EXECUTIVE SUMMARY

Over the past three decades, countless educational, cultural, and philanthropic leaders have worked tirelessly to improve access to the arts for all students in Chicago Public Schools. Since its inception in 2011, Ingenuity has been working in partnership with these same leaders toward the goal of an arts education for every student in every CPS school.

Ingenuity underpins its work by gathering a deep set of data that provides a clear understanding of the specific arts needs of each school and the district as a whole. This report presents findings from the first year of comprehensive data collection, the 2012–13 school year, and sets the baseline against which Ingenuity will annually measure district-wide efforts to expand arts instruction. Nearly four hundred schools participated in this data collection, which makes this report the most current, comprehensive view of arts education in Chicago.

This report also offers an analysis of progress on the CPS Arts Education Plan and shows data related to its implementation in schools. The key to looking at the state of arts in the city’s schools is taking a closer look at some of the Plan’s high-level goals, which stand out as central to its overall progress:

- Make the arts a core subject by dedicating 120 minutes of arts instruction per week in elementary schools. (1a)
- Create a system to track the quantity of elementary-level arts instruction. (5a)
- Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio. (1d)
- Require each school to maintain a budget for the arts. (6a)
- Match at least one community arts partner to every school in collaboration with an arts, or other instructor. (4b)
- Launch the Creative Schools Certification to establish school and network-level supports to help principals plan for and implement the arts. (3c)
- Integrate the arts into the school progress report card. (5d)

SCHOOLS, INSTRUCTORS, AND PARTNERS

Prior to the approval of the CPS Arts Education Plan, the District often classified the arts as “enrichment” with no policy requiring weekly minutes of arts instruction at the elementary level. Chicago Public Schools subsequently elevated the arts to a core subject in the 2012–13 school year. Compared to the number of hours of weekly arts instruction in other school districts across the nation, CPS’s goal of two hours of weekly instruction for K–8 students is robust. If fully implemented with appropriate staffing levels to match, it would place Chicago schools among the leading schools nationally for arts staffing and instructional time. This report shows that 24 percent of CPS elementary schools reported meeting the goal in 2012–13, the first year of the Plan. Progress on this goal will be tracked and reported in subsequent reports beginning in the fall of 2014.

Weekly instruction cannot take place without an adequate number of credentialed instructors. On a positive note, this report shows that CPS has close to the number of credentialed arts instructors needed to meet the two hours of weekly instruction. However, they are unevenly distributed across schools. Some schools have an ample number of instructors on staff, while others have none. This disparity is often delineated across socioeconomic lines.
In addition to credentialed arts instructors, children also receive instruction from community arts partners who provide services that augment classroom instruction. When Ingenuity began its data tracking in 2011, it was believed about 250 partners worked with schools across Chicago. Today, our artlook Schools data shows that more than 550 partners exist, including independent teaching artists providing programs in visual, music, theatre, dance, and media arts. This volume of community arts partners far outpaces services available in other academic subjects. The greater challenge is assuring a more effective and efficient system to match community arts partner programs to concrete school, instructor, and student needs.

**TRACKING VIA THE CREATIVE SCHOOLS INITIATIVE**

The Creative Schools Initiative was launched at the end of the 2012–13 school year. The Initiative is the strategy that puts the CPS Arts Education Plan in motion and is designed to support school-level decision making around arts instruction. Ingenuity tracks progress through its artlook data systems, which aggregate information from both schools and community arts partners. There is now a better understanding than ever before of where arts resources exist in schools. The data in this report also shows where schools are lacking critical resources—arts instructors, community arts partners, or both.

The Creative Schools Initiative includes four connected supports for schools: (1) Arts Liaisons as leaders in each school, (2) data to help schools understand where the greatest needs are and to guide planning, (3) the Creative Schools Certification to provide a roadmap for progress, and (4) funding to support instructor-designed programs. The Initiative also sets important bars to reach, such as an arts instructor-to-student ratio of 1:350 in all elementary schools.

The anchor for this work is the Creative Schools Certification. This Certification is a five-rung ladder that helps schools to understand how to grow their arts programs. In the 2013–14 school year, the arts were for the first time added to the CPS school progress report cards alongside other core academic content areas, such as reading and math. The Certification now provides a public-facing metric to help understand and track arts growth across the district.

Lastly, this report provides an overview of arts education funding in Chicago, including district and community resources, and takes a look at how Chicago compares with urban districts across the country. One of the greatest challenges moving forward will be providing adequate funding at the school level to support the improved policies. This, too, will be tracked in forthcoming progress reports.

**A NEW BEGINNING**

The goal of the CPS Arts Education Plan is to bring arts education to every child in every CPS school. While the work to expand arts instruction across Chicago Public Schools is ongoing, this report can provide context and construct for a new beginning. By understanding what arts resources existed in schools during the first year of the CPS Arts Education Plan, Ingenuity has established the baseline and can now track progress each year. Beginning in the fall of 2014, annual progress reports will publish changes in instructional time, staffing, partnerships, and funding. Doing so will shed light on the progress achieved as well as areas of continued need. In closing, Ingenuity thanks the hundreds of arts champions, instructors, funders, and program providers for their willingness to share their data and, more importantly, for their commitment to act on behalf of the more than 400,000 CPS students. Chicago has made great strides—a city-wide Cultural Plan, the first CPS Arts Education Plan, the arts elevated to a core subject, expanded high school graduation requirements in the arts, a call for increased instructional minutes, and more. But there are countless more steps to be taken before arriving at tangible, sustained success for students in every school. This report sets us on that journey.
Multiple sources of data from local and statewide entities were examined for this baseline report for the 2012–13 school year. The lead data source for analyses came from the Ingenuity artlook Suite—a set of systems that tracks information on school-based arts and community arts partner-provided arts education across the district.

CPS Arts Liaisons, the arts champions within each school, collect and report on the inventory of arts programming assets within their schools—information on instructors, instructional minutes, disciplines offered, and budget, among many other data points—via the artlook Schools online portal. Data reported by schools from the artlook Schools site directly informs each school’s Creative Schools Certification category, which appears on CPS’s fall progress report cards.

Museums, cultural institutions, community-based organizations, and individual teaching artists similarly report partnership and programming information on Ingenuity’s artlook Partners survey site.

Together, these two sites provide a valuable lens into the landscape of arts education programs occurring in CPS as well as identify where gaps exist across the city. The results of this data collection will soon be available to the public via artlook Map.

This report also relies on public data sources, including the Illinois State Board of Education, to determine the number of arts instructors in CPS and which arts disciplines they are credentialed to teach. Ingenuity worked with CPS to report the public resources allocated for arts education including district- and school-level budget data. Additionally, CPS budget and talent files were used to identify schools with full- and part-time arts instructors. In examining these files, a focus was placed on the 577 district-run schools.

The report also examines federal data and data from other parts of the country to understand how Chicago fits into the national landscape.

Ingenuity recognizes that the knowledge of CPS’s arts education landscape remains limited. There will be a continued effort to refine data collection methods with each report and expand the number and types of schools represented.

A Note on Contract and Charter Schools
This report did not include charter and contract schools in most of its analyses. Ingenuity received too few Creative Schools Certification responses from charter and contract schools for a quality sample. As the district works toward providing contract and charter schools with progress report cards similar to those used by district-operated schools, and as the Creative Schools Fund grows, an expected increase in participation by these schools is likely to occur.
This report examines Chicago’s resources as they existed in the 2012–13 school year when the CPS Arts Education Plan and the Creative Schools Initiative were first launched. By surveying CPS schools, tracking all credentialed arts instructors, community arts partners, and the services they provide; and then looking more closely at the 387 schools that participated in the Creative Schools Certification, Ingenuity has mapped the baseline landscape of arts education in Chicago.

Establishing this benchmark will allow all stakeholders to track growth and progress of the CPS Arts Education Plan each year.

