

# STATE OF THE ARTS IN CHICAGO PUBLIC SCHOOLS

PROGRESS REPORT | 2017–18



# TABLE OF CONTENTS

<b>Introduction</b>	<b>4</b>
• Executive Summary	4
• Key Findings	6
<hr/>	
<b>The Journey Toward Arts Access at CPS</b>	<b>8</b>
• Building a Foundation for Progress	9
• Milestones Toward Arts Education Plan Goals	11
<hr/>	
<b>The Arts Landscape: Chicago Public Schools</b>	<b>14</b>
• The Creative Schools Certification	15
• Creative Schools Survey Participation	18
• Creative Schools Survey Certification	21
• Staffing	24
• Profile on Progress: Southside Occupational Academy	28
• Minutes of Instruction	29
• A Closer Look at Instructional Minutes	30
• Percent Access	31
• Disciplines and Depth	32
• Additional CSC Arts Assets	33
• Tracking Changes in Certification	36
<hr/>	
<b>The Arts Landscape: Community Partnerships</b>	<b>38</b>
• Profile on Partnership: John Walsh Elementary School	40
• Partnership Growth	41
• Partner Programming	42
<hr/>	
<b>Sustaining the Arts</b>	<b>48</b>
• CPS Funding	49
• Community-based Funding	50
• Creative Schools Fund	51
• The Year of Creative Youth	52
<hr/>	
<b>Appendix</b>	<b>54</b>
• Chicago Public Schools Network Analysis	55
• References	104
• Data Notes	105
• Glossary	107
• Acknowledgments	114

# EXECUTIVE SUMMARY

## 6 YEARS OF PROGRESS

The sixth annual State of the Arts in Chicago Public Schools (CPS) Report documents the landscape of arts education in the third-largest school district in the nation. Integrating the arts into schools has been a key priority in CPS since 2012 with the creation of the Arts Education Plan, which articulated the goal that **the arts should be brought to every child, in every grade, in every school.**

This report documents the progress that has been made in the Chicago Public Schools toward the goals outlined in the Arts Education Plan. To do so, it leverages data drawn from the collective efforts of hundreds of people in the arts education community: the 628 CPS schools that have completed the Creative Schools Survey, 575 arts organizations that actively partnered with these schools, and 13 philanthropic organizations and corporations that supported arts education initiatives in Chicago, as well as administrative data from the District. The report represents a tool to aid stakeholders' decision-making in ensuring quality arts education for all students.

In the past six years, CPS has made some of the greatest arts gains in the nation, with an estimated 100,000 more students enrolled in schools with Strong or Excelling arts programs annually. This reflects a 117% increase in the number of schools meeting these standards. Over the same time, CPS saw a 64% increase in high schools rated Strong or Excelling in terms of the breadth and depth of their arts offerings. Similarly, schools meeting arts staffing goals increased 35%—seeing students with greater access to arts instructors.

Further, in-school arts assets such as arts integration, partnerships with community organizations, and parent engagement remain strong. The average number of partners working in each school continues to climb, as does their diversity of programming. Participation in the Creative Schools Survey reached a landmark with 100% of district-run schools participating, reflecting a commitment and consistency in adherence to the Creative Schools Initiative.

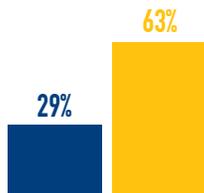
# INTRODUCTION

As in any large school system, more work remains. The 2017-18 report reflects a small decrease in the number of schools meeting the criteria to be rated as Excelling or Strong in the arts for the first time in six years. This report explores areas requiring attention, including staffing levels across the District, the minutes of instruction and access provided to grade levels in elementary schools, and the geographic reach of high-impact programming by community partners.

This report begins with an overview of access to arts education, with a focus on the milestones of the CPS Arts Education Plan over the past six years. It then provides detailed data on district-wide trends in arts education, programming and partnerships with community arts organizations, and funding from the District and from outside organizations and corporations.

This year, the report also includes a new set of analyses: profiles of the arts landscape within each CPS network. These provide a local lens to highlight how arts offerings vary by geography, grade level, and governance type.

**117% increase** in the percentage of CPS schools rated Excelling or Strong



**35% increase** in the percentage of CPS schools meeting the recommended instructor-to-student ratio of 1:350



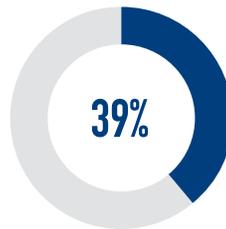
**51%**

School Year

● 2012-13

● 2017-18

**64% increase** in the percentage of CPS high schools offering three or more arts disciplines



**32% growth** in the number of active arts partners reported working in CPS schools



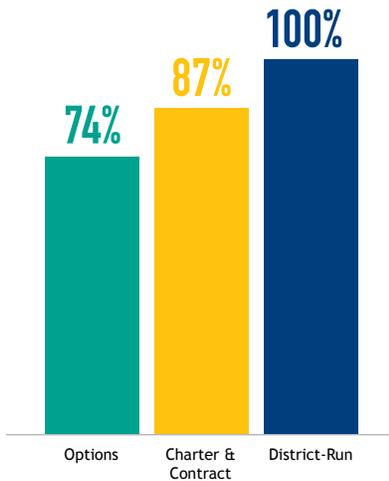
**435 Organizations**



**575 Organizations**

# KEY FINDINGS IN 2017-18

**1** For the first time, 100% of district-run schools participated in the Creative Schools Survey.



**2** Staffing declined slightly this year, with 1463 full-time equivalent employees (FTEs) reported, compared to 1491.5 last year.



