STATE OF THE ARTS IN CHICAGO PUBLIC SCHOOLS

PROGRESS REPORT 2014–15 HIGHLIGHTS
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>01   EXECUTIVE SUMMARY</td>
<td>4</td>
</tr>
<tr>
<td>02   KEY FINDINGS</td>
<td>6</td>
</tr>
<tr>
<td>03   THREE-YEAR PROGRESS</td>
<td></td>
</tr>
<tr>
<td>CREATIVE SCHOOLS: THREE-YEAR TRENDS</td>
<td>7</td>
</tr>
<tr>
<td>STAFFING LEVELS</td>
<td>8</td>
</tr>
<tr>
<td>WEEKLY INSTRUCTION</td>
<td>9</td>
</tr>
<tr>
<td>04   CPS ARTS EDUCATION PLAN PROGRESS</td>
<td>10</td>
</tr>
<tr>
<td>05   AREAS OF FURTHER STUDY</td>
<td>13</td>
</tr>
<tr>
<td>06   ACKNOWLEDGEMENTS</td>
<td>14</td>
</tr>
</tbody>
</table>
Chicago Public Schools (CPS), the nation’s third-largest school district, has experienced numerous shifts over the past four years including an increase in instructional minutes, school closures, Common Core implementation, fiscal challenges, changes to student assessments and budgeting, an increase in high school graduation rates, and a decrease in student enrollment. Despite these fundamental changes, and as a result of the collective efforts of school leaders, community arts partners, and local funders, the 2014–15 State of the Arts progress report demonstrates steady improvements in the district’s capacity to deliver arts instruction to all students.

A QUALITY ARTS EDUCATION FOR EVERY CHILD IN EVERY SCHOOL

The 2012 CPS Arts Education Plan elevated the arts to a core subject and articulates that a quality arts education must include instruction in every art form—visual art, music, dance, and theatre—that is ongoing and sequential. Additionally, this instruction is delivered in the following ways—by credentialed arts instructors teaching discipline-specific classes, by non-arts credentialed instructors authentically integrating the arts with other content areas, and by community arts partners connecting students to professional works of art and practices both in school and in cultural venues.

At the core of the CPS Arts Education Plan is a set of high-level goals that are central to its overall progress. These include:

- **GOAL 1A:** Make the arts a core subject by dedicating 120 minutes of arts instruction per week in elementary schools.
- **GOAL 1D:** Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio.
- **GOAL 3C:** Launch the Creative Schools Certification to establish school and network-level supports to help principals plan for and implement the arts.
- **GOAL 4B:** Match at least one community arts partner to every school in collaboration with an arts, or other instructor.

This progress report outlines the results from the 2014–15 Creative Schools Certification data collection process. Ingenuity’s data collection efforts to support arts education access in CPS began in 2012–13 and resulted in a baseline report followed by a 2013–14 progress report. In the 2014–15 school year—our third year of data collection—86 percent of CPS schools completed the Creative Schools Certification survey in full, sustaining a significant participation increase from the baseline year. A higher proportion of elementary schools participated than high schools.

PROGRESS IN A CHALLENGING ENVIRONMENT

Gains were seen in some of the Plan’s most critical areas this past year. Over two-thirds of schools reported meeting the recommended goal of one full-time certified arts instructor for every 350 students, an increase for the second consecutive year. Additionally, 58 percent of elementary schools met the recommended 120 minutes of weekly arts instruction, a 45 percent increase from the baseline year. This past school year the total number of arts instructors in the district rose, with the greatest increases in total visual arts and dance instructors. In 2014–15, there were six times as many visual arts and music instructors as there were theatre and dance instructors. Ninety-one percent of schools reported utilizing arts integration strategies, and 96 percent partnered with at least one arts organization.
TRACKING VIA THE CREATIVE SCHOOLS CERTIFICATION

Figures like those just mentioned are tracked via the Creative Schools Certification (CSC). The CSC creates an infrastructure to expand and track growth in arts instruction across all schools and was designed in part to support decision making at the school level. Participating schools submit data that indicate their arts instruction opportunities, access to certified arts instructors, professional development, arts integration, partnerships, and parent/community engagement.