Instructors anchor the arts in schools

Students typically receive arts instruction from two primary sources: classroom arts instructors and community arts partners. School-based, credentialed arts instructors are the anchors for arts education for every student and the single source for sequential K–12 arts instruction. Community-based arts partners provide services that support these arts instructors, help integrate arts with academic content, and diversify the arts disciplines to which students are exposed.

At the end of the 2012–13 school year, 82 percent of the 577 district-run CPS schools had both an arts instructor and a community arts partner.14% Four percent had a community arts partner but no instructor, 12 percent had an arts instructor but no community arts partner, and two percent had neither.

Key findings from the first year of baseline data

- The district employs close to the number of credentialed instructors needed to fulfill new elementary and high school arts requirements, but there is uneven distribution of these instructors across the district. (See page 13)
- Less than 25 percent of CPS elementary schools provide the recommended 120 minutes of weekly instruction. (See page 27)
- CPS schools ranked as Excelling through the Creative Schools Certification are among the highest in the nation in terms of arts staffing and instructional time. Fourteen percent of all schools are Excelling. (See page 27)
- With the data now available, community arts partners have the opportunity to more efficiently align programming to CPS student needs. (See page 15)
- Many small grassroots partners have been identified through data collection. Those currently working in the district need access to improved supports, including capacity building and quality assessment, in order for the district to enhance the arts learning of every CPS student. (See page 15)
- The majority of in-school-time partner programs are one-time field trips or performances that—while valuable and may address an identified school need—signal little consistent or ongoing student access to partner programs. (See page 17)
- Although total arts education funding is over $120 million annually, there is need for additional investments from the district if it is to meet the goals of the board-approved CPS Arts Education Plan. (See page 19)
- Philanthropic investments are deep but not broad. The greatest share of corporate and foundation funding goes toward arts residencies, which have a higher cost of provision. Just 28 percent of schools had an arts residency in 2012–13. (See page 19)
ARTS EDUCATION IN CHICAGO

A BRIEF HISTORY

Like most school districts in the United States, Chicago Public Schools (CPS) has, for more than thirty years, struggled to provide quality arts education to all its students. In the 1980s, CPS shortened the school day. The shorter day, coupled with increasing pressures on schools to perform academically, meant that district and school leaders often chose to de-emphasize arts education.

In the 1990s, the rise of Local School Councils gave individual schools greater authority to determine their own budgets, curriculums, and programming. This allowed individual schools the choice to develop unique arts programs in partnership with teaching artists and arts organizations.

Gradually, district leadership began testing out strategies to improve arts education more systematically. In 1999, the district’s Magnet Cluster Initiative supported 60 schools to develop school-wide, curriculum-based programs focused on fine and performing arts. In 2003, with support from the Chicago Community Trust, the district launched 17 arts demonstration schools, modeling sequential instruction in visual arts, dance, theatre, and music; as well as the sharing of resources across schools. The demonstration schools were intended to pave the way for all elementary school students to receive equitable, thoughtfully sequenced arts instruction. In 2006, local foundations privately funded a revamped CPS Office of Arts Education, signaling the growing importance of the arts to local civic and CPS leaders.

Yet arts education in Chicago was still falling short. In 2008, a Wallace Foundation national report on the state of arts education observed that Chicago’s public schools remained weak in planning...
and provision of arts. In response to the report, more than 400 representatives from schools, arts organizations, CPS, and local funders participated in the Chicago Arts Learning Initiative (CALI), which called for better coordination of resources to create sustainable access to the arts for children across the city.

Ingenuity was founded in 2011 to carry out CALI’s vision.

In 2012, new Chicago leaders stepped up to the challenge of revitalizing arts education. The City of Chicago and the Department of Cultural Affairs and Special Events led the creation of the first city-wide Cultural Plan in 25 years. After more than 40 public town hall sessions, Chicago’s citizens spoke clearly in support of more arts in our schools. Heeding this call, Ingenuity and hundreds of community leaders helped CPS create its ambitious three-year Arts Education Plan, which led the Chicago Board of Education to declare the arts a core subject of equal importance with traditional academic subjects.

In 2013, CPS launched the Creative Schools Initiative. Developed in collaboration with Ingenuity, the Initiative provides incentives and accountability measures as well as roadmaps and technical assistance to help schools grow their arts instruction. In an era of standardized testing, when non-tested subjects are too often pushed out of the school day, the Creative Schools Initiative is working to restore the arts to the classroom.

- **2006**
  - The CPS Office of Arts Education is created with funding from local foundations

- **2008**
  - The Wallace Foundation Report examines the arts in schools across the nation and acknowledges Chicago as weak in arts planning and provision

- **2010**
  - The Chicago Arts Learning Initiative (CALI) convenes representatives from 200+ arts and cultural, and educational stakeholder groups who issue a call for more arts in schools

- **2011**
  - Ingenuity is founded
  - Ingenuity’s **artlook Map** is available to the public online

- **2012**
  - The Chicago Cultural Plan is created
  - Arts education is highlighted as the number-one priority
  - Ingenuity and CPS lead the first CPS Arts Education Plan

- **2013**
  - CPS extends the length of the school day
  - Creative Schools Initiative begins
  - Chicago Mayor Rahm Emanuel makes $1 million investment in arts education
  - First grants made from Creative Schools Fund directly to schools
THE LANDSCAPE

SCHOOLS

COMMUNITY ARTS PARTNERS

FUNDING
2012–13 AT A GLANCE

THE LANDSCAPE

Shown here is a selection of high-level findings from the 2012–13 school year related to the provision and funding of arts instruction in Chicago Public Schools. The following pages examine the baseline landscape of arts education for the district as they existed in the year of the creation and implementation of the CPS Arts Education Plan. By understanding this baseline for number of instructors in the system, student access to those instructors as well as instructional minutes, the scope of community services provided to schools, and the amount of funding invested in all of the above, we can begin to track annual progress and growth.

A SNAPSHOT

<table>
<thead>
<tr>
<th>ARTS INSTRUCTORS (full-time equivalents)</th>
<th>1,163.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF SCHOOLS IN THE DISTRICT</td>
<td>681</td>
</tr>
<tr>
<td>NUMBER OF SCHOOLS COMPLETING CREATIVE SCHOOLS CERTIFICATION</td>
<td>387</td>
</tr>
<tr>
<td>COMMUNITY ARTS PARTNERS</td>
<td>579</td>
</tr>
<tr>
<td>ARTS PROGRAMS PROVIDED BY COMMUNITY ARTS PARTNERS</td>
<td>2,439</td>
</tr>
</tbody>
</table>

STAFFING

Schools with at least one full- or part-time arts instructor

95% of elementary and middle schools have at least one full- or part-time arts instructor

88% of high schools have at least one full- or part-time arts instructor

94% overall have at least one full- or part-time arts instructor
**SCHOOLS WITH ARTS INSTRUCTORS AND/OR COMMUNITY ARTS PARTNERS**

- **82%** have both arts instructor(s) and community arts partner(s)
- **12%** have only arts instructor(s), no community arts partner(s)
- **4%** have only community arts partner(s), no arts instructor(s)
- **2%** have no community arts partner(s) and no arts instructor(s)

**TIME**

- The average weekly minutes for arts instruction
  
  **99** MINUTES

  Reported by the 317 CPS elementary schools that completed the Creative Schools Certification survey

  See page 28 for more information

**FUNDING**

- **APPROXIMATELY $122,000,000** was invested in arts education.
Ingenuity collected 2012–13 school year data on the total number of credentialed arts instructors in the district, the school-by-school distribution of these instructors, and specific arts disciplines taught.

The number of credentialed arts instructors in CPS has fluctuated over the past four years. The number increased during the 2012–13 school year when the Chicago Board of Education lengthened the school day and principals received funding that could be used to staff the additional classroom time. Though it dropped again shortly after, by approximately 100, arts staffing still ended the school year higher than previous years.