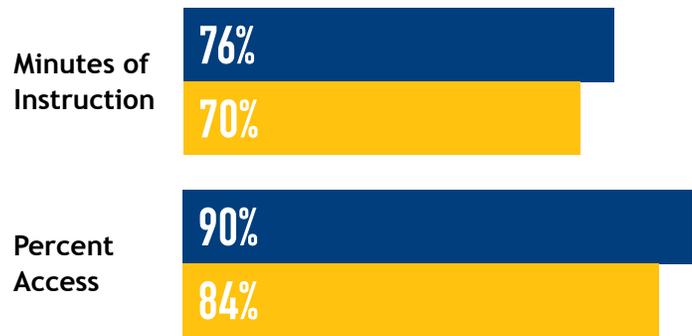
**1463**  
ARTS INSTRUCTORS

**3** 63% of schools were rated as Excelling or Strong, down from 66% in 2016-17.

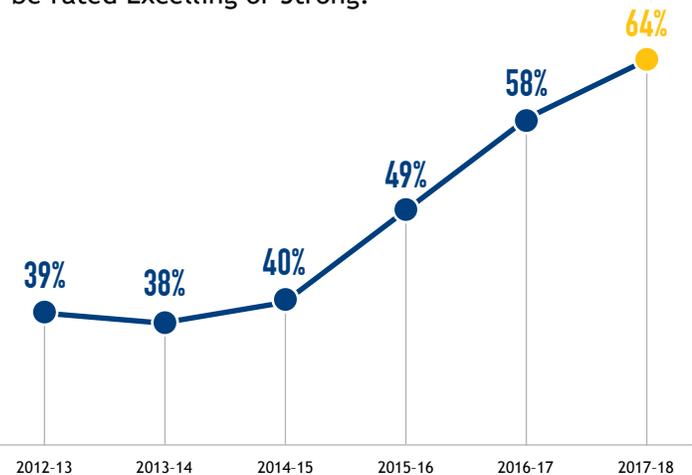


**4** Fewer elementary schools achieved Excelling or Strong ratings in minutes of instruction and percent access than last year.

● 2016-17 | ● 2017-18



**5** More high schools than ever before offered the disciplines and depth of arts instruction required to be rated Excelling or Strong.

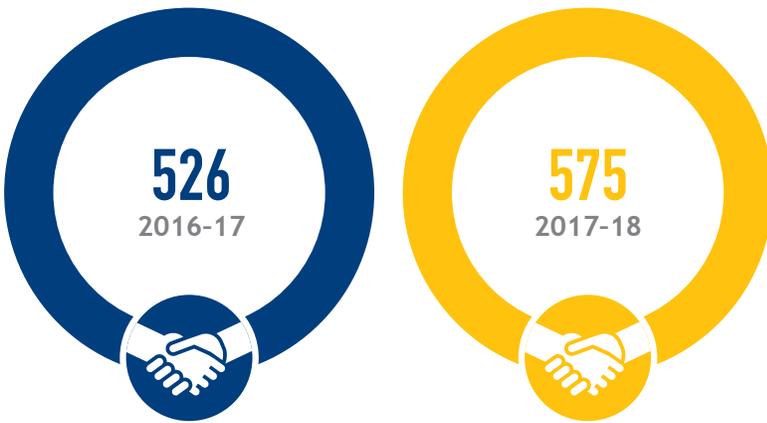


6 After a drop in 2016-17, 81% of schools reported engagement with arts-focused professional development this year. (High schools reported a substantial increase, from 67% to 74%.)

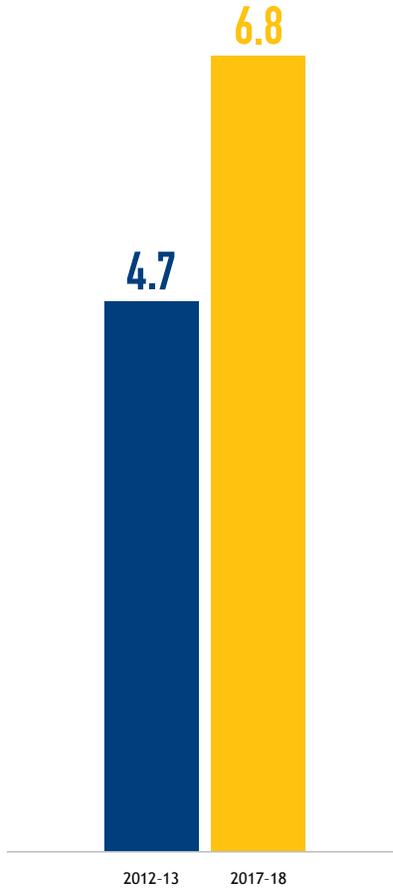
● 2016-17 | ● 2017-18



7 575 arts partners worked with Chicago Public Schools, up from 526 in 2016-17.



8 Schools had an average of 6.8 partners in 2017-18.



9 Community investment in the arts in 2017-18 reached \$9,548,525, driven by reported contributions from 13 Chicago-based foundations and corporations, and \$1,102,650 from Ingenuity’s Creative Schools Fund.

- Funding from Chicago-based foundations and corporations
- Ingenuity’s Creative Schools Fund

# \$9.5 MILLION

\$8,445,875

\$1,102,650



# THE JOURNEY TOWARD ARTS ACCESS AT CPS

## BUILDING A FOUNDATION FOR PROGRESS



This report captures data from 628 CPS schools that participated in the Creative Schools Survey

**artlook**<sup>®</sup> MAP

Visit [artlookmap.com](http://artlookmap.com) for data on the arts education environment at individual schools

The CPS Arts Education Plan was created to elevate the role of the arts in Chicago Public Schools, bring arts access to all students, and define quality arts education. The Plan was designed collaboratively by arts educators and principals, District leaders, arts partners and teaching artists, students and their parents, and members of the philanthropic community, and adopted by the Board of Education in November 2012. To enact the plan, the Creative Schools Initiative was developed to guide policy decisions and incentivize growth, support school leadership, collect data and evaluate progress in instruction (via the Creative Schools Certification), and financially support small school-based arts programming (via the Creative Schools Fund).

Ingenuity uses system-wide data to describe the landscape in CPS arts education, and outlines progress toward fulfilling the Arts Education Plan in the annual State of the Arts Report. This year's report draws on data from the 2017-18 school year, situating it within the context of substantial changes to the landscape of arts education in Chicago over the past six years.

The report first presents the results of the Creative Schools Survey in the 628 schools (97% of all schools, including district-run, charter/contract, and Options schools) that responded this year. The data from the Survey is used to calculate the Creative Schools Certification (CSC) rating of each school. These ratings reflect the staffing, instruction, and assets such as budget and professional development that schools have dedicated to the arts. The report details how these components vary by school type and how they have changed over time. The report also provides detailed information about the arts organizations that partner with CPS schools to provide programming and resources. Detailed data on individual schools and arts partners is available at [artlookmap.com](http://artlookmap.com).