The Creative Schools Survey inventories school-level arts education assets including staffing and instructional time. Each school then receives a rating along a five category continuum. In the 2014–15 school year, 57 percent of schools were classified as either Strong or Excelling in the arts, an increase from 50 percent in 2013–14. Of the 551 schools that responded in both Years 2 and 3, 87 percent maintained or improved their certification category.

Data indicates that significant strides have been made to improve equitable access to certified arts instructors, and overall, schools made strategic choices that resulted in improved CSC rankings. As CPS faces a critical budget crisis, it is more important than ever to recognize the progress made in arts education and to reaffirm stakeholder commitments to continuing this progress in the coming years.

In the end, while we can draw some district-level conclusions, the data sets used in this report are even more powerful when examined at the school level. When principals, instructors, arts partners, parents, and other stakeholders can track their school’s strengths and opportunities, they can make more strategic choices when planning for the arts, and then the District will move toward a quality arts education for every CPS student.

HOW TO USE THIS REPORT

SCHOOL LEADERS
- Note the improvement trends in the district
- Compare your school’s Creative Schools Certification (CSC) category to the district’s overall results
- Create/update arts education goals for this school year

FUNDERS
- Note areas of greatest improvement, where there is evidence that investing in CPS arts education is paying off
- Note areas in most need of improvement and additional investment
- Consider proposed areas for additional study

COMMUNITY ARTS PARTNERS
- Note the trends in how schools engage community arts partners
- Consider the arts education needs of CPS
- Determine how your organization can best support schools in meeting their arts education goals

PARENTS/ADVOCATES
- Note which arts education policies are currently in place to support student learning
- Review your school’s CSC category in the appendix
- Ask your school leaders questions about arts education goals for this school year

Ingenuity’s ability to report on this progress would not be possible without the work done by the hundreds of Arts Liaisons who volunteer their time to report data on the schools where they work, and the hundreds of community arts partners and funders who contribute to positive institutional change that will result in a quality arts education for every CPS student.
This report examines Chicago Public Schools' arts education resources in the 2014–15 school year. This most recent school year represents the third year of data collected following the approval of the CPS Arts Education Plan and the launch of the Creative Schools Initiative. By surveying CPS schools; tracking the number of credentialed arts instructors, community arts partners, and the services they provided; and looking more closely at the 571 schools that participated in the Creative Schools Certification, Ingenuity has mapped the dynamic landscape of arts education in Chicago.

The goal of this and future progress reports is to track the year-to-year expansion of arts instruction across Chicago Public Schools, and to provide accountability standards for the CPS Arts Education Plan’s goals, using the first State of the Arts Baseline Report 2012–13 as the benchmark. There was a 31 percentage point increase in schools reporting data from the 2012–13 school year to the 2013–14 school year. Over 85 percent of schools reported their data both in 2013–14 and 2014–15. These strong participation rates over the past two years allows for clear comparisons to be made for the first time.

This overview of the 2014–15 Progress Report begins with trend data for the longitudinal sample of schools that completed the Creative Schools survey each of the last three years. The next section offers an update on progress made in implementing the CPS Arts Education Plan. The final section provides suggested areas for further study.

The complete State of the Arts in Chicago Public Schools Progress Report 2014–15 can be found at ingenuity-inc.org or by request at info@ingenuity-inc.org.
Three hundred and sixty schools completed the Creative Schools Survey three years in a row. This section takes a closer look at how those schools performed over time.

**CREATIVE SCHOOLS CERTIFICATION: THREE-YEAR PROGRESS**

<table>
<thead>
<tr>
<th>Category</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMERGING</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>DEVELOPING</td>
<td>28%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>STRONG</td>
<td>27%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>EXCELLENT</td>
<td>38%</td>
<td>37%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**KEY FINDINGS**

- 360 schools completed the Creative Schools survey three years in a row.
- Nearly 72% achieved a Strong or Excelling category in Year 3 versus 52% in Year 1.
- The percentage of schools meeting the 1:350 instructor-to-student ratio recommendation increased from 51% in Year 1 to 70% in Year 3.
- The percentage of schools meeting the recommendation of 120 minutes of arts instruction per week increased from 42% in Year 1 to 60% in Year 3.