**WHAT THE DISTRICT HAS**

*Total full-time equivalents (FTEs) by school year*

<table>
<thead>
<tr>
<th>School Year</th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10</td>
<td>993</td>
</tr>
<tr>
<td>2010–11</td>
<td>939.4</td>
</tr>
<tr>
<td>2011–12</td>
<td>927.4</td>
</tr>
<tr>
<td>2012–13</td>
<td>1,163.4</td>
</tr>
</tbody>
</table>

CPS had 681 elementary, middle, and high schools in 2012–13, which were comprised of several governing structures, including district-run, charter, contract, performance, and options schools. Like most large urban districts, CPS struggled with budgetary challenges that affected its ability to deliver students a quality arts education.

Despite the budget challenges, most schools staffed at least one arts instructor as recommended in the CPS Arts Education Plan. However, six percent of schools did not staff an arts instructor in 2012–13.

**WHAT THE DISTRICT NEEDS**

In 2012–13, Chicago Public Schools’ arts-instructor-to-student ratio policy was 1:750. The Creative Schools Certification sets an ideal arts instructor to student ratio at 1:350. If met, this ratio would place CPS among the top districts nationally with respect to staffing and instructional time.

Given a student population of 403,498 students, to fulfill the Creative Schools Certification’s goal for an arts instructor to student ratio of:

\[
1 : 350 \quad \text{THE DISTRICT WOULD NEED} \quad \geq \quad 1,153 \quad \text{CR\text{E}D\text{N}T\text{I}A\text{L\text{E}D ARTS INSTRUCTORS IN THE SYSTEM}}
\]

Although the district employs approximately the number of instructors needed to meet the ratio, the more intractable challenge is ensuring students have equitable access to them from school to school.

**2012–13 CPS ARTS INSTRUCTOR TO STUDENT RATIO**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Percentage</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:350 or less</td>
<td>56%</td>
<td>(323 schools)</td>
</tr>
<tr>
<td>1:500</td>
<td>19%</td>
<td>(112 schools)</td>
</tr>
<tr>
<td>1:750</td>
<td>12%</td>
<td>(67 schools)</td>
</tr>
<tr>
<td>1:750+</td>
<td>7%</td>
<td>(41 schools)</td>
</tr>
<tr>
<td>No credentialed instructor</td>
<td>6%</td>
<td>(34 schools)</td>
</tr>
</tbody>
</table>

The 1:350 ratio was recommended by the Creative Schools Certification leadership committee of CPS leaders, higher education, philanthropy, and arts and cultural organizations. This ratio was vetted by the 40 member CPS Arts Education Plan Advisory Committee after an examination of national staffing ratios and is based on a general understanding of school size and instructor capacity.
WHAT CPS INSTRUCTORS CAN TEACH

The type of credentialed arts instructors in Chicago mirrors trends in other major urban school districts and reveals a familiar challenge. On average, an arts instructor holds two credentials in the arts, the most common of which are held in the disciplines of visual arts or music. Significantly fewer instructors hold credentials in dance and theatre.

**Credentialed Arts Instructors**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>National</th>
<th>CPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>50%</td>
<td>36%</td>
</tr>
<tr>
<td>Music</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Dance</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Theatre</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**WHERE ARTS INSTRUCTORS TEACH**

Arts education thrives in dedicated spaces where students have room to create and instructors can store materials and take advantage of an environment appropriate to the arts (special ventilation, flooring, acoustics, lighting, etc.). Dedicated spaces also give arts instructors a permanent home within a school rather than having them travel from room to room, and often causing them to lose precious planning time.

**OF CPS SCHOOLS REPORTING:**

- 23% have both dedicated and multi-purpose classroom(s)
- 58% have dedicated arts classroom(s)
- 9% have multi-purpose classroom(s)
- 10% have no dedicated spaces for the arts

Instructors without a dedicated classroom have expressed challenges compared to other disciplines and their instructors. Carting materials can mean teaching less robust curricula due to technologies, furniture setups, and classroom management techniques that vary from room to room. Arts instructors also note that establishing an arts dedicated environment, including materials and rules of conduct, is important to the structure of any classroom.
COMMUNITY ARTS PARTNERS

WHY ARE PARTNERSHIPS IMPORTANT?

The arts are best taught in a tiered approach with a credentialed instructor anchoring instruction that is supported by community arts partners. Community arts partners broaden the range of student arts experiences via field trips, performances, multi-week classroom residencies, and arts integration—as well as exposure to world-renowned artists and the opportunity to see, hear, and feel art. Partnerships are designed to supplement, but not replace, instruction by credentialed arts instructors. In a city with deep cultural resources like Chicago, giving schools and instructors access to these programs exponentially expands the depth and breadth of learning for students.

WHO PARTNERS ARE

COMMUNITY ARTS PARTNERS IDENTIFIED THROUGH INGENUITY’S artlook SUITE

Of the 415 active partners, 10 partners provided nearly one-third of all arts programs offered in CPS. They were:

- Chicago Symphony Orchestra
- Little Kids Rock
- Urban Gateways
- Art Resources in Teaching (A.R.T.)
- The Art Institute of Chicago
- Young Chicago Authors
- Chicago Children’s Choir
- Adventure Stage Chicago
- Museum of Contemporary Art
- The Joffrey Ballet

REMAINING 405 PARTNERS

In the first year of artlook Schools data collection, school-based Arts Liaisons reported the presence of an additional 300+ community arts partners beyond what was previously identified.

*Not every partner provides programming every year. For example, in the 2012–13 school year, 415 of 579 identified community arts partners provided programming to schools.

COMMUNITY ARTS PARTNER defines a broad spectrum of program providers ranging from individual teaching artists who work with a single school to grassroots and large nonprofits working with one to 50-plus schools and major cultural institutions like the Chicago Symphony Orchestra, which works with nearly 200 schools. To ensure all resources are captured, this report also includes nontraditional providers of arts-education resources—typically in-kind donations—such as materials and supplies, use of exhibitions spaces and volunteers.
REACH OF COMMUNITY ARTS PARTNERS IN SCHOOLS

Of the 415 active community arts partners that worked with schools in 2012–13, 53 percent were small partners who served a single school, while the remaining 47 percent worked with two or more schools.

53% partnered with one school
47% partnered with anywhere from two to 30+ schools
40% partnered with six or more schools
11% partnered with five schools
13% partnered with four schools
13% partnered with three schools
23% partnered with two schools

WHAT PARTNERS OFFER

27% MUSIC
21% VISUAL ARTS
24% THEATRE
17% DANCE
6% MEDIA ARTS
5% OTHER

Note: Partners can and do offer programming in multiple arts disciplines, so the same partner may be counted in more than one category.

Key Findings

With the data now available, community arts partners have the opportunity to more efficiently align programming to CPS student needs.

Many small grassroots partners have been identified through data collection. Those currently working in the district need access to improved supports, including capacity building and quality assessment, in order for the district to enhance the arts learning of every CPS student.
WHAT COMMUNITY ARTS PARTNERS OFFER, WHAT SCHOOLS USE

ARE STUDENT NEEDS BEING MET?

Community arts partners provide programs for students, instructor training, and professional development, as well as parent and family arts experiences. These partners commonly offer more than one type of program. When schools receive more than one program from a partner, the most common pairing is a residency and a field trip.

To gain a better understanding of the ways schools work with community arts partners to extend their students’ arts experiences, Ingenuity collected data from both community arts partners and schools about the kinds of programs they offer and the most frequently-accessed arts experiences. For example, of the 579 partners, 34 percent offered residencies, which bring a teaching artist into the classroom regularly for an extended time period, typically integrating arts and academics. Ninety-five percent of those residencies occurred in schools with an arts instructor on staff.