This year, the report also includes a snapshot of each CPS network. Network divisions in CPS reflect geography, school governance, and grade levels served (as of 2018, district-run high schools and elementary schools have separate networks). These analyses provide detailed information about the instruction, staffing, and partnerships at the schools in the network. They also highlight the assets and programming that schools are most interested in receiving from arts partners, as indicated by their Arts Liaisons on the Creative Schools Survey. The network reports are a tool for District administrators to better understand the growth and areas of opportunity in the schools they manage, for teachers and principals to compare their schools' instruction to peer institutions in the District, for partners to identify networks that can be best served by their disciplinary focus and programming expertise, and for families to identify schools that best serve their needs and desires in the arts.

This report focuses on the arts education landscape in 2017-18, but provides an opportunity to reflect on progress made toward equity and access over the past six years. Ingenuity is grateful for the contributions of hundreds of CPS instructors and Arts Liaisons, arts partners, District employees, and funders who have enacted that positive change, and who have provided evidence of it through the data and stories they have contributed to this report.

## HOW TO USE THIS REPORT

The State of the Arts Report and Creative Schools Survey provide the data to draw powerful conclusions about arts education at the District, network, and individual school level. When stakeholders—including principals, instructors, arts partners, District leaders, and parents—can track their school’s strengths and opportunities, they can make more strategic choices about arts education, moving the District closer to the goal of a quality arts education for every CPS student.

For comprehensive data at the individual school and partner level, visit [artlookmap.com](http://artlookmap.com).



### School Leaders

- ✓ **Note** trends and changes over time in the District
- ✓ **Compare** your school’s Creative Schools Certification category to the District’s overall results
- ✓ **Consider** the CSC profile of your school’s network as it compares to similar networks in the District
- ✓ **Create** arts education goals for your school year using the CSC as a road map to define progress and make decisions



### Community Arts Partners

- ✓ **Learn** about how schools engage community arts partners
- ✓ **Identify** networks that are seeking programs and services that match your organization’s strengths
- ✓ **Determine** how your organization can have the most impact in helping schools and CPS as a whole to meet their arts education goals
- ✓ **Consider** your longitudinal investment in schools and networks



### Funders

- ✓ **Note** areas of improvement where there is evidence that investing in CPS arts education is paying off
- ✓ **Identify** opportunities for additional investment and growth in arts education
- ✓ **Consider** topics for additional study in the coming year



### Parents/Advocates

- ✓ **Note** which arts education policies are currently in place to support student learning
- ✓ **Review** your school’s network CSC profile, and use [artlookmap.com](http://artlookmap.com) to examine your school’s CSC in detail
- ✓ **Ask** your school leaders and Local School Council questions about arts education goals for this school year

# MILESTONES TOWARD ARTS EDUCATION PLAN GOALS

The CPS Arts Education Plan was formulated in 2012 with the input of numerous public and private sector stakeholders, including CPS District leaders, principals, instructors, students, parents, and community arts partners, as well as higher education and philanthropic leaders. Incorporating their policy and program recommendations, the Chicago Board of Education passed a resolution adopting the Plan in November 2012. The Plan is structured as a series of recommendations distributed among six major goals described below.

These goals and recommendations remain as relevant today as they did in 2012. Each year, Ingenuity uses the State of the Arts Report as an opportunity to reflect on progress toward achieving the Plan's goals and recommendations.

## GOAL 1

### Policy

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

The Board of Education's approval of the Plan immediately set the recommendations of this goal into action, and, as examined throughout this report, considerable progress has been made on implementing them on the ground. That said, each year, a school's capacity to see the recommendations through is dependent on annual budgets, course scheduling, and competing priorities. Continued tracking and awareness of gaps is essential to realizing the goals of the plan.

## GOAL 2

### Arts Curriculum, Instruction & Assessment

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

Arts curriculum in CPS continues to be largely determined at the level of the school and teacher, with professional learning opportunities and resources made available by the District the primary mechanisms for creating consistency and aligning student learning to standards. In 2017-18, the CPS Department of Arts Education initiated a renewed effort to create a common set of standards-aligned curricular materials for each arts discipline. This included the planning and drafting of an online Arts Standards Toolkit that would be ready for use when the updated Illinois Arts Standards officially took effect in Fall 2018.

### GOAL 3

#### Capacity Building

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

Professional learning opportunities for community providers and principals have been increased and enhanced since the Plan's inception; sustaining these increases will require continued effort and support. In June 2017, Ingenuity and CPS Department of Arts Education jointly produced a catalog with all professional learning events, including district-wide professional development, Arts Liaison training, the first jointly produced Arts Education Conference, and the partner Summit series for 2017-18. During the 2017-18 school year, 81% of schools recorded having arts-related professional development.

### 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.

93% of schools reported having at least one arts partner; through *artlook*<sup>®</sup> and the six Summits for each discipline, there are continual opportunities for resources and partnerships between schools and community organizations. As part of the ongoing Quality Initiative, in April 2018, Ingenuity published the *Quality Framework and Toolkit* to support the quality of programs provided by arts partners and independent teaching artists.

### GOAL 5

#### Data-Driven Decisions

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

Currently, the arts are included on the School Report Card through the Creative Schools Certification, and efforts to include other arts indicators in the Every Student Succeeds Act are in progress. As of February 2017, the new version of Ingenuity's *artlook*<sup>®</sup> Map continued the five-year history of collecting and presenting data on the arts in schools with a comprehensive look at each school's interests and needs. The *artlook*<sup>®</sup> Map will integrate the Arts Partner Standards of Practice as a resource for continuous improvement in quality partnerships.