**CREATIVE SCHOOLS: THREE-YEAR TRENDS**

Of the 360 CPS schools reporting three years in a row, nearly 72 percent were rated Strong or Excelling in the arts in Year 3. This is an increase from 52 percent in the first year and 65 percent in the second year. The number of schools in the Emerging and Developing categories decreased each year.

The positive trends reflect school-level improvement over time. Specifically, 89 percent of the longitudinal sample (or 322 schools) maintained or increased their Creative Schools category from Year 1 to Year 3. Additionally, 153 schools maintained a category of Strong or Excelling all three years. Finally, 94 schools moved from Developing or Emerging to Strong or Excelling over this three-year period.
STAFFING LEVELS

As mentioned previously, the CPS Arts Education Plan recommends a staffing policy of one certified full-time arts instructor for every 350 students. The arts instructor-to-student ratio in the longitudinal sample improved each study year. The percentage of schools meeting the 1:350 arts instructor-to-student ratio recommendation increased from 51 percent in Year 1 to 58 percent in Year 2 and reached 70 percent in Year 3. The average ratio itself improved each year, from 1:366 in Year 1 to 1:286 in Year 3.

PERCENTAGE OF SCHOOLS BY STAFFING RATIO (OF 360 SCHOOLS)

<table>
<thead>
<tr>
<th>MET RATIO</th>
<th>1:350 OR LESS</th>
<th>1:350 OR LESS</th>
<th>1:350 OR LESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID NOT MEET RATIO</td>
<td>39%</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>HAD ≥ 1 FTE</td>
<td>8%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>HAD .5 FTE</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>HAD NO FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1:366
ADJUSTED AVERAGE RATIO
2012–13

1:314
ADJUSTED AVERAGE RATIO
2013–14

1:286
ADJUSTED AVERAGE RATIO
2014–15
WEEKLY INSTRUCTION

The 293 elementary schools in the longitudinal sample increased their average weekly instructional minutes in the arts each year. The number of CPS elementary schools meeting the recommended 120 minutes of arts instruction per week increased 43 percent over three years. In Year 1, 42 percent of schools met the recommendation, and by Year 3, 60 percent met the recommendation. The average minutes of arts instruction across this sample also increased each year, beginning with a weekly average of 99 minutes in Year 1 and reaching a weekly average of 116 minutes per in Year 3.

In summary, of the 360 CPS schools reporting three years in a row, there were gains in students’ access to the arts, including Creative Schools category, arts staffing levels, and student access to weekly arts instruction.
The CPS Arts Education Plan ("the 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.

As indicated by the following graphic, significant progress has been made on the Plan despite a great deal of change within the District in the past three years.

While progress in some areas is evident, there is an acknowledgment by the same broad set of stakeholders who assisted in the Plan’s formulation that systemic change takes time. The next phase reflects a commitment to complete some of the Plan’s most important remaining elements including curricular expansion and improvement (Goals 2A–C) and assessment initiatives (Goal 5E), both of which are aimed at ensuring that all CPS students have access to the highest quality arts instruction.

### GOAL 1: DISTRICT ARTS POLICY

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

| 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, supports arts learning pathways from PreK–12, and utilizes both direct arts instruction and arts integration strategies.

| 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). |
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.

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.

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

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.

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 materials 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.

*GOAL 6D PROGRESS:
In 2014, Be Creative: The Campaign for Creative Schools was launched to raise $38 million for the arts in CPS. More information can be found at: www.BeCreativeChicago.org
The three years of data collection conducted by Ingenuity demonstrate clear improvement trends in CPS arts education. The more we learn about the arts education ecosystem in Chicago, the more questions arise that the existing data cannot address. The following are some suggestions for future studies that would continue providing decision-makers with the information they need to deepen their arts education efforts for all students.

1. Now that there is established momentum behind efforts to improve arts education in CPS, there is an opportunity to craft a series of case studies that go beyond the numbers and describe the strategies, challenges, and opportunities that those succeeding in this work are facing. Case studies could focus on how schools achieve the recommended 120 weekly minutes of arts instruction and schedule their instructors, or more generally examine schools that progressed from an Emerging or Developing category to Strong or Excelling.