When looking at the impact of community arts partners’ programs on students, a recent national research study\(^\text{11}\) showed students’ academic growth was associated with their ongoing access to field trips. Additionally, artist-in-residence research\(^\text{4}\) showed an increase in critical thinking skills was associated with students’ exposure to residency programs. Future Ingenuity reports will explore whether in-school performances lead to deeper partnerships in different forms and whether the frequency of partnerships impacts students experience and school climate.

The map to the right depicts the geographic distribution of the 2,439 programs provided by community arts partners during the 2012–13 school year. The dots represent the 681 schools in the CPS district. The map is not an indicator of the depth of programming or equity of access across schools within the same community area.
### ARTS PROGRAM OFFERINGS & UTILIZATIONS

<table>
<thead>
<tr>
<th>Percentage of arts partners offering</th>
<th>Percentage of schools utilizing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIELD TRIP</strong></td>
<td></td>
</tr>
<tr>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>A classroom visit to a cultural institution, museum, or external arts partner’s facilities for an arts-related education experience or performance.</td>
<td></td>
</tr>
</tbody>
</table>

| **PROFESSIONAL DEVELOPMENT**         |                                 |
| 20%                                  | 22%                             |
| Training for instructors and/or administrators that enables staff to learn more about developing arts-based lessons and best practices; it is often customized to specific classroom interests and goals. |

| **OUT-OF-SCHOOL TIME**               |                                 |
| 51%                                  | 33%                             |
| Any arts-based programming in which CPS youth participate before or after the traditional school day. |

| **RESOURCES**                        |                                 |
| 28%                                  | 21%                             |
| An external provider supplies physical resources to supplement a school’s arts education programming (arts supplies and instruments, etc.). Does not include grants or granting agencies as partners. |

| **RESIDENCY**                        |                                 |
| 34%                                  | 28%                             |
| An artistic program within a given school where a teaching artist implements an arts learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors. |

| **IN-SCHOOL PERFORMANCE**            |                                 |
| 39%                                  | 24%                             |
| 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. |

| **OTHER**                            |                                 |
| 32%                                  | 16%                             |
| Services not captured in the other categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions). |

### KEY FINDINGS

- **The majority of in-school-time partner programs are one-time field trips or performances that—while valuable and may address an identified school need—signal little consistent or ongoing student access to partner programs.**
- **The in-classroom residency provides a deep arts learning opportunity, yet less than a third of all schools have an in-class residency. Of those schools that did, all but 10 paired the residencies with a pre-existing classroom instructor.**
- **95% of schools with residencies have arts instructors on staff.**
In its recent report on state-level arts policies across the United States, the Arts Education Partnership noted that strong policies must be combined with adequate local supports—including financial resources—to make those policies come alive in schools. A baseline analysis was conducted to examine the financial resources from CPS as well as external funders that went towards arts instruction in CPS in 2012–13.

In 2012–13, Chicago Public Schools’ investments included funds allocated at the district level for the Department of Arts Education, which manages arts programs and curricula, as well as arts instructor positions dispersed across the district using a quota formula. Individual schools’ investments, including any school-level public monies such as federal Title I and state supplements to high-poverty schools, were earmarked by principals from their individual budgets.

The external investments listed were reported by a dedicated group of foundations and corporations that provide grants and resources to either schools or community arts partners, and does not represent the complete universe of external investments, which is still unknown. Harder to track, and not represented in this report, is funding raised by individuals, parent groups, and small associations across all 681 schools. Additionally, data does not account for donations made by individual patrons to arts education organizations and institutions last year; these donations likely amount to several million dollars. Ingenuity’s goal is to capture and analyze these and other types of investments more closely in future reports.

### DISTRICT AND COMMUNITY FUNDING FOR ARTS EDUCATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Salaries &amp; Benefits</td>
<td>$103,460,684</td>
</tr>
<tr>
<td>Supplies, Materials &amp; Programs</td>
<td>$7,822,595</td>
</tr>
<tr>
<td>Donations to Community Arts Partners</td>
<td>$7,272,500</td>
</tr>
<tr>
<td>Department of Arts Education</td>
<td>$1,855,860</td>
</tr>
<tr>
<td>Donations to Schools</td>
<td>$1,510,130</td>
</tr>
<tr>
<td><strong>Total Arts Investments 2012–13</strong></td>
<td><strong>$121,921,769</strong></td>
</tr>
</tbody>
</table>
Sixty-one percent of schools that completed the Creative Schools Certification reported receiving external funding.

Chicago’s philanthropic community has an extensive track record of investing in arts education. Ingenuity surveyed Chicago’s leading institutional funders to determine their 2012–13 grantmaking in arts education and how it was allocated. These figures only reflect those 21 foundations and corporations that chose to provide information on their grantmaking and are therefore not comprehensive of all philanthropic arts education giving.

Grants reflect money directly applied for by schools, while foundations and businesses/corporations typically reflect donations given but not applied for. Many of these schools and parent communities displayed a great deal of community effort and commitment to obtaining other funds for arts instruction, including ticket and T-shirt sales, alumni association support, student fees, individual giving drives, book fairs, LSC support, and the allocation of parking lot funds.

More than one-fifth of the CPS schools surveyed received some form of foundation or corporate grant for arts education. Ingenuity’s survey shows that Chicago’s arts funders made nearly 300 grants to support arts education in CPS.

**WHAT FUNDS SUPPORT**

Chicago’s arts funders have historically supported arts education in a variety of ways, from large, systems-level initiatives to grassroots, neighborhood programs. Funders also support curriculum development, innovation, research, and evaluation, among other initiatives. The institutional funding shown in this report reflects grants for arts instruction that took place both during and outside the school day.

**EXTERNAL GRANTS**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Arts Programs Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>Residencies</td>
</tr>
<tr>
<td>47%</td>
<td>Arts Integration</td>
</tr>
<tr>
<td>42%</td>
<td>Out-of-School-Time Program</td>
</tr>
<tr>
<td>37%</td>
<td>Professional Development for Educators</td>
</tr>
<tr>
<td>32%</td>
<td>In-School Performances</td>
</tr>
<tr>
<td>32%</td>
<td>Planning and Curriculum Development</td>
</tr>
<tr>
<td>32%</td>
<td>Other</td>
</tr>
<tr>
<td>26%</td>
<td>Field Trips</td>
</tr>
<tr>
<td>26%</td>
<td>Innovation</td>
</tr>
<tr>
<td>26%</td>
<td>Materials/Supplies</td>
</tr>
<tr>
<td>16%</td>
<td>Research/Evaluation</td>
</tr>
</tbody>
</table>

**KEY FINDINGS**

- Although total arts education funding is over $120 million annually, there is need for additional investments from the district if it is to meet the goals of the board-approved CPS Arts Education Plan.
- Philanthropic investments are deep but not broad. The greatest share of corporate and foundation funding goes toward arts residencies, which have a higher cost of provision. Just 28 percent of schools had an arts residency in 2012–13.
- Arts education funding comes from both the district and private community funding.
THE PLAN

CPS ARTS EDUCATION PLAN

CREATIVE SCHOOLS INITIATIVE

CREATIVE SCHOOLS CERTIFICATION
In 2012, Chicago Public Schools created its first-ever Arts Education Plan. The three-year plan emphasized the need to provide every student with ongoing, sequenced arts each year from K–12 by a credentialed arts instructor. The Plan also immediately advanced key policy changes, including elevating arts to a core subject and adding arts education metrics to each CPS school progress report card.

### 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 arts partners.
- **C** Develop 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.
The Plan also made a recommendation to elementary schools: provide two hours of weekly arts instruction to every elementary school student. For this report, the 317 Creative Schools–certified elementary schools reported offering an average of 99 minutes of weekly arts instruction in the 2012–13 school year.