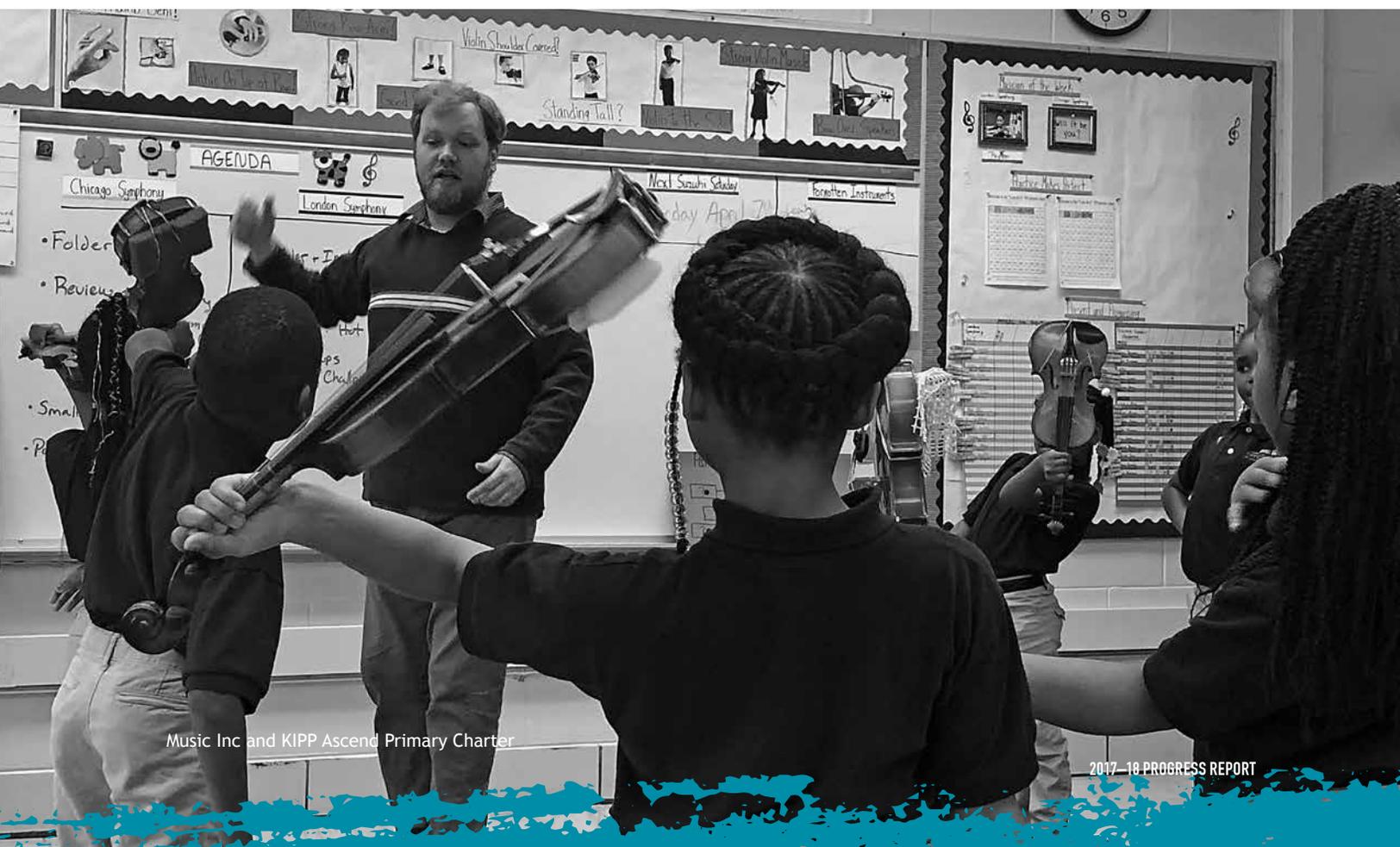
## GOAL 6

### Across All Priorities

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

Funding from the Creative Schools Fund and the District has become an important part of how schools plan and budget for arts education alongside their other priorities each year. In the 2017-18 school year, Chicago Public Schools announced it would provide the annual funding for the Arts Essentials grants to CPS schools—\$1,000 annually for each school completing the Survey for the purchase of arts materials, supplies, and resources.

As of June 2017, the Creative Schools Fund revised its grant criteria in order to make funding more accessible to schools that are struggling to provide arts access for their students. In addition, leadership grants were given to the strongest schools in exchange for peer mentoring for the benefit of all schools. Ingenuity continues to provide support to public and corporate funders that strive to effectively supplement District funding for the arts across the District.





# THE ARTS LANDSCAPE: CHICAGO PUBLIC SCHOOLS

The Chicago Public Schools (CPS) District educated more than 350,000 K-12 students in 650 schools (480 elementary and 170 high schools) in the 2017-18 school year. This section captures the evolving arts landscape across the District as a whole and tracks how collective efforts have advanced the goal of quality arts education for all students at CPS.

The first pages of this section focus on participation in the Creative Schools Survey and report on Creative Schools Certifications across school types. The specific components of the certification—including arts staffing, minutes of instruction, percent access, disciplines and depth, and other arts assets—are then examined in depth to provide a deeper understanding of how schools bring the arts to their students.

## THE CREATIVE SCHOOLS CERTIFICATION

The CPS Creative Schools Certification (CSC) is a quantitative examination, launched in 2012-13, of the resources dedicated to arts education in each Chicago public school. It provides a road map for school leaders and arts teachers to advance the arts in their schools. The CSC includes a scoring rubric designed collaboratively by CPS District leaders, arts instructors, principals, teaching artists, and philanthropists, and approved by the CPS Arts Education Plan advisory committee.

The rubric quantifies the arts education assets in each school, including levels of instruction, access to certified teachers, partnerships with community arts organizations, arts integration, community engagement, and professional development. This inventory is based on a combination of administrative data provided by the District and data collected directly from Arts Liaisons in every participating school via the Creative Schools Survey. Based on these data, each school receives a score corresponding to one of five categories indicating the strength of arts education in that school.

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“My honest thoughts in the past 12 weeks are that practicing these new but old dances was fun. I really thought the genre was interesting, and taught me that most dances we dance today came from dances over 100 years ago—that’s crazy!”

– 7th grade student

## ELEMENTARY SCHOOL RUBRIC

### Phase 1

Arts Liaison enters preliminary criteria



#### Staffing

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

- 1 FTE/350 students
- 1 FTE
- 0.5 FTE
- 0 FTE



#### Minutes of Instruction

Average minutes of instruction per week throughout the school year.

