

state of the arts



IN CHICAGO PUBLIC SCHOOLS
PROGRESS REPORT 2015-2016



Since the approval of the 2012 CPS Arts Education Plan, Chicago Public Schools' students have experienced four years of consecutive improvements in arts education.

table of contents

● **executive summary** p.4

● **introduction** p.8

● **the plan** p.12

● **creative schools
survey participation** p.16

● **the arts in chicago
public schools** p.18

- CREATIVE SCHOOLS CERTIFICATION
- STAFFING
- INSTRUCTIONAL MINUTES
AND ACCESS
- DISCIPLINES AND DEPTH
- ARTS ASSETS IN SCHOOLS

● **community partnerships** p.52

● **funding** p.60

● **CPS arts education
plan progress** p.68

● **conclusion** p.72

● **appendix** p.75

- REFERENCES
 - DATA NOTES
 - GLOSSARY
-

● **creative schools
certification rubric** p.82

- ELEMENTARY SCHOOLS RUBRIC
- HIGH SCHOOLS RUBRIC

executive summary

The 2015-16 State of the Arts in Chicago Public Schools (CPS) Report shows that the nation's third-largest school district continues to improve in delivering instruction in the arts to all students. Since the approval of the 2012 CPS Arts Education Plan, which elevated the arts to a core subject and specified many elements of what a quality arts education should look like, CPS students have benefited from four consecutive years of improvements in arts education. This report provides the most current, comprehensive view of arts education in Chicago.

These results are based on data collected from 88 percent of the 660 schools in CPS, representing 92 percent of the district's students, as well as 579 community arts providers that partnered with CPS during the 2015-16 school year, and 20 major institutional arts education funders.

The findings documented in this report are especially notable in light of the significant difficulties CPS has faced in recent years. Deep, ongoing fiscal challenges continue to plague the district, while staffing cuts and labor uncertainty in the 2015-16 school year compounded the district-wide instability.

Indeed, while improvements continued in 2015-16, they slowed in some areas, such as in the minutes of arts instruction offered to elementary school students, after the large gains made over the past two years. And, as illustrated throughout this report, a more equitable distribution of arts education remains an important goal for the district.

Still, the data also show that, notwithstanding these challenges, the collective efforts of school leaders, arts instructors, school communities, local funders, and community arts partners have, overall, helped to sustain or improve the level and reach of arts education provided to Chicago's public school students. Among the key findings in this report:

KEY FINDINGS

- 1 Based on the Creative Schools Survey, 60% of CPS schools were certified as Strong or Excelling* in the arts, more than in any of the three previous years; an increase from 29% in 2012-13.
 - Nearly 250,000 CPS students (representing 68% of all students) attended a school that was Strong or Excelling in the arts.
 - Elementary schools were more likely than high schools to attain a category of Strong or Excelling—69% of elementary schools and 35% of high schools were in one of these two categories.

- 2 Even as CPS continued to face deep fiscal challenges, many schools prioritized staffing in the arts..
- Ingenuity identified 1,402 arts instructors in the 2015-16 school year, an increase from the 1,337 that were identified the previous year.
 - The percentage of reporting schools with at least one full-time equivalent (FTE*) reached 92% in 2015-16.
 - Staffing data have shown consistent improvements over the past four years. In 2015-16, 73% of schools met or exceeded the goal of one full-time equivalent for every 350 students, an increase from 68% in 2014-15.
 - While the percentage of high schools that have one full-time arts instructor for every 350 students has held steady at around 90% for each of the past four years, the percentage of elementary schools that met this threshold has increased each school year, from 42% in 2012-13 to 68% in 2015-16.

- 3 On average, elementary schools offered access to arts instruction to 97% of students. However, not all of these students had access to the 120 or more minutes of weekly instruction laid out in the CPS Arts Education Plan; 59% of schools achieved this goal in 2015-16, up from 40% in 2012-13.

- 4 Perhaps in part because this year's Survey invited high schools to include media arts as a separate arts discipline, more high schools than ever before reported offering their students three or more arts disciplines—50% of high schools offered 3 or more disciplines, and more than half of these offered three or more multi-level disciplines.

- 5 Ingenuity identified 579 active community arts partners serving schools in the district. The number represents the largest pool of active partners in the four years of surveys—with 96% of CPS schools reporting a partnership with at least one community arts partner.

- 6 Twenty Chicago-based foundations and corporations reported supporting arts education by donating \$8,484,365. The addition of \$2,402,404 from Ingenuity's Creative Schools Fund brought the 2015-16 community investment in arts education to approximately \$10.9 million..

Along with the more detailed analyses that are presented in this report, these key findings show how the environment for arts education in Chicago has, overall, improved over the past four years and how school leaders, arts instructors, community arts partners, and local funders have worked together to sustain and build upon these improvements. These successes provide reason for optimism.

Just as importantly, the successes to date highlight the need for these stakeholders to continue their concentrated efforts; sustained improvement is not a foregone conclusion. Continued investment, attention, and arts education advocacy will be essential to overcoming the challenges that remain and ensuring that every CPS student has access to a quality education that includes the arts.

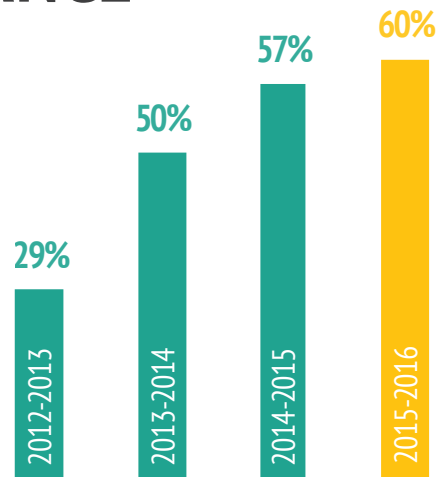
*Refer to Glossary

executive summary

KEY FINDINGS AT A GLANCE

KEY FINDINGS

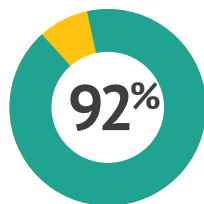
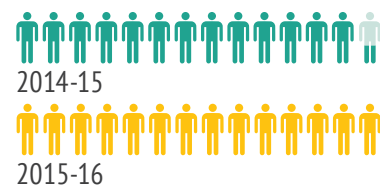
1 60% of CPS's 660 schools were certified as Strong or Excelling in the arts, more than in any of the three previous years the Survey was conducted.



- Nearly 250,000 CPS students attended a school that was Strong or Excelling in the arts.
- Elementary schools were more likely than high schools to attain a category of Strong or Excelling.

2 Even as CPS continued to face deep fiscal challenges, many schools prioritized staffing in the arts.

- Ingenuity identified 1,402 arts instructors in the 2015-16 school year, an increase from the 1,337 that were identified the previous year.

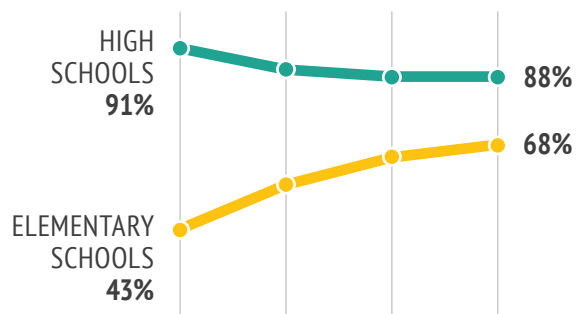


- The percentage of reporting schools with at least one full-time equivalent (FTE) reached 92% in 2015-16.

- 73% of schools met or exceeded the goal of one full-time arts instructor for every 350 students, an increase from 68% in 2014-15.



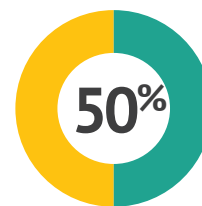
- The percentage of high schools with one full-time arts instructor for every 350 students has held steady at around 90% each of the past four years, while the percentage of elementary schools meeting this threshold has increased from 43% in 2012-13 to 68% in 2015-16.



- 3 On average, 97% of elementary students had access to arts instruction, and 59% of elementary schools offered the recommended 120 minutes of weekly arts instruction to their students.



- 4 50% of high schools offered 3 or more disciplines, and more than half of these offered three or more multi-level disciplines.



- 5 Ingenuity identified 579 active community arts partners serving schools in the district—the largest pool of active partners in the four years of surveys.

- 96% of CPS schools reported a partnership with at least one community arts partner.



- 6 Twenty Chicago-based foundations and corporations reported supporting arts education by donating \$8,484,365. The addition of \$2,402,404 from Ingenuity's Creative Schools Fund brought the 2015-16 community investment in arts education to approximately \$10.9 million.



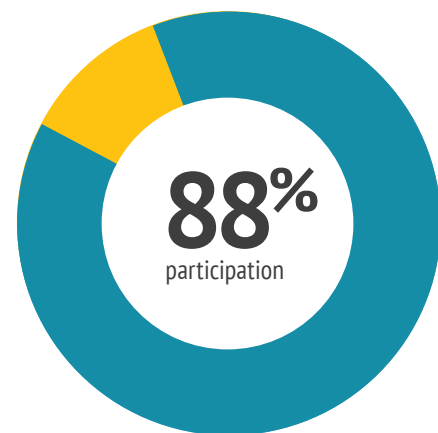
introduction

In November 2012, the Chicago Board of Education approved Chicago Public Schools' (CPS) first Arts Education Plan¹ ("the Plan"), aimed at bringing ongoing arts instruction to every student, in every grade, in every Chicago public school. The Plan was considered a significant step toward elevating and prioritizing the arts in Chicago's schools after more than two decades of effort by cultural, philanthropic, and education leaders. The Creative Schools Initiative was subsequently launched in the 2013-14 school year to move the CPS Arts Education Plan into action across all schools.

In July 2014, Ingenuity released the State of the Arts in Chicago Public Schools: Baseline Report 2012-2013² to set the benchmark against which district-wide efforts to expand arts instruction would be measured. The Baseline Report examined the level of arts instruction in CPS for the first year the Plan was implemented.

This current report offers an analysis of progress on the Plan and shows data related to its implementation in schools. CPS has

now operated under the Plan for four school years, and this report is based on data from all four of those years. For 2015-16, these data are from 580 of the 660 schools (88 percent) in CPS, representing 92 percent of the district's students, as well as 579 arts organizations and individuals that partnered with CPS during the school year, and 20 major institutional arts education funders. The data describe staffing, instructional time and access, partnerships, and funding for the arts in these schools; they are used in this report to provide a clear understanding of the arts environment and the arts needs in each school and in the district as a whole, and to track the success of the Plan.



Percentage of CPS participation in 2015-16, representing 580/660 schools

This report is, first and foremost, intended to illuminate the arts education environment in CPS. It is also intended to help those with a stake in ensuring that all CPS students have access to the arts—parents, educators, administrators, arts organizations, and funders, for example—to identify gaps and opportunities for improvement in providing that equitable access. Each individual and organization has a different role to fill in CPS’ arts education ecosystem; each should use the report to help them identify where their contributions can have the greatest impact.

The report begins with a brief overview of the CPS Arts Education Plan. The Plan contains six broad goals, each with three to five specific recommendations that support the achievement of that goal. This opening section also provides background for the Creative Schools Initiative and Creative Schools Certification. The Creative Schools Initiative was launched to move the Plan from concept to action and includes four interlocking strategies. One of these, the Creative Schools Certification, an indicator of the quantity of arts resources at each school, is the centerpiece of this report. The opening section therefore describes the background and process of the Creative Schools Certification and sets the stage for understanding the analyses that follow.

After describing these elements of the Plan, the report turns to an investigation of the findings from the 2015-16 school year. This investigation opens with a discussion of Survey participation levels, including an exploration of differences between elementary and high schools in the rate of Survey participation. Then, based on the data collected from the 580 schools that completed the Survey, the report explores in detail the state of the arts in CPS. The Survey data are used to identify each school’s placement along the Creative Schools Certification continuum, providing

The Plan contains six broad goals, each with three to five specific recommendations that support the achievement of that goal.

the best available summary measure of the quantity of arts education available in each school. Again, the report discusses the notable differences between elementary and high schools in how they are distributed along this continuum, as well as how these ratings have changed over time in the four years Ingenuity has collected these data.

¹The Chicago Public Schools Arts Education Plan 2012-15: Bringing the Arts to Every Child in Every School. Chicago: Chicago Public Schools, 2012.

²State of the Arts in Chicago Public Schools: Baseline Report 2012-13. Chicago: Ingenuity, 2014.

introduction

The overall rating for each school is the product of a scoring rubric comprising several components; primary among them are arts instructor staffing and access to arts instruction (measured in elementary schools by minutes of instruction and the share of

Primary components of the Creative Schools Certification are staffing, access, minutes of instruction, and disciplines and depth.

students that have access to that instruction, and in high schools by number of disciplines and depth of instruction available in those disciplines). The next section of the report

discusses each of these components in turn, again exploring notable differences in how they are distributed across the district and how they have changed over time. For those who are interested in exploring these data in more detail, or in learning about the arts environment in a particular school, a listing of the full rubric for every CPS school is provided in the Appendix.

The report also discusses the supplementary elements that comprise a school's arts education environment. Some of these elements are included in the rubric that is used to determine a school's rating: whether a school has a dedicated budget for the arts, professional development for arts instructors, an arts integration program, partnerships with external arts organizations, and opportunities for parent and community engagement.

Primary Components of the Creative Schools Certification

elementary schools are categorized based on



staffing



access



minutes of instruction

high schools are categorized based on



staffing



disciplines and depth

In addition, the data Ingenuity collects from the arts organizations that partner with CPS schools help to provide a snapshot of those partnerships. The report explores the nature and distribution of these partnerships and how they have changed over time.

The report concludes with an overview of two elements of CPS' arts education environment that are not directly connected to the data used to calculate the school ratings: the funding environment for the arts in CPS and an overall assessment of progress on the CPS Arts Education Plan. To provide a picture of the funding environment for arts education in CPS, Ingenuity collected data from the funding community, including prominent private and corporate philanthropic funders of arts education, and from the district. A summary of the findings from these data is presented,

followed by a discussion of the progress that has been made toward implementation of the Plan. Of the Plan's 36 recommendations, some have clearly been implemented, while others are in progress or describe efforts that will require ongoing attention and cannot be understood as being "achieved" at a particular point in time.

The report would not be possible without the work done by the hundreds of Arts Liaisons*, CPS teachers, community arts partners, and funders who contribute to positive institutional change toward a quality arts education for every CPS student. Ingenuity is grateful for their support in the critical mission of bringing the arts to every student, in every grade, in every Chicago public school.

*Refer to Glossary

the plan

CPS ARTS EDUCATION PLAN AND THE CREATIVE SCHOOLS INITIATIVE

PLAN

The CPS Arts Education Plan was formulated in 2012 with the input of numerous public and private sector stakeholders, including CPS district leaders, principals, instructors, students, parents, and community arts partners, as well as higher education and philanthropic leaders. Incorporating their policy and program recommendations, the Chicago Board of Education passed a resolution adopting the Plan in November 2012. The Plan, which is discussed in more detail at the conclusion of this report, is structured as a series of recommendations distributed among six major goals that cover:

goal 1
policy

goal 2
curriculum, instruction,
and assessment

goal 3
capacity-building

goal 4
partnerships

goal 5
data-driven decisions

goal 6
funding

INITIATIVE

Even as the Plan was being launched, it was widely recognized by the stakeholders involved that such an ambitious effort would require a broad-based and multi-faceted approach that recognized the complexity of expanding the arts infrastructure in Chicago and bringing the arts to all CPS students. The Creative Schools Initiative was created to help turn the vision outlined in the Plan into a reality. Designed with Ingenuity's support, the Creative Schools Initiative was set in motion to develop a district-level infrastructure consisting of strong policy and guidance, as well as technical support at the school level, to promote growth in arts instruction.

The Creative Schools Initiative was created to help turn the vision outlined in the Plan into a reality.

The Initiative has four interlocking strategies, each of which responds to a central issue or challenge identified by instructors, community arts partners, and others during the development of the Plan.

The Initiative's Strategies

1. School Leadership

The long-term goal is to have a **SOLIDARTS INFRASTRUCTURE** in each CPS school. This includes new peer-to-peer principal and instructor professional development programs, along with blueprints for school decision making. Arts Liaisons help drive each school's budgeting and planning; report progress; and coordinate curricula, programs, and partnerships.

2. Data

To develop their arts programs, schools must first recognize the existing infrastructure on which to build. Ingenuity's *artlook*® Suite collects detailed information on arts instruction in every school. The goal is to **IDENTIFY STUDENT NEEDS** for each school, including additional staffing, minutes of instruction, disciplines taught, and partnerships.

3. The Creative Schools Certification

Each school is identified along the Creative Schools Certification continuum; that ranking is then placed on each CPS school report card. The Certification's five categories create a roadmap for expanding quality and access. The certification is a tool to **SUPPORT PRINCIPALS' DECISIONS TO GROW ARTS INSTRUCTION** in their school.

4. The Creative Schools Fund

The Creative Schools Fund **PROVIDES MODEST GRANTS** directly to schools **BASED ON NEED**. Grants made by the fund support instructor-designed arts programs that would otherwise go unfunded. The Fund exclusively supports programs involving school-based, credentialed arts instructors.

the plan

THE CREATIVE SCHOOLS CERTIFICATION PROCESS

The Creative Schools Certification* (CSC) is the centerpiece of the CPS Arts Education Plan and the Creative Schools Initiative. The CSC serves as a summary measure of the quantity of arts education available in each school; the publication of the category for each school³ and for the district as a whole helps to raise arts education awareness for all stakeholders and can serve as a valuable input into efforts to ensure that every child in CPS has access to a quality education in the arts. The scoring rubric that is the core of the CSC process was the product of a collaborative effort that integrated input from a team of CPS leaders, principals, instructors, community arts partners, higher education officials, and philanthropic leaders. It was also approved by the 40-member CPS Arts Education Plan advisory committee.

phase 1

PHASE 1 HOLDS MORE WEIGHT THAN PHASE 2

elementary schools are categorized based on



staffing



access



minutes of instruction

high schools are categorized based on



staffing



disciplines and depth

phase 2

elementary and high schools are categorized based on



budget



professional development



arts integration



partnerships



parent/
community
engagement

School Category Rating

excelling



meets CPS arts education goals for arts instruction

strong



nearly meets goals

developing



occasionally meets goals

emerging



rarely meets goals

incomplete data



schools that have either not responded completely or have not responded at all

The rubric is based on data collected from Arts Liaisons* in every participating school. Arts Liaisons submit their arts education data via the Creative Schools Survey. This survey inventories school-level arts education assets such as levels of arts instruction, access to certified arts instructors, professional development, arts integration efforts, partnerships, and parent/community engagement. Each school is then categorized along a five-category continuum based on the data they submit.

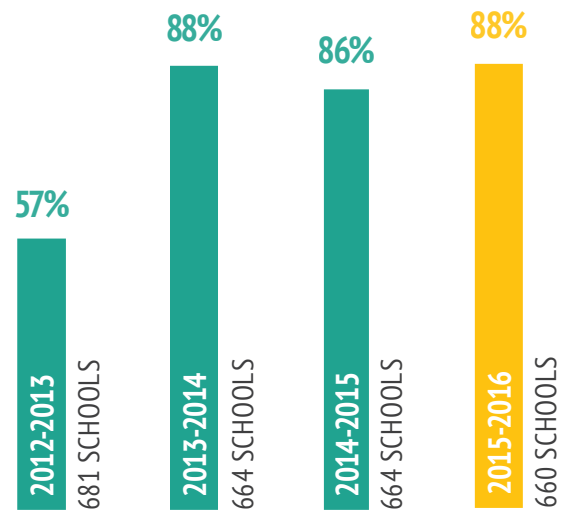
*Refer to Glossary

‡Refer to Appendix for a complete listing of all schools and their 2015-16 Creative Schools Certifications

creative schools survey participation

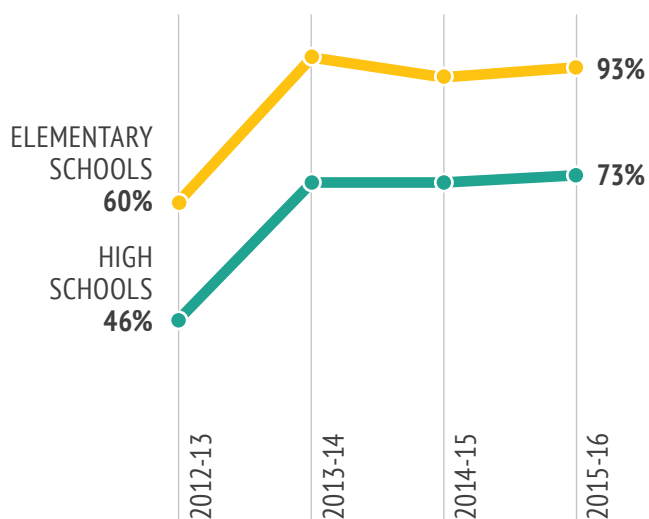
Chicago Public Schools (CPS) serves nearly 400,000 students in 660 schools. In 2015-16, 88 percent of CPS schools (580 of 660) participated in the annual Creative Schools Survey, and these 580 schools enrolled 92 percent of the CPS student population⁴. After an initial participation rate of 57 percent in 2012-13, school participation in the Creative Schools Survey has remained high for three consecutive years.

Participating in the Creative Schools Survey requires principals to appoint a current faculty or staff member as the school's Arts Liaison. These individuals serve as the on-site arts champion by leading arts programming for their school community, coordinating with community arts partners, and inspiring their school toward high-quality engagement with the arts. Arts Liaisons gather information on arts education activities in their schools and complete the Creative Schools Survey, which documents these activities. The commitment Arts Liaisons make in preparing to complete the Survey is, in and of itself, a signal that their school leaders are prioritizing arts education in their schools. Nearly 90 percent of schools in CPS have made that commitment.



District-wide survey participation rates remained high

It is worth noting that, while school participation in the Survey increased overall from the baseline year and has remained high, there are different participation rates for elementary schools and high schools. Elementary school participation has increased from 60 percent in 2012-13 to 93 percent in 2015-2016. Since that initial year, more than 90 percent of elementary schools have completed the Survey every time it was administered. High school participation has been lower than elementary participation in all four years, starting at 46 percent in 2012-13 and coming in at 73 percent in 2015-16.

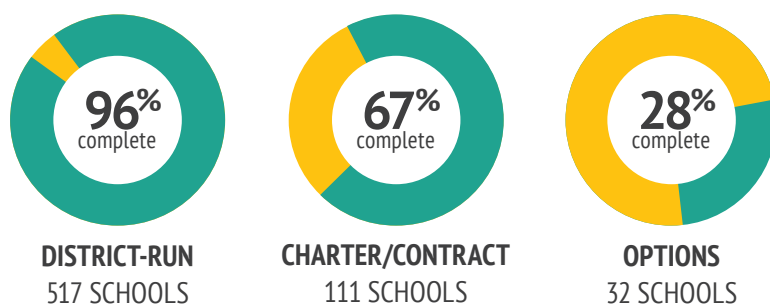


Elementary schools had higher survey participation rates in all four years

A notable difference in reporting rates also exists when comparing district-run, charter, and options schools. Options schools (which comprise a mix of district-run and charter schools) serve students who need a new pathway toward high school graduation⁵. Options schools were the least likely to complete the Survey in 2015-16, with only 28 percent doing so. Other district-run schools were the most likely to complete the Survey, with more than 96 percent complete; 67 percent of charters completed the Survey.

These two observations—that high schools are less likely to complete the survey than

are elementary schools and that charters and options schools are less likely to do so than district-run schools—are related. High schools make up a larger share of charter and options schools than do elementary schools. Looking ahead, increasing participation among high schools and among charter and options schools in future years will help provide a more complete picture of arts education across the district while also shedding light on opportunities for additional growth in the arts. As more schools participate, they will receive the benefits of completing the Survey: access to additional funding for arts programs, professional development opportunities, and connections to community arts partners. In turn, these schools will then also be able to offer expanded arts learning opportunities for their students.



Nearly all district-run schools completed the Survey in 2015-16

⁴The goals and recommendations of the CPS Arts Education Plan are directed toward K-12 education. Therefore, the data in this report reflect arts programming, activities, and resources at the K-12 level. The only exceptions to this rule are those schools that are Pre-K-only.

⁵CPS Office of Education Options http://cps.edu/About_CPS/Departments/Pages/EducationOptions.aspx

the arts in CPS

CREATIVE SCHOOLS CERTIFICATION

The past four years of data collection have demonstrated ongoing, district-wide improvements in the arts. While these trends continued in 2015-16, the rate of progress steadied after the large gains made in 2013-14 and 2014-15. This finding is encouraging, especially given the state of fiscal uncertainty at CPS; despite challenges, schools have continued to demonstrate a commitment to the arts. Specifically, the data

show improvements in arts staffing levels, allocating arts education funds in school budgets, offering arts-related professional development to teachers, and incorporating arts integration strategies into instruction. These improvements are reflected in the gains made in schools' overall scores.

