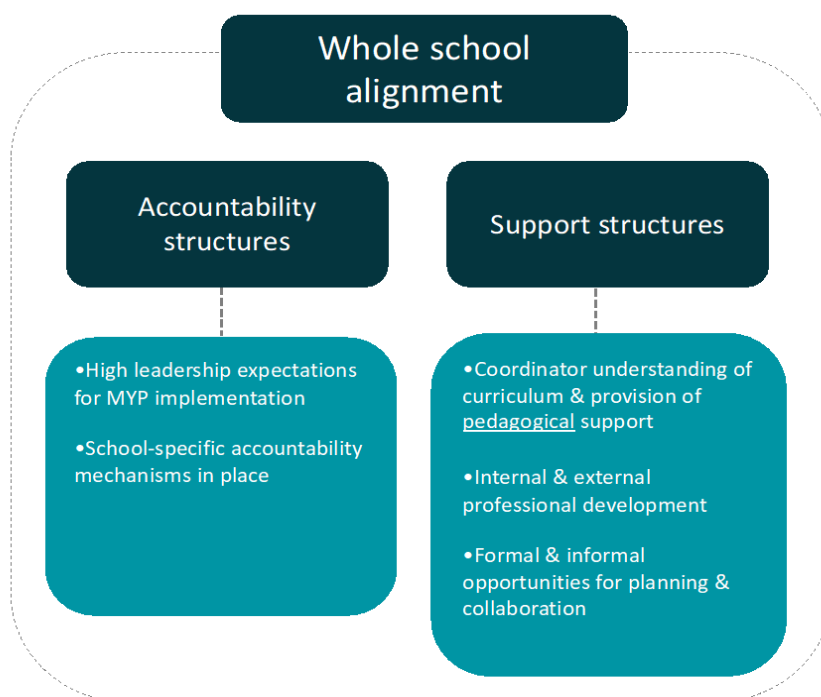
5) School contextual factors influence the changes that a programme level review proposes. Potential misalignments between the MYP and DP may alter the fidelity of programme change implementation.

As seen with the previously discussed findings teachers, in the course of the case study site visits, commented on the difficulty of backwards planning from and vertical articulation into the DP due to different foci on content or conceptual understanding. The MYP is focused on concept-based teaching and learning, which students and teachers seem to value. Teachers, in particular, enjoy the flexibility in provides them in creating their lessons. They are easily able to adjust the content of their classes to fit student interests, current events, and even their own passions. However, in trying to prepare their students for the DP, teachers have noticed how content-based the DP is. Therefore, in order to prepare students for their future learning MYP teachers do need to make sure their students are getting the content necessary to be successful in DP. Many teachers cited the differences as a troubling inconsistency between the programs. Although CEC did not have specific comments on how to better align these two programs, one suggestion is that the IB consider alignment as an areas for improving vertical articulation between the MYP and DP. Further school contextual factors such as the number of years an MYP school implements the MYP complicates establishing clear fidelity of implementation definitions.

4. LIMITATIONS AND FUTURE RESEARCH CONSIDERATIONS

Over the course of the longitudinal evaluation conducted by CEC, the research team acknowledged a number of limitations that should be taken into account when interpreting findings.

LIMITATIONS

SELF-REPORT

Findings from the survey component of this research are based on self-report and should therefore be interpreted with caution, as they reflect teacher and student perceptions of implementation rather than external, objective assessments of the curriculum framework.

NON-LONGITUDINAL

Even though this evaluation has been conducted over many years and has detected stable and consistent findings, data collected each year was not always collected from the same educators, students, or schools. With the exception of the case study schools, CEC did not track information from teachers and students over time. Therefore, it is difficult to make confident claims about change over time or how these changes impact outcomes.

NON-REPRESENTATIVE

Although a large number of MYP teachers, coordinators, and students completed the surveys and participated in site visits, they represent a minority of MYP schools. The findings are nevertheless reflective of a large portion of MYP schools, especially given that the same schools did not participate every year, it is possible that those who took part in this study differ in some substantial ways to those who did not take part.