- 120+ min
- 90-119 min
- 45-89 min
- 44 min and below



#### Access

Percentage of grade levels having access to art classes.

- 100%
- 80-99%
- 50-79%
- 49% and below

#### CREATIVE SCHOOLS CATEGORIES

- Category 1: Excelling
- Category 2: Strong
- Category 3: Developing
- Category 4: Emerging
- Category 5: Incomplete Data

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



**Budget:** Does the school dedicate funding to the arts?



**Professional Development:** Do instructors have arts-specific professional development during the school year?



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



**Partnerships:** Does the school collaborate with at least one external community arts partner?



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

#### Calculate Final Category

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

Phase  
**1 + 0**

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

Phase  
**1 + 1**

Final Category Rating \_\_\_\_\_

## HIGH SCHOOL RUBRIC

### Phase 1

Arts Liaison enters preliminary criteria



#### Staffing

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

- 1 FTE/350 students
- 1 FTE
- 0.5 FTE
- 0 FTE



#### Disciplines and Depth—

Number of disciplines offered and number of levels per discipline.

- 3+ disciplines offered
- 3 disciplines offered
- 2 disciplines offered
- 0 or 1 disciplines offered

#### CREATIVE SCHOOLS CATEGORIES

- Category 1: Excelling
- Category 2: Strong
- Category 3: Developing
- Category 4: Emerging
- Category 5: Incomplete Data

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



**Budget:** Does the school dedicate funding to the arts?



**Professional Development:** Do instructors have arts-specific professional development during the school year?



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



**Partnerships:** Does the school collaborate with at least one external community arts partner?



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

#### Calculate Final Category

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

Phase  
**1 + 0**

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

Phase  
**1 + 1**

Final Category Rating \_\_\_\_\_

# CREATIVE SCHOOLS SURVEY PARTICIPATION

The CSC rating, a core tool that CPS uses to track arts access, is made possible both by administrative data provided by the District (e.g., data on school enrollment, demographics, and staffing) and through the completion of the Creative Schools Survey by a designated Arts Liaison at each school. Liaisons champion the arts in their schools by leading arts programming, coordinating with community arts partners, inspiring their school community to engage with the arts, and completing the Survey.

The Survey is not only a source for the information that is at the core of the CSC rating. It also provides Arts Liaisons with an opportunity to share details about the variety of arts programs their schools offer and, perhaps more important, the support they seek from the arts education community in Chicago. By sharing data on the art forms (e.g., mariachi, hip hop dance, musical theatre) and program types (e.g., Residencies, Field Trips) that their schools have, Liaisons are helping arts organizations find schools that are good fits for their programs; by sharing similar information on what their schools need, Liaisons are providing the entire arts education community with insights that can help that community bring new programs to life.

## Greater participation in the Survey is essential to achieving these kinds of goals:

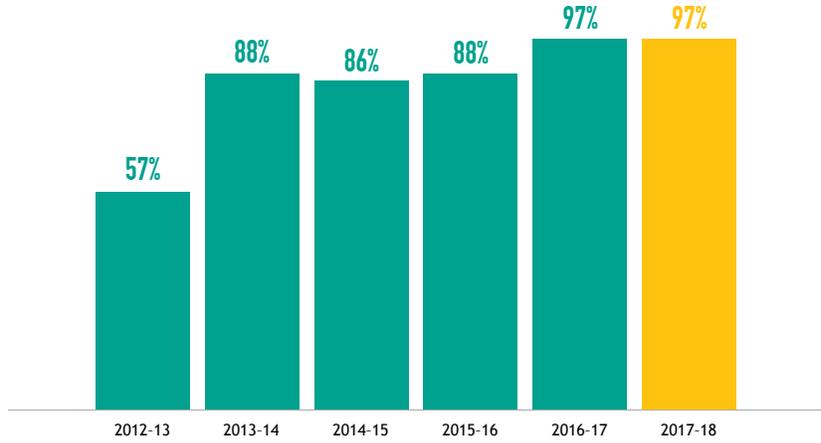
- ✔ **Connections** to community partners and other schools
- ✔ Additional **funding** for programs and resources
- ✔ School-to-school **knowledge sharing** and professional development
- ✔ Quality **data-driven** decision-making and strategic planning

## Other stakeholders in the Chicago arts education landscape benefit from the Survey's data for informed decision-making as well. In particular:

- ✔ **Arts Partners** can decide what programs and schools are the best fit for their programming
- ✔ **Parents** can decide what school best fits their child's interests and needs
- ✔ **Funders/Advocates** can decide where their support and recommendations are needed
- ✔ **Researchers** can target their next project to maximize benefit to the arts education sector
- ✔ **Ingenuity** can engender powerful advocacy and policy dialogue between individual schools and the arts education sector
- ✔ **artlook®** can more accurately represent the arts education landscape

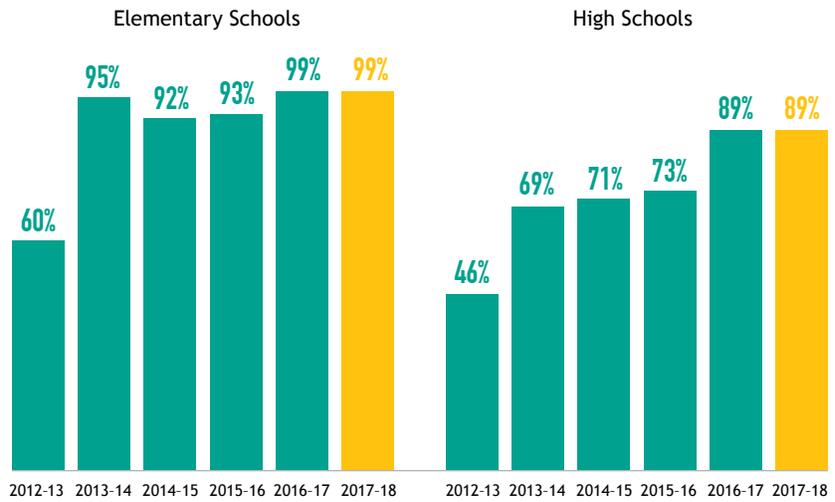
### District-wide participation remains historically high

School participation in the Survey has increased dramatically since it launched six years ago, reaching a high of 97% last year. This participation rate was matched in 2017-18.