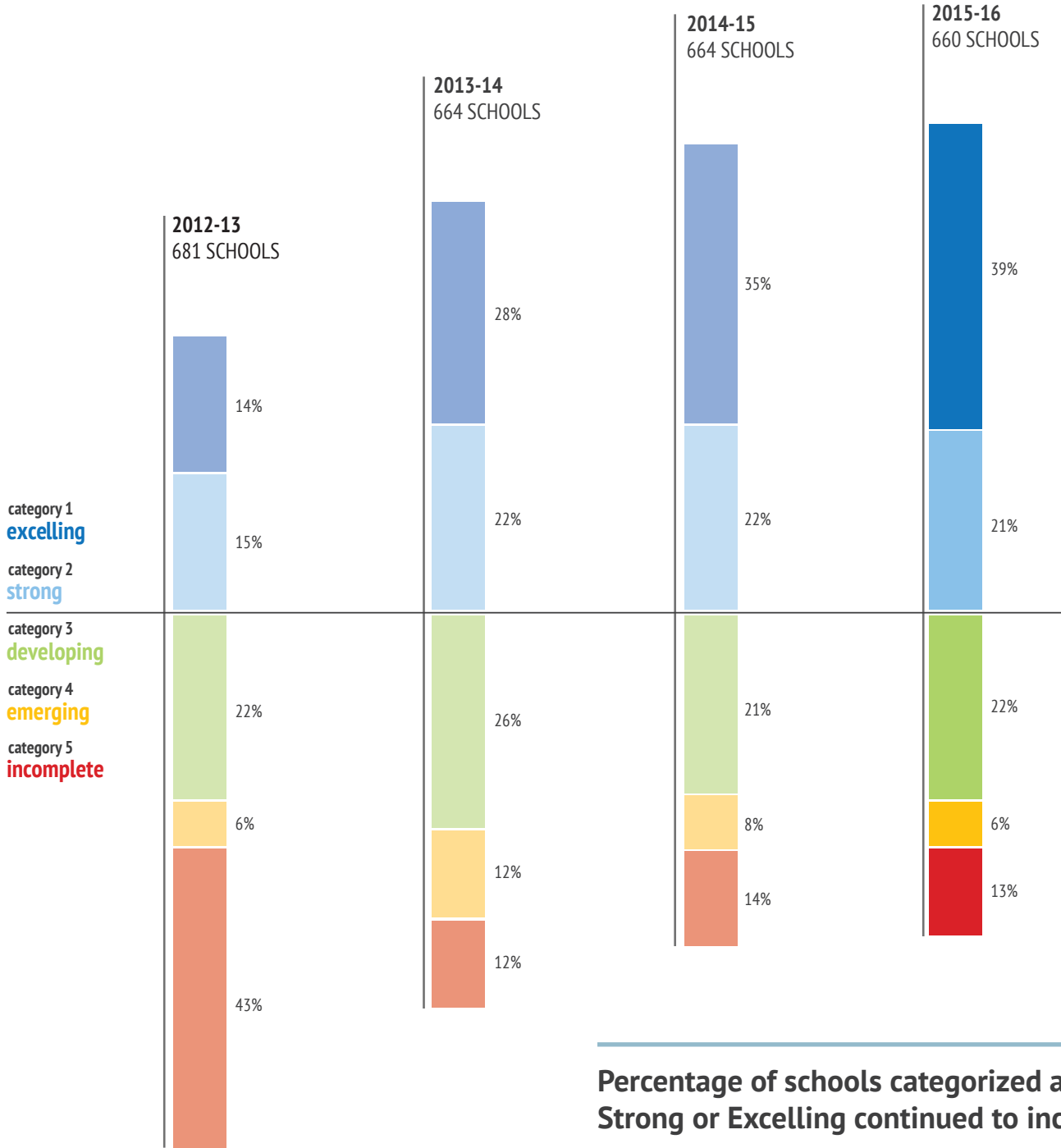
In 2015-16, 60 percent (396 of 660) of schools were categorized as Strong or Excelling. This is an increase from 57 percent in 2014-15, 50 percent in 2013-14, and 29 percent in 2012-13. The 396 schools categorized as Strong or Excelling enrolled nearly 250,000 students, which means that 68 percent of CPS students in 2015-16 attended a school that was Strong or Excelling in the arts.



2015-16 (660 SCHOOLS)

Improvements to overall scores were more modest in 2015-16 than in previous years. In light of the challenges the district faced, however, three years of sustained improvements is a laudable accomplishment for Chicago Public Schools.

All Schools

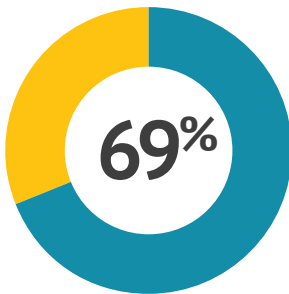


the arts in CPS

CREATIVE SCHOOLS CERTIFICATION

ELEMENTARY SCHOOLS

Elementary school arts instruction is foundational because it provides K-8 students with opportunities to explore new disciplines, communicate in a variety of ways, and make meaningful connections between and among different content areas.



Percentage of elementary schools that qualified as Strong or Excelling
484 schools

The data from this Survey show that, over the past four years, the district-wide patterns of improvement in the overall arts education environment are reflected in CPS' elementary schools. As shown in the bar chart on the following pages, 69 percent of elementary schools were categorized as Strong or

Excelling in 2015-16, consistent with the mark set during the previous school year. While this overall number remained the same, the percentage of elementary schools categorized as Excelling increased from 41 percent in 2014-15 to 46 percent in 2015-16, and the percentage categorized as Strong decreased from 27 percent in 2014-15 to 23 percent in 2015-16.

This latest level of achievement follows two years of significant improvement. Between 2013-14 and 2014-15, there was a nine-percentage-point increase in schools categorized as Strong or Excelling. This was preceded by an even more dramatic increase between the 2012-13 and 2013-14 school years, when there was a corresponding upsurge—from 60 percent to 95 percent—in the number of elementary schools that completed the survey.

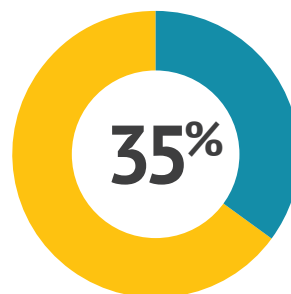
HIGH SCHOOLS

Arts instruction in high school can offer students both opportunities to explore new art forms and to delve deeply into those that they find inspiring. Through required courses and electives, arts learning opportunities in high school can connect to other content areas and create pathways for post-secondary study and career paths.

The arts education environment in CPS high schools has also improved, though the pattern of this improvement is different than what is evident in elementary schools. As shown in the bar chart on the following pages, in 2015-16, 35 percent of high schools were categorized as either Strong or Excelling, an improvement of seven percentage points from the previous year. This was the largest single-year improvement for high schools to date.

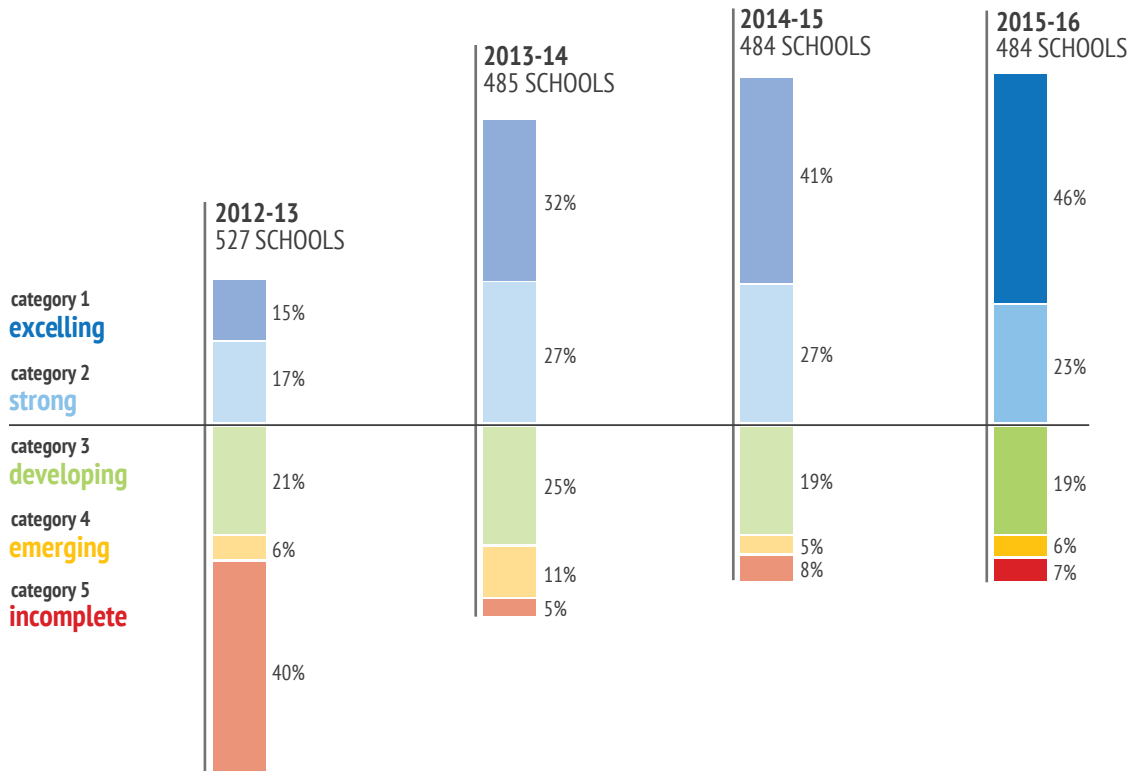
However, the overall share of high schools categorized as Strong or Excelling is considerably lower than among elementary schools. Indeed, the share of high schools categorized as Developing or Emerging has been higher for all four years of the Survey

Percentage of high schools that qualified as Strong or Excelling

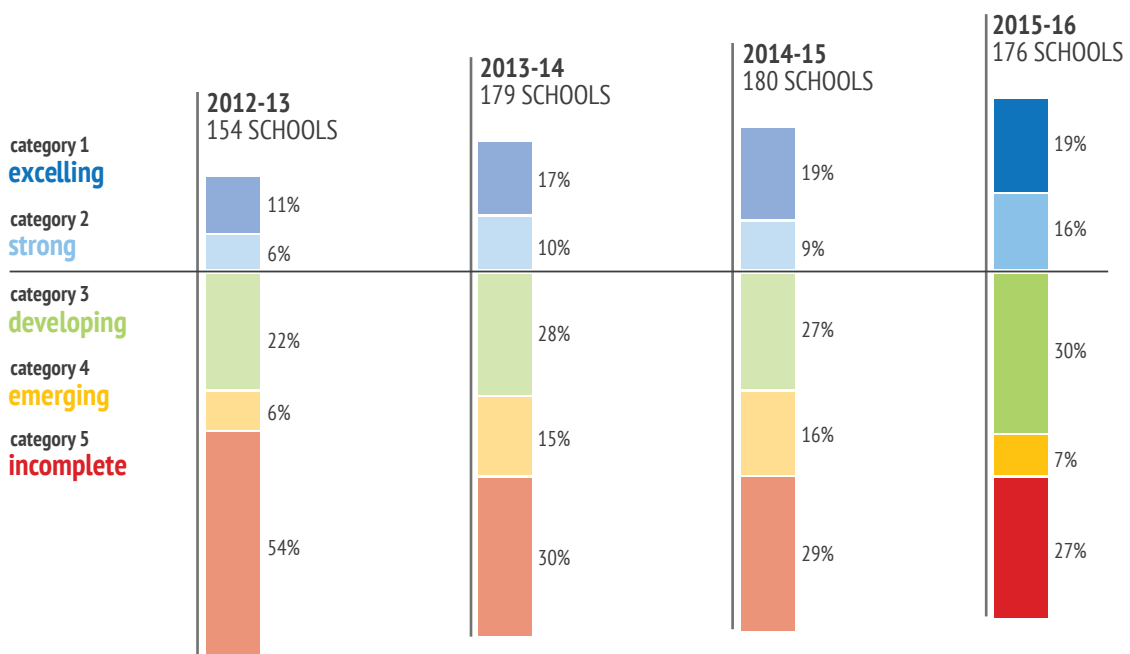


than the share categorized as Strong or Excelling, whereas this has not been true among elementary schools for any of the years. The percentage of CPS high schools categorized as Excelling has remained relatively static over the past three years, and across all four survey years, high schools were most likely to be categorized as Developing.

Elementary Schools



High Schools





profile on progress:

NEW FIELD ELEMENTARY SCHOOL BUILDS COMMUNITY THROUGH THE ARTS

New Field Elementary School, located on the far north side of Chicago in the Rogers Park neighborhood, serves a remarkably diverse student population. The school's 700 Pre-K to 4th grade students hail from nearly 40 different countries; approximately half are Limited English Proficient and 80 percent come from low income families. Since its founding in 2003, New Field has continually used the arts to address the challenges posed by this kind of diversity—and to build upon the strengths such diversity offers. This enduring commitment to the arts led the school to a rating of Excelling in the arts (Category 1) in 2015-16, an improvement from being rated as Developing (Category 3) for each of the previous three years.

According to Principal Carlos Patiño, a centerpiece of New Field's arts programs is its collaboration with community arts partners. New Field is committed to developing and maintaining arts partnerships that fit within the school's curriculum and larger strategic priorities. This commitment has led to

partnerships with arts partners like Design Dance, Ravinia Festival, Raven Theatre, Lifeline Theatre, Old Town School of Folk Music, and Chicago Children's Choir, among others.

Design Dance, for example, is a long-term partner that collaborates with New Field teachers on residency programs that teach geography and culture through movement. This partnership has allowed New Field to offer arts programs in areas that it would not be able to address on its own. Principal Patiño has noticed how instruction in dance has impacted other academic areas, including reading and math, and believes that "movement is another wonderful way to tap into the whole child."

New Field's successes are a result of continual commitment from the school's administration and all of its teachers. Through school-wide coordination, New Field has held a steadfast commitment to building a stronger learning community through the arts.



the arts in CPS

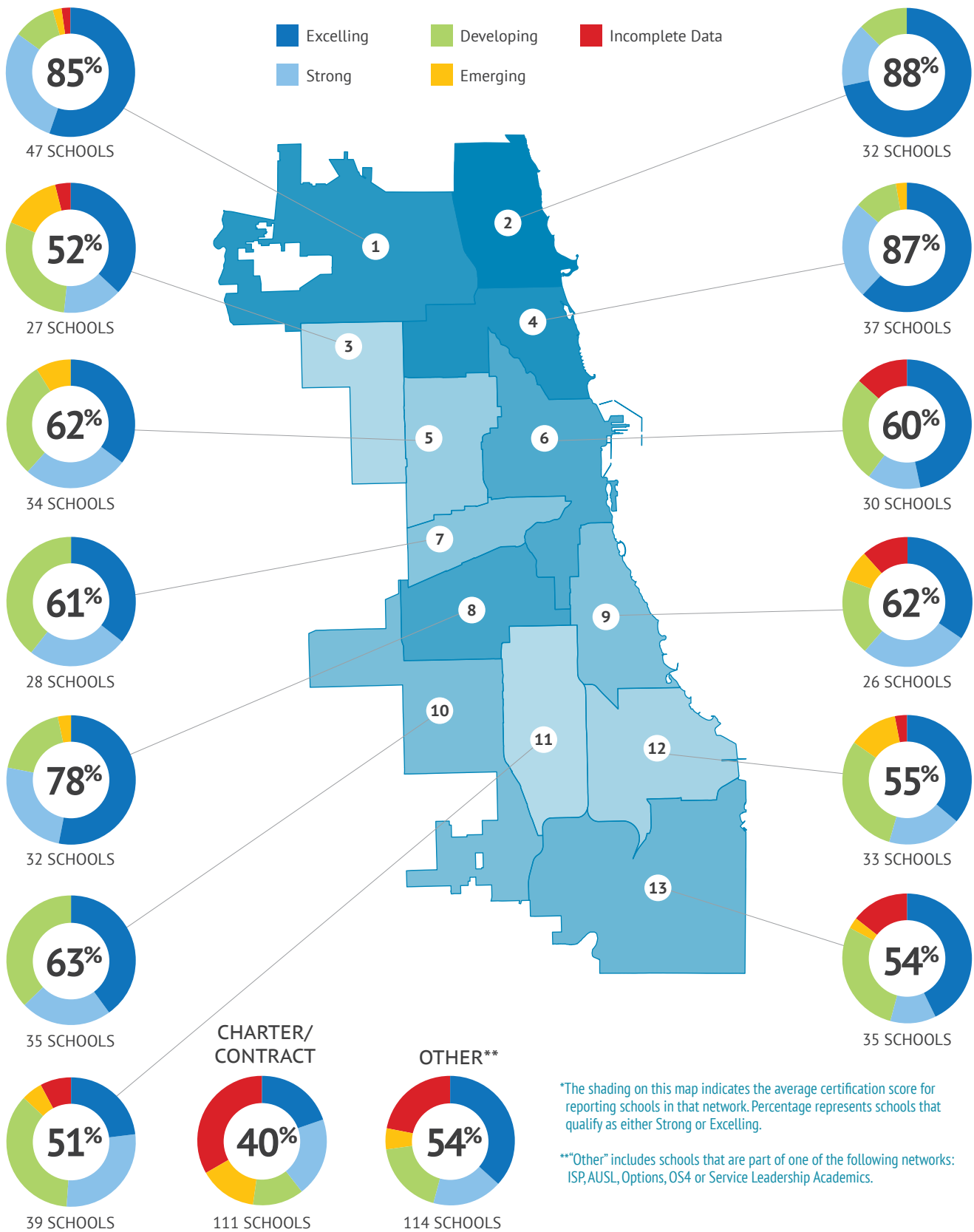
CREATIVE SCHOOLS CERTIFICATION

GEOGRAPHIC DISTRIBUTION

A more complete understanding of arts education in Chicago requires consideration of the geographic distribution of arts opportunities and access. The map on the next page shows how Creative Schools Certifications are distributed across the district, with the darker shades of blue depicting areas where a greater share of schools are higher on the Certification continuum. The accompanying pie charts provide a breakdown of the Certifications in each geographic area. The map clearly

shows that areas on the city's far north side had a greater share of schools with higher Certifications than did areas to the south and west. While four years of data collection have shown consistent progress, equitable distribution of arts opportunities across the district should continue to be an area of focus for Chicago Public Schools. Later sections of this report contextualize this finding, beginning with a discussion of school-level change over time.

Creative Schools Certification by Network*



the arts in CPS

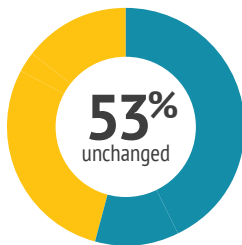
CREATIVE SCHOOLS CERTIFICATION

A CLOSER LOOK AT CHANGE OVER TIME

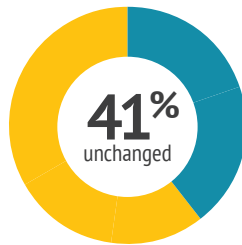
Collecting data in the same school district for four consecutive years offers the opportunity to explore how change happens, not only at the district level, but within individual schools. Looking at the data in this way makes clear that, notwithstanding the overall positive trends in the district, changes in Certification scores don't come easily. A continued investment in and attention paid to the arts—especially in those schools that

have not shown growth—will be essential to achieving the goal of bringing the arts to all of CPS' students.

Of the 580 schools that completed the Survey in 2015-16, 520 (nearly 80 percent of the district) also completed surveys in each of the previous two years. In nearly 44 percent of these schools, the certification score has not changed at all over that three-year span. This “stickiness” is even more evident in high schools, which are less likely to receive a rating of Strong or Excelling, than it is in elementary schools. In 53 percent of the 103 high schools for which three years of data exist, the school's category has not changed. The comparable number for elementary schools is 41 percent.



HIGH SCHOOLS
103 SCHOOLS



ELEMENTARY SCHOOLS
417 SCHOOLS

Similar patterns emerge when we examine the year-to-year change within schools: changes in Certification scores don't come easily, and continued, targeted investments may be needed to help these schools improve. The graphic below includes data for all changes in categorization across all years of the Survey (not only for the subset of schools that reported for three consecutive years). In the large majority of schools, and especially of high schools, categorizations remain the same from one year to the next. Not surprisingly, given the overall district-wide trends, there are more examples of change in a positive direction than of change in a less encouraging direction, but the data illustrate how difficult that change can be.

From one year to the next, most schools remain in the same category

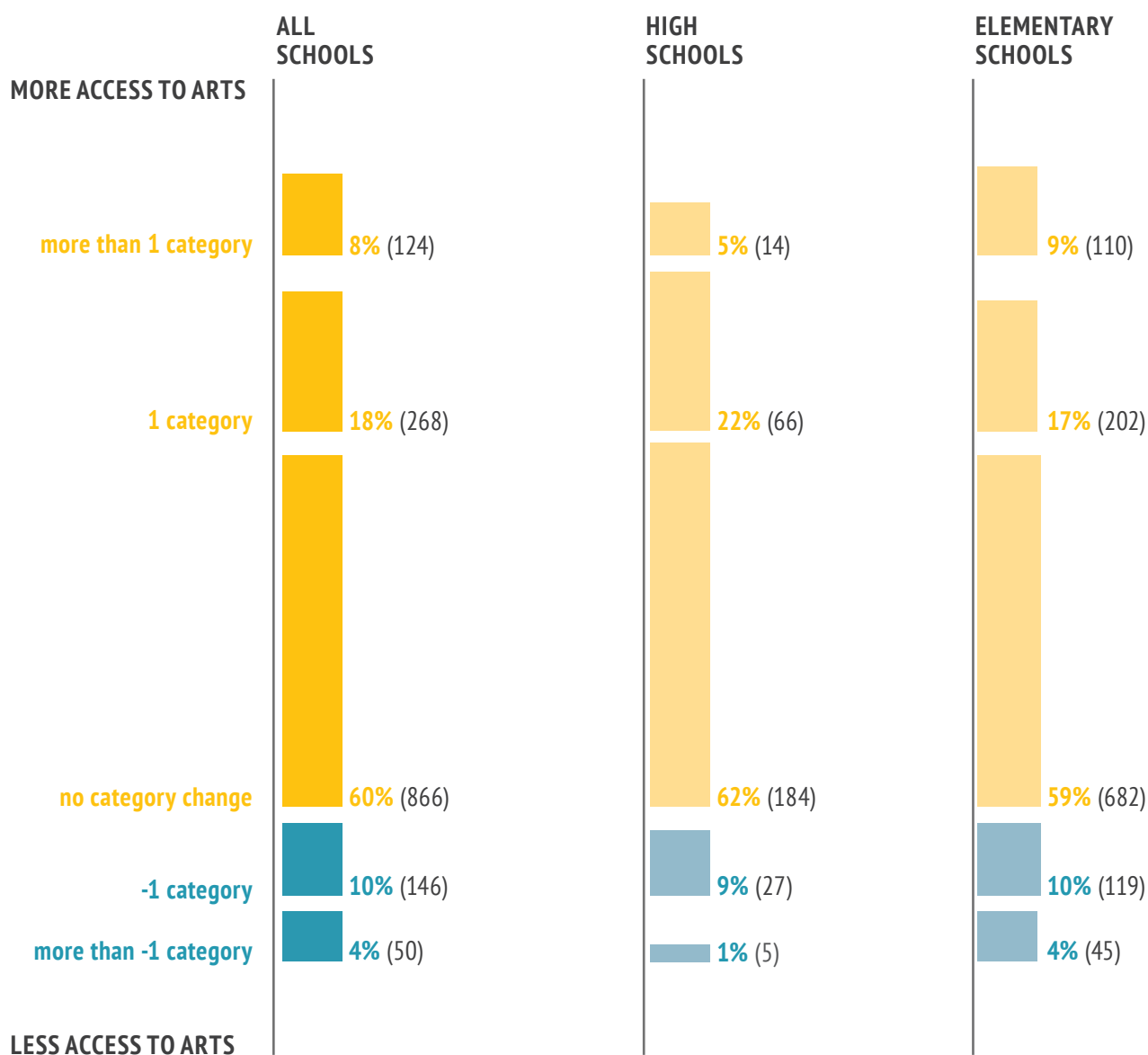




Photo by Daniel Ribar, courtesy of Chicago Shakespeare Theater

the arts in CPS

STAFFING

CERTIFIED ARTS INSTRUCTORS⁶

Certified arts instructors are the anchors for all arts activities in schools⁷. Their work goes beyond classroom instruction, and includes advocating for the arts with school leaders and decision makers; connecting students to in-school and out-of-school resources; and coordinating and sustaining valuable partnerships with parents and community arts partners. As mentioned previously, the 2012 CPS Arts Education Plan requires both elementary schools and high schools to set minimum staffing requirements in the arts at one certified full-time employee, or an improved ratio (Goal 1D)⁸. This section takes a closer look at arts staffing levels in elementary schools and high schools across the district.

The percentage of schools with at least one arts FTE, regardless of enrollment, has remained consistently high over the past four years of data collection, reaching 92 percent

The percentage of schools with at least one arts FTE, regardless of enrollment, has remained consistently high over the past four years of data collection, reaching 92 percent in 2015-16.

in 2015-16. This high level of attainment in one of the critical areas of the 2012 CPS Arts Education Plan is promising.

⁶See Data Notes section of the Appendix for more details on the staffing data sets and process that were used to identify arts FTEs.