The chart below details progress made since CPS began implementing the Plan in 2012–13.
The creation of the CPS Arts Education Plan in 2012 was the first time Chicago Public Schools had set concrete long-term goals to bring arts instruction to all students. As a collection of policy changes and recommendations, the Plan’s goal is to expand arts instruction across all schools over three years. The Creative Schools Initiative was launched to move the CPS Arts Education Plan from concept to action.

One of the most consistent issues in public education is how to attain growth in non-tested subjects. 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 supports at the school level, to promote growth in arts instruction.

The Initiative drives four interlocking strategies aimed at building leadership in every school, using data and information to plan more effectively and expanding the pool of financial resources to help schools bring the arts to more students throughout their school years. Each of these strategies responds to central issues and challenges that were identified by instructors, community arts partners, and others at town hall sessions held during the Arts Education Plan’s creation.

THE CREATIVE SCHOOLS INITIATIVE FOCUSES ON:

**SCHOOL LEADERSHIP**

Arts-supportive leadership at the school level is critical for success. The long-term goal is to build a solid infrastructure in each CPS school that can support and nurture arts growth. New peer-to-peer principal and instructor professional development programs, along with blueprints for decision making, are being put in place.

Additionally, a new Arts Liaison leadership role has been created for individual schools. These existing staff members become the school’s champion for all arts instruction, driving budgeting and planning, reporting progress through annual data updates, and coordinating curricula and programs, including partnerships.

**DATA**

To understand how to grow arts programs, schools must first recognize what already exists to build on. Ingenuity designed and manages the *artlook* Suite, which 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.

**THE CREATIVE SCHOOLS CERTIFICATION**

The *artlook* Data is used to identify each school’s position along the Creative Schools Certification continuum—now reflected on CPS school progress report cards—and provides a clear picture of the distribution and availability of arts education throughout the district. The Certification has five categories ranging from Incomplete Data to Emerging and Excelling. It creates a roadmap for expanding quality and access. Now principals can clearly understand the decisions needed to grow arts instruction in their school and move their school up the certification ladder.

**THE CREATIVE SCHOOLS FUND**

Growth almost always requires financial support. Although comprehensive, system-wide funding remains elusive, the Creative Schools Fund provides modest grants directly to schools based on needs identified through the Creative Schools Certification. Responding to feedback in the Arts Education Plan town hall sessions, 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.
CREATIVE SCHOOLS CERTIFICATION

The Creative Schools Certification is the centerpiece of the CPS Arts Education Plan and the Creative Schools Initiative. Certification data, which includes the amount of time and number of instructors allotted to arts education at each grade level, enables CPS to identify each school along a five-category continuum.

The 2012–13 Certification category for each district-run school was shared with parents and community when it appeared for the first time on each CPS school’s annual progress report card in fall of 2013. Categories for schools that completed the certification range from Emerging to Excelling. A fifth category is given to schools with incomplete data.

A team of CPS leaders joined arts partners, higher education officials, and philanthropy leaders to develop the rubric, which was approved by the 40-member CPS Arts Education Plan advisory committee. The rubric measures each school’s level of arts investments. The group, which was facilitated by Ingenuity and CPS, also considered the Arts Education Plan goals and recommendations, as well as real-time school data, to understand how schools were implementing programs given their varying spectrum of resources. This process provided a better understanding of school capacity and ensured that Creative Schools Certification goals were set neither too high nor too low.

THE BASELINE

In its first year, 387 schools completed the Creative Schools Certification survey. These schools represented 57 percent of Chicago’s public schools and 64 percent of the district’s enrollment.

CREATIVE SCHOOLS CERTIFICATION RUBRIC

Elementary Schools are categorized based on:
- Staffing
- Access
- Minutes of Instruction

High Schools are categorized based on:
- Staffing
- Disciplines and Depth

Elementary Schools and High Schools are both categorized based on:
- Budget
- Professional Development
- Arts Integration
- Partnerships
- Parent and Community Engagement

AND

BASED ON THESE CRITERIA, SCHOOLS RECEIVE A CATEGORY RATING

Incomplete Data: schools that have either not responded completely; or at all.
Emerging: rarely meets goals.
Developing: occasionally meets goals.
Strong: nearly meets goals.
Excelling: meets CPS Arts Education Plan goals for arts instruction.

(For full information on the rubric, see page 40.)
2012-13 CPS SCHOOLS BY CREATIVE SCHOOLS CERTIFICATION CATEGORY

<table>
<thead>
<tr>
<th>Category</th>
<th>CPS Schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelling</td>
<td>97</td>
<td>14%</td>
</tr>
<tr>
<td>Strong</td>
<td>99</td>
<td>13%</td>
</tr>
<tr>
<td>Developing</td>
<td>146</td>
<td>22%</td>
</tr>
<tr>
<td>Emerging</td>
<td>44</td>
<td>6%</td>
</tr>
<tr>
<td>Incomplete Data</td>
<td>295</td>
<td>43%</td>
</tr>
</tbody>
</table>

The 295 incomplete data schools include:

- **87** schools, including six charters, that had Arts Liaisons on staff but did not complete the certification in full.
- **84** charter schools that did not respond to the certification.
- **124** district-run schools that had no Arts Liaison and did not complete the certification.

**Note:**
The 295 schools that did not provide 2013 data include 37 schools that closed in June 2013.

**Key Findings**

- **CPS schools ranked as Excelling through the Creative Schools Certification are among the highest in the nation in terms of arts staffing and instructional time. Fourteen percent of all schools are Excelling.**
- **Less than 25 percent of CPS elementary schools provide the recommended 120 minutes of weekly instruction.**
- **Elementary schools average 99 minutes of arts instruction per week compared to the 120 minute goal in the CPS Arts Education Plan.**
- **More data is needed from charter and contract schools.**
CREATIVE SCHOOLS CERTIFICATION: BASELINE FINDINGS

WHAT ARE THE TRAITS OF A CREATIVE SCHOOL?

Three hundred eighty-seven Chicago public schools completed the Creative Schools Certification (CSC) survey in 2012–13. Together, the 317 elementary schools and 70 high schools represent 57 percent of district schools and enroll 64 percent of students in the district.

It is important to recognize that the 295 schools that did not complete the CSC process could fall anywhere on the spectrum from excelling to offering little or no arts. To offer a more accurate overall picture of CSC school practices, outlier schools—those with numbers significantly higher or lower than the average—were removed from these analyses.

MINUTES OF WEEKLY ARTS INSTRUCTION BY SCHOOL

The CPS Arts Education Plan recommends each student receive 120 minutes of weekly instruction by a credentialed arts instructor. The Creative Schools Certification survey requests Arts Liaisons report the average number of minutes provided at each grade level and percentage of students taught the arts in each grade. Three hundred seventeen elementary schools responded, and 127 schools, or 40 percent of respondents, reported offering their students 120 minutes or more of instruction during the 2012–13 school year.

These 127 schools that reported meeting the recommended minutes of instruction equate to nearly one quarter (24.2%) of all of CPS’s 472 elementary schools.

<table>
<thead>
<tr>
<th>Minutes Weekly</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 45</td>
<td>6%</td>
</tr>
<tr>
<td>45–89</td>
<td>36%</td>
</tr>
<tr>
<td>90–119</td>
<td>18%</td>
</tr>
<tr>
<td>120 or more</td>
<td>40%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTOR-TO-STUDENT RATIOS

1:208 for High School

1:398 for Elementary School

1:360 Average for Elementary and High School

In 2009, Dallas Independent School District had district-wide ratios of one music instructor for every 699 students and one visual arts instructor for every 679 students. In 2013, the New York City Department of Education reported arts-instructor-to-student ratios of 1:522 in elementary schools and 1:511 in middle schools. These arts instructors represented all disciplines and could be working either full or part time. By comparison, CPS’s Excelling schools are among the leading schools nationally for providing dedicated staffing and arts instruction for students. The goal is to grow the number of schools with a 1:350 ratio.