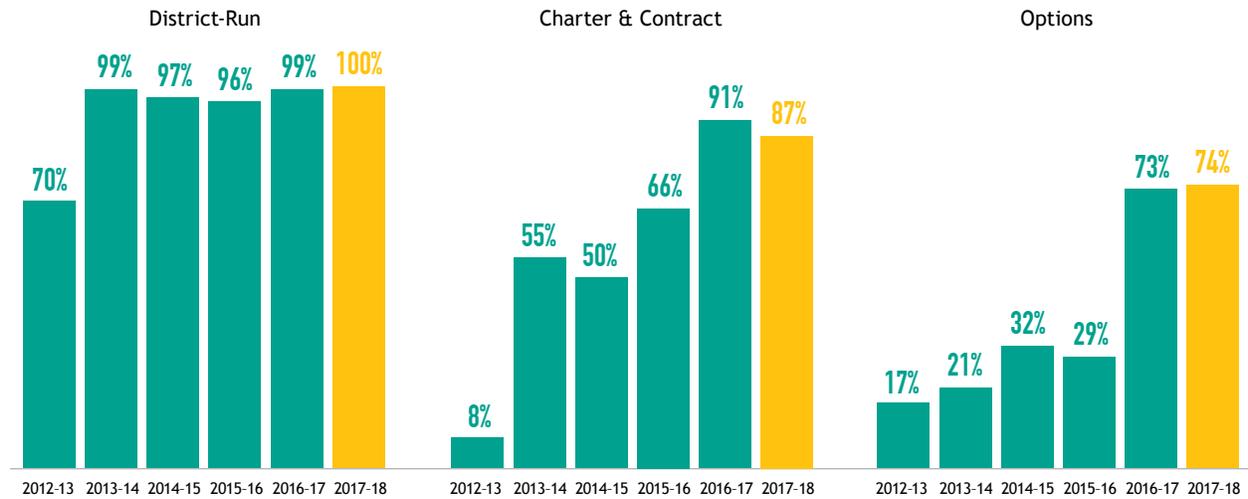
### Both elementary and high schools maintained high participation rates

Participation rates at both elementary and high schools maintained the high rates seen in 2016-17—99% of elementary schools and 89% of high schools participated in the Survey.



**100% of district-run schools participated in 2017–18**

This year marked the first time that 100% of district-run schools participated in the Survey. Participation declined slightly in charter and contract schools (-3%). However, 74% of Options schools completed the Survey—a new high.



“The weeks I have been taught swing dancing have been the best weeks of my life. Literally! We learned the Gum Off Your Shoe. We watched a movie where everyone was swing dancing. People were doing the Shim Sham Shimmy, and the Tacky Tacky Annie. We learned so many moves, and we learned that just because it’s an old dance, doesn’t mean you can’t put your own flavor to it.”

— 7th grade student

# CREATIVE SCHOOLS SURVEY CERTIFICATION

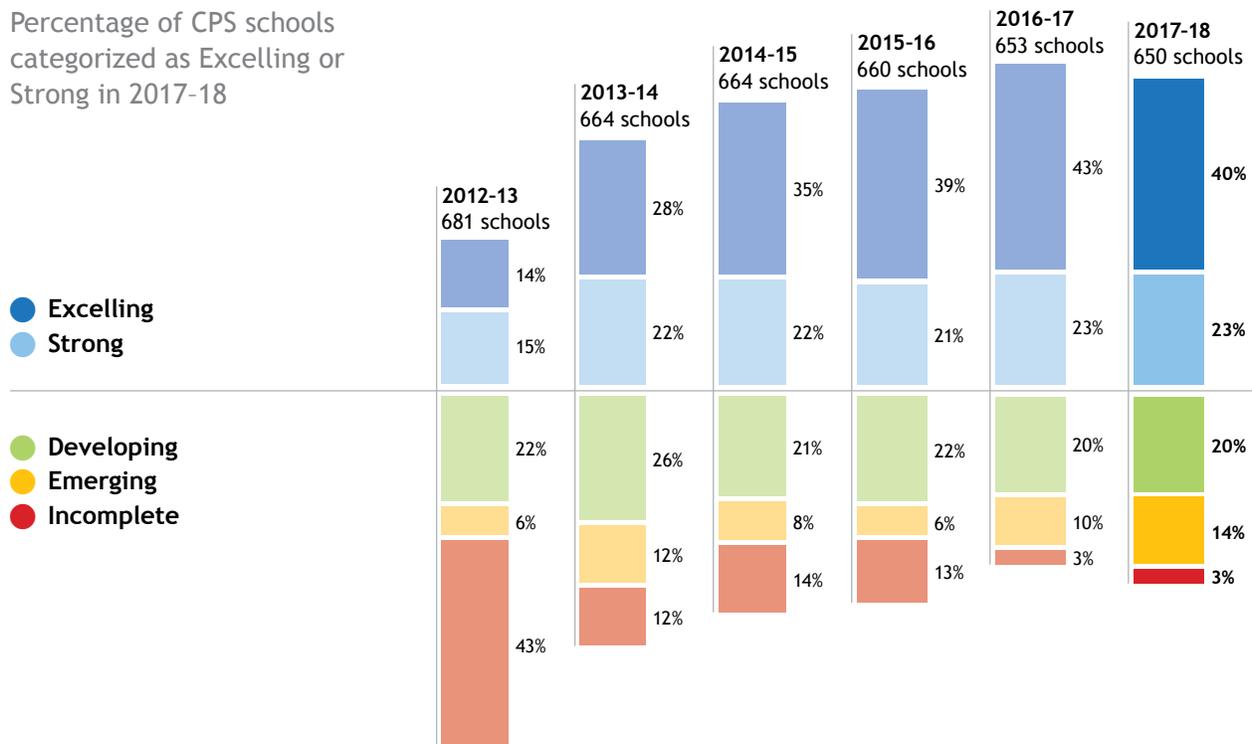


Percentage of CPS schools categorized as Excelling or Strong in 2017-18

When creating the original CPS Arts Education Plan, the goal set was “to provide students with the skill set they need for college or career, and prepare them to contribute to the success of our economy and our community throughout their lifetimes.”<sup>1</sup> The Creative Schools Certification (CSC) creates a visual metric of schools’ alignment to the arts goals in the Plan and providing arts to all students.