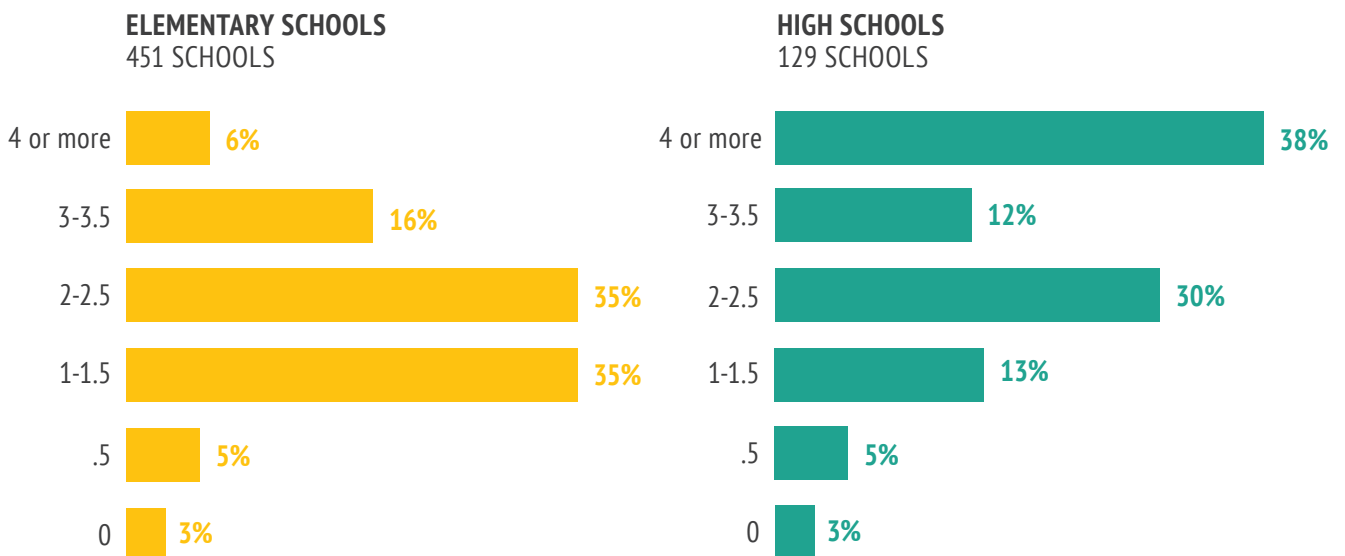
⁷Charter school teachers are not required by CPS to hold a state certification. In this section, the term “certified” refers either to teachers in district-run schools that hold such a state-level credential or to any individual designated as a teacher by a charter school.

⁸Refer to the end of the report for details on this and the other goals of the Plan.

the arts in CPS

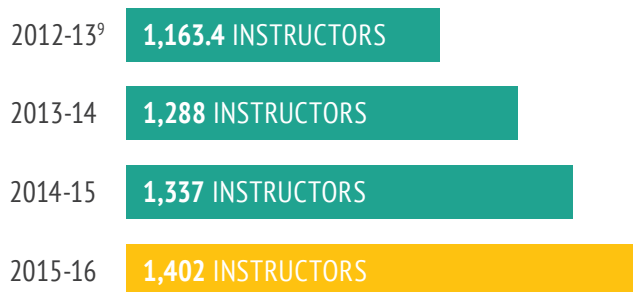
STAFFING

As shown in the chart below, high schools typically have more FTEs than elementary schools. The reported number of FTEs ranges from zero to six in elementary schools and from zero to 22 in high schools. Seventy percent of elementary schools have between 1 and 2.5 arts FTEs; another 22 percent reported having three or more. In comparison, 43 percent of high schools have between one and 2.5 arts FTEs, and 38 percent have four or more FTEs.



Nearly all schools report having at least one FTE; high schools are much more likely to have a larger arts staff

Several factors contribute to these differences between high schools and elementary schools. High schools are required to offer a certain number of arts disciplines in order for students to meet graduation requirements, and they typically have more diverse offerings in the arts that can require more staff (i.e., band and orchestra programs). In addition, high schools tend to have larger enrollments than elementary schools. In 2015-16, the average enrollment for elementary and high schools was 520 and 640, respectively, and the largest high school reported having 4,055 students, whereas the largest elementary school had 1,751.



The total number of known arts instructors in the district has increased in each of the past four years

At the district level, the total number of arts instructors identified through the Survey has increased each of the past four years. In 2015-16, there were 1,402 identified arts FTEs in CPS, an increase from 1,337 in 2014-15.¹⁰

The increase in instructors may be due in part to the fact that, in 2015-16, Ingenuity invited

schools to report media arts instructors for the first time.¹¹ Previously, schools were limited to only reporting individuals teaching music, dance, theatre, or visual arts. This change paralleled the Illinois State Board of Education's approval of the Illinois Arts Learning Standards in June 2016.¹² These standards—aligned with the National Core Arts Standards—recognize media arts as a unique discipline, and will be implemented in the 2018-19 school year.

In 2015-16, there were 1,402 identified arts FTEs in CPS, an increase from 1,337 in 2014-15.¹³

⁹Due to a lower response rate on the Creative Schools Survey in its first year, staffing data for 2012-13 are taken from CPS Office of Accountability arts staffing files as of June 15, 2013.

¹⁰For the first time this year, using staffing data from the CPS Office of Accountability, Ingenuity included in this estimate instructors in schools that did not complete their Creative Schools Survey. The staffing numbers shown here for previous years have also been adjusted to include schools with incomplete data; these numbers are therefore different than what was reported in previous progress reports.

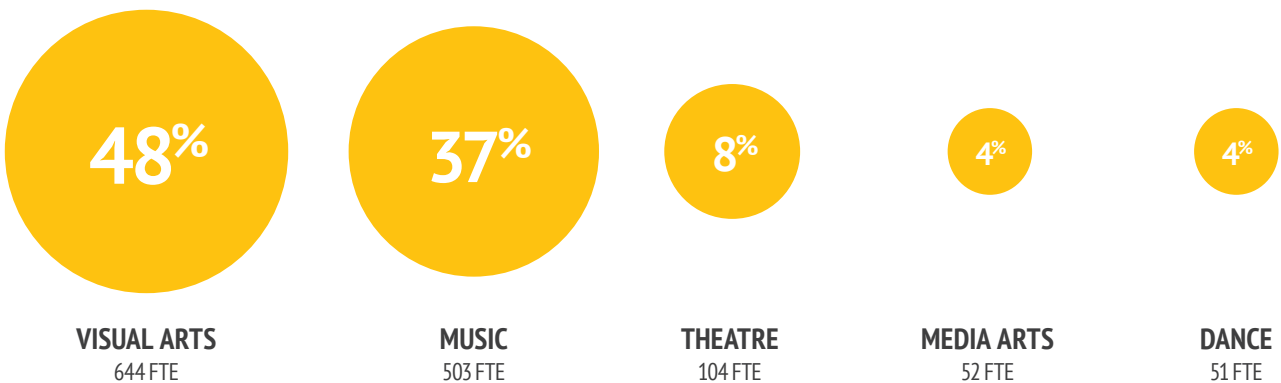
¹¹While schools reported media arts instructors, there is currently no ISBE endorsement for media arts.

¹²Illinois Arts Learning Standards Initiative website. <http://ials-dev.sitedev.space/>

the arts in CPS

STAFFING

In 2015-16, as in previous years, the largest portion of arts instructors in the district identified¹³ visual arts as their primary discipline (48 percent), followed by music (37 percent), theatre (8 percent), and dance (4 percent). Also, four percent of instructors identified media arts as their primary discipline. In addition to the inclusion of media arts for the first time this year, it is worth noting that the number of teachers who reported dance as their primary discipline fell from 65 last year to 51 this year, a drop of nearly 22 percent. Ingenuity will again collect data on the number of teachers that report dance next year to help understand how this one-year change fits into the longer-term picture for dance in CPS.



As in previous years, most identified arts instructors teach visual arts and/or music¹⁴

¹³This identification is made by the Arts Liaison or the Office of Accountability

¹⁴The number of FTEs reported here does not add up to the total of 1,402 because information on primary discipline is not available for all reported teachers.

STAFFING RATIOS

As important as having an arts instructor in a school is the extent to which that instructor is able to reach the school's student body; it helps to illuminate students' actual exposure to the arts. Teacher-student ratios impact schools' abilities to bring the arts to all students, offer appropriate levels of arts instruction, and provide greater depth of programming and coursework (e.g., Music I, Music II, etc.). Additionally, ratios account for the size of a school's student population, and, thus, are comparable regardless of school size.

In 2015-16, CPS enrolled approximately 370,500 K-12 students.¹⁵ In order to meet the recommended arts instructor-to-student ratio of 1:350, the district would have to employ 1,059 arts instructors. With 1,402 identified arts instructors working in CPS schools, overall, the district has a strong arts instructor-to-student ratio of 1:264. While this ratio is strong, it does not indicate adequate staffing levels in all schools. With respect to student access, the largest challenge remains the equitable distribution of these certified arts instructors across schools regardless of school geography, demographics, or economics.

This success at the district level has helped to ensure that an increasing share of schools within the district meet the desired ratio for their students. In 2015-16, 73 percent of schools met or exceeded the goal of a teacher-student ratio of 1:350, an increase from 68 percent in 2014-15, and consistent with the improvement that has occurred in each of

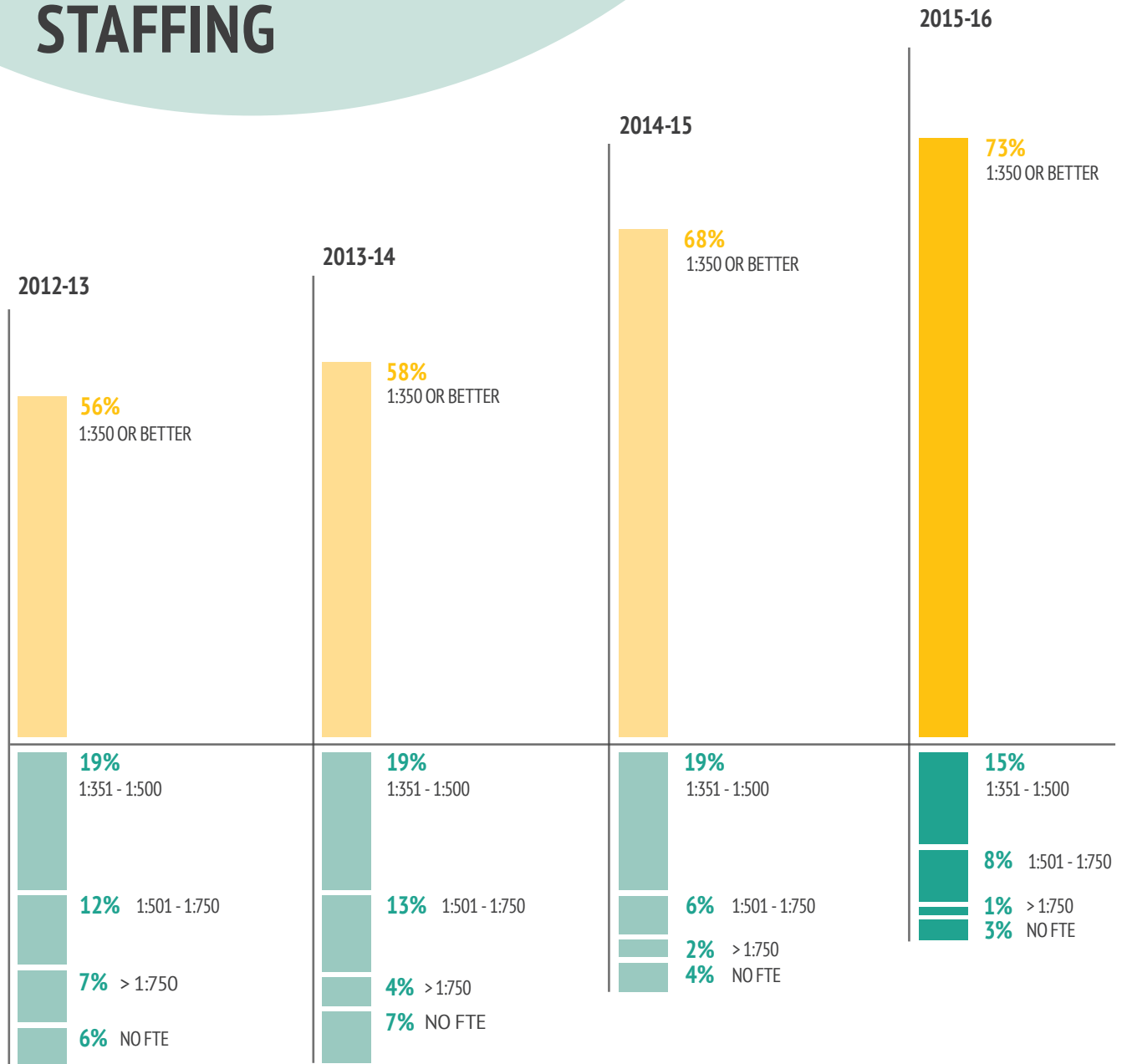
In 2015-16, 73 percent of schools met or exceeded the goal of a teacher-student ratio of 1:350, an increase from 68 percent in 2014-15, and consistent with the improvement that has occurred in each of the four years these data have been collected.

the four years these data have been collected. An additional 15 percent of schools had a ratio between 1:351 and 1:500, 8 percent had a ratio between 1:501 and 1:750, and 1 percent had a ratio greater than 1:750. Note that a lower ratio indicates more arts instructors per student.

¹⁵As of the 20th day of the 2015-16 school year.

the arts in CPS

STAFFING



Schools' arts-instructor-to-student ratios continue to improve, helping to bring arts instruction to more students



Susan Ryan Photography

As noted previously, high schools are much more likely than elementary schools to have four or more FTE arts instructors on staff. While this is partly because high schools have larger student populations, high schools are also more likely than elementary schools to meet or exceed the desired 1:350 ratio. For all four years of data collection, the large majority of high schools have met this goal. Elementary schools, while less likely to meet the goal, have made large improvements each year. In 2015-16, 88 percent of high schools and 68 percent of elementary schools met or exceeded the 1:350 ratio. For elementary schools, this is a six percentage point increase from the previous year.

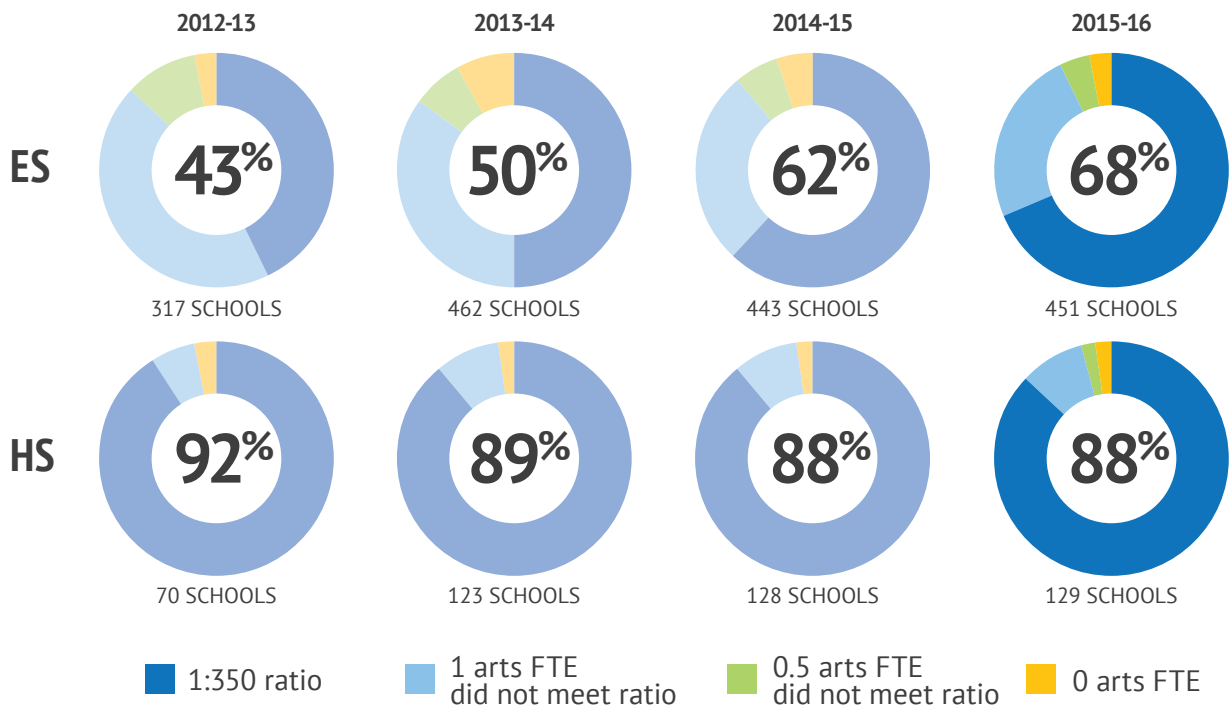
In 2015-16, 88 percent of high schools and 68 percent of elementary schools met or exceeded the 1:350 ratio. For elementary schools, this is a six percentage point increase from the previous year.

the arts in CPS

STAFFING

STAFFING SUMMARY

The Creative Schools Certification rubric integrates data on the number of instructors and the arts-teacher-to-student ratio to assign a category for each school in the district. As shown in the graphic below, the share of elementary schools that are Excelling on this metric has grown steadily through all four years of the survey, while high school staffing levels have Excelled in each of the four years the survey has been conducted.



PERCENTAGE REPRESENTS SCHOOLS WITH A 1:350 TEACHER-TO-STUDENT RATIO OR BETTER

The share of elementary schools that are Excelling in staffing continues to increase; nearly 90% of high schools are Excelling



Lyric Opera of Chicago, photo by Kyle Flubacker

the arts in CPS

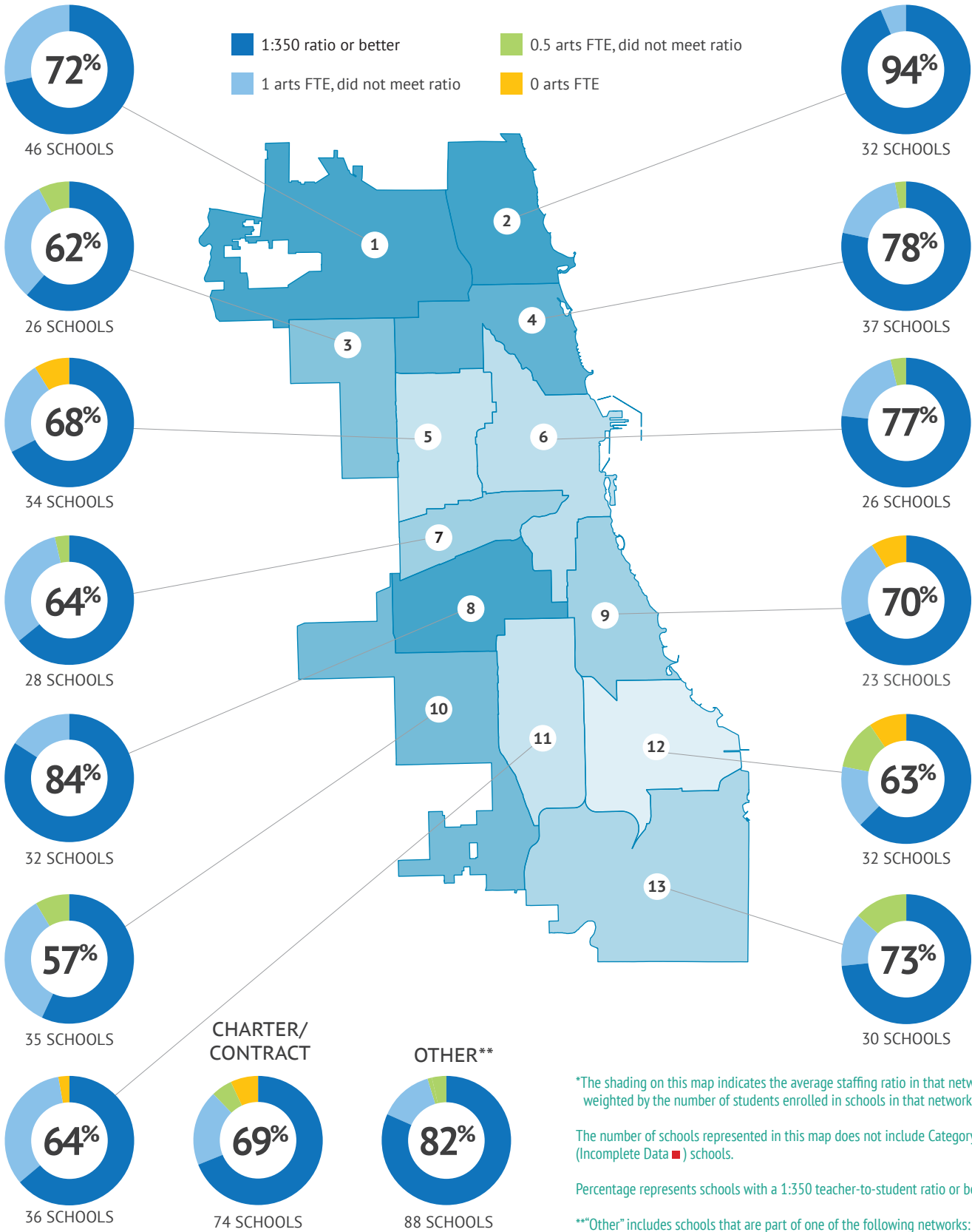
STAFFING

STAFFING SUMMARY BY NETWORK

A closer look at how the staffing summary is distributed across school networks reveals that the overall positive trend in staffing may not benefit students in all geographic areas of the city equally. The map on the next page shows how the staffing summary data are distributed across the district, with the darker shades of blue depicting areas with a lower average teacher-student ratio. The accompanying pie charts provide a breakdown of the categorization on the staffing element of the

rubric for all the schools in each geographic area. As is the case with schools' overall categorizations, this map of teacher-student ratios shows that areas on the city's far north side are faring better on this metric than areas to the south and west. Again, four years of data collection have shown consistent progress across the district while also highlighting the importance of continuing to work to provide equitable distribution of arts opportunities across the district.

Staffing Summary by Network*



*The shading on this map indicates the average staffing ratio in that network weighted by the number of students enrolled in schools in that network.

The number of schools represented in this map does not include Category 5 (Incomplete Data) schools.

Percentage represents schools with a 1:350 teacher-to-student ratio or better.

**Other includes schools that are part of one of the following networks: ISP, AUSL, Options, OS4 or Service Leadership Academics.

the arts in CPS

INSTRUCTIONAL MINUTES AND ACCESS¹⁶

In addition to staffing ratios, the rubric for elementary schools includes measures for instructional minutes and student access to arts instruction. **The district recommends that elementary schools provide a minimum of 120 minutes of arts instruction per week for all students.** This section examines elementary school performance on the instructional minutes and access to arts instruction criteria.

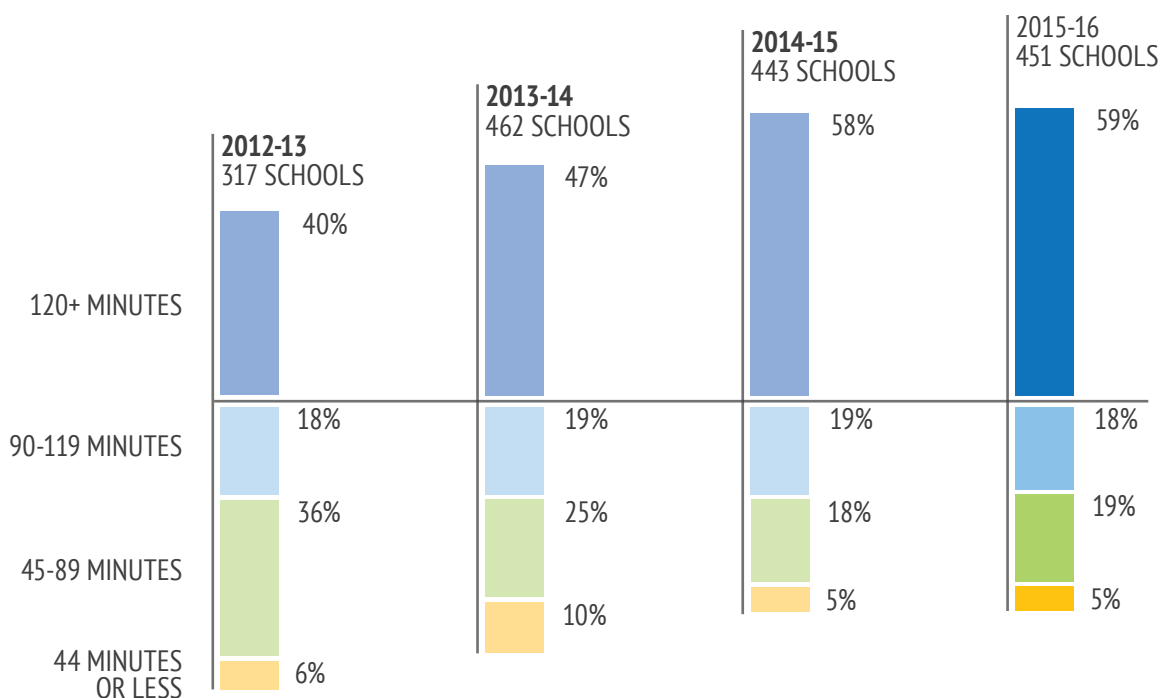


¹⁶The discussion in this section applies only to elementary schools; the high school-level measure of access that the Creative Schools Certification Process uses is discussed in the next section.