On average, certified elementary schools provide 99 minutes of weekly arts instruction for their students by a credentialed CPS arts instructor.
**ARTS INTEGRATION**

82% of schools report integrating arts with an academic subject to meet learning objectives in both areas.

**PROFESSIONAL DEVELOPMENT**

75% of schools received arts-specific professional development.

**PARENT AND COMMUNITY ENGAGEMENT**

97% of CSC schools had student, parent, and community engagement in the arts.

Of the schools:

- 81% had school-based exhibits
- 87% had performances
- 54% had volunteer opportunities
- 61% had community events

**DISCIPLINES AND DEPTH (HIGH SCHOOL)**

Average number of disciplines offered: 2

Most common pairing: Music & Visual Arts

Each discipline averages two depth levels: Beginning, Intermediate, Advanced, Honors, IB/AP

**BUDGETING FOR THE ARTS**

Creative Schools certified schools—especially Excelling schools—dedicate greater amounts of their school budgets to support arts education. The figures below reflect supplies, materials, and programs for the school year but not instructor salaries or capital expenses.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AVERAGE INVESTMENT PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelling</td>
<td>$67.73</td>
</tr>
<tr>
<td>Strong</td>
<td>$23.47</td>
</tr>
<tr>
<td>Developing</td>
<td>$9.46</td>
</tr>
<tr>
<td>Emerging</td>
<td>$18.83</td>
</tr>
</tbody>
</table>

Note: Small sample sizes for certain categories may affect per-student investment figures. These figures will become stronger as more schools report in the future.
RECOMMENDATIONS

The following recommendations are based on the key findings and original goals of the CPS Arts Education Plan as presented in this report. Listed below each recommendation are the CPS Arts Education Plan goal(s) it meets and the stakeholders who can play a role in its implementation.

**Recommendation 1**

**Provide Students with Equitable Access to Arts Instruction**  
*Aligns with Plan Goals 1 and 6*

The CPS Arts Education Plan is designed to bring the arts to every child, in every grade and in every school. To achieve this, the district must take further steps in policy, practice, and funding. Ingenuity recommends the following:

A. **Ensure Adequate Staffing Levels.** More deeply adopt the Arts Education Plan's goal calling for staffing of at least one FTE arts instructor in each school. Provide stronger principal budget guidance and planning supports to help individual school leaders improve their staffing plans to meet the requirement of 120 minutes of instruction per week for elementary students and the opportunity to receive credit in two art disciplines for high school students.  
   **Stakeholders:** CPS District, Schools

B. **Ensure Equitable Staffing School-by-School.** The number of instructors in the district has increased, but significant staffing disparities remain between schools. The Creative Schools Certification sets a high bar for schools by calling for a 1:350 credentialed arts-instructor-to-student ratio. If achieved, this staffing level would exceed those of most comparable urban school districts. Reallocation of existing instructors seems a tenuous plan, and the hiring of large numbers of additional instructors is unlikely. Therefore, establish a public leadership committee to address and resolve the challenge of school-by-school student access to arts instructors. In addition, analyze the current ratio recommendation and its impact on access to sequential arts education.  
   **Stakeholders:** CPS District, Schools, Chicago Teachers Union

C. **Deeper District Financial Investments.** Increase the school-based investments in staffing, infrastructure, and supplies, in support of the CPS Arts Education Plan. Earmark additional funds for the Creative Schools Initiative, including funds for basic arts materials, supplies, and resources for schools. Funding for these basic supplies at the school level remains a significant challenge, as educators often pay out of pocket for supplies. A greater investment by the district would support the work of classroom instructors as well as underpin student learning in meaningful ways.  
   **Stakeholders:** CPS District, Philanthropy

D. **Expand Funding for the Creative Schools Initiative.** Locate public and private funding to advance the work of the Creative Schools Initiative, which will make greater financial resources available to educators and schools for necessities such as supplies, professional development, and arts partnerships. Expanding public and private funding for the arts fulfills a recommendation of both the Chicago Cultural Plan and the CPS Arts Education Plan.  
   **Stakeholders:** CPS District, Philanthropy

**Recommendation 2**

**Elevate School Leadership**  
*Aligns with Plan Goals 1 and 3*

Creating arts-supportive policies is important, but along with funding, to institute true change school leadership must embrace arts instruction at the school level. Ingenuity recommends developing supports, including:

A. **Improve Principal Support and Training.** Increase principal training and mentorship around curriculum planning, budgeting, and instruction. District and network leadership should help drive greater adoption of the 120 minutes of weekly arts instruction for elementary schools. Stronger principal training and guidance documents, including broader use of the Creative Compass Program—as called for in the CPS Arts Education Plan—will help school leaders. This new program will assign principals who are strong in the arts to mentor principals with emerging programs.  
   **Stakeholders:** CPS District, Schools, Philanthropy, Higher Education

B. **Increase Instructor Leadership Opportunities.** Provide more opportunity for credentialed arts instructors to become leaders within their schools. Opportunities may include train-the-trainer professional development that helps non-arts classroom instructors work with arts instructors on arts integration techniques. The Common Core State Standards and the National Core Arts Standards can offer credentialed art instructors the opportunity to help their school peers utilize arts education to build student capacity in other subjects.  
   **Stakeholders:** CPS District, Schools, Chicago Teachers Union, Philanthropy, Higher Education

**Recommendation 3**

**Improve Supports for Community Arts Partners**  
*Aligns with Plan Goals 3 and 4*

Data shows that community arts partners play a significant role in the ecosystem of providing arts learning to students in Chicago's public schools. Despite strength in numbers and many model programs, there is room to improve partner programs and services and to find a more efficient coordination and alignment of services to schools. Ingenuity recommends the following:
A. Improve How and Why Partners Connect with Schools. Work with the arts partner community to establish new systems for identifying actual school, educator and student need, and more effectively coordinate partnerships that address those identified needs.

**Stakeholders:** CPS District, Schools, Philanthropy, Ingenuity, Community Arts Partners

B. Improve Professional Development Systems. Create and launch professional development programs targeted at building the capacity of community arts partners of any size to enhance partnership capacity, data tracking, assessment and evaluation, curriculum development, and more. Find efficiencies in sector-wide professional development for community arts partners to reduce duplication and expenses and reach more people.

**Stakeholders:** Philanthropy, Ingenuity, Community Arts Partners

C. Elevate Arts Liaison Leadership. Ensure the nomination of an Arts Liaison in every school and expand support, training, and resources for Arts Liaisons, including offering more in-depth technical assistance and enhanced financial supports to schools with Arts Liaisons.

**Stakeholders:** CPS District, Schools, Philanthropy

**Recommendation 4**

**Elevate Quality of Instruction for Students**

**Aligns with Plan Goals 2, 3 and 4**

Inherent in ensuring an arts education for every child in CPS is high-quality instruction. In reality, program and instructional quality can vary greatly. Ingenuity recommends full implementation of the CPS Arts Education Plan, which includes an examination of the quality of instruction, student learning, and programs provided. The goals of the Plan are as follows:

A. Create a System to Increase the Quality of Arts Learning through Classroom Instructors. As called for in the CPS Arts Education Plan, develop a system to measure arts learning and student outcomes. Student portfolios, performance, and more may contribute to the process. Launch a committee in 2014–15 representing all stakeholder groups to create a student assessment system for learning in the arts. Examine any existing quality models from other districts and set a concrete strategic course for action toward student assessment.

**Stakeholders:** CPS District, Chicago Teachers Union, Philanthropy, Higher Education, Instructors

B. Create a System to Increase the Quality of Arts Learning offered by Community Partners. Work with community arts partners and the school district to explore how to assess and increase the quality of community arts partner programs. Examine existing quality models from other districts and set a course for action that includes concrete strategies.