From 2012-13 to 2016-17, the overall percentage of schools with Excelling or Strong ratings increased steadily, more than doubling to a high of 66% of participating schools last year. This year the Survey recorded the first-ever decrease in the number of schools that were rated Excelling or Strong, driven by a 3% drop in the Excelling category (21 fewer schools achieving Excelling than in 2016-17).

## Small decline in Excelling schools in 2017–18<sup>2</sup>



<sup>1</sup> The Chicago Public Schools Arts Education Plan 2012-15: Bringing the Arts to Every Child in Every School. Chicago: Chicago Public Schools, 2012 (pg. 9).

<sup>2</sup> Note: Due to rounding, totals in this and other graphics may not equal 100%.

This drop was driven by a decrease in the number of elementary schools that were rated Excelling or Strong. In 2017-18, 56% of high schools rated Excelling or Strong in the arts, an increase of six percentage points over the previous year. In contrast, there was a decrease in 2017-18 of seven percentage points in the number of elementary schools that achieved one of these top two ratings.

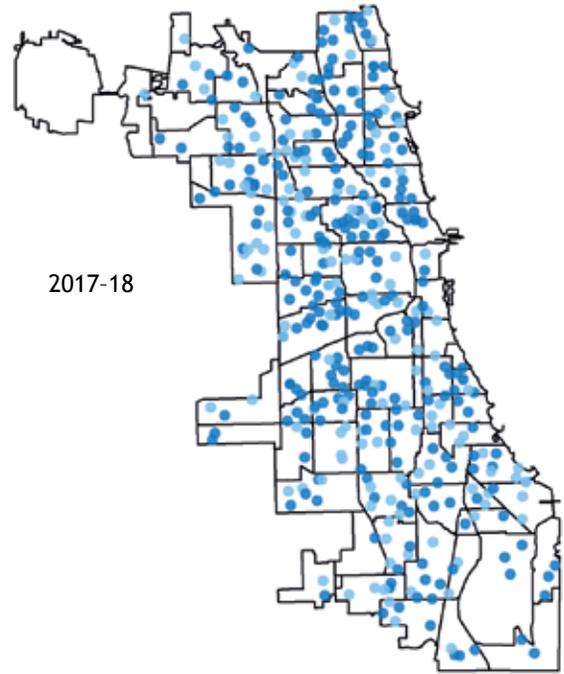
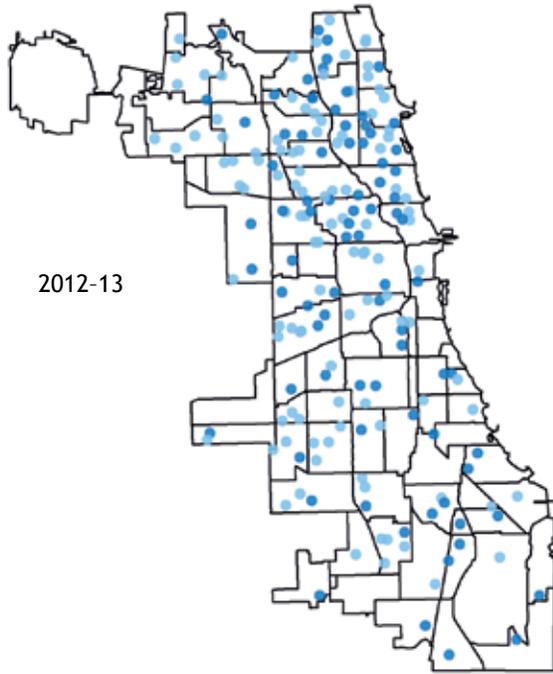
These overall decreases are not large, but they represent the first time in the six years of data collection in which the trend of improvement in CSC scores did not continue, and they highlight the importance of continued attention to the goals spelled out in the CPS Arts Education Plan. As discussed in more detail below,<sup>3</sup> the drops are primarily attributable to decreases in course offerings—especially minutes of instruction in elementary schools—rather than staffing. Exactly what has led to these changes is not yet clear, but having these data has allowed the Department of Arts Education at CPS to begin an exploration of the challenges that schools face in scheduling the arts into the school day.

While substantial progress has been made in arts education in CPS over the past six years, there are still more than 100,000 students enrolled in schools that were not rated Excelling or Strong in the arts. Moreover, as illustrated in the maps on the following page, which show the change in CSC ratings from 2012-13 to 2017-18, those gaps continue to exist most prominently on the south and west sides of the city. The charge to Chicago's arts education community remains as relevant today as it was when the CPS Arts Education Plan was adopted.