INSTRUCTIONAL MINUTES

In 2015-16, 59 percent of elementary schools excelled in terms of instructional minutes; they provided 120 minutes or more of weekly arts instruction. An additional 18 percent offered between 90 and 119 minutes, which is the requirement to be categorized as Strong in instructional minutes. Schools that offered between 45 and 89 minutes of arts instruction are categorized as Developing; 19 percent of elementary schools fell into this group. The remaining five percent of elementary schools

were categorized as Emerging, which means that students in these schools received fewer than 45 minutes of arts instruction per week. **As shown in the graphic below, over the four years of data collection, the percentage of elementary schools meeting the 120 minute requirement has increased considerably, with a seven percentage point increase in 2013-14 and an 11 percentage point increase in 2014-15. The increase this year was more modest.**



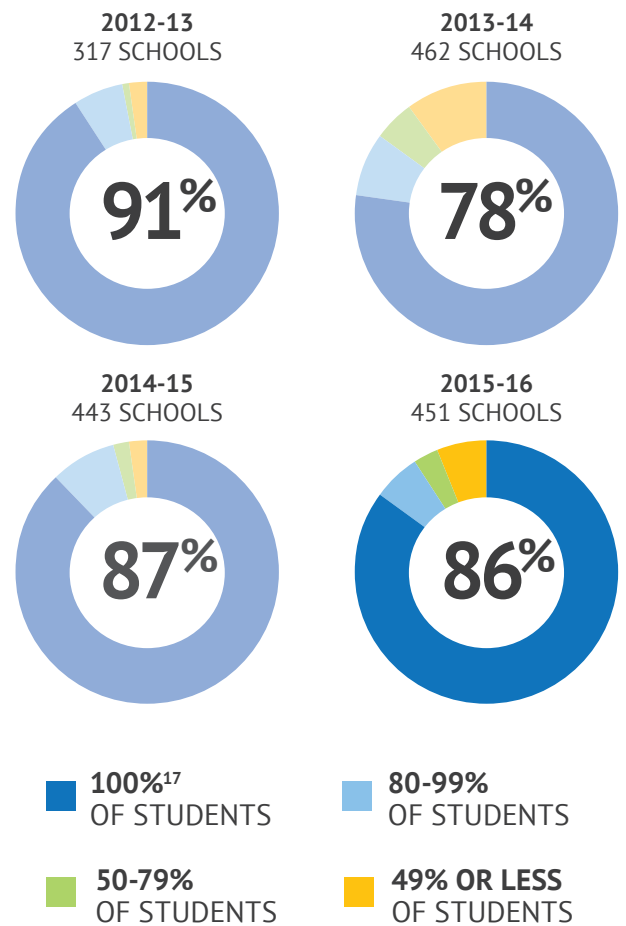
Most elementary schools continue to meet the goal of offering at least 120 minutes of arts instruction per week

the arts in CPS

INSTRUCTIONAL MINUTES AND ACCESS

ACCESS TO ARTS INSTRUCTION

Beyond understanding the number of instructional minutes that elementary students receive, it is important to ask what share of students have access to these minutes. The Survey this year shows that access to instruction remains high throughout the district, as has been the case for all four survey years. In 2015-16, across all grade levels, elementary schools provided access to arts education to an estimated 97 percent of their students. This level of access is the direct result of the fact that 86 percent of schools excelled by offering arts classes to all grade levels, while another six percent were categorized as Strong, offering access to 80-99 percent of students. The final two categories, Developing and Emerging, include schools that offer access to 50-79 percent and less than half of their students, respectively. In 2015-16, only 9 percent of schools were in one of these lower two categories.



The high rate of access to arts education for CPS elementary schools continued in 2015-16

INSTRUCTIONAL MINUTES AND ACCESS SUMMARY

Taken together, these findings on the amount of instruction in the arts offered in CPS elementary schools and the share of students that receive access to this instruction show that while elementary schools are likely to provide at least some arts instruction to nearly all students, they are not always able to offer the desired amount of exposure. Increasing the number of instructional minutes offered to students across the district may be the area with the most opportunity for future growth.

These findings about minutes and access also reveal an inconsistency. The data suggest that elementary school staffing levels have

continued to improve across the district. However, the minutes and access data presented in this section suggest that increase in staffing was not, in 2015-16, connected to an increase in minutes of instruction provided or in the share of students offered that instruction. One possible explanation is that, while the addition of media arts as a discipline this year led to an increase in the staffing numbers, the coursework these teachers were offering was already accounted for in previous years' surveys. Whatever the explanation, the inconsistency merits revisiting after another year of data collection.

¹⁷Percentage represents schools with 100% student access to arts instruction.

the arts in CPS

DISCIPLINES AND DEPTH

The rubric for high schools does not address instructional minutes because high schools track arts courses through credits, not minutes. Instead, the rubric measures the extent of arts instruction offered to students by counting the number of arts disciplines in which instruction is offered (e.g., visual arts, music, dance, etc.) and the depth of coursework offered in those disciplines (e.g., introductory, intermediate,

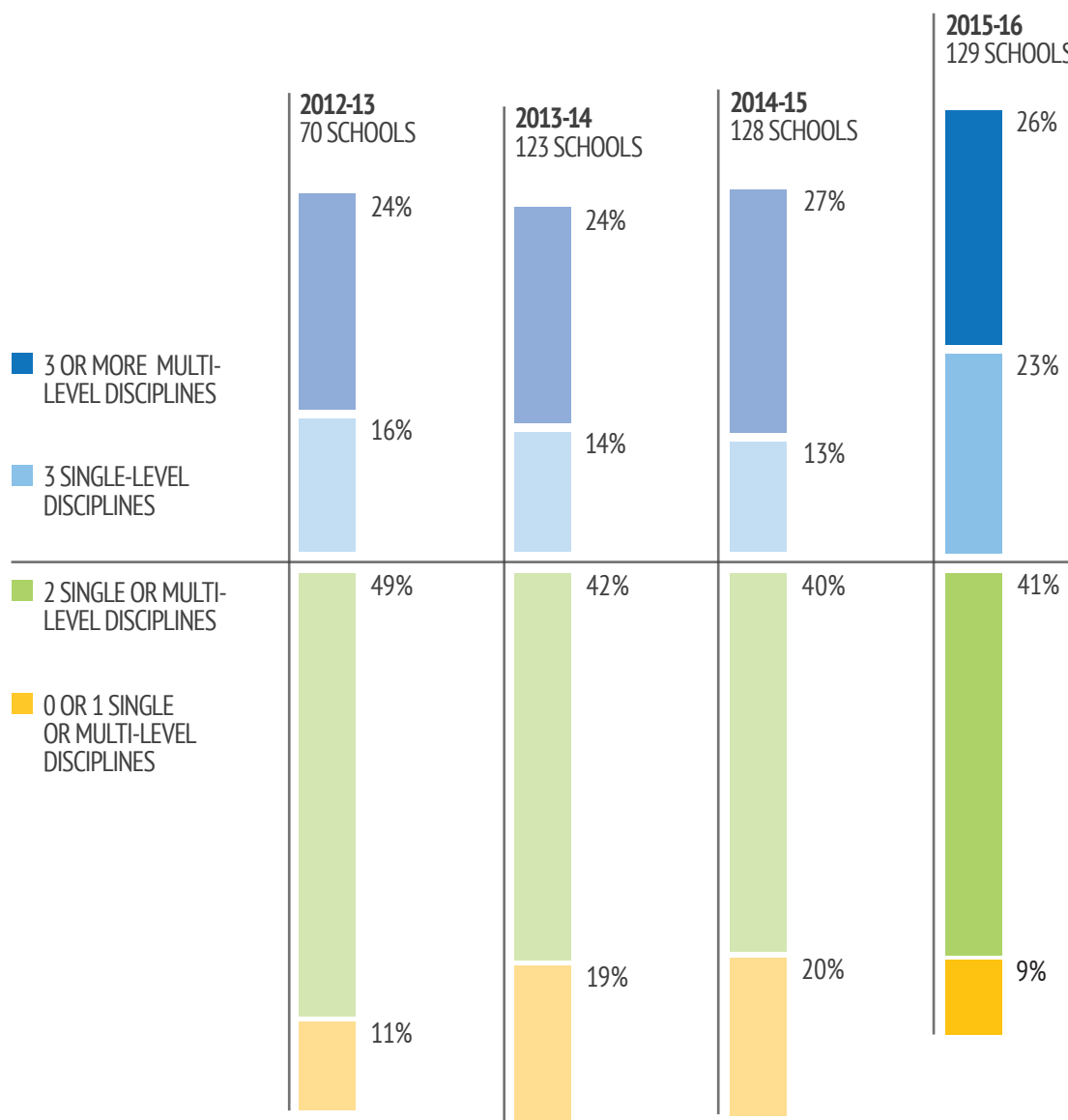
High schools are categorized as Excelling when they offer courses in at least three arts disciplines at multiple levels of study. Schools that offer three or more disciplines but do not offer multiple levels of study in those disciplines are considered to be Strong on this measure. Schools are considered to be Developing or Emerging if, regardless of the levels of study available, they offer coursework in fewer than three disciplines (two for Developing schools, zero to one for Emerging schools).

In 2015-16, for the first time, the share of schools that offer three or more arts disciplines was approximately as large as the share that offer two or fewer.

In 2015-16, for the first time, the share of schools that offer three or more arts disciplines was approximately as large as the share that offer two or fewer. Specifically, 26 percent of high schools excelled, offering at least three multi-level arts disciplines, while 23 percent offered three disciplines (not multi-level), 41 percent offered two arts disciplines, and nine percent offered one or none. Over four years of data collection, the largest share of high schools have consistently been categorized as Developing on this indicator in that they offer two disciplines. However, 2015-16 saw a 10

AP course options). This “Disciplines and Depth” indicator supports the CPS Arts Education Plan goal for CPS high schools to expand both the breadth and depth of arts programming available to students (Goals 1C and 2C).

percentage point increase in CPS high schools offering three arts disciplines, while the number of schools offering three or more disciplines with multi-levels remained stable. This increase in Strong schools may be due to the inclusion of media arts as a separate arts discipline, along with the hiring of media arts teachers.



In 2015-16, for the first time, about as many high schools offer three or more disciplines as offer two or fewer

the arts in CPS

DISCIPLINES AND DEPTH

The fact that a larger share of high schools has been categorized as Developing than any other single category is likely, in part, because offering two arts disciplines meets the minimum CPS high school graduation requirement.

Among high schools Developing in terms of disciplines and depth, 46 of 53 offered instruction beyond introductory classes.

Offering additional disciplines can have important implications for schools in other ways, as well. School leaders interested in adding instruction in a new arts discipline will need to identify and often modify a designated

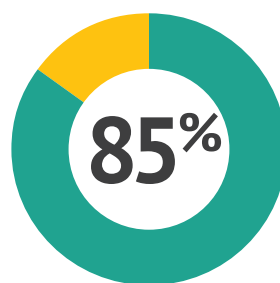
classroom space (e.g., room with a sink for visual arts, tiered floor and soundproofing for music, pliable floor for dance, stage for theatre, etc.). Introducing a new arts discipline to a school also often requires staff time and money spent on curricula, professional development, and supplies. Considering these factors, adding new arts disciplines to schools can be challenging by design—a reality reflected in the nearly 62 percent of high schools that have reported for three consecutive years, and have seen no change in the Disciplines and Depth indicator.

It is therefore worth noting that, among high schools Developing in terms of disciplines and depth, 46 of 53 offered instruction beyond introductory classes. In fact, several offer IB/AP or advanced classes. The current rubric design does not accurately capture the depth

of instruction available at these schools; Ingenuity is working with CPS to redesign the high school rubric.

The number of art disciplines a high school offers and the depth of instruction available directly relate to CPS graduation requirements. In 2015-16, CPS high school students were required to complete two arts credits in order to graduate. CPS adopted the CPS Arts Education Plan's recommendation to expand the eligible arts disciplines of visual arts and music to include all arts disciplines recognized in the State of Illinois. The Chicago Board of Education amended the graduation requirement in February 2016. As amended, students are still required to take two arts courses, but these can now be in any discipline—including two courses in the same discipline—to meet the graduation requirement.

While CPS high school students can now meet the graduation requirements with study in a single arts discipline, the district still requires each CPS high school to offer



Percentage of high schools that offered advanced classes in at least 1 arts discipline

at least two different disciplines so students can self-select their area of study. The new arts graduation requirements will apply to the entering Freshman class in the 2016-17 school year.¹⁸

¹⁸More information on the specific graduation requirements is available at: <http://cps.edu/Pages/Gettingtothenextgrade.aspx>

the arts in CPS

ARTS ASSETS IN SCHOOLS

In addition to arts staffing, minutes of instruction, and graduation requirements, the Creative Schools Certification also tracks elements essential to providing arts access in schools such as:

- Does the school have dedicated funding for arts education?
- Did any instructor or administrator have arts-specific professional development?
- Is arts integration used to facilitate learning in non-arts disciplines?
- Does the school maintain a partnership with at least one community arts partner?
- Does the school have student, parent, and community engagement in the arts through school-based exhibits, performances, volunteer opportunities, or community events?

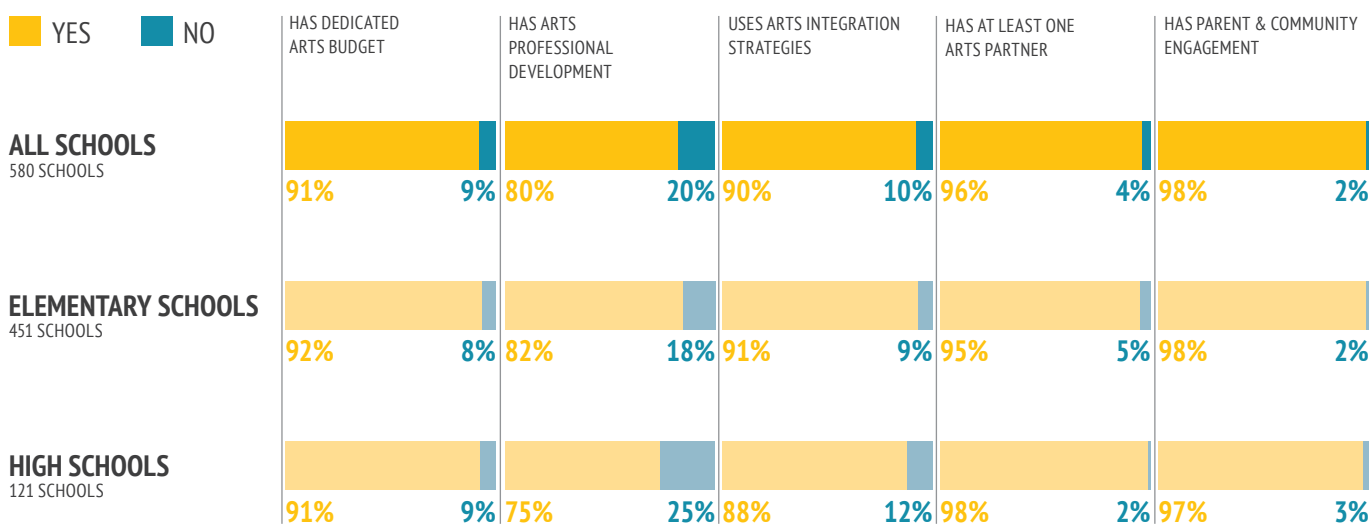
Schools' answers to these questions are important indicators of a quality school-level arts education program. They are therefore included in both the elementary school and high school rubrics.

In 2015-16, schools maintained high levels of achievement on each of these indicators. The highest percentage of schools reported having programs to engage parents and community members in arts education and having at least one community arts partner—98 percent and 96 percent of schools, respectively. Of these five arts assets, CPS schools were least likely to say that an instructor or administrator had participated in arts-specific professional development, 80 percent answering yes, a 4 percentage point decrease from 2014-15.

When comparing elementary schools to high schools across these arts assets, the most notable difference is the percentage of schools whose instructors took part in arts-specific professional development. In 2015-16, 82 percent of elementary schools and 75 percent of high schools reported that their instructors (arts or non-arts) had arts-specific professional development opportunities. The overall decrease in schools engaging in professional learning in the arts and the lower participation of high schools in these

activities is notable given the increased staffing levels described above and the higher numbers of arts instructors working in high schools versus elementary schools in particular.

Only 11 (two percent) of the 580 reporting schools' categories dropped due to their arts assets scores. Of these schools, three dropped from Excelling to Strong; three schools dropped from Strong to Developing; and five schools dropped from Developing to Emerging. These results demonstrate that Creative Schools Certification categories are predominantly determined by how schools perform on the staffing ratio, instructional minutes (elementary schools only), access (elementary schools only), and disciplines and depth (high schools only) criteria.



Nearly all schools have significant assets to support arts education

community partnerships

While the primary responsibility for arts instruction in CPS rests with credentialed arts instructors, community arts partners also play an important role in bringing the arts to students. Partners are meant to augment,

In 2015-16, a total of 579 active community arts partners served 96 percent of reporting schools in the district. This is the largest identified pool of active community arts partners for a single school year.

enhance, and reinforce arts instruction already in place at a school. The term “community arts partner” encompasses a range of education providers including individual

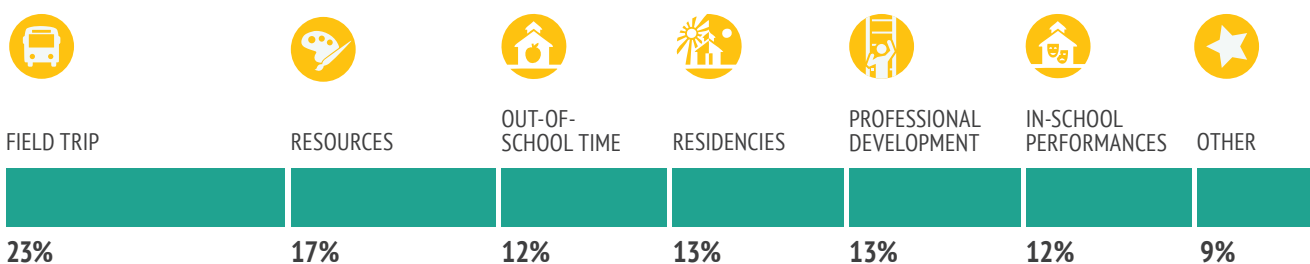
teaching artists, grassroots organizations, and large cultural institutions. Partnerships tracked through the Creative Schools Survey can take the form of long-term residencies, in-school performances, field trips, professional development, resources, and other types of programming.¹⁹

In 2015-16, a total of 579 active community arts partners served 96 percent of reporting schools in the district. This is the largest identified pool of active community arts partners for a single school year. The number of active arts partners in the system has grown each school year, ranging from 554 to 579 over the past three years.

Arts partners reported offering programs across all five arts disciplines, with 32 percent of partners providing music programs, 30 percent visual arts, 27 percent theatre, 21 percent dance, and 13 percent media arts. The

share of partners offering programs in theatre and dance are especially notable in light of the observation that theatre and dance instructors comprise only 12 percent of the arts instructors in the district.

As in previous years, arts partners continue to provide field trips, resources, out-of-school time programs, in-school performances, professional development, and teaching artist residencies. The distribution of program types remains nearly unchanged from previous years, with field trips accounting for nearly one-quarter of all arts programs and resources provided to schools and the remaining programs fairly evenly distributed among other program types.*



At 23% of all program types provided by partners, field trips continued to be the most common

¹⁹Partnerships are reported by CPS schools through the Creative Schools Survey and by community arts partners themselves through a parallel website called artlookpartners.com. The goal of using both data collections is to capture every instance of partner-provided arts instruction, professional development, curricular materials, and supplies.

*Refer to Glossary

community partnerships

Arts partners are diverse not only in their arts disciplines and programs offered, but also in their size and capacity to partner with CPS schools. Just over half of active arts partners in 2015-16 reported working with a single CPS school, in most cases offering more than one program type for that school.²⁰ Another 28

In 2015-16, 10 of the 579 active arts partners provided more than 30% of all reported partnerships.

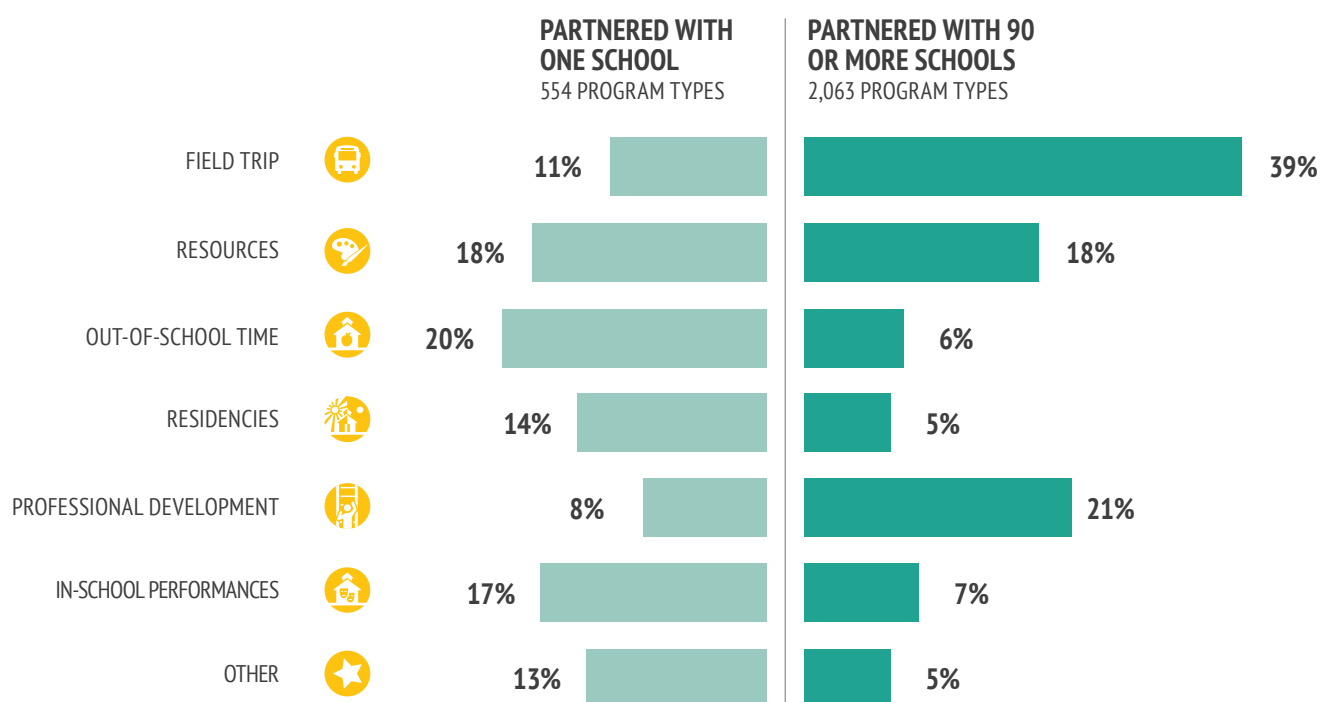
percent worked with 2-5 schools and just over 3 percent worked with 40 or more schools. This distribution has remained constant across all school years, even with slight variations in the number of active partners.

As was the case in years past, there were a small number of community arts partners that provided a sizable portion of reported partnerships. Significantly, in 2015-16, 10 of the 579 active arts partners provided more than 30 percent of all reported partnerships. These 10 partners each worked with more than 90 schools, again offering more than one program type for each of those schools.

The type of programming that partners offer, and perhaps also the nature of the relationship between schools and partners, can be quite different when partners are focused on a single school than when they are working with multiple schools. Comparing the partners that worked with a single school to the 10 partners that provided more than 30 percent of reported partnerships highlights this difference. Partners that work with a single school are much less likely than the more prolific partners to offer field trips and

²⁰The Survey collects data on program type offered, not number of programs in total. For example, a partner may conduct multiple field trips for a single school; in this analysis, those multiple field trips will be counted as a single program type.

professional development. As shown in the graphic below, 39 percent and 21 percent of the program types offered by the most prolific partners are field trips and professional development, respectively. In contrast, the comparable numbers among the partners that worked with a single school are 11 percent and 8 percent, respectively. For partners focused on a single school, on the other hand, out-of-school time (20 percent), in-school performances (17 percent), and residencies (14 percent) make up a larger share of the program types they offer than is the case among the more prolific partners (6 percent, 7 percent, and 5 percent, respectively).



Partners that work with one school provide more out-of-school time programs, residencies, and in-school performances to those schools

community partnerships

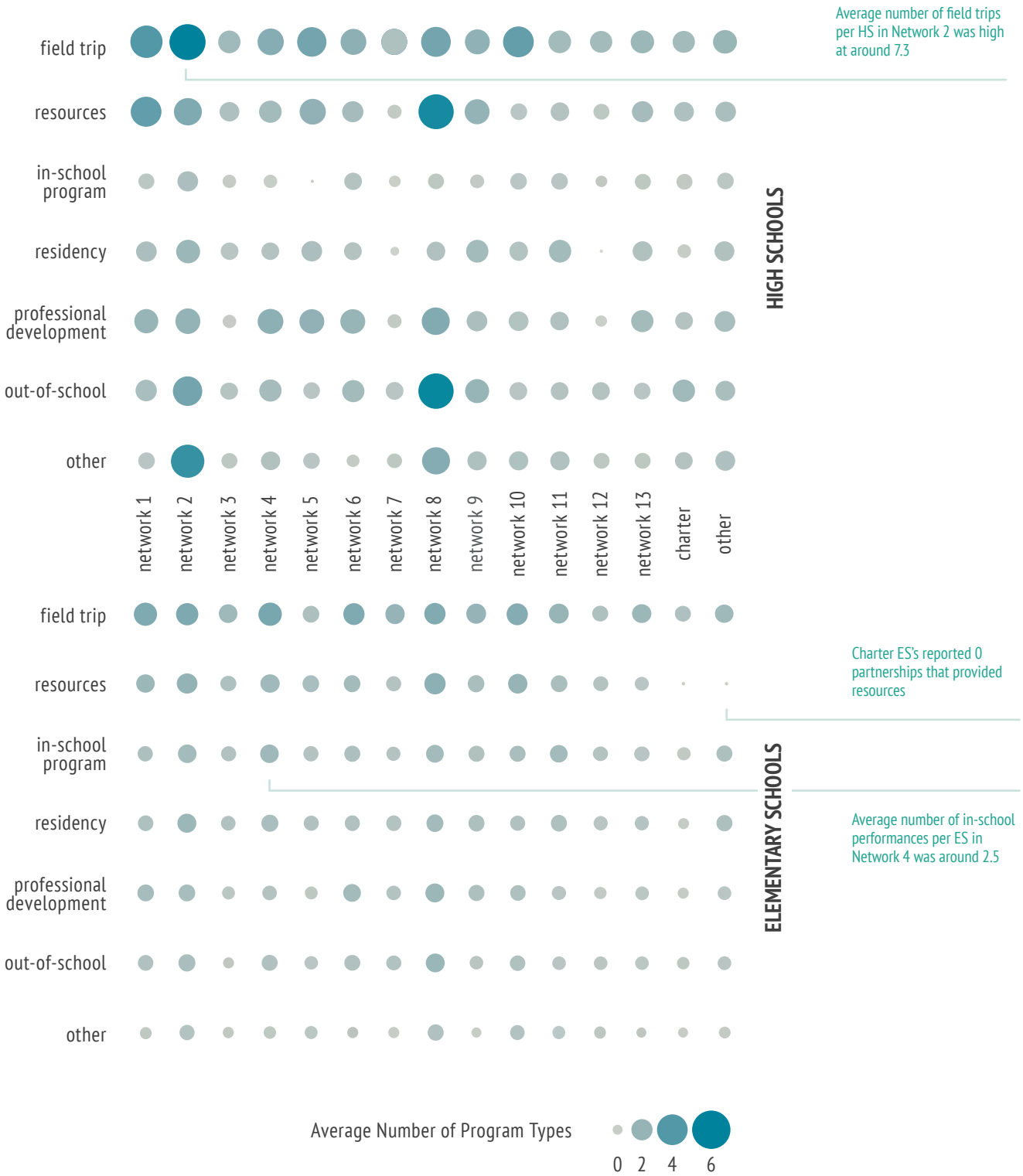
There are also some notable differences geographically and between high schools and elementary schools in the types of partner programs that are conducted in the district. Each row in the graphic on the next page shows the average number of each program type (Field Trips, Resources, In-School Programs, Residencies, Professional Development, Out-of-School Programs, and Other) that was conducted in the schools that make up each of the district's networks. Darker shaded circles indicate that the schools in that network enjoyed more of that type of partnership than did other networks. Lighter shaded circles indicate fewer programs of that type per school in the network.