2. Overall, elementary schools are more likely to improve their Creative Schools Certification category than high schools. It would be worthwhile to explore what the barriers are to improving arts education efforts in high schools. What additional investments and/or changes in approach are needed to address these barriers? Would adjustments to the high school rubric be appropriate?

3. District-run schools have responded well to the Creative Schools Certification process. It would be worthwhile to explore what the barriers are to increasing charter and contract school participation in the Creative Schools Initiative. Which incentives and communications vehicles may work better to increase participation in the Creative Schools Certification? What adjustments to the process of participation would be appropriate? How can Ingenuity partner with the District, leading charter agencies and partners to work with charter operators to boost data collection and capture the arts assets within these schools?

4. CPS hired more arts instructors this year, but some posted positions went unfilled. Additionally, theatre and dance instructor hires remain at low levels. Are there enough qualified candidates in the area? Is there an interest in hiring more theatre and dance instructors? Beyond obvious school budget issues, what steps can be taken to remove obstacles to hiring needed staff? A better understanding of why some schools were unable to fill arts instructor positions made possible by the TIF funds may help illuminate the supply-and-demand forces at play. This is particularly important given the policy change that allows courses in each of the four art disciplines to count towards the two-credit arts graduation requirement.

5. The current data demonstrate where community arts partners are working and what programs they are implementing. A closer look at how these partnerships enhance and support school arts education efforts would now be beneficial. For example, how are principals and instructors making decisions about which organizations to partner with, which discipline to focus on, and which program type(s) to include? Are school leaders selecting programs that greatly differ from what their arts instructor can cover (e.g., a school with a visual arts instructor partners with a community arts partner to take fourth and fifth graders to dance performances)? Are school leaders selecting programs that deepen the school's existing arts education program (e.g., a school with a visual arts instructor who specializes in painting partners with a teaching artist to conduct a multi-week residency focused on creating sculptures using reclaimed materials)? Identifying these patterns and types of partnership practices could serve as models for schools looking to maximize the impact of these partnerships.
ACKNOWLEDGEMENTS

ADVISORY REVIEW
Anne L. Becker Ed.D., Immediate Past President – Illinois Arts Educators Association
Michelle Boone, Chicago Department of Cultural Affairs and Special Events
John Q. Easton, Spencer Foundation
Dr. Henry Frisch, University of Chicago
Dr. Janice Jackson, Chicago Public Schools
Bronwyn MCDaniel, University of Chicago
Andrew Means, 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 Woronkowicz, Indiana University-Bloomington

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

Anonymous
Bloomberg Philanthropies
The Boeing Company
Chicago Blackhawks Charities
The Crown Family
The Field Foundation of Illinois
Finnegan Family Foundation
Lloyd A. Fry Foundation
Leo S. Guthman Fund
C & M D. McCormick Foundation
Milne Family Foundation
Morrison Family Foundation
National Endowment for the Arts
Polk Bros. Foundation
Siragusa Foundation
Spencer Foundation
Ernest H. and Lillian H. Wolviler Fund at Chicago Community Trust

INGENUITY DATA ADVISORY PANEL
Sandra Aponte, Chicago Community Trust
Julia DeBettencourt, Snow City Arts
Jennifer Groot, Chicago Architecture Foundation
Kiljoong Kim, Chapin Hall at the University of Chicago
Rebecca Schedin, Nexus

Gina Sian, DePaul University
Lisa Siciliano, Emerald City Theatre Company & Lifeline Theatre
Michael Stehi, Chapin Hall at the University of Chicago
Michael Waddell, Pangaea Information Technologies

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
Francis Harrington, Make it Better

Mary Ittelson, Ittelson Consulting
Weitz Kauffman, Ravinia Festival
Andrew Means, The Impact Lab
Dana Rice, Opportunity International
Robin Steans, Steans Family Foundation
Susana Vasquez, IFF

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

INGENUITY STAFF
Paul Sznewajs, Executive Director
Tom Bunting, Data Associate
AmySue Mertens, Director of Policy and Communications

Tracy Olasumbo, Office Coordinator
Sydney Sidwell, Associate Director
Nicole Losurdo Upton, Director of Partnerships and Professional Learning

Designed by Plan B, [the agency alternative]
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.