**Stakeholders:** Philanthropy, Higher Education, Community Arts Partners, Instructors

**Recommendation 5**

**Improve Data Infrastructure to Track Progress and Analyze Gaps**

**Aligns with Plan Goals 3 and 5**

Quality data remains the building block for creating both a measurement process and producing progress reports each year. Improvements are needed in each aspect of arts data collection. Ingenuity recommends the following:

A. Expand the Number of Schools Participating in the Certification Process. There were 295 schools that were placed in the Incomplete Data category on the Creative Schools Certification continuum for the 2012–13 school year. A more robust data set will aid the analyses of necessary staffing and student access to instruction.

**Stakeholders:** CPS District, Schools, Ingenuity

B. Motivate School-Level Progress via the Creative Schools Certification. The placement of each school’s certification category on its progress report card informs schools, communities, and parents as to where it is along the Creative Schools continuum. Principals and school leaders can utilize road maps for decision making, and increasing parent and community awareness of this school-level data can elevate the placement of credentialed arts instructors in the school and improve coordination and alignment of community partnerships and resources to the school.

**Stakeholders:** CPS District, Schools, Ingenuity

C. Provide a Better Understanding of Staffing Needs. Year-to-year data will clarify districtwide arts staffing including the geographic distribution and student-to-instructor ratio, and will help to pinpoint arts education “deserts.” In future reports, a clearer understanding of the size of the challenges and the types of resources needed to mitigate them will be available.

**Stakeholders:** CPS District, Schools, Ingenuity
REFERENCES & RESOURCES


9. Creative Schools Certification data for 387 Chicago public elementary (317) and high schools (70). Raw data. Chicago. 30 June 2013.


13. Ingenuity Artlook Map data on 387 Chicago public elementary and high schools. Raw data. Chicago. 30 June 2013. (Note: the set of schools is the same as those participating in Creative Schools Certification.)


15. Ingenuity Artlook Schools data on 387 Chicago public elementary and high schools. Raw data. Chicago. 30 June 2013. (Note: the set of schools is the same as those participating in Creative Schools Certification.)


2012–2013 LIST OF SCHOOLS & CERTIFICATION CATEGORIES

Creative Schools Category
1. Excelling
2. Strong
3. Developing
4. Emerging
5. Incomplete Data

- Adlai E. Stevenson Elementary School
- Adam Clayton Powell Paideia Community Academy ES
- Abraham Lincoln Elementary School
- Academy for Global Citizenship Elementary School
- Academy of Global Citizenship Elementary School
- Alban Park Multicultural Academy
- Albert G. Lane Technical High School
- Albert R. Sabin Elementary Magnet School
- Alcott High School for the Humanities
- Alejandro Volta Elementary School
- Alex Haley Elementary Academy
- Alexander Hamilton Elementary School
- Alexander Graham Bell Elementary School
- Alexander Graham Elementary School
- Alexander von Humboldt Elementary School
- Alfred David Kahn Elementary School
- Alfred Nobel Elementary School
- Alice L. Barnard Computer Math & Science Ctr ES
- Amanda Charter High School
- Ambrose Plamondon Elementary School
- Amelia Earhart Options for Knowledge ES
- Ames Middle School
- Amos Alonzo Stagg Elementary School
- Ana Roque de Duprey Elementary School
- Andrew Carnegie Elementary School
- Andrew Jackson Elementary Language Academy
- Anna R. Langford Community Academy
- Annie Keller Elementary Gifted Magnet School
- Anthony Overton Elementary School
- Architecture, Construction, and Engineering (ACE) Technical Charter
- Ariel Elementary Community Academy
- Arna Wendell Bontemps Elementary School
- Arnold Mireles Elementary Academy
- Arthur A. Libby Elementary School
- Arthur Dixon Elementary School
- Arthur E. Canty Elementary School
- Arthur R. Ashe Elementary School
- Asa Philip Randolph Elementary School
- Ashburn Community Elementary School
- Asian Human Services - Passages Charter School
- ASPIRA Charter – Early College
- ASPIRA Charter – Haugan Campus
- ASPIRA Charter – Mirta Ramirez Computer Science
- Augustus H. Burley Elementary School
- Austin Business and Entrepreneurship Academy HS
- Austin O. Sexton Elementary School
- Austin Polytechnical Academy High School
- Avalon Park Elementary School
- Banner Academy South
- Banner Academy West
- Banner North Elementary School
- Banner North High School
- Barbara Vick Early Childhood & Family Center
- Belmont-Cragin Elementary School
- Benito Juarez Community Academy High School
- Benjamin Banneker Elementary School
- Benjamin E. Mays Elementary Academy
- Bernhard Moos Elementary School
- Betty Ross Elementary School
- Betty Shabazz Int'l Charter
- Betty Shabazz Int'l Charter – Barbara A. Sizemore
- Betty Shabazz Int'l Charter – DuSable Leadership
- Beulah Shoesmith Elementary School
- Blair Early Childhood Center
- Bowen High School
- Bret Harte Elementary School
- Brian Piccolo Elementary Specialty School
- Brighton Park Elementary School
- Bronzeville Lighthouse Charter Elementary School
- Bronzeville Scholastic Academy High School
- Burnham Elementary Inclusive Academy
- Burnside Elementary Scholastic Academy
- Calmea Academy of Fine Arts and Dual Language
- Carl Schurz High School
- Carl von Linne Elementary School
- Carrie Jacobs Bond Elementary School
- Carroll-Rosenwald Specialty Elementary School
- Carter G. Woodson South Elementary School
- Catalyst Charter ES – Howland
- Catalyst Elementary School - Circle Rock
- Catalyst-Maria Charter School
- Cesar E. Chavez Multicultural Academic Center ES
- Charles Allen Proser Career Academy High School
- Charles Evans Hughes Elementary School
- Charles G. Hammond Elementary School
- Charles Gates Dawes Elementary School
- Charles H. Wacker Elementary School
- Charles Kozminsfs Elementary Community Academy
- Charles N. Holden Elementary School
- Charles P. Caldwell Academy of Math & Science ES
- Charles P. Steinmetz College Preparatory HS
- Charles R. Darwin Elementary School
- Charles R. Henderson Elementary School
- Charles S. Brownell Elementary School
- Charles S. Deneen Elementary School
- Charles Sumner Math & Science Community Acad ES
- Charles W. Earle Elementary School
- Chicago Academy Elementary School
- Chicago Academy High School
- Chicago Excel Academy
- Chicago High School for Agricultural Sciences
- Chicago High School for the Arts
- Chicago Int'l Charter – Avalon / South Shore
- Chicago Int'l Charter – Basil
- Chicago Int'l Charter – Bucktown
- Chicago Int'l Charter – Chicago Quest North
- Chicago Int'l Charter – Irving Park
- Chicago Int'l Charter – Larry Hawkins
- Chicago Int'l Charter – Lloyd Bond
- Chicago Int'l Charter – Longwood
- Chicago Int'l Charter – Loomis Primary
- Chicago Int'l Charter – Northtown
- Chicago Int'l Charter – Prairie
- Chicago Int'l Charter – Ralph Ellison
- Chicago Int'l Charter – Washington Park
- Chicago Int'l Charter – West Belden
- Chicago Int'l Charter – Wrightwood
- Chicago Math and Science Academy High School
- Chicago Military Academy High School
- Chicago Talent Development HS
- Chicago Technology Academy High School
- Chicago Virtual Charter High School
- Chicago Vocational Career Academy High School
- Christian Ebinger Elementary School
- Christian Fenger Academy High School
- Christopher Columbus Elementary School
- Clara Barton Elementary School
- Claremont Academy Elementary School
- Collins Academy High School
- Columbia Explorers Elementary Academy
- Community Services West Academy
- Consueloa B. York Alternative High School
- Countee Cullen Elementary School
- Crispus Attucks Elementary School
- Crown Community Academy of Fine Arts Center ES
- Cyrus H. McCormick Elementary School
- Daniel Boone Elementary School
- Daniel C. Beard Elementary School
- Daniel C. Beard Elementary School
- Daniel E. Cameron Elementary School
- Daniel R. Cameron Elementary School
- Daniel Webster Elementary School
- David G. Farragut Career Academy High School
- DeVry University Advantage Academy HS
- DeVry University Advantage Academy HS
- Dwight L. Moody Academy ES
- Dwight Institute Charter Elementary School
- Dwight Institute Elementary School
Dewey Elementary Academy of Fine Arts
DeWitt Clinton Elementary School
Disney II Magnet School
Donald Morrill Math & Science Elementary School
Douglas Taylor Elementary School
Dr. Martin Luther King, Jr., College Prep HS
Dr. Jorge Prieto Math and Science
Dumas Technology Academy
Dunne Technology Academy
Durkin Park Elementary School
Dvorak Technology Academy
Dyett High School
Edgar Allan Poe Elementary Classical School
Edgebrook Elementary School
Edison Park Elementary School
Edmund Burke Elementary School
Edward A. Bouchet Math & Science Academy ES
Edward Beasley Elementary Magnet Academic Center
Edward C. Delano Elementary School
Edward Coles Elementary Language Academy
Edward Everett Elementary School
Edward Jenner Elementary Academy of the Arts
Edward K. Ellington Elementary School
Edward N. Hurley Elementary School
Edward Tilden Career Community Academy HS
Edward White Elementary Career Academy
Edwin G. Foreman High School
Elaine O. Goodlow Elementary Magnet School
Eli Whitney Elementary School
Elihu Yale Elementary School
Eliza Chappell Elementary School
Elizabeth H. Sutherland Elementary School
Elizabeth Peabody Elementary School
Ella Flagg Young Elementary School
Ellen H. Richards Career Academy High School
Ellen Mitchell Elementary School
Emil G. Hirsch Metropolitan High School
Emiliano Zapata Elementary Academy
Emmett Louis Till Math and Science Academy
Enrico Fermi Elementary School
Enrico Tonti Elementary School
EPIC Academy High School
Eric Solorio Academy High School
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Ernst Prussing Elementary School
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Eugene Field Elementary School
Everett McKinley Dirksen Elementary School
Evergreen Academy Middle School
Fairfield Elementary Academy
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Florence Nightingale Elementary School
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Francis M. McKay Elementary School
Francis Parkman Elementary School
Francis Scott Key Elementary School
Francis W. Parker Elementary Community Academy
Francisco I. Madero Middle School
Frank I. Bennett Elementary School
Frank L. Gillespie Elementary School
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Frank W. Reilly Elementary School
Franklin Elementary Fine Arts Center
Franz Peter Schubert Elementary School
Frazier Preparatory Academy Elementary School
Frazier Prospective IB Magnet ES
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Frederick Funston Elementary School
Frederick Stock Elementary School
Friedrich Ludwig Jahn Elementary School
Friedrich W. von Steuben Metropolitan Science HS
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Galileo Math & Science Scholastic Academy ES
Garfield Park Preparatory Academy ES
Garrett A. Morgan Elementary School
Genevieve Melody Elementary School
George Armstrong International Studies ES
George B. McClellan Elementary School
George B. Swift Elementary Specialty School
George F. Cassell Elementary School
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George Leland Elementary School
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George Manierre Elementary School
George Rogers Clark Elementary School
George W. Curtis Elementary School
George W. Tilton Elementary School
George Washington Carver Military Academy HS
George Washington Carver Primary School
George Washington Elementary School
George Washington High School
George Westinghouse College Prep
Gerald Delgado Kanoon Elementary Magnet School
Graeme Stewart Elementary School
Granville T. Woods Math & Science Academy ES
Greater Lawndale High School for Social Justice
Grover Cleveland Elementary School
Guglielmo Marconi Elementary Magnet Academy
Gurdon S. Hubbard High School
Gwendolyn Brooks College Preparatory Academy HS
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Harold Washington Elementary School
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Hawthorne Elementary Scholastic Academy
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Henry Clay Elementary School
Henry D. Lloyd Elementary School
Henry Ford Academy Power House Charter HS
Henry H. Nash Elementary School
Henry O. Tanner Elementary School
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Hiram H. Belding Elementary School
Hope College Preparatory High School
Hope Institute Learning Academy
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Ida B. Wells Preparatory Elementary Academy
Ignace Paderewski Elementary Learning Academy
Infinity Math Science and Technology High School
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Jackie Robinson Elementary School
Jacob Beidler Elementary School
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John Calhoun North Elementary School
John Charles Haines Elementary School
John D. Shoop Math-Science Technical Academy ES
John F. Eberhart Elementary School
John F. Kennedy High School
John Fiske Elementary School
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<td>Williams Preparatory Academy Middle School</td>
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<td>Wilma Rudolph Elementary Learning Center</td>
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<td>Wolfgang A. Mozart Elementary School</td>
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<td>Woodlawn Community Elementary School</td>
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<td>World Language Academy High School</td>
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<td>Young Women’s Leadership Charter High School</td>
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<td>Young Women’s Leadership Charter Middle School</td>
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<td>Youth Connection Charter School</td>
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Arts Integration
The meaningful connection of essential content in an art discipline subject with 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 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 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 Arts Education Collaborative
A group of 21 Chicago funders committed to arts learning in Chicago Public Schools. The group partnered with CPS to develop an Office of Arts Education as a curricular office.