The first notable trend is the difference between elementary and high schools in the number of program types that were conducted per school. On the whole, the circles in the high school graphic appear darker than those in the elementary school graphic. This trend is evidenced in the fact that, on average, high schools in the district had 15 program

types whereas elementary schools had 13 program types. The graphic also illustrates the trends described above in that field trips and resources are the two most common program types among both high schools and elementary schools.

Comparing columns in the graphic illustrates how these program types are distributed across the district. For example, in the elementary school graphic, the cell in the Out-of-School row and the Network 3 column is lightly shaded. This draws attention to the fact that, for the 19 reporting schools in this network, a total of only 13 Out-of-School program types were recorded. This contrasts with the 55 Out-of-School program types that were recorded for the 26 schools in Network 2. Across both elementary and high schools, Networks 2 and 8 tend to have the largest average number of program types, where Network 12 and Charter schools tend to have the fewest. A closer examination of this graphic may help schools and partners identify opportunities for the coming school years.

Partner program types differ geographically and between high schools and elementary schools



profile on partnership:

CHICAGO YOUTH SYMPHONY ORCHESTRAS' MUSIC PATHWAYS REDEFINES PARTNERS' PATHWAY TO SUCCESS

**By Joshua Simonds,
former executive director of CYSO†**

Successful partnership stories often follow a formula. An under-resourced school partners with a community arts provider and they form a relationship that grows and flourishes in perpetuity. We as community partners may foster this construct by thinking that if a school truly recognizes the impact of our work, a shift will be made in the school's priorities to put our programs at the center of their planning. However, I'd like to challenge us to see success in a variety of ways.

From 2012 to 2015, Chicago Youth Symphony Orchestras (CYSO) partnered with Holden Elementary School in the Bridgeport neighborhood of Chicago. The partnership was part of our Music Pathways Community Engagement Program, a three-year residency program engaging 1st through 4th grade classrooms at four Chicago Public Schools (CPS). The curriculum was specifically designed to introduce 3rd and 4th grade students to the basics of instrumental performance. We also focused

on professional development and arts integration, and provided live instrumental performances in each residency year.

When CYSO first started at Holden, the school did not have a music program. By the third year of our residency program, Holden's administration made the decision to invest in a full-time music teacher. In addition, a survey of parents and students led to the creation of a guitar program that now serves more than 100 students.

Holden's decision showed a positive shift in the school community's belief in the value of music education and its beneficial, long-term impact on children. While Holden had a strong interest in a continued partnership with CYSO, we acknowledged that our efforts and resources should be directed toward a new school where we might foster decisions similar to those made at Holden. After all, there are still CPS schools without an established music program, and it is important for those schools that we continue on to our next successful partnership.

†Joshua Simonds is now the executive director of Percussive Arts Society



funding

The greatest challenge in each CPS school remains balancing adequate financial resources to fulfill the CPS Arts Education Plan's staffing and instructional goals. Individual school budgets have been shrinking in recent years. Principals find themselves balancing arts staffing needs against other pressing staffing or capital needs. This challenge of resources is a common thread among many large urban districts.

School-by-school investments in the arts, including public monies such as federal Title I and state supplements to high-poverty schools, were earmarked by principals from their individual budgets along with student-based budget allocations to support arts education. Many schools have demonstrated a commitment to maintaining arts programs and staff by dedicating parts of their budget to the arts; 91 percent of schools maintained a dedicated arts budget.

Schools also reported taking measures to secure arts education funds additional to what was provided by the district. Resources like those collected through student council, Local School Council, or booster club fundraisers; outside grants such as Ingenuity's Creative Schools Fund; student fees; arts partner and parent donations; and other resources such as DonorsChoose are, for some schools, an important source of arts funding. Accurately assessing the amount of money raised through this wide array of sources, school-by-school, across the breadth of the district remains a challenge in the absence of a uniform or centralized tracking system.

**COMMUNITY FUNDERS
+ DISTRICT BUDGET
= \$148,120,399**

¹See Data Notes on p. 76-77 for details on how staffing data were calculated.

Each year, Ingenuity administers a survey of Chicago’s major institutional arts education funders, including foundations and corporations that provide grants and resources to CPS, individual schools, and community arts partners. The survey asked respondents to report on their last fully completed fiscal year, and included questions about where arts education funds were directed and the kinds of programs these dollars supported. The findings reported here are based on responses from 20 of these institutional arts education funders.

COMMUNITY FUNDERS

CREATIVE SCHOOLS FUND	\$2,401,404
DONATIONS TO COMMUNITY ARTS PARTNERS	\$7,003,005
OTHER FUNDING	\$1,073,000
DONATIONS TO SCHOOLS	\$377,360
DONATIONS TO DISTRICT	\$31,000

DISTRICT BUDGET

DEPARTMENT OF ARTS EDUCATION	\$1,535,133
SCHOOL DEDICATED ARTS BUDGET	\$8,316,637
INSTRUCTOR SALARIES AND BENEFITS	\$127,381,860†

Arts education funding streams from the community and from CPS

funding

Chicago-based foundations and corporations reported supporting arts education by donating \$8,484,365 in 2015-16 through grants directly to schools and the district, to community arts partners to support partner programs in schools, and by providing other funding. The addition of \$2,402,404 from Ingenuity's Creative Schools Fund brought the 2015-16 community investment in arts education up to at least \$10,886,769.

This is a decrease from \$12,594,990 in 2014-15.²¹ In part, this may be a result of a decrease in the number of funders that responded to the survey this year.

As has been the case in previous years, these institutional grants have largely supported out-of-school time programs, arts integration, residencies, and planning/curriculum development.

PROGRAM TYPE	PERCENTAGE (%) OF FUNDERS
OUT-OF-SCHOOL TIME PROGRAMS	60%
ARTS INTEGRATION	55%
RESIDENCIES/CURRICULUM & LESSON PLANNING ASSISTANCE	50%
PROFESSIONAL DEVELOPMENT	45%
FIELD TRIPS/IN-SCHOOL PERFORMANCES	40%
MATERIALS & SUPPLIES/ INNOVATION	25%
RESEARCH & EVALUATION/ STRATEGIC PLANNING	20%
ADVOCACY	15%

Percentage of funders supporting various arts program types

²¹The number reported here for last year's funding has been updated based on additional data that became available after the publication of the 2014-15 report.

CREATIVE SCHOOLS FUND

The Creative Schools Fund—created to fulfill the goals outlined in the CPS Arts Education Plan (Goals 6C and 6D)—is an external, independent grant-making fund administered by Ingenuity. The Fund serves as one of the Creative Schools Initiative’s supports, incentivizing schools to prioritize arts education. It is the only grant-making entity in Chicago solely dedicated to providing direct financial support to CPS schools for the arts.

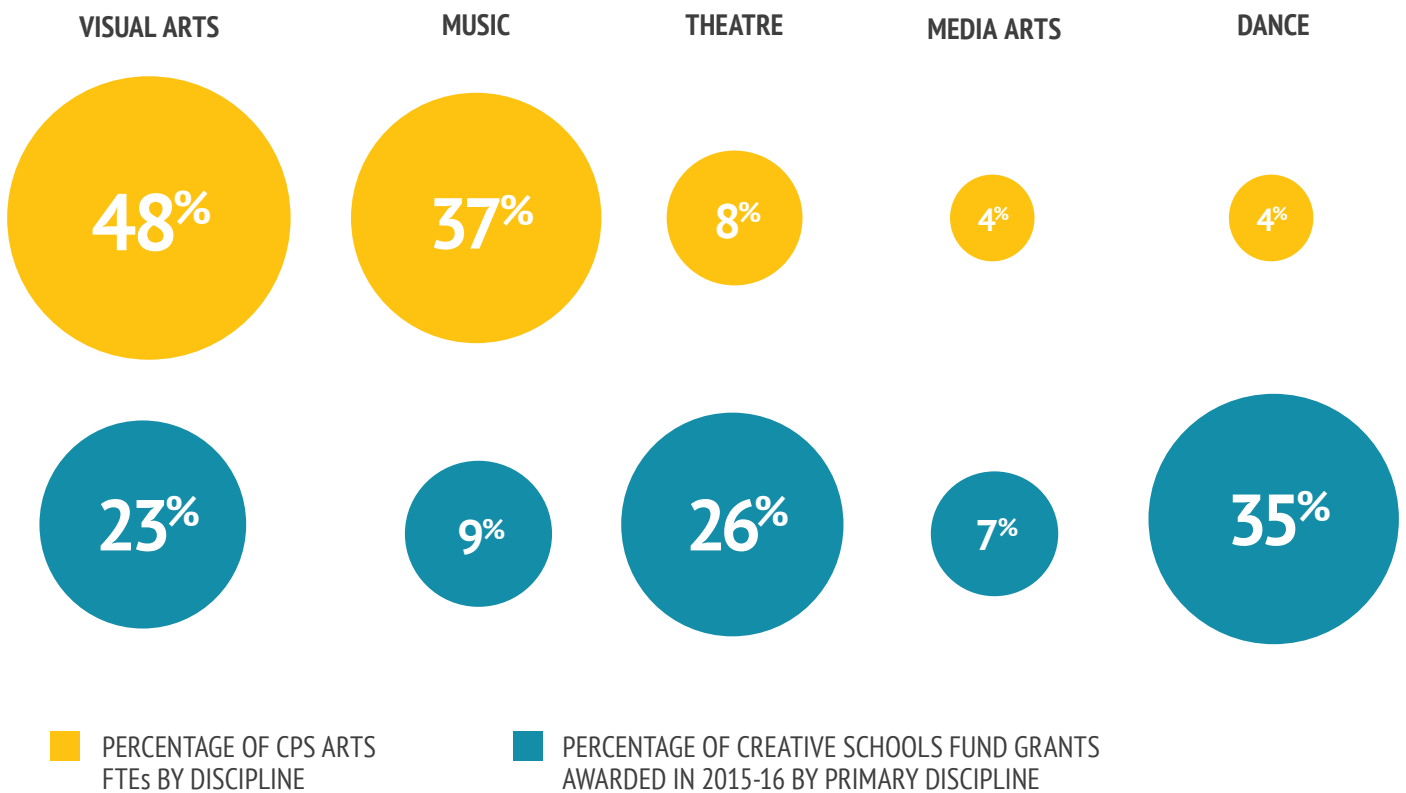
The Creative Schools Fund (CSF) directs funds to schools that have a principal-approved Arts Liaison and have received a category rating on the Certification. The Fund encourages collaboration among school leaders, Arts Liaisons, and classroom instructors, and supports instructor-designed programs.

Each participating school automatically receives Arts Essentials funds for arts materials and supplies. These schools are also eligible to apply for larger, competitive grants

to fund larger materials purchases, facility renovations that benefit arts instruction, and programs provided by community arts partners. In the past three years, Arts Essentials funds have ranged between \$500–\$2,000 per school annually. In 2015–16, the Fund disbursed \$812,000 in Arts Essentials to the 580 schools that completed a survey, and an additional \$1,590,404 in larger grants to 156 schools, mostly for work with partners to supplement and diversify the arts programs available to their students.

CSF grants between approximately \$5,000–\$15,000 were distributed across CPS networks and student grade levels. More than 25,000 students engaged in arts instruction with the support of CSF grants, an average of 156 students per grant. The majority of programs supported by CSF grants are in theatre and dance, which, as noted on the following page, are the disciplines for which there are fewer teachers in the district.

funding



Creative Schools Fund grants are most likely to support theatre and dance programs, disciplines that have the fewest arts FTEs



profile on the fund:

JULIAN HIGH SCHOOL'S AUDIO ACTIVISM PROJECT EMPOWERS AND ENGAGES STUDENTS

Located in the Washington Heights neighborhood on Chicago's far south side, Percy Julian High School attracts students with its career and technical education programs, as well as a strong commitment to providing quality educational opportunities in the arts. In recent years, students at Julian have been witnesses to Chicago's growing gun violence, including a double homicide on campus.

Going into the 2015-16 school year, faculty at Julian High School were determined to help students deal with the effects of these traumas. The school applied for a \$10,000 grant through the Creative Schools Fund for a program to help students explore and understand issues of violence in local communities. The grant was awarded and the school partnered with Street Level Youth Media to initiate the Audio Activism Project for 11th and 12th grade students.

The project began in the school's English classes, where students developed research skills, narrative techniques, and literary devices. Students then traveled to Street Level Youth Media's production studio and

learned lighting and film composition, poetic structure, storyboarding, sound mixing, and editing in order to bring their stories to life through music videos.

The Audio Activism Project allowed students to develop their own voices and find acknowledgment for their stories. It kindled students' enthusiasm for school and, in several cases, encouraged students to raise their grades enough to graduate on time.

One such student began coming to school with renewed energy and focus, and was able to turn around failing grades in all of his classes. His gift with lyrics and digital audio production made him a "superstar" among his peers, and as his learning was sparked, he became a different student—teachers observed him laughing and engaged in ways previously unseen. This student eventually raised his grades enough to graduate, including earning an A in English. Creative writing teacher Katherine Whittington said of the Audio Activism Project, "In a school and community best known for violence and loss, it was deeply empowering for students to shift that narrative."



CPS arts education plan progress






This report, like previous ones, provides an opportunity to reflect on the full complement of the CPS Arts Education Plan’s goals and recommendations. As noted in the introduction, the Plan includes recommendations across a broad spectrum of goals, not all of which are measured in the Survey. Using data from the Creative Schools Certification and additional findings, this section presents a broader assessment of progress on the Plan.

All of the goals have been at least partly achieved; some have been fully implemented. Some recommendations are more aspirational in nature; because

circumstances change, they must be revisited and implemented again each year. The Plan itself highlights that the recommendations under each of these goals are designed to be flexible; “They acknowledge that Chicago’s neighborhoods have a distinct history and voice and that no one model or solution will work for all schools.”²² And the same broad set of stakeholders who assisted in the Plan’s formulation acknowledge the time required for a systemic change of the kind the Plan envisions. The graphic below examines the progress that has been made on all recommendations in the Plan, as well as the areas of opportunity for future improvement.

Progress Update Definitions



-  **ongoing** Policy-level support for these recommendations is in place, but their on-the-ground implementation varies by school and by year, depending on local circumstances; realization of the intent behind these recommendations can therefore never be truly said to be “complete.”
-  **in process** The creation of policy-level support at the district, state, or federal level for these recommendations is in progress. When that support is in place, on-the-ground realization of the recommendations’ intent will vary from one school to the next and from one year to the next.
-  **partially implemented** These recommendations are also focused on creation of policies and programs; the policies and programs are partially in place.
-  **fully implemented** These recommendations are focused on creation of policies and programs; the policies and programs are now in place.
-  **not applicable**

goal 1

policy

Create district-level policies that support the arts in every child's Pre K–12 education experience and create conditions throughout the district that utilize the arts to support student success.

The Board of Education's approval of the Plan immediately set the recommendations of this Goal into action, and, as examined throughout this report, considerable progress has been made on implementing them on the ground. That said, each year, each school's capacity to see the recommendations through is dependent on annual budgets, course scheduling, and competing priorities. With that in mind, all but recommendation C are considered ongoing.

A

Make arts a core subject by dedicating 120 minutes of arts instruction per week for elementary schools.

B

Expand the number of arts forms offered to include visual arts, music, dance, and theatre at all grade levels.

C

Expand high school graduation requirements to include all four Illinois recognized art forms.

D

Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio such as one instructor for every 350 students.

E

Identify and activate an Arts Liaison in every school and network for improved coordination and communication in the arts.

goal 2

arts curriculum, instruction, and assessment

Ensure district arts curriculum, instruction, and assessment are consistent, support arts learning pathways from Pre K–12, and utilize both direct arts instruction and arts integration strategies.

District policies and assessments shift as circumstances in the state, city, and district change. Most of the recommendations under this goal are directly connected to state and federal policies that are currently in the implementation and planning phases. Recommendation D is no longer applicable, as the CIWP is no longer tied to a school's budget, and thus is not a strong indicator of a school's prioritization of the arts.

A

Map and align arts curriculum to the Common Core State Standards in order to support high school graduation, college entry, college graduation, and career readiness.

B

Align the Chicago Guide for Teaching and Learning in the Arts to the forthcoming Core Arts Standards.

C

Add additional art forms (i.e. media arts) to the curriculum in the Chicago Guide.

D

Require that the arts be represented on each school's Continuous Improvement Work Plan (CIWP).

²²The Chicago Public Schools Arts Education Plan 2012–15: Bringing the Arts to every Child in Every School. Chicago: Chicago Public Schools, 2012.

CPS arts education plan progress

goal 3 capacity building

Provide relevant professional development for all stakeholders to build their capacity for improving student learning in and through the arts, and develop strategies to address the district's challenges to arts education.

Professional learning opportunities for community providers and principals have been increased and enhanced since the Plan's inception; sustaining these increases will require continued effort and support. Increasing professional development opportunities for arts instructors has been more challenging because of changes in state law and because of the limited time available for such efforts.

A

Create a system for identifying professional development needs and growth areas in the arts.

B

Offer consistent and relevant professional development to all CPS stakeholders, including instructors, principals, chiefs of schools, parents, and community arts partners.

C

Develop a Creative Schools Certification to provide school- and network-level guidelines and structures that will support principals planning for and implementing the arts both in and out of their school day.

D

Identify opportunities to tie arts education to college and career readiness as well as workforce standards.

E

Write and disseminate School Leadership Guide in the Arts to establish a common vocabulary and understanding in the arts.

goal 4 partnership

Facilitate and support strategic partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.

Through tools such as artlook Map and learnings like the Summits that bring teachers together with partners, Ingenuity is addressing the facilitation of strategic partnerships. Quality indicators are currently being developed through a year-long Quality Initiative that includes intensive community outreach.

A

Design and implement a request for proposal process that supports and elevates the quality of programs provided by arts partners and independent teaching artists.

B

Match at least one community arts partner to every school in collaboration with an arts, classroom, or other content area instructor.

C

Design and implement a coordinated public/private strategy that will improve delivery of resources, opportunities, and partnerships at the school level through Arts Liaisons.

goal 5

data-driven decisions

Build a sustainable system infrastructure to track, analyze, and disseminate standardized data on arts instruction and programming.

Ingenuity's artlook Suite collects and disseminates data on the arts in schools, as well as community arts offerings. Efforts to create arts indicators that can be used to measure school success, as well as efforts to build capacity to communicate arts learning outcomes via assessments, are in progress; progress on both fronts can be expected to increase when the Illinois Arts Learning Standards and the new federal Every Student Succeeds Act are implemented in 2018-19.

A 

Create a system to track elementary school-level arts data.

B 

Include the arts on measures of school success (i.e. principal evaluations) and in internal tracking mechanisms (i.e. staffing, courses, and additional benchmarks).

C 

Measure reach, implementation, and effectiveness outcomes of arts partnerships, so schools can determine "quality" partnerships.

D 

Integrate the arts into the school scorecard with multiple indicators, FAQs, an information portal, and a summary of data.

E 

Create an assessment system that qualitatively and quantitatively captures, measures, and communicates arts learning outcomes and that recognizes the uniqueness of arts and student learning.

goal 6

across all priorities

Ensure adequate and sustainable arts education funding is equitably distributed across the district and additional funds are available to support arts innovation and school action plans.

Funding from the Creative Schools Fund and the district have become an important part of how schools plan and budget for arts education alongside their other priorities each year. Requiring schools to maintain an arts budget has gotten more difficult as the district and the city struggle through some of the most difficult budget challenges in CPS history.

A 

Require each school to maintain a budget for the arts set at a minimum percent of each school's overall budget or a per-pupil or per-art formula.

B 

Establish a district fund to provide all schools with adequate material and resources.

C 

Create an external Arts Expansion and Alignment Fund to support schools directly for external partnerships that are in addition to certified arts staff.

D 

Develop and maintain external funding streams via previously untapped sources such as corporate and public donation.

conclusion

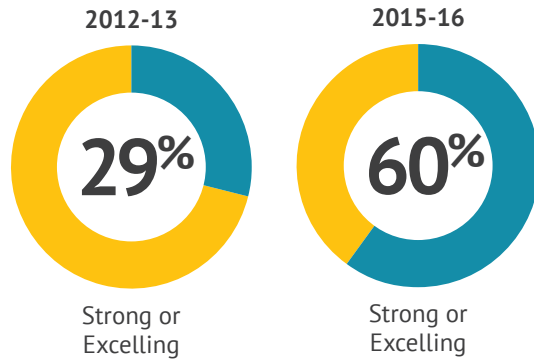
Over four years of study, CPS schools have found ways to improve on their ability to bring arts instruction to their students. Overall, this improvement continued in 2015-16. Arts instructor staffing levels district-wide appear to be on a growth trend, which is encouraging news, especially in light of the fiscal difficulties currently facing the district. High schools reported making more arts disciplines available to their students, and this year marked a new high in the total number of identified community arts partners helping bring the arts to CPS students.

This report also highlighted areas for continued vigilance. Improvement gave way

to a leveling off on some measures of how the arts are provided to students. All schools are not yet meeting the recommended instructor-to-student ratio of 1:350; there is room for growth in the number of instructional minutes offered to elementary school students; and teachers appear to be receiving fewer professional development opportunities. While ongoing fiscal uncertainty at CPS creates instability regarding all aspects of students' education, including their arts education, the Plan can guide strategic decision-making to help achieve the goal of ensuring that every CPS student has access to a quality education that includes the arts. Achieving this goal will require continued attention and commitment.

- **107% increase** in the percentage of CPS schools rated Strong or Excelling

- 29% in 2012-13 to 60% in 2015-16



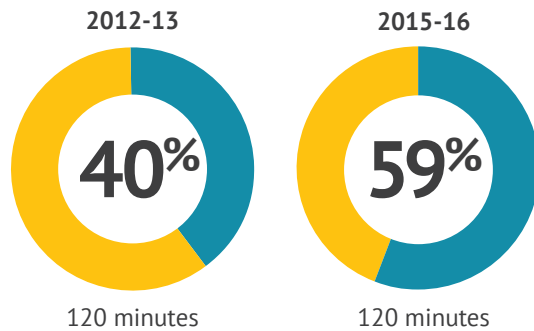
- **30% increase** in the percentage of CPS schools meeting the recommended instructor-to-student ratio of 1:350

- 56% in 2012-13 to 73% in 2015-16



- **48% increase** in the percentage of CPS elementary schools providing 120 minutes of weekly arts instruction, on average

- 40% in 2012-13 to 59% in 2015-16



- **8% increase** in the percentage of CPS high schools that offered 3 or more multi-level arts disciplines

- 24% in 2012-13 to 26% in 2015-16





chicagooperatheater

FIELD TRIP

10/14/14

appendix

REFERENCES

Carlos Patiño and Cathleen Andes (New Field Elementary School), interview by Tom Bunting, September 2016.

Chicago Public Schools, 20th Day Membership file, School Year 2015-16. Raw data. Chicago Public Schools, Chicago. <http://cps.edu/schooldata/Pages/SchoolData.aspx>.

Chicago Public Schools Talent Office, Budget and Talent File. 15 June 2013. Raw data. Chicago Public Schools, Chicago.

Chicago Public Schools Talent Office, Budget and Talent File. 5 October 2015. Raw data. Chicago Public Schools, Chicago.

Chicago Public Schools Talent Office, Budget and Talent File. 5 October 2015. Raw data. Chicago Public Schools, Chicago.

“CYSO’s Music Pathways redefines partners’ pathway to success,” *Ingenuity’s Profile in Partnership* blog. ingenuity-inc.org

“Getting to the Next Grade.” Chicago Public Schools. <http://cps.edu/Pages/Gettingtothenextgrade.aspx>.

Illinois Arts Learning Standards Initiative. <http://ials-dev.sitedev.space/>.