ATTRIBUTING IMPLEMENTATION TO OUTCOME DATA

Due to concerns about the confidentiality of both student and teacher data, there was not enough identifying information to connect students to their teachers. Both the level of implementation and the strength of the student outcomes was aggregated at the school level before any relationships were analyzed between the teacher surveys and the eAssessment data. This reduced the power and accuracy of any statistical tests and potentially obscured some interesting findings. This likely led to the inconclusive results regarding the effectiveness of the MYP: Next chapter's effect on student academic performance.

FUTURE RESEARCH

UNDERSTANDING UNEXPECTED FINDINGS

Many of the student learner profile outcomes examined in this study are difficult to measure and are intended to be characteristics of MYP students long into the future. As a result,

measuring these outcomes during the students' MYP years may not be the most accurate assessment of the impact of the MYP: Next chapter on these characteristics. Therefore, a study that explores the learner profile outcomes further into and beyond their IB careers, may shed more light on the impact of the MYP. Such research could illuminate students' development as internationally minded, active community members, lifelong learners, and prepared for their future education. We recommend a focus on Approaches to Learning and students' experiences with this strategy.

UNDERSTANDING MYP IMPLEMENTATION

The MYP Next chapter provides for flexible implementation within a school's context. Although the MYP is designed and recommended for a full five-years of implementation, schools may opt to implement the MYP in different configuration of years (i.e. 1-3, or only years 4 and 5). This aspect of flexibility may influence adherence, but it was out of scope of this evaluation and warrants further investigation.

USING E-ASSESSMENTS DATA FOR STUDENT OUTCOMES IN THE FUTURE

The e-Assessments provide a valuable opportunity for collecting information on the impact of the MYP on student academic outcomes. Due to the more low-stakes nature of the e-Assessments (relative to the DP exams), the e-Assessments are also a potentially reliable way for the IB to gather information that may help to develop better tools to support curriculum implementation. However, additional research is necessary to establish the relationship between the implementation of MYP and the e-Assessment outcome results. Future research, for example, may include requesting a small random sample of schools to participate in the e-Assessments (for free) while collecting implementation data, and formative assessment practices (for example). This may help provide relevant information about the connection between MYP implementation and its academic outcomes, and also help to cross-validate the e-Assessments with other academic measures.

APPENDIX A CEC LIST OF REPORTS, PRESENTATIONS & INSTRUMENTS

Reports

1. MYP Evaluation Implementation Technical Report 1 (2017)
2. MYP Case Study Technical Report 2 (2017)
3. MYP Evaluation Performance Monitoring Framework Survey Technical Report 3 (2017)
4. MYP Evaluation Summary Report 1 (2017)
5. MYP Evaluation Integrated (PMF Survey & Case Study) Technical Report 4 (2018)
6. MYP Evaluation Summary Report 2 (2018)
7. MYP Evaluation Summary Report 3 (2019)
8. MYP Implementation & Impact (2019)
9. MYP Implementation A Retrospective Executive Summary (2020)

Presentations & Dissemination

1. IBA Conference (2018)
2. IBAEM Conference (2019)- Research & Workshop
3. IBAP Conference (2017)
4. Hague Global Center Presentation (2017)- L&T
5. Hague Global Center Presentation (2017)- MYP
6. IBA Conference (2019)
7. Hague Global Center Presentation (2020)- L&T
8. Hague Global Center Presentation (2020)- Relationship Managers
9. CEC- Marketing Campaign (2020)
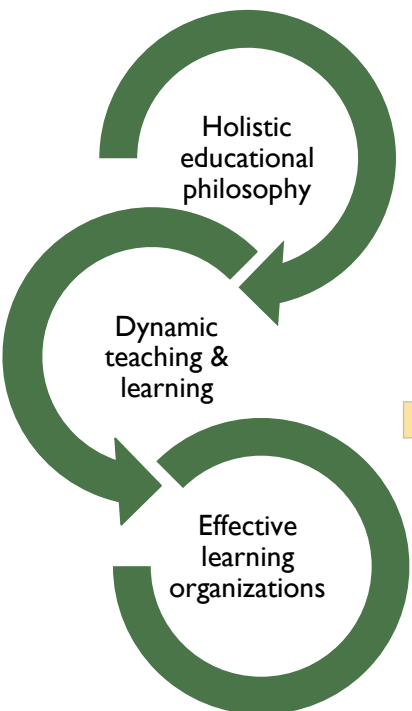10. CEC Podcast (2020)