Chicago Public Schools Arts Education Plan
A three-year plan approved in fall 2012 that made arts a core subject and recommended, among other things, 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 like 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 need to 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 other public schools.

Core Subject
A body of knowledge that all students are expected to learn—not an elective subject.

Creative Compass Program
A program which helps Emerging (Category 4) 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 (Category 1) 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 have direct support in making arts-based decisions through one-on-one technical assistance.

Creative Schools Certification
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
  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
  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
  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.

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 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 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 curriculum 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, song writing, 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.

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 specific classroom interests and goals.

Residency
An artistic program within a given school where 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 kindergarten through twelfth grade.

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.

Theatre
A student's theatre education experience may include but is not limited to acting, theatre, film acting and 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.
# 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.*

## Elementary School Rubric

### Phase 1

**Arts Liaison Enters Preliminary Criteria**

<table>
<thead>
<tr>
<th>Staffing</th>
<th>0 FTE</th>
<th>.5 FTE</th>
<th>1 FTE</th>
<th>1 FTE/330 Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minutes of Instruction</th>
<th>44 Minutes and Below</th>
<th>45-89 Minutes</th>
<th>90-119 Minutes</th>
<th>120+ Minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access</th>
<th>49% and Below</th>
<th>50-79%</th>
<th>80-99%</th>
<th>100%</th>
</tr>
</thead>
</table>

The highest-numbered category score from the above questions is your Phase 1 Rating.

Continue to phase 2

### Phase 2

**Arts Liaison Answers Five Questions**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Arts Integration</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Partnerships</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent Community Engagement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 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.

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.

## Final Category Rating

* This school’s Creative Schools Category will become final after an audit of the self-reported data is completed.
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
  - .5 FTE
  - 1 FTE
  - 1 FTE/100 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+ multi-level disciplines offered

**Phase 2**

**Arts Liaison Answers Five Questions**

- **Budget:** Does the school dedicate funding to the arts?
  - Y
  - N

- **Professional Development:** Do instructors have arts-specific PD during the school year?
  - Y
  - N

- **Arts Integration:** Does the school utilize arts integration strategies?
  - Y
  - N

- **Partnerships:** Does the school collaborate with at least one external arts partner?
  - Y
  - N

- **Parent Community Engagement:** Does the school have exhibits, performances, or volunteer opportunities for students, parents, and the community?
  - Y
  - N

**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.

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.

*This school’s Creative Schools Category will become final after an audit of the self-reported data is completed.*
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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.

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