Ingenuity artlook Partners data on 579 active partners and 1,102 total partners. 9 August 2016. Raw data. Ingenuity, Chicago.

Ingenuity artlook Schools data on 591 Chicago public elementary and high schools (2015-16 Creative Schools Survey). 21 July 2016. Raw data. Ingenuity, Chicago.

Ingenuity survey of 20 Chicago arts funders. 8 August 2016. Raw data. Ingenuity, Chicago.

Percy L. Julian High School, 2015-16 Creative Schools Fund Grant Report. Chicago, IL: Ingenuity, 26 June 2016.

State of the Arts in Chicago Public Schools: Baseline Report 2012-13. Chicago: Ingenuity, 2014.

State of the Arts in Chicago Public Schools: Progress Report 2013-14. Chicago: Ingenuity, 2014.

State of the Arts in Chicago Public Schools: Progress Report 2014-15. Chicago: Ingenuity, 2016.

The Chicago Public Schools Arts Education Plan 2012-15: Bringing the Arts to Every Child in Every School. Chicago: Chicago Public Schools, 2012.

appendix

DATA NOTES

This progress report utilized multiple data sources to examine the 2015-16 school year. The lead data source was Ingenuity's artlook™ suite—a set of data systems that collect and track information on CPS instructor-based and community arts partner-provided arts programming across Chicago Public Schools.

CPS arts instructors and other school employees volunteer as Arts Liaisons to collect and report on the inventory of arts programming assets within their schools. This information on instructors, instructional minutes, disciplines offered, and budget, among many other data points, is collected via Ingenuity's artlook™ Schools site. This data directly informs each school's Creative Schools Certification (CSC) category, which appears on their annual, publicly available report card each fall. In the 2015-16 school year, 88 percent of CPS schools completed the Creative Schools Certification survey in full, maintaining the significant participation increase from the baseline year (the response rate in 2012-13 was 57 percent; the rate has stayed near 88 percent each year since then).

External arts program providers, which include museums, cultural institutions, community-based

organizations, and individual teaching artists, report their partnership and programming information via artlook™ Partners. The Schools and Partners sites populate Ingenuity's artlook™ Map. The Map assists the public in understanding the landscape of arts offerings across the district and allows for the opportunity to identify gaps within the system.

DATA REVIEW PROCESS

CPS Arts Liaisons

Arts Liaisons enter data on their school's arts assets into Ingenuity's artlook™ Schools site. Once data is reviewed by the Arts Liaison and submitted through the site, raw data and a preliminary rubric report are emailed to the Arts Liaison and the principal for record keeping.

Ingenuity

Ingenuity checks all information entered into artlook™ Schools based strictly on process-oriented data validation rules and parameters (e.g., no minutes are reported but student access is listed at 100 percent). If new community arts partners are reported, Ingenuity performs research to verify the legitimacy of the organization. Occasionally, requests are made to the partners and/or Arts Liaisons for additional information and program details. Community arts partners who have yet to be reviewed are not counted in the

school's rubric, but are stored in a pending file. If confirmed, the partner is added to Ingenuity's list of vetted partners. If the organization does not meet the criteria for a partnership, it is deleted and the Arts Liaison is notified.

CPS Department of Arts Education

Ingenuity provides all data-reviewed Creative Schools Certification categories to the CPS Department of Arts Education. The Department reviews the Survey responses for each school and flags concerns. Ingenuity and the Department then follow up with individual schools, as appropriate, to confirm or correct any Survey responses.

Staffing Files

Ingenuity updated its process for reviewing and cross-referencing staffing data this year. First, Ingenuity obtained from CPS two Budget and Talent files: one from the 20th day of enrollment and another from May 6th of the same school year. Ingenuity then matched the CPS and Creative Schools Certification staffing data sets. For the vast majority of entries, the data aligned across the three sources. If CPS identified an arts instructor who did not appear in the Creative Schools Certification data set, Ingenuity included that teacher. Similarly, arts instructors identified only in the Creative Schools Certification data set, but not on file with CPS, were also included.

This new approach offers two advantages. First, matching the data sets in this way allows for more accurate school-level reporting. For example, there were cases of schools reporting an arts instructor as working full time, when in reality the teacher worked half-time for one school and half-time for another. The process described here allowed Ingenuity to make adjustments to reflect these types of cases.

Second, including data from the CPS Budget and Talent files allows Ingenuity to understand arts staffing levels even at those district-operated schools that did not participate in the Survey. Including these data provides a more accurate picture of arts education staffing across the district.

Ingenuity also checked the three data sets described above against the Illinois State Board of Education's (ISBE) Educator Licensure Information System (ELIS). This made it possible to research the certifications and credentials of arts instructors in CPS, and to confirm the specific arts disciplines these instructors were credentialed to teach.

CPS Principals

The CPS Department of Arts Education contacts school principals for further clarification on any unresolved issues, correcting staffing numbers as appropriate.

School/Partner Cross-Check

All school partnerships reported by community arts partners are cross-referenced with data reported by the schools for discrepancies. The artlook™ Partners and artlook™ Schools data systems provide a transparent view of partnerships to both parties—organizations can see the partnerships reported by any given school and vice versa—and both are encouraged to confirm that the data entered are correct.

Public Review

The artlook™ Map is populated by the data entered by both partners and schools as mentioned above. This website provides another opportunity for review by schools and partners, as well as the opportunity for public scrutiny.

appendix

GLOSSARY

Adjusted Average

For the purposes of this report, “adjusted average” refers to the average taken from those schools whose data falls within two standard deviations of the mean. Schools with data points beyond these boundaries are known as outliers and have data significantly higher or lower than the average. Outlier schools have been removed from analyses in order to offer an accurate picture of school practices.

Arts Integration

The meaningful connection of essential content in an arts discipline subject and essential content in another subject area such that student achievement in both subject areas increases.

Arts Liaison

A school staff member nominated by the principal to serve as the school’s voluntary arts leader and champion. Arts Liaisons help coordinate and plan all school arts instruction and share information via *artlook* Schools on community arts partners, school budgets, arts staffing, planning, and resources.

***artlook*® Suite**

The Ingenuity-created data suite of services made up of Schools, Partners, and Map. The *artlook* Schools system collects each CPS school’s number of arts instructors, community arts partnerships, disciplines taught, and relevant budget data. The *artlook* Partners system collects data from community arts partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook* Map, an interactive online tool for the public to view all reported arts education-related activities.

Charter School

A public school open to all Chicago children that is approved by the Chicago Board of Education but operates independently from the Board and from other charter schools.

Chicago Public Schools (CPS) Arts Education Plan

A three-year plan approved in fall 2012 that made arts a core subject and recommended, among other initiatives, that elementary schools provide 120 minutes of weekly arts instruction and that high schools offer credits in at least two arts disciplines.

Community Arts Partner

Any one of a broad spectrum of program providers ranging from an individual teaching artist working with a single school, to grassroots and large nonprofits working with one to 150 schools, to major cultural institutions such as the Chicago Symphony Orchestra, which works with nearly 200 schools. Community arts partners might also include providers of arts education resources—mostly in-kind donations of materials and supplies, exhibition space, volunteers, and so on.

Common Core State Standards

New standards adopted by 46 states, including Illinois, that outline a higher bar for what students must know in order to succeed in college and careers.

Contract School

Public schools open to all CPS students and operated by private entities—community organizations, foundations, educators, and universities. Each has a curriculum, calendar, schedule, and admissions procedure that may differ from those of other public schools.

Core Subject

A body of knowledge that all students are expected to learn and is not an elective subject.

Creative Compass Program

A program which helps Emerging schools move up the Creative Schools Certification ladder, increase leaders’ knowledge in the arts, and receive ongoing support for building more robust arts programs. School principals from Emerging schools are paired with principals from Excelling schools, who share best practices as well as effective and innovative real-life models for arts planning and implementation. As a result, the Emerging schools’ principals build strategic partnerships, increase resources, and receive direct support in making arts-based decisions through one-on-one technical assistance.

Creative Schools Certification (CSC)

Identifies the level of arts instruction provided in each CPS school based on data regarding staffing, minutes of instruction, budget, culture, and partnerships.

Creative Schools Certification Categories

Excelling (Category 1)

Schools that meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Strong (Category 2)

Schools that nearly meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Developing (Category 3)

Schools that occasionally meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Emerging (Category 4)

Schools that rarely meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Incomplete Data (Category 5)

Schools in which data is incomplete to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction Partnerships, Community and Culture, and Budget and Planning.

Creative Schools Fund

Provides grants directly to schools and supports their progress along the Creative Schools Certification continuum. The Fund does not accept applications for programs designed to replace credentialed arts instructors in the classroom.

Creative Schools Initiative

A partnership between Ingenuity and CPS to ensure every public school student receives a well-rounded education that includes the arts.

Credentialed Arts Instructor

An educator authorized by the state to teach visual arts, music, dance, or theatre. Currently, the State of Illinois issues certification for arts instructors with qualifications in visual arts and music. Credentialed theatre and dance instructors hold Illinois teaching certificates in a subject or grade level as well as a credential in their respective arts discipline.

Dance

A student's dance education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.

District-Run School

A public school managed by the Chicago Public Schools central office. Among other commonalities, these schools share an academic calendar, discipline code, and budgeting procedures.

Field Trip

A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts-related education experience or performance.

FTE (Full-Time Equivalent)

A unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

In-School Performance

An external arts organization comes into a school to provide a single-day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body.

International Baccalaureate

A continuum of high-quality educational programs that encourage international-mindedness and a positive attitude toward learning.

Local School Council

The body which has been established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of parents, community residents, school staff members, and principals.

Magnet Cluster Schools

More than 100 specialized neighborhood schools that focus their curricula on one of four subject areas: fine and performing arts, world language, International Baccalaureate, or technology. Fine and performing arts magnet cluster schools integrate the arts into all subject areas.

Music

A student's music education experience may include, but is not limited to, general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) music theory, technology composition, songwriting, piano lab/music keyboards, International Baccalaureate (IB) music, music history, marching band, drum line, multicultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.

National Core Arts Standards

National standards for arts that are designed to align with Common Core State Standards.

Other Services

External community arts partner services not captured in traditional arts programming categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).

Out-of-School Time Program

Any programming in which CPS youth participate outside of the traditional school day.

appendix

GLOSSARY

Professional Development

Training for instructors and/or administrators that enables staff to learn more about developing arts-based lessons and best practices; often customized to serve specific classroom interests and goals.

Residency

An artistic program within a given school in which a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.

Resources

An external provider supplies physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). Does not include grants or granting agencies as partners.

Rubric

A performance-scoring scale that lists multiple criteria for performance and provides values for performance levels, such as numbers or a range of descriptors from excellent to poor.

Selective Enrollment

Chicago public elementary and high schools that require testing as part of the admissions process.

Sequential (in the context of arts education)

Occurring year-to-year from grades K-12.

STEM Program

A program that focuses on science, technology, engineering, and mathematics.

Student-Based Budgeting

The practice of assigning dollars to schools based on a per-student formula. This is a shift from traditional budgeting, which assigns dollars to schools in the form of numbers of instructor positions on the basis of student enrollment. Under student-based budgeting, schools have more flexibility to determine how they spend their money and bear the direct cost of paying for instructors.

Supplemental General State Aid

Illinois state education funds targeted to support low-income students. In Chicago, schools budget these funds at their own discretion.

Tax Increment Financing (TIF)

A special tool that a municipality can use to generate money for economic development in a specific geographic area. To determine whether an area is eligible, the city hires a consultant to conduct an eligibility study of the proposed TIF. If the area meets the state standards, the consultant conducts a study of the area and writes an overview of the development priorities for the area and how TIF dollars will be spent during the TIF's 23-year lifespan. TIFs allow a city to reinvest all new property tax dollars in the neighborhood from which they came for a 23-year period. The "new" revenues arise if new development takes place in the TIF district, or if the value of existing properties rises, resulting in higher tax bills. These funds can be spent on public works projects or given as subsidies to encourage private development.

Theatre

A student's theatre education experience may include, but is not limited to, acting, theatre, film acting and film making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) theatre.

Title I Funds

Federal monies given to school districts to provide extra support for low-income children. Federal law requires districts to prioritize the funds for their highest-poverty schools. In Chicago, schools budget these funds at their own discretion.

Visual Arts

A student's visual arts education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.



Lyric Opera Elementary Residency at Skinner West, photo by Kyle Flubacker

elementary schools rubric

How is my school's creative schools certification determined?

Each school's Arts Liaison completes a survey that inventories the arts education programming assets within the school. Responses are then used to determine the school's Creative Schools Category.*

phase 1 arts liaison enters preliminary criteria

STAFFING
Ratio of arts instructors to students and number of full-time-equivalent (FTE) arts instructors.

● 0 FTE | ● 0.5 FTE | ● 1 FTE | ● 1 FTE/350 STUDENTS

MINUTES OF INSTRUCTION
Average minutes of instruction per week throughout the school year.

● 44 MINUTES AND BELOW | ● 45-89 MINUTES | ● 90-119 MINUTES | ● 120+ MINUTES

ACCESS
Percentage of grade levels having access to art classes.

● 49% AND BELOW | ● 50-79% | ● 80-99% | ● 100%

CATEGORY 5	CATEGORY 4	CATEGORY 3	CATEGORY 2	CATEGORY 1
incomplete data	emerging	developing	strong	excelling

phase 2 arts liaison answers five questions

BUDGET
Does the school dedicate funding to the arts?

PROFESSIONAL DEVELOPMENT
Do instructors have arts-specific PD during the school year?

ARTS INTEGRATION
Does the school utilize arts integration strategies?

PARTNERSHIPS
Does the school collaborate with at least one external community arts partner?

PARENT/COMMUNITY ENGAGEMENT
Does the school have exhibits, performances, or volunteer opportunities for students, parents, and the community?

Calculate Final Category

If a school answers YES to three or more Phase 2 questions, it keeps its score from Phase 1. This is its final Category Rating.

PHASE
1 + 0










If a school answers NO to three or more Phase 2 questions, it must add one to its Phase 1 score. This becomes its final Category Rating.

PHASE
1 + 1

2015–16 LIST OF ELEMENTARY SCHOOLS AND CERTIFICATION CATEGORIES

The CPS Creative Schools Certification is a quantitative examination of the resources dedicated to arts education in each Chicago public school that was launched in 2012–13. The Elementary School Certification takes into account the levels of staffing, minutes of instruction, student access and other additional criteria such as budgeting and community partnerships. Each school's Arts Liaison reports data specific to his/her school annually, and that information is then vetted against additional data sources including District budget files and partner data.

The following details the arts resources at each CPS Elementary School as they existed in the 2015–16 school year. Schools are listed in alphabetical order by their common name, underneath which is their formal school name. Schools that did not complete the Creative Schools Survey are listed below as having "Incomplete Data." In a small number of cases, schools in this category may have shared some data, but because their Surveys remained incomplete, the veracity of these data could not be verified. Therefore, these schools are listed as having incomplete data across all of the CSC criteria.

CPS Elementary Schools	Creative Schools Category	Staffing	Minutes of Instruction	Access	Budget	Professional Development	Arts Integration	Partnerships	Parent/Community Engagement
									
ADDAMS <i>Jane Addams</i>	Developing	●	●	●	●	✓	✓	✓	✓
AGASSIZ <i>Louis A Agassiz</i>	Excelling	●	●	●	●	✓	✓	✓	✓
AHS - PASSAGES <i>Asian Human Services - Passages Charter School</i>	Excelling	●	●	●	●	✓	✓	✓	✓
ALBANY PARK <i>Albany Park Multicultural Academy</i>	Excelling	●	●	●	●	✓	✓	✓	✓
ALCOTT <i>Louisa May Alcott</i>	Strong	●	●	●	●	✓	✓	✓	✓
ALDRIDGE <i>Ira F Aldridge</i>	Incomplete Data	●	●	●	●	✗	✗	✗	✗
ARIEL <i>Ariel Community Academy</i>	Excelling	●	●	●	●	✓	✓	✓	✗
ARMOUR <i>Phillip D Armour</i>	Strong	●	●	●	●	✓	✓	✓	✓
ARMSTRONG G <i>George Armstrong International Studies</i>	Excelling	●	●	●	●	✓	✓	✓	✓
ASHBURN <i>Ashburn Community</i>	Excelling	●	●	●	●	✓	✓	✓	✓
ASHE <i>Arthur R Ashe</i>	Strong	●	●	●	●	✓	✓	✓	✓
ASPIRA - HAUGAN <i>ASPIRA Charter - Haugan Campus</i>	Excelling	●	●	●	●	✓	✗	✗	✓
AUDUBON <i>John J Audubon</i>	Excelling	●	●	●	●	✓	✓	✓	✓
AVALON PARK <i>Avalon Park</i>	Excelling	●	●	●	●	✗	✓	✓	✗
AZUELA <i>Mariano Azuela</i>	Strong	●	●	●	●	✓	✓	✓	✓



BARNARD <i>Alice L. Barnard Computer Math & Science Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BARRY <i>John Barry</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BARTON <i>Clara Barton</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
BASS <i>Perkins Bass</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BATEMAN <i>Newton Bateman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BEARD <i>Daniel C Beard</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BEASLEY <i>Edward Beasley Magnet Academic Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BEAUBIEN <i>Jean Baptiste Beaubien</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BEETHOVEN <i>Ludwig Van Beethoven</i>	Developing	●	●	●	✗	✓	✓	✓	✓
BEIDLER <i>Jacob Beidler</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BELDING <i>Hiram H Belding</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BELL <i>Alexander Graham Bell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BELMONT-CRAGIN <i>Belmont-Cragin</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
BENNETT <i>Frank I Bennett</i>	Developing	●	●	●	✓	✓	✓	✓	✓
BLACK <i>Robert A Black Magnet</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
BLAINE <i>James G Blaine</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BLAIR <i>Blair Early Childhood Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BOND <i>Carrie Jacobs Bond</i>	Developing	●	●	●	✓	✓	✓	✗	✓
BOONE <i>Daniel Boone</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BOUCHET <i>Edward A Bouchet Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRADWELL <i>Myra Bradwell Communications Arts & Sciences</i>	Strong	●	●	●	✓	✓	✓	✓	✓
BRENNEMANN <i>Joseph Brennemann</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRENTANO <i>Lorenz Brentano Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRIDGE <i>Norman A Bridge</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRIGHT <i>Orville T Bright</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRIGHTON PARK <i>Brighton Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
BRONZEVILLE LIGHTHOUSE <i>Bronzeville Lighthouse Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
BROWN R <i>Ronald Brown Community Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
BROWN W <i>William H Brown</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
BROWNELL <i>Charles S Brownell</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
BRUNSON <i>Milton Brunson Math & Science Specialty</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
BUDLONG <i>Lyman A Budlong</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BURBANK <i>Luther Burbank</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
BURKE <i>Edmond Burke</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓
BURLEY <i>Augustus H Burley</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BURNHAM <i>Burnham Inclusive Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
BURNSIDE <i>Burnside Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
BURR <i>Jonathan Burr</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BURROUGHS <i>John C Burroughs</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
BYRNE <i>Michael M Byrne</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	✓
CALDWELL <i>Charles P Caldwell Academy of Math & Science</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CALMECA <i>Calmecca Academy of Fine Arts and Dual Language</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CAMELOT SAFE <i>Camelot Safe Academy</i>	Emerging	●	●	●	✗	✓	✓	✗	✓	✓
CAMELOT SAFE - GARFIELD <i>Camelot Safe Garfield</i>	Strong	●	●	●	✗	✗	✓	✗	✓	✓
CAMERON <i>Daniel R Cameron</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CAMRAS <i>Marvin Camras</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CANTY <i>Arthur E Canty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CARDENAS <i>Lazaro Cardenas</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
CARNEGIE <i>Andrew Carnegie</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
CARROLL <i>Carroll-Rosenwald Specialty</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
CARSON <i>Rachel Carson</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	✓
CARTER <i>William W Carter</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	✓
CARVER G <i>George Washington Carver Primary</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CASALS <i>Pablo Casals</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
CASELL <i>George F Cassell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
CASTELLANOS <i>Rosario Castellanos</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Leadership	Financial	Personnel	Global	Community	Family
CATALYST - CIRCLE ROCK <i>Catalyst - Circle Rock</i>	Strong	●	●	●	✓	✗	✓	✓	✓
CATALYST - MARIA <i>Catalyst - Maria Charter</i>	Strong	●	●	●	✓	✓	✓	✗	✓
CATHER <i>Willa Cather</i>	Developing	●	●	●	✓	✓	✓	✓	✓
CHALMERS <i>Thomas Chalmers Specialty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHAPPELL <i>Eliza Chappell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHASE <i>Salmon P Chase</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHAVEZ <i>Cesar E Chavez Multicultural Academic Center</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CHICAGO ACADEMY <i>Chicago Academy</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
CHOPIN <i>Frederic Chopin</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHRISTOPHER <i>Walter S Christopher</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CHRISTOPHER HOUSE <i>Christopher House Charter School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CICS - AVALON/SOUTH SHORE <i>Chicago Intl Charter - Avalon / South Shore</i>	Strong	●	●	●	✓	✓	✗	✗	✗
CICS - BASIL <i>Chicago Intl Charter - Basil</i>	Emerging	●	●	●	✓	✗	✓	✗	✓
CICS - BOND <i>Chicago Intl Charter - Lloyd Bond</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
CICS - BUCKTOWN <i>Chicago Intl Charter - Bucktown</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CICS - IRVING PARK <i>Chicago Intl Charter - Irving Park</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CICS - LOOMIS <i>Chicago Intl Charter - Loomis Primary</i>	Strong	●	●	●	✓	✓	✓	✓	✓
CICS - PRAIRIE <i>Chicago Intl Charter - Prairie</i>	Excelling	●	●	●	✓	✓	✗	✗	✓
CICS - WASHINGTON PARK <i>Chicago Intl Charter - Washington Park</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CICS - WEST BELDEN <i>Chicago Intl Charter - West Belden</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CICS - WRIGHTWOOD <i>Chicago Intl Charter - Wrightwood</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
CLAREMONT <i>Claremont Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓
CLARK <i>George Rogers Clark</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CLAY <i>Henry Clay</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
CLEVELAND <i>Grover Cleveland</i>	Developing	●	●	●	✓	✓	✓	✓	✓
CLINTON <i>DeWitt Clinton</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
CLISSOLD <i>Henry R Clissold</i>	Developing	●	●	●	✓	✓	✓	✓	✓
COLEMON <i>Johnnie Coleman Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Language	Math	Science	Social Studies	Physical Education	Global	Community	Family
COLES <i>Edward Coles Language Academy</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	
COLUMBIA EXPLORERS <i>Columbia Explorers Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
COLUMBUS <i>Christopher Columbus</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	
COOK <i>John W Cook</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
COONLEY <i>John C Coonley</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	
COOPER <i>Peter Cooper Dual Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
CORKERY <i>Daniel J Corkery</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	
COURTENAY <i>Mary E Courtenay Language Arts Center</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	
CROWN <i>Crown Community Academy of Fine Arts Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
CUFFE <i>Paul Cuffe Math - Science Technology Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
CULLEN <i>Countee Cullen</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
CURTIS <i>George W Curtis</i>	Excelling	●	●	●	✓	✓	✓	✗	✓	
DALEY <i>Richard J Daley Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
DARWIN <i>Charles R Darwin</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DAVIS M <i>Sir Miles Davis Magnet Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	
DAVIS N <i>Nathan S Davis</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
DAWES <i>Charles Gates Dawes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DE DIEGO <i>Jose De Diego Community Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DECATUR <i>Stephen Decatur Classical</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DENEEN <i>Charles S Deneen</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DEPRIEST <i>Oscar DePriest</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	
DETT <i>Robert Nathaniel Dett</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	
DEVER <i>William E Dever</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DEWEY <i>Dewey Academy of Fine Arts</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DIRKSEN <i>Everett McKinley Dirksen</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
DISNEY <i>Walt Disney Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DISNEY II <i>Disney II Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
DIXON <i>Arthur Dixon</i>	Developing	●	●	●	✓	✓	✓	✓	✓	