Instruments

1. Teacher & Programme Coordinator Implementation Survey (2016-2017)
2. Student Implementation Survey (2016-2017)
3. Teacher PMF Survey (2017-2018)
4. Student PMF Survey (2017-2018)
5. Teacher PMF survey (2018-2019)
6. Student PMF Survey (2018-2019)
7. Teacher Outcomes Survey (2019)
8. Student Outcomes Survey (2019)
9. Case Study Protocols (School climate, observations, interviews & focus group) - 2017
10. Case Study Protocols -2018
11. Case Study Protocols -2018
12. Case Study Protocols- 2019
13. Performance Monitoring Framework
14. Logic Model
15. Standard Setting Performance Monitoring Framework
16. Standard Setting Outcomes Study

Appendix B MYP Next Chapter Logic Model

Guiding Principles

- Holistic educational philosophy
- Dynamic teaching & learning
- Effective learning organizations

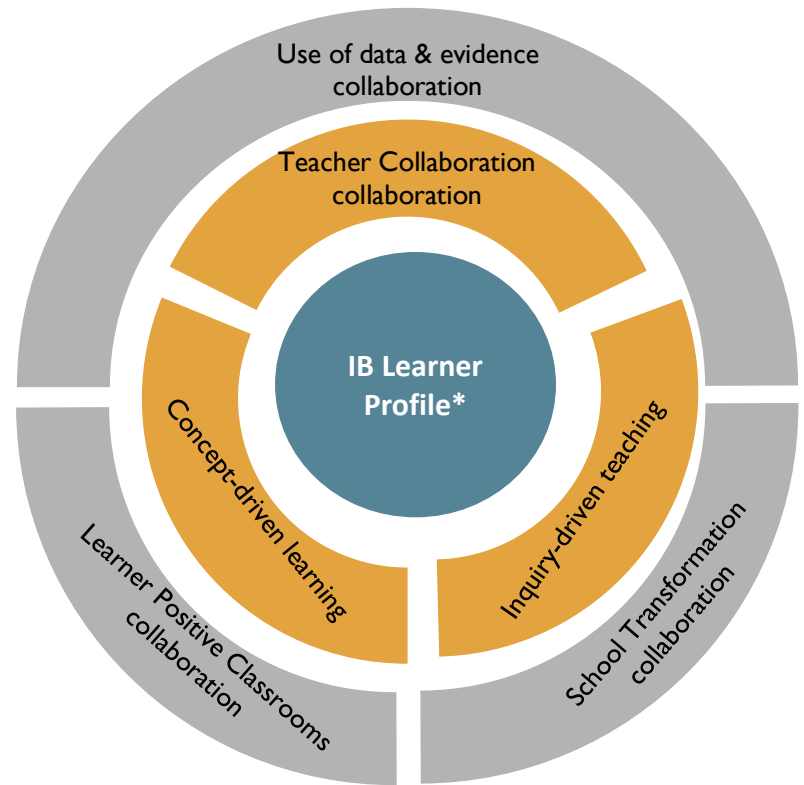## Strategies

Learning Structures
- Pedagogical leadership team
- Whole school planning (vertical & horizontal)
- Interdisciplinary planning
- Evaluation & self-evaluation
- Subject-group flexibility
- Data collection

Curriculum Framework
- Concept-driven teaching
- Global contexts
- Approaches to learning
- Approaches to teaching
- External assessment
- Service as action: personal or community projects
- Subject guides
- Subject-group flexibility

Teaching & Learning Support
- Unit planning & planning support
- Professional Development
- Building Quality Curriculum
- Standards & Practices

Outcomes

Use of data & evidence collaboration

Teacher Collaboration collaboration

Concept-driven learning

Inquiry-driven teaching

Learner Positive Classrooms collaboration

School Transformation collaboration

IB Learner Profile*

*The IB Learner Profile includes the following outcomes: Lifelong Learners, internationally minded, prepared for future education, and active community members.