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	Social Studies	Character	Community
DODGE <i>Mary Mapes Dodge Renaissance Academy</i>	Emerging	●	●	●	✗	✗	✗	✓	✗
DOOLITTLE <i>James R Doolittle Jr</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
DORE <i>John C Dore</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DRAKE <i>John B Drake</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DRUMMOND <i>Thomas Drummond</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
DUBOIS <i>William E B Dubois</i>	Developing	●	●	●	✓	✓	✓	✓	✓
DULLES <i>John Foster Dulles</i>	Strong	●	●	●	✓	✓	✓	✓	✓
DUNNE <i>Dunne Technology Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
DURKIN PARK <i>Durkin Park</i>	Developing	●	●	●	✓	✗	✓	✓	✓
DVORAK <i>Dvorak Technology Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EARHART <i>Amelia Earhart Options for Knowledge</i>	Developing	●	●	●	✓	✗	✓	✓	✓
EARLE <i>Charles W Earle</i>	Developing	●	●	●	✓	✓	✗	✓	✓
EBERHART <i>John F Eberhart</i>	Strong	●	●	●	✓	✓	✓	✓	✓
EBINGER <i>Christian Ebinger</i>	Strong	●	●	●	✓	✓	✓	✓	✓
EDGEBROOK <i>Edgebrook</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EDISON <i>Thomas A Edison Regional Gifted Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EDISON PARK <i>Edison Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
EDWARDS <i>Richard Edwards</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
ELLINGTON <i>Edward K Ellington</i>	Developing	●	●	●	✓	✓	✓	✓	✓
ERICSON <i>Leif Ericson Scholastic Academy</i>	Developing	●	●	●	✓	✗	✓	✗	✓
ERIE <i>Erie Charter School</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
ESMOND <i>Esmond</i>	Developing	●	●	●	✓	✓	✓	✓	✓
EVERETT <i>Edward Everett</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
EVERGREEN <i>Evergreen Academy Middle School</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
EVERS <i>Medgar Evers</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
FAIRFIELD <i>Fairfield Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
FALCONER <i>Laughlin Falconer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
FARADAY <i>Michael Faraday</i>	Strong	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
FARNSWORTH <i>James B Farnsworth</i>	Strong	●	●	●	✗	✗	✗	✓	✓	✓
FERNWOOD <i>Fernwood</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
FIELD <i>Eugene Field</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FINKL <i>William F Finkl</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FISKE <i>John Fiske</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
FORT DEARBORN <i>Fort Dearborn</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
FOSTER PARK <i>Foster Park</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
FOUNDATIONS <i>Foundations College Prep Charter School</i>	Excelling	●	●	●	✓	✗	✗	✓	✓	✓
FRANKLIN <i>Franklin Fine Arts Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
FRAZIER CHARTER <i>Frazier Preparatory Academy</i>	Emerging	●	●	●	✓	✗	✓	✗	✓	✓
FRAZIER PROSPECTIVE <i>Frazier Prospective IB Magnet</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
FULLER <i>Melville W Fuller</i>	Excelling	●	●	●	✓	✗	✓	✗	✓	✓
FULTON <i>Robert Fulton</i>	Strong	●	●	●	✓	✓	✓	✗	✓	✓
FUNSTON <i>Frederick Funston</i>	Excelling	●	●	●	✓	✗	✗	✓	✓	✓
GALAPAGOS <i>Galapagos Charter School</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
GALE <i>Stephen F Gale Community Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
GALILEO <i>Galileo Math & Science Scholastic Academy</i>	Developing	●	●	●	✗	✓	✓	✓	✓	✓
GALLISTEL <i>Matthew Gallistel Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
GARVEY <i>Marcus Moziah Garvey</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GARVY <i>John W Garvy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
GARY <i>Joseph E Gary</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
GILLESPIE <i>Frank L Gillespie</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GLOBAL CITIZENSHIP <i>Academy for Global Citizenship</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓
GOETHE <i>Johann W von Goethe</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
GOUDY <i>William C Goudy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
GRAHAM <i>Alexander Graham</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
GRAY <i>William P Gray</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
GREAT LAKES <i>Great Lakes Academy Charter School</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Status	Arts	Sports	Leadership	Financial Literacy	Character	Global Awareness	Community	Family Engagement
GREELEY <i>Horace Greeley</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GREEN <i>Wendell E Green</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GREENE <i>Nathanael Greene</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
GREGORY <i>John Milton Gregory</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GRESHAM <i>Walter Q Gresham</i>	Developing	●	●	●	✓	✗	✓	✓	✓
GRIMES <i>Robert L Grimes</i>	Developing	●	●	●	✓	✓	✓	✓	✓
GRISSOM <i>Virgil Grissom</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
GUNSAULUS <i>Frank W Gunsaulus Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAINES <i>John Charles Haines</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HALE <i>Nathan Hale</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HALEY <i>Alex Haley Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAMILTON <i>Alexander Hamilton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAMLIN <i>John H Hamline</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAMMOND <i>Charles G Hammond</i>	Developing	●	●	●	✓	✓	✗	✓	✗
HAMPTON <i>Lionel Hampton Fine & Performing Arts</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
HANSON PARK <i>Hanson Park</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HARTE <i>Bret Harte</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HARVARD <i>John Harvard School of Excellence</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HAUGAN <i>Helge A Haugan</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HAWTHORNE <i>Hawthorne Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HAY <i>John Hay Community Academy</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
HAYT <i>Stephen K Hayt</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HEALY <i>Robert Healy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HEARST <i>Phoebe A. Hearst</i>	Developing	●	●	●	✓	✓	✓	✓	✓
HEDGES <i>James Hedges</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HEFFERAN <i>Helen M Hefferan</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
HENDERSON <i>Charles R Henderson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HENDRICKS <i>Thomas A Hendricks Community Academy</i>	Excelling	●	●	●	✓	✗	✓	✓	✓

CPS Elementary Schools



HENRY <i>Patrick Henry</i>	Developing	●	●	●	✓	✗	✓	✓	✓
HERNANDEZ <i>Irene C. Hernandez Middle School</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HERZL <i>Theodore Herzl</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HIBBARD <i>William G Hibbard</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HIGGINS <i>Thomas J Higgins Community Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HITCH <i>Rufus M Hitch</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HOLDEN <i>Charles N Holden</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HOLMES <i>Oliver Wendell Holmes</i>	Strong	●	●	●	✓	✓	✓	✗	✗
HOPE INSTITUTE <i>Hope Institute Learning Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
HORIZON - SOUTHWEST <i>Horizon Science Academy - Southwest Chicago Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
HOWE <i>Julia Ward Howe School of Excellence</i>	Excelling	●	●	●	✓	✗	✗	✓	✓
HOYNE <i>Thomas Hoyne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HUGHES C <i>Charles Evans Hughes</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
HUGHES L <i>Langston Hughes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
HURLEY <i>Edward N Hurley</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
INTER-AMERICAN <i>Inter-American Magnet School</i>	Excelling	●	●	●	✗	✓	✓	✓	✓
INTRINSIC MS <i>Intrinsic Charter</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
IRVING <i>Washington Irving</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
JACKSON A <i>Andrew Jackson Language Academy</i>	Developing	●	●	●	✗	✓	✓	✓	✓
JACKSON M <i>Mahalia Jackson</i>	Developing	●	●	●	✗	✓	✓	✓	✓
JAHN <i>Friedrich Ludwig Jahn</i>	Strong	●	●	●	✓	✓	✓	✓	✓
JAMIESON <i>Minnie Mars Jamieson</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
JENNER <i>Edward Jenner Academy of the Arts</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
JENSEN <i>Jensen Scholastic Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓
JOHNSON <i>James Weldon Johnson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
JOPLIN <i>Scott Joplin</i>	Developing	●	●	●	✓	✓	✓	✓	✓
JORDAN <i>Jordan Community School</i>	Excelling	●	●	●	✗	✗	✓	✓	✓
JUNGMAN <i>Joseph Jungman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	Character	Global	Community
KANOON <i>Gerald Delgado Kanoon Magnet School</i>	Strong	●	●	●	✗	✓	✓	✓	✓
KELLER <i>Annie Keller Gifted Magnet School</i>	Developing	●	●	●	✓	✓	✓	✓	✓
KELLMAN <i>Joseph Kellman Corporate Community</i>	Developing	●	●	●	✗	✗	✓	✓	✓
KELLOGG <i>Kate S Kellogg</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
KERSHAW <i>Joshua D Kershaw</i>	Developing	●	●	●	✓	✓	✓	✓	✓
KILMER <i>Joyce Kilmer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
KING <i>Dr. Martin L. King Jr Academy of Social Justice</i>	Strong	●	●	●	✓	✓	✓	✓	✓
KINZIE <i>John H Kinzie</i>	Developing	●	●	●	✗	✓	✓	✓	✓
KIPLING <i>Rudyard Kipling</i>	Strong	●	●	●	✓	✓	✓	✓	✓
KIPP - ASCEND <i>KIPP Ascend Middle Charter</i>	Emerging	●	●	●	✓	✗	✗	✓	✗
KIPP CHICAGO - ASCEND PRIMARY <i>KIPP Ascend Primary Charter</i>	Strong	●	●	●	✓	✓	✓	✓	✓
KIPP CHICAGO - BLOOM <i>KIPP Charter Bloom</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
KIPP CHICAGO - CREATE <i>KIPP Charter Create</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
KOZMINSKI <i>Charles Kozminski Community Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
LANGFORD <i>Anna R. Langford Community Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
LARA <i>Agustin Lara Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
LASALLE <i>LaSalle Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
LASALLE II <i>LaSalle II Magnet</i>	Developing	●	●	●	✓	✗	✓	✓	✓
LAVIZZO <i>Mildred I Lavizzo</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
LAWNDALE <i>Lawndale Community Academy</i>	Developing	●	●	●	✗	✓	✗	✓	✗
LEARN - 7 <i>LEARN Charter 7</i>	Excelling	●	●	●	✓	✓	✗	✓	✓
LEARN - BUTLER <i>LEARN Charter - Romano Butler Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
LEARN - CAMPBELL <i>LEARN Charter - Charles and Dorothy Campbell</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
LEARN - EXCEL <i>LEARN Charter - Excel</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
LEARN - MIDDLE <i>LEARN Charter - Middle School Campus</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
LEARN - PERKINS <i>LEARN Charter School - Hunter Perkins</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
LEARN - SOUTH CHICAGO <i>LEARN Charter School - South Chicago Campus</i>	Strong	●	●	●	✓	✓	✓	✓	✓
LEE <i>Richard Henry Lee</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
LEGACY <i>Legacy Charter</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
LELAND <i>George Leland</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LENART <i>Lenart Regional Gifted Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LEWIS <i>Leslie Lewis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LIBBY <i>Arthur A Libby</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LINCOLN <i>Abraham Lincoln</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LITTLE VILLAGE <i>Little Village</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
LLOYD <i>Henry D Lloyd</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LOCKE A <i>Alain Locke Charter Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
LOCKE J <i>Josephine C Locke</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
LOGANDALE <i>Logandale Middle School</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
LORCA <i>Federico Garcia Lorca</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LOVETT <i>Joseph Lovett</i>	Developing	●	●	●	✓	✗	✗	✗	✗	✓
LOWELL <i>James Russell Lowell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
LOZANO <i>Rodolfo Lozano Bilingual & International Center</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
LYON <i>Mary Lyon</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MADERO <i>Francisco I Madero Middle School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MADISON <i>James Madison</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MANIERRE <i>George Manierre</i>	Emerging	●	●	●	✓	✓	✓	✓	✓	✓
MANN <i>Horace Mann</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
MARQUETTE <i>Marquette</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MARSH <i>John L Marsh</i>	Strong	●	●	●	✓	✓	✗	✓	✓	✓
MARSHALL MIDDLE <i>Thurgood Marshall Middle School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MASON <i>Roswell B Mason</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
MAYER <i>Oscar F Mayer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MAYS <i>Benjamin E Mays Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
MCAULIFFE <i>Sharon Christa McAuliffe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
MCCLELLAN <i>George B McClellan</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗



School Name	Overall Rating	Arts	Sports	Leadership	Financial Literacy	Character	Global Awareness	Community	Family Engagement
MCCORMICK <i>Cyrus H McCormick</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MCCUTCHEON <i>John T McCutcheon</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MCDADE <i>James E McDade Classical School</i>	Emerging	●	●	●	✗	✗	✗	✓	✓
MCDOWELL <i>Mary E McDowell</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
MCKAY <i>Francis M McKay</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MCNAIR <i>Ronald E McNair</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MCPHERSON <i>James B McPherson</i>	Strong	●	●	●	✗	✓	✓	✓	✓
MELODY <i>Genevieve Melody</i>	Strong	●	●	●	✗	✓	✓	✓	✓
METCALFE <i>Ralph H Metcalfe Community Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MIRELES <i>Arnold Mireles Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MITCHELL <i>Ellen Mitchell</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MOLLISON <i>Irvin C Mollison</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
MONROE <i>James Monroe</i>	Strong	●	●	●	✓	✓	✓	✓	✓
MONTEFIORE <i>Moses Montefiore Special</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
MONTESSORI ENGLEWOOD <i>The Montessori School of Englewood Charter</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MOOS <i>Bernhard Moos</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MORRILL <i>Donald Morrill Math & Science</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MORTON <i>Morton School of Excellence</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MOUNT GREENWOOD <i>Mount Greenwood</i>	Developing	●	●	●	✓	✗	✓	✓	✓
MOUNT VERNON <i>Mount Vernon</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MOVING EVEREST <i>Moving Everest Charter School</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
MOZART <i>Wolfgang A Mozart</i>	Developing	●	●	●	✓	✓	✓	✓	✓
MURPHY <i>John B Murphy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
MURRAY <i>Phillip Murray Language Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓
NAMASTE <i>Namaste Charter</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
NASH <i>Henry H Nash</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
NATIONAL TEACHERS <i>National Teachers Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
NEIL <i>Jane A Neil</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
NETTELHORST <i>Louis Nettelhorst</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NEW FIELD <i>New Field</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NEW SULLIVAN <i>William K New Sullivan</i>	Developing	●	●	●	✗	✓	✓	✓	✓	✓
NEWBERRY <i>Walter L Newberry Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NICHOLSON <i>Nicholson Technology Academy</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
NIGHTINGALE <i>Florence Nightingale</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
NINOS HEROES <i>Ninos Heroes Academic Center</i>	Emerging	●	●	●	✓	✗	✗	✓	✓	✓
NIXON <i>William P Nixon</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
NKRUMAH <i>Kwame Nkrumah Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
NOBEL <i>Alfred Nobel</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
NORTH RIVER <i>North River</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
NORTHWEST <i>Northwest Middle School</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
NORWOOD PARK <i>Norwood Park</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
OGDEN <i>William B Ogden</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
OGLESBY <i>Richard J Oglesby</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
OKEEFFE <i>Isabelle C O'Keefe</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
ONAHAN <i>William J Onahan</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
ORIOLE PARK <i>Oriole Park</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
OROZCO <i>Orozco Fine Arts & Sciences</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
ORTIZ DE DOMINGUEZ <i>Josefa Ortiz De Dominguez</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
OTIS <i>James Otis</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
OTOOLE <i>Luke O'Toole</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
OWEN <i>William Bishop Owen Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
OWENS <i>Jesse Owens Community Academy</i>	Excelling	●	●	●	✓	✗	✓	✗	✓	✓
PALMER <i>John Palmer</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
PARK MANOR <i>Park Manor</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
PARKER <i>Francis W Parker Community Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
PARKSIDE <i>Parkside Community Academy</i>	Developing	●	●	●	✓	✓	✓	✗	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	History	Art	Music	Physical Education
PASTEUR <i>Louis Pasteur</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓
PECK <i>Ferdinand Peck</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PEIRCE <i>Helen Peirce International Studies</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓
PENN <i>William Penn</i>	Emerging	●	●	●	✓	✗	✓	✓	✓	✓
PEREZ <i>Manuel Perez</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PERSHING <i>John J Pershing Humanities Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PETERSON <i>Mary Gage Peterson</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PICCOLO <i>Brian Piccolo Specialty School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PICKARD <i>Josiah Pickard</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
PILSEN <i>Pilsen Community Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
PIRIE <i>John T Pirie Fine Arts & Academic Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PLAMONDON <i>Ambrose Plamondon</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
PLATO <i>Plato Learning Academy</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
POE <i>Edgar Allan Poe Classical School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
POLARIS <i>Polaris Charter Academy</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
PORTAGE PARK <i>Portage Park</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
POWELL <i>Adam Clayton Powell Paideia Community Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PRESCOTT <i>William H Prescott</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
PRIETO <i>Dr. Jorge Prieto Math and Science</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓
PRITZKER <i>A. N. Pritzker School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
PROVIDENCE ENGLEWOOD <i>Providence Englewood Charter - Bunche</i>	Strong	●	●	●	✓	✓	✗	✗	✓	✓
PRUSSING <i>Ernst Prussing</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	✓
PULASKI <i>Pulaski International School of Chicago</i>	Strong	●	●	●	✗	✓	✓	✓	✓	✓
PULLMAN <i>George M Pullman</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
RANDOLPH <i>Asa Philip Randolph</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
RAVENSWOOD <i>Ravenswood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
RAY <i>William H Ray</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
REAVIS <i>William C Reavis Math & Science Specialty</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Rating	Arts	Sports	Globe	Key	Money	Person	Globe	Handshake	Group of People
REILLY <i>Frank W Reilly</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
REINBERG <i>Peter A Reinberg</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
REVERE <i>Paul Revere</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
ROBINSON <i>Jackie Robinson</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
ROGERS <i>Phillip Rogers</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
ROWE <i>Rowe</i>	Strong	●	●	●	✓	✓	✗	✓	✓	✓
RUDOLPH <i>Wilma Rudolph Learning Center</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	✓
RUGGLES <i>Martha Ruggles</i>	Developing	●	●	●	✓	✗	✓	✓	✓	✓
RUIZ <i>Irma C Ruiz</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
RYDER <i>William H Ryder Math & Science Specialty</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SABIN <i>Albert R Sabin Magnet School</i>	Excelling	●	●	●	✓	✗	✗	✓	✓	✓
SALAZAR <i>Rueben Salazar Bilingual Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SANDOVAL <i>Socorro Sandoval</i>	Strong	●	●	●	✓	✗	✓	✓	✓	✓
SAUCEDO <i>Maria Saucedo Scholastic Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
SAUGANASH <i>Sauganash</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓
SAWYER <i>Sidney Sawyer</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SAYRE <i>Harriet E Sayre Language Academy</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	✓
SCAMMON <i>Jonathan Y Scammon</i>	Excelling	●	●	●	✓	✓	✗	✓	✓	✓
SCHMID <i>Theophilus Schmid</i>	Developing	●	●	●	✓	✗	✗	✓	✓	✓
SCHUBERT <i>Franz Peter Schubert</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SEWARD <i>William H Seward Communication Arts Academy</i>	Developing	●	●	●	✓	✓	✓	✓	✓	✓
SHABAZZ - SHABAZZ <i>Betty Shabazz Intl Charter</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
SHABAZZ - SIZEMORE <i>Betty Shabazz Intl Charter - Barbara A Sizemore</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	✗
SHERIDAN <i>Mark Sheridan Math & Science Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SHERMAN <i>William T Sherman</i>	Developing	●	●	●	✓	✓	✗	✓	✓	✓
SHERWOOD <i>Jesse Sherwood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SHIELDS <i>James Shields</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	✓
SHIELDS MIDDLE <i>James Shields Middle School</i>	Strong	●	●	●	✓	✓	✓	✓	✓	✓



School Name	Overall Rating	Arts	Sports	Math	Reading	Science	Character	Global	Community
SHOESMITH <i>Beulah Shoesmith</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SHOOP <i>John D Shoop Math-Science Technical Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SKINNER <i>Mark Skinner</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SKINNER NORTH <i>Skinner North Classical School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SMITH <i>Wendell Smith</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SMYSER <i>Washington D Smyser</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SMYTH <i>John M Smyth</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SOLOMON <i>Hannah G Solomon</i>	Strong	●	●	●	✓	✗	✗	✓	✓
SOUTH LOOP <i>South Loop</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SOUTH SHORE <i>South Shore Fine Arts Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SPENCER <i>Spencer Technology Academy</i>	Emerging	●	●	●	✗	✗	✓	✓	✓
SPRY <i>John Spry Community School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STAGG <i>Amos Alonzo Stagg</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
STEM <i>STEM Magnet Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STEVENSON <i>Adlai E Stevenson</i>	Strong	●	●	●	✓	✓	✓	✓	✓
STOCK <i>Frederick Stock</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
STONE <i>Stone Scholastic Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
STOWE <i>Harriet Beecher Stowe</i>	Strong	●	●	●	✓	✗	✓	✓	✓
SUDER <i>Suder Montessori Magnet</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SUMNER <i>Charles Sumner Math & Science Community Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
SUTHERLAND <i>Elizabeth H Sutherland</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
SWIFT <i>George B Swift Specialty School</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TALCOTT <i>Mancel Talcott</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TALMAN <i>Talman</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TANNER <i>Henry O Tanner</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TARKINGTON <i>Tarkington School of Excellence</i>	Developing	●	●	●	✓	✓	✗	✓	✓
TAYLOR <i>Douglas Taylor</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TELPOCHCALLI <i>Telepochcalli</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



THOMAS <i>Velma F Thomas Early Childhood Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
THORP J <i>James N Thorp</i>	Strong	●	●	●	✓	✗	✗	✓	✓
THORP O <i>Ole A Thorp Scholastic Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓
TILL <i>Emmett Louis Till Math and Science Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
TILTON <i>George W Tilton</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TONTI <i>Enrico Tonti</i>	Strong	●	●	●	✓	✓	✓	✓	✓
TURNER-DREW <i>Turner-Drew Language Academy</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
TWAIN <i>Mark Twain</i>	Strong	●	●	●	✓	✓	✓	✓	✓
U OF C - DONOGHUE <i>University of Chicago Charter - Donoghue</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗
U OF C - NKO <i>University of Chicago Charter - NKO</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
U OF C - WOODSON <i>University of Chicago Charter - Carter G Woodson</i>	Emerging	●	●	●	✓	✗	✓	✓	✓
UNO - BRIGHTON PARK <i>UNO Charter - Brighton Park</i>	Excelling	●	●	●	✓	✗	✓	✗	✓
UNO - CISNEROS <i>UNO Charter - Sandra Cisneros</i>	Excelling	●	●	●	✓	✗	✗	✓	✓
UNO - CLEMENTE <i>UNO Charter - Near West</i>	Excelling	●	●	●	✓	✓	✗	✗	✓
UNO - DE LAS CASAS <i>UNO Charter - Bartolome de Las Casas</i>	Developing	●	●	●	✓	✓	✓	✓	✓
UNO - FUENTES <i>UNO Charter - Carlos Fuentes</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
UNO - MARQUEZ <i>UNO Charter - Officer Donald J. Marquez</i>	Strong	●	●	●	✓	✗	✓	✓	✓
UNO - PAZ <i>UNO Charter - Octavio Paz Campus</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
UNO - ROGERS PARK <i>UNO Charter - Rogers Park</i>	Emerging	●	●	●	✓	✓	✓	✓	✓
UNO - SANTIAGO <i>UNO Charter - St Marks</i>	Excelling	●	●	●	✓	✗	✓	✓	✓
UNO - SOCCER ELEM <i>UNO Charter - 51st and Homan Charter</i>	Strong	●	●	●	✓	✗	✓	✗	✓
UNO - TAMAYO <i>UNO Charter - Rufino Tamayo</i>	Strong	●	●	●	✓	✓	✓	✓	✓
UNO - TORRES <i>UNO Charter - PFC Omar E. Torres Campus</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
UNO - ZIZUMBO <i>UNO Charter - SPC Daniel Zizumbo Campus</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
VANDERPOEL <i>John H Vanderpoel Magnet School</i>	Developing	●	●	●	✓	✓	✓	✓	✓
VICK <i>Barbara Vick Early Childhood & Family Center</i>	Excelling	●	●	●	✓	✓	✓	✓	✓
VOLTA <i>Alessandro Volta</i>	Developing	●	●	●	✗	✓	✓	✓	✓
VON LINNE <i>Carl von Linne</i>	Excelling	●	●	●	✓	✓	✓	✓	✓

CPS Elementary Schools



School Name	Overall Status	Arts	Sports	Time	Key	Finance	Person	Globe	Handshake	Group
WACKER <i>Charles H Wacker</i>	Excelling	●	●	●	✗	✓	✗	✓	✓	
WADSWORTH <i>James Wadsworth</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
WALSH <i>John A Walsh</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
WARD J <i>James Ward</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
WARD L <i>Laura S Ward</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
WARREN <i>Joseph Warren</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
WASHINGTON G <i>George Washington</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
WASHINGTON H <i>Harold Washington</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	
WATERS <i>Thomas J Waters</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
WEBSTER <i>Daniel Webster</i>	Excelling	●	●	●	✓	✗	✓	✓	✓	
WELLS <i>Ida B Wells Preparatory Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
WENTWORTH <i>Daniel S Wentworth</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
WEST PARK <i>West Park Academy</i>	Developing	●	●	●	✓	✗	✗	✓	✓	
WEST RIDGE <i>West Ridge</i>	Strong	●	●	●	✓	✓	✓	✓	✓	
WESTCOTT <i>Oliver S Westcott</i>	Emerging	●	●	●	✓	✗	✗	✓	✓	
WHISTLER <i>John Whistler</i>	Developing	●	●	●	✓	✓	✓	✓	✓	
WHITE <i>Edward White Career Academy</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	
WHITNEY <i>Eli Whitney</i>	Developing	●	●	●	✓	✗	✓	✓	✓	
WHITTIER <i>John Greenleaf Whittier</i>	Developing	●	●	●	✓	✗	✓	✓	✓	
WILDWOOD <i>Wildwood</i>	Excelling	●	●	●	✓	✓	✓	✓	✓	
WOODLAWN <i>Woodlawn Community</i>	Emerging	●	●	●	✗	✗	✓	✓	✓	
WOODSON <i>Carter G Woodson South</i>	Incomplete Data	●	●	●	✗	✗	✗	✗	✗	
YATES <i>Richard Yates</i>	Excelling	●	●	●	✗	✓	✓	✓	✓	
YOUNG <i>Ella Flagg Young</i>	Developing	●	●	●	✓	✗	✓	✓	✓	
ZAPATA <i>Emiliano Zapata Academy</i>	Strong	●	●	●	✓	✓	✓	✓	✓	



high schools rubric

How is my school's creative schools certification determined?

Each school's Arts Liaison completes a survey that inventories the arts education programming assets within the school. Responses are then used to determine the school's Creative Schools Category.*

phase 1 arts liaison enters preliminary criteria

STAFFING
Ratio of arts instructors to students and number of full-time-equivalent (FTE) arts instructors.






0 FTE |
 0.5 FTE |
 1 FTE |
 1 FTE/350 STUDENTS

DISCIPLINES AND DEPTH
Number of disciplines offered and number of levels per discipline.

0 or 1 DISCIPLINES OFFERED |
 2 DISCIPLINES OFFERED |
 3 DISCIPLINES OFFERED |
 3+ DISCIPLINES OFFERED

CATEGORY 5 incomplete data	CATEGORY 4 emerging	CATEGORY 3 developing	CATEGORY 2 strong	CATEGORY 1 excelling
--------------------------------------	-------------------------------	---------------------------------	-----------------------------	--------------------------------

phase 2 arts liaison answers five questions

 BUDGET Does the school dedicate funding to the arts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 PROFESSIONAL DEVELOPMENT Do instructors have arts-specific PD during the school year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 ARTS INTEGRATION Does the school utilize arts integration strategies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 PARTNERSHIPS Does the school collaborate with at least one external community arts partner?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 PARENT/COMMUNITY ENGAGEMENT Does the school have exhibits, performances, or volunteer opportunities for students, parents, and the community?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Calculate Final Category

If a school answers YES to three or more Phase 2 questions, it keeps its score from Phase 1. This is its final Category Rating.

$$\text{PHASE } 1 + 0$$









If a school answers NO to three or more Phase 2 questions, it must add one to its Phase 1 score. This becomes its final Category Rating.

$$\text{PHASE } 1 + 1$$

2015–16 LIST OF HIGH SCHOOLS AND CERTIFICATION CATEGORIES

The CPS Creative Schools Certification is a quantitative examination of the resources dedicated to arts education in each Chicago public school that was launched in 2012–13. The High School Certification takes into account the levels of staffing, discipline and depth (Art I, II, III etc), as well as criteria such as budgeting and community partnerships. Because high schools have graduation requirements in the arts, minutes of weekly arts instruction are not tracked. Each school's Arts Liaison reports data specific to his/her school annually, and that information is then vetted against additional data sources including District budget files and partner data.

The following details the arts resources at each CPS High School as they existed in the 2015–16 school year. Schools are listed in alphabetical order by their common name, underneath which is their formal school name. Schools that did not complete the Creative Schools Survey are listed below as having "Incomplete Data." In a small number of cases, schools in this category may have shared some data, but because their Surveys remained incomplete, the veracity of these data could not be verified. Therefore, these schools are listed as having incomplete data across all of the CSC criteria.

CPS High Schools	Creative Schools Category	Staffing	Disciplines and Depth	Budget	Professional Development	Arts Integration	Partnerships	Parent/Community Engagement
								
ACE TECH <i>Architecture, Construction, and Engineering Technical Charter</i>	Developing	●	●	✓	✓	✗	✓	✓
AIR FORCE <i>Air Force Academy</i>	Developing	●	●	✓	✗	✓	✓	✓
ALCOTT <i>Louisa May Alcott College Preparatory</i>	Developing	●	●	✓	✓	✓	✓	✓
AMANDLA <i>Amandla Charter</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
AMUNDSEN <i>Road Amundsen</i>	Strong	●	●	✓	✓	✓	✓	✓
ASPIRA - BUSINESS & FINANCE <i>ASPIRA Charter - Business and Finance</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
ASPIRA - EARLY COLLEGE <i>ASPIRA Charter - Early College</i>	Strong	●	●	✓	✓	✓	✓	✓
AUSTIN BUS & ENTRP <i>Austin Business and Entrepreneurship Academy</i>	Developing	●	●	✓	✓	✓	✓	✓
AUSTIN POLY <i>Austin Polytechnical Academy</i>	Developing	●	●	✗	✓	✓	✓	✓
BACK OF THE YARDS <i>Back of the Yards IB</i>	Strong	●	●	✓	✓	✓	✓	✓
BANNER WEST <i>Banner Academy West</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
BOGAN <i>William J Bogan</i>	Excelling	●	●	✓	✓	✓	✓	✓
BOWEN <i>Bowen</i>	Developing	●	●	✓	✓	✓	✓	✓
BRONZEVILLE <i>Bronzeville Scholastic Academy</i>	Developing	●	●	✗	✓	✗	✓	✓
BROOKS <i>Gwendolyn Brooks College Preparatory Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓



High School Name	Overall Status	Arts	Education	Music	Finance	Technology	Global	Community	Group
CAMELOT - CHICAGO EXCEL <i>Chicago Excel Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CAMELOT - EXCEL ENGLEWOOD <i>Excel Academy of Englewood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CAMELOT - EXCEL SOUTHWEST <i>Excel Academy - Southwest</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CAMELOT - EXCEL WOODLAWN <i>Excel Academy - Woodlawn (South Shore)</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CAMELOT SAFE <i>Camelot Safe Academy</i>	Emerging	●	●	✗	✗	✓	✗	✓	✓
CAMELOT SAFE - GARFIELD <i>Camelot Safe Academy Garfield Park</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CARVER MILITARY <i>George Washington Carver Military Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CATALYST - MARIA <i>Catalyst-Maria Charter</i>	Strong	●	●	✓	✓	✓	✓	✓	✗
CHICAGO ACADEMY <i>Chicago Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CHICAGO AGRICULTURE <i>Chicago High School for Agricultural Sciences</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
CHICAGO ARTS <i>Chicago High School for the Arts</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
CHICAGO COLLEGIATE <i>Chicago Charter Collegiate</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CHICAGO MATH & SCIENCE <i>Chicago Math and Science Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CHICAGO MILITARY <i>Chicago Military Academy</i>	Developing	●	●	✓	✓	✗	✓	✓	✓
CHICAGO TECH <i>Chicago Technology Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
CHICAGO VIRTUAL <i>Chicago Virtual Charter</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CHICAGO VOCATIONAL <i>Chicago Vocational Career Academy</i>	Strong	●	●	✗	✗	✓	✓	✓	✓
CICS - CHICAGOQUEST <i>Chicago Intl Charter - Chicago Quest North</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CICS - ELLISON <i>Chicago Intl Charter - Ralph Ellison</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CICS - HAWKINS <i>Chicago Intl Charter - Larry Hawkins</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
CICS - LONGWOOD <i>Chicago Intl Charter - Longwood</i>	Developing	●	●	✓	✗	✗	✓	✓	✓
CICS - NORTHTOWN <i>Chicago Intl Charter - Northtown</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
CLARK <i>Michele Clark Academic Prep Magnet</i>	Emerging	●	●	✗	✓	✓	✓	✓	✓
CLEMENTE <i>Roberto Clemente Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
COLLINS <i>Collins Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
COMMUNITY SERVICES WEST <i>Community Services West Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
CORLISS <i>George H Corliss</i>	Emerging	●	●	✓	✗	✓	✓	✓	✓
CRANE MEDICAL <i>Richard T Crane Medical Preparatory</i>	Developing	●	●	✓	✓	✓	✓	✓	✓

CPS High Schools



School Name	Overall Rating	Arts	Science	Math	Reading	Writing	Global	Community	Leadership
CURIE <i>Marie Sklodowska Curie Metropolitan</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
DEVRY <i>DeVry University Advantage Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
DISNEY II <i>Disney II Magnet</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
DOUGLASS <i>Frederick A Douglass Academy</i>	Emerging	●	●	✓	✗	✓	✓	✓	✓
DUNBAR <i>Paul Laurence Dunbar Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
EPIC <i>EPIC Academy</i>	Emerging	●	●	✓	✗	✗	✓	✓	✓
FARRAGUT <i>David G Farragut Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
FENGER <i>Christian Fenger Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
FOREMAN <i>Edwin G Foreman</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
GAGE PARK <i>Gage Park</i>	Emerging	●	●	✓	✗	✓	✓	✓	✓
GOODE <i>Sarah E. Goode STEM Academy</i>	Strong	●	●	✓	✓	✗	✓	✓	✓
GRAHAM <i>Ray Graham Training Center</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
HANCOCK <i>John Hancock College Preparatory</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
HARLAN <i>John M Harlan Community Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
HARPER <i>William Rainey Harper</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
HIRSCH <i>Emil G Hirsch Metropolitan</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
HOPE <i>Hope College Preparatory</i>	Emerging	●	●	✗	✗	✓	✓	✓	✗
HUBBARD <i>Gurdon S Hubbard</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
HYDE PARK <i>Hyde Park Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
INFINITY <i>Infinity Math Science and Technology</i>	Developing	●	●	✓	✓	✗	✗	✓	✓
INSTITUTO - HEALTH <i>Instituto Health Sciences Career Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
INSTITUTO - LOZANO <i>Instituto Justice and Leadership Acad Charter</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
INSTITUTO - LOZANO MASTERY <i>Instituto Charter Rudy Lozano - RLLAM</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
INTRINSIC <i>Intrinsic Charter</i>	Developing	●	●	✓	✓	✗	✓	✓	✓
JEFFERSON <i>Nancy B Jefferson Alternative</i>	Emerging	●	●	✓	✗	✓	✓	✓	✓
JONES <i>William Jones College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
JUAREZ <i>Benito Juarez Community Academy</i>	Excelling	●	●	✓	✗	✓	✓	✓	✓
JULIAN <i>Percy L Julian</i>	Developing	●	●	✓	✓	✓	✓	✓	✓



School Name	Overall Rating	ADTS	Graduation	Arts	Finance	Technology	Global	Leadership	Community
KELLY <i>Thomas Kelly</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
KELVYN PARK <i>Kelvyn Park</i>	Strong	●	●	✓	✗	✓	✓	✓	✓
KENNEDY <i>John F Kennedy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
KENWOOD <i>Kenwood Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
KING <i>Dr Martin Luther King Jr College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LAKE VIEW <i>Lake View</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
LANE TECH <i>Albert G Lane Technical</i>	Excelling	●	●	✓	✓	✗	✓	✓	✓
LEGAL PREP <i>Legal Prep Charter Academy</i>	Emerging	●	●	✓	✗	✗	✓	✓	✓
LINCOLN PARK <i>Lincoln Park</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LINDBLOM <i>Robert Lindblom Math & Science Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
LITTLE BLACK PEARL <i>Little Black Pearl Art and Design Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
MAGIC JOHNSON - BRAINERD <i>Magic Johnson Brainerd</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MAGIC JOHNSON - ENGLEWOOD <i>Magic Johnson Englewood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MAGIC JOHNSON - HUMBOLDT PK <i>Magic Johnson Humboldt Park</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MAGIC JOHNSON - N LAWDALE <i>Magic Johnson North Lawndale</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MAGIC JOHNSON - ROSELAND <i>Magic Johnson Roseland</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MANLEY <i>Manley Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
MARINE LEADERSHIP AT AMES <i>Marine Leadership Academy at Ames</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
MARINE MILITARY <i>Marine Military Math and Science Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
MARSHALL <i>John Marshall Metropolitan</i>	Developing	●	●	✗	✗	✓	✓	✓	✓
MATHER <i>Stephen T Mather</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
MORGAN PARK <i>Morgan Park</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
MULTICULTURAL <i>Multicultural Academy of Scholarship</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
NOBLE - ACADEMY <i>Noble Street Charter - The Noble Academy Campus</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE - BAKER <i>Noble Street Charter - Baker College Prep</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
NOBLE - BULLS <i>Noble Street Charter - Chicago Bulls College</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE - BUTLER <i>Noble Street Charter - Butler College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
NOBLE - COMER <i>Noble Street Charter - Gary Comer College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗



NOBLE - DRW <i>Noble Street Charter - DRW College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓
NOBLE - GOLDER <i>Noble Street Charter - Golder College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NOBLE - HANSBERRY <i>Noble Street Charter - Hansberry College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NOBLE - ITW SPEER <i>Noble Street Charter - ITW David Speer Academy Campus</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NOBLE - JOHNSON <i>Noble Street Charter - Johnson</i>	Developing	●	●	✓	✓	✗	✗	✓
NOBLE - MUCHIN <i>Noble Street Charter - Muchin College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓
NOBLE - NOBLE <i>Noble Street Charter - Noble Street College Prep</i>	Excelling	●	●	✓	✗	✗	✓	✓
NOBLE - PRITZKER <i>Noble Street Charter - Pritzker College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NOBLE - RAUNER <i>Noble Street Charter - Rauner College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NOBLE - ROWE CLARK <i>Noble Street Charter - Rowe-Clark Math & Sci Acad</i>	Excelling	●	●	✓	✓	✓	✓	✓
NOBLE - UIC <i>Noble Street Charter - UIC College Prep</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
NORTH LAWDALE - CHRISTIANA <i>North Lawndale College Prep Charter - Christiana</i>	Developing	●	●	✓	✓	✓	✓	✓
NORTH LAWDALE - COLLINS <i>North Lawndale College Prep Charter - Collins</i>	Strong	●	●	✓	✓	✓	✓	✓
NORTH-GRAND <i>North-Grand</i>	Strong	●	●	✓	✗	✓	✓	✓
NORTHSIDE LEARNING <i>Northside Learning Center</i>	Strong	●	●	✓	✗	✓	✓	✓
NORTHSIDE PREP <i>Northside College Preparatory</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
OGDEN <i>Ogden International</i>	Strong	●	●	✗	✓	✓	✓	✓
OMBUDSMAN - NORTHWEST <i>Ombudsman - Chicago Northwest</i>	Emerging	●	●	✓	✗	✓	✓	✓
OMBUDSMAN - SOUTH <i>Ombudsman - Chicago South</i>	Emerging	●	●	✓	✗	✗	✗	✗
OMBUDSMAN - WEST <i>Ombudsman - Chicago West</i>	Emerging	●	●	✗	✓	✗	✗	✓
ORR <i>Orr Academy</i>	Emerging	●	●	✓	✓	✓	✓	✓
PATHWAYS - ASHBURN <i>Pathways in Education</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
PATHWAYS - AVONDALE <i>Pathways in Education Avondale</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
PATHWAYS - BRIGHTON PARK <i>Pathways in Education Brighton Park</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗
PAYTON <i>Walter Payton College Preparatory</i>	Excelling	●	●	✓	✓	✓	✓	✓
PEACE AND EDUCATION <i>Peace & Education Coalition</i>	Developing	●	●	✓	✓	✓	✓	✓
PERSPECTIVES - JOSLIN <i>Perspectives Charter - Rodney D Joslin</i>	Emerging	●	●	✓	✗	✓	✓	✓
PERSPECTIVES - LEADERSHIP <i>Perspectives Charter Leadership Academy</i>	Strong	●	●	✓	✗	✓	✓	✓



School Name	Overall Rating	ACTS	Graduation	College	Financial	Career	Global	Leadership	Community
PERSPECTIVES - MATH & SCI <i>Perspectives Charter - IIT Math & Science Academy</i>	Emerging	●	●	✓	✗	✗	✓	✓	
PERSPECTIVES - TECH <i>Perspectives Charter - Calumet Technology</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	
PHILLIPS <i>Wendell Phillips Academy</i>	Excelling	●	●	✗	✓	✓	✓	✓	
PHOENIX MILITARY <i>Phoenix Military Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	
PROLOGUE - EARLY COLLEGE <i>Prologue - Early College</i>	Strong	●	●	✗	✗	✓	✓	✓	
PROLOGUE - JOHNSTON <i>Prologue - Joshua Johnston Charter School</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	
PROLOGUE - WINNIE MANDELA <i>Winnie Mandela</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	
PROSSER <i>Charles Allen Prosser Career Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	
RABY <i>Al Raby</i>	Developing	●	●	✓	✓	✓	✓	✓	
RICHARDS <i>Ellen H Richards Career Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	
RICKOVER MILITARY <i>Hyman G Rickover Naval Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	
ROBESON <i>Paul Robeson</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	
ROOSEVELT <i>Theodore Roosevelt</i>	Excelling	●	●	✓	✓	✓	✓	✓	
SCHURZ <i>Carl Schurz</i>	Excelling	●	●	✓	✓	✓	✓	✓	
SENN <i>Nicholas Senn</i>	Excelling	●	●	✓	✓	✓	✓	✓	
SHABAZZ - DUSABLE <i>Betty Shabazz Intl Charter - DuSable Leadership</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	
SIMEON <i>Neal F Simeon Career Academy</i>	Developing	●	●	✓	✗	✗	✓	✗	
SIMPSON <i>Simpson Academy for Young Women</i>	Strong	●	●	✓	✓	✓	✓	✓	
SOCIAL JUSTICE <i>Greater Lawndale for Social Justice</i>	Developing	●	●	✓	✗	✓	✓	✓	
SOLORIO <i>Eric Solorio Academy</i>	Strong	●	●	✓	✓	✓	✓	✓	
SOUTH SHORE INTL <i>South Shore Intl College Prep</i>	Strong	●	●	✓	✓	✓	✓	✓	
SOUTHSIDE <i>Southside Occupational Academy</i>	Strong	●	●	✓	✓	✗	✓	✓	
SPRY <i>Spry Community Links</i>	Emerging	●	●	✓	✓	✓	✓	✓	
STEINMETZ <i>Charles P Steinmetz College Preparatory</i>	Developing	●	●	✓	✓	✓	✓	✓	
SULLIVAN <i>Roger C Sullivan</i>	Developing	●	●	✓	✓	✓	✓	✓	
TAFT <i>William Howard Taft</i>	Excelling	●	●	✓	✓	✓	✓	✓	
TEAM <i>TEAM Englewood Community Academy</i>	Developing	●	●	✓	✗	✓	✓	✓	
TILDEN <i>Edward Tilden Career Community Academy</i>	Developing	●	●	✓	✗	✓	✓	✗	



School Name	Overall Status	Arts	Microscope	Music	Dollar	Person with book	Globe	Handshake	Group of people
U OF C - WOODLAWN <i>University of Chicago Charter - Woodlawn</i>	Developing	●	●	✗	✓	✗	✓	✓	✓
UNO - GARCIA <i>UNO Charter School - Major Hector P. Garcia MD Cam</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
UNO - ROGERS <i>UNO Charter - Rogers Park</i>	Excelling	●	●	✓	✗	✓	✓	✓	✓
UNO - SOCCER <i>UNO Soccer Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
UPLIFT <i>Uplift Community</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
URBAN PREP - BRONZEVILLE <i>Urban Prep Academy for Young Men - Bronzeville</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
URBAN PREP - ENGLEWOOD <i>Urban Prep Academy for Young Men Charter - Englewood</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
URBAN PREP - WEST <i>Urban Prep Academy for Young Men - West</i>	Emerging	●	●	✗	✗	✓	✓	✓	✗
VAUGHN <i>Jacqueline B Vaughn Occupational</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
VOISE <i>VOISE Academy</i>	Developing	●	●	✗	✓	✓	✓	✓	✓
VON STEUBEN <i>Friedrich W von Steuben Metropolitan Science</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
WASHINGTON <i>George Washington</i>	Developing	●	●	✓	✗	✓	✓	✓	✓
WELLS <i>Wells Community Academy</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
WESTINGHOUSE <i>George Westinghouse College Prep</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
WILLIAMS <i>Daniel Hale Williams Prep School of Medicine</i>	Strong	●	●	✓	✓	✓	✓	✓	✓
WORLD LANGUAGE <i>World Language Academy</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
YCCS - ADDAMS <i>YCCS-Jane Addams Alternative</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - ASPIRA PANTOJA <i>YCCS-ASPIRA, Antonia Pantoja Alternative</i>	Developing	●	●	✓	✗	✓	✗	✓	✓
YCCS - ASSOCIATION HOUSE <i>YCCS-Association House, El Cuarto Ano</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - AUSTIN CAREER <i>YCCS-Austin Career Education Center</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - CAMPOS <i>YCCS-Dr. Pedro Albizu Campos Puerto Rican</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - CCA ACADEMY <i>YCCS-CCA Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - CHATHAM <i>YCCS-Chatham Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - HOUSTON <i>YCCS-Charles Hamilton Houston Alternative</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - INNOVATIONS <i>YCCS-Innovations of Arts Integration</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
YCCS - LATINO YOUTH <i>YCCS-Latino Youth Alternative</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - MCKINLEY <i>YCCS-Ada S. McKinley-Lakeside</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - OLIVE HARVEY <i>YCCS-Olive Harvey Middle College</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗



YCCS - SCHOLASTIC ACHIEVEMENT <i>YCCS-Academy of Scholastic Achievement</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - SULLIVAN <i>YCCS-Sullivan House Alternative</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
YCCS - TRUMAN <i>YCCS-Truman Middle College</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - WEST TOWN <i>YCCS-West Town Academy Alternative</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - WESTSIDE HOLISTIC <i>YCCS-Westside Holistic Leadership Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - YOUTH CONNECTION <i>YCCS-Youth Connection Leadership Academy</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YCCS - YOUTH DEVELOPMENT <i>YCCS-Community Youth Development Institute</i>	Incomplete Data	●	●	✗	✗	✗	✗	✗	✗
YORK <i>Consuella B York Alternative</i>	Developing	●	●	✓	✓	✓	✓	✓	✓
YOUNG <i>Whitney M Young Magnet</i>	Excelling	●	●	✓	✓	✓	✓	✓	✓
YOUNG WOMENS <i>Young Women's Leadership Charter</i>	Emerging	●	●	✓	✓	✓	✓	✓	✓



acknowledgements

ADVISORY REVIEW

Anne L. Becker EdD, Immediate Past President - Illinois Arts Educators Association

John Q. Easton, Spencer Foundation

Dr. Henry Frisch, University of Chicago

Christina Herzog, Crown Family Philanthropies

Dr. Janice Jackson, Chicago Public Schools

Mark Kelly, Chicago Department of Cultural Affairs and Special Events

LaTanya McDade, Chicago Public Schools

Bronwyn McDaniel, University of Chicago

Andrew Means, beyond.uptake and the Impact Lab

Evan Plummer, Chicago Public Schools

David Vitale, Immediate Past President—Chicago Board of Education

Gail D. Ward, Chicago Board of Education

Joanna Woronkovicz, Indiana University-Bloomington

INGENUITY DATA ADVISORY PANEL

Julia deBettencourt, Snow City Arts

Michael Waddell, Pangaea Information Technologies

Sarah Alvarez, Art Institute of Chicago

Jennifer Benoit-Bryan, Slover Linett Audience Research

Denali Dasgupta, Chapin Hall

Tiffany Hsu, CPS Department of Arts Education

Corinne Neal, Barrel of Monkeys

Rebecca Nelson, 8th Light Inc.

Rene M. Paccha, rene.codes

Erin Roche, William H. Prescott Elementary, CPS

Lisa Siciliano, National Teachers Elementary Academy, CPS

INGENUITY BOARD OF DIRECTORS

Karim Ahamed, HPM Partners LLC

Frank Baiocchi, Polk Bros. Foundation

Orbert Davis, Chicago Jazz Philharmonic

David Gordon, Sidley Austin LLP

Deepa Gupta, The Boeing Company

Francia Harrington, Make it Better

Mary Ittelson, Ittelson Consulting

Welz Kauffman, Ravinia Festival

Dana Rice, Opportunity International

Robin Steans, Steans Family Foundation

The State of the Arts in Chicago Public Schools 2015-16 was written by **Yael Silk** and edited by Ingenuity staff.

INGENUITY STAFF

Tom Bunting, Data & Research Associate

Tashia Fouch, Office Coordinator

AmySue Mertens, Director of Public Affairs

Tracy Olasimbo, Partnerships & Professional Learning Associate

Rickie Ryan, Director of Development

Dr. Steven Shewfelt, Director of Data & Research

Paul Szniewajs, Executive Director

Nicole Upton, Director of Partnerships & Professional Learning

FUNDERS

Ingenuity is supported by the generosity of many of Chicago's leading foundations and corporations, including:

Anonymous

Anonymous

Anonymous

Bloomberg Philanthropies

The Boeing Company

Chicago Blackhawks Charities

The Crown Family

Ernest H. and Lillian H. Volwiler Fund at Chicago Community Trust

The Field Foundation of Illinois

Finnegan Family Foundation

The Ingenuity Board of Directors

Lloyd A. Fry Foundation

Leo S. Guthman Fund

C & M D. McCormick Foundation

Milne Family Foundation

National Endowment for the Arts

Polk Bros. Foundation

Searle Funds at The Chicago Community Trust

The Siragusa Foundation

Spencer Foundation

Tone Products, Inc.



Ingenuity would like to thank supporters of Be Creative: A Campaign for Chicago Arts Education

Allstate Insurance Company

Anonymous

Peter and Lucy Ascoli

Pamella Capitanini

Carlos R. Cardenas

Chicago Department of Cultural Affairs and Special Events (DCASE)

Elizabeth and Michael Cole

Marge and Lew Collens

Michelle L. Collins

The Crown Family

The Elizabeth Morse Charitable Trust

Elizabeth Morse Genius Charitable Trust

Exelon

R. Scott Falk

Brent and Catherine Gledhill

Brenda and James Grusecki

Illinois Tool Works

Ned Jannotta

Susan and Richard Kiphart

Kirkland & Ellis Foundation

The Knight Family Foundation

Robert Kohl and Clark Pellett

Liz and Eric Lefkowsky

Lincoln Park Preschool & Kindergarten

Kay and Jim Mabie

Clare Muñana

Sylvia Neil and Dan Fischel

Northern Trust

Susan and Nick Noyes

David Ormesher

The Pelino Family

Peoples Gas

Pritzker Foundation

Anne and Chris Reyes

Jeanne and John Rowe

Cari and Michael Sacks

The Sidley Austin Foundation

Robin Steans and Leonard Gail

Laura VanPeenan and Louis Conforti

William Blair & Company Foundation

Wintrust Financial Corporation

World Business Chicago

Ted Zook

Elizabeth Morse Genius Charitable Trust and The Elizabeth Morse Charitable Trust are the Lead Underwriters of fundraising for Be Creative.

(list reflects donors as of October 2016)

Designed by **Plan B.** [the agency alternative]



Over the past four years of data collection, CPS schools have found ways to improve on their ability to bring instruction to their students.

THE THINKING BEHIND ARTS LEARNING

Ingenuity's mission is to leverage the vibrant communities, rich knowledge, and significant resources of Chicago to ensure the arts are a critical component of every public school student's education.



2013
GAME CHANGER AWARD



2013
COLLABORATION AWARD

Email : info@ingenuity-inc.org
Twitter : [@IngenuityChgo](https://twitter.com/IngenuityChgo)
Facebook : [/IngenuityChicago](https://www.facebook.com/IngenuityChicago)

Ingenuity
440 N. Wells Street
Suite 505
Chicago, IL 60654

Ingenuity-inc.org | artlookMap.com