### Change in Creative Schools Certification Scores over time

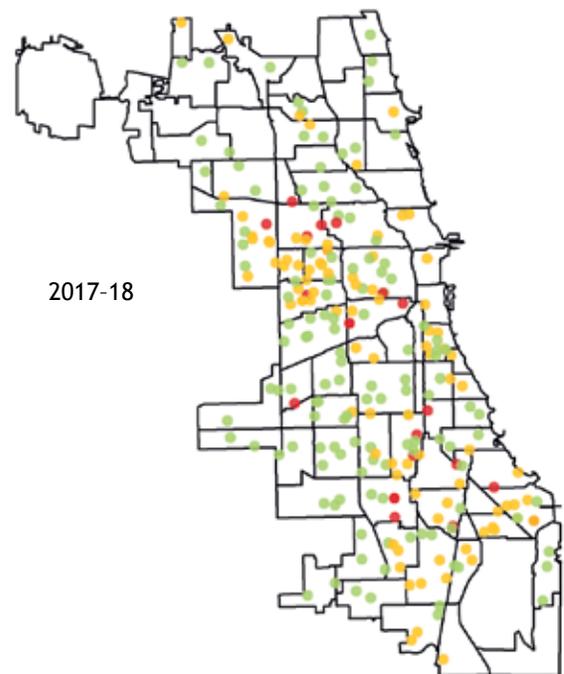
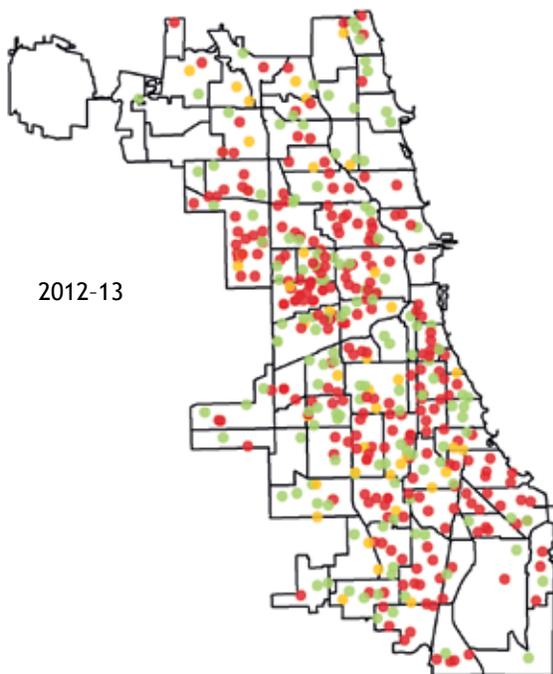
#### EXCELLING AND STRONG SCHOOLS

- Excelling
- Strong



#### DEVELOPING, EMERGING, AND NON-REPORTING SCHOOLS

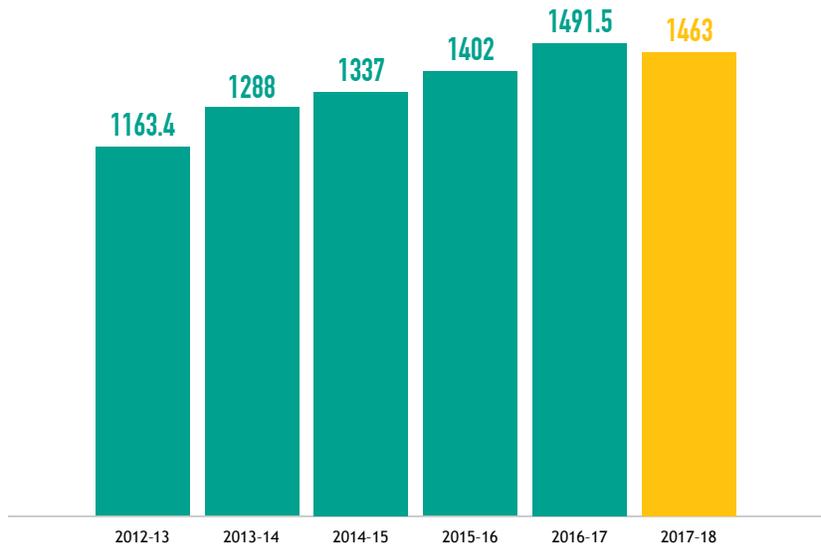
- Developing
- Emerging
- Incomplete Data



## STAFFING<sup>4</sup>

Certified<sup>5</sup> arts instructors are an essential part of embedding and anchoring the arts within a school. Arts instructors, more than any outsider, understand their school’s culture and are well-placed to teach a curriculum that is aligned with standards and with their students’ needs. Not only are arts teachers responsible for teaching their students—they are also essential to creating connections with the wider community of arts educators who seek to bring their passions to CPS students. Because of this, arts staffing is the first key element of both elementary and high school CSC ratings.

The number of known FTE arts instructors dropped slightly in 2017–18



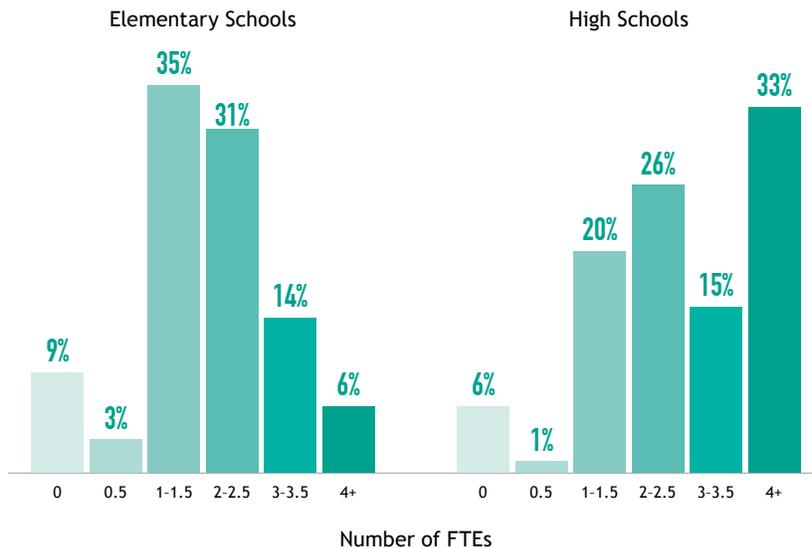
This year, for the first time in the six years, there was a decrease in recorded district-wide arts staffing; 1463 arts full-time equivalents (FTEs) were recorded, down from 1491.5 in 2016-17. One factor that may have contributed to this decrease is the lower participation rate among charter schools in the Creative Schools Survey. While information about staffing in district-run schools is available directly from CPS, Ingenuity relies on Survey participation to collect staffing data from the District’s charter schools. However, there is reason to believe that at least some of this change reflects a true decrease in arts FTEs. In 2017-18, 8% of schools that completed the Survey (52 schools in total: 36 district-run, 10 charter/contract, and 6 Options) reported no FTE arts instructors, up from 6% of reporting schools (38 schools) in 2016-17.

<sup>4</sup> See Data Notes section of the Appendix for more details on the staffing data sets and process that were used to identify arts FTEs. The FTE total reported in this section is based on staffing data from all schools, including some schools that did not respond to the Creative Schools Survey, but whose staffing data are available from CPS administrative sources.

<sup>5</sup> Charter school teachers are not required by CPS to hold a state certification. In this section, the term “certified” refers either to teachers in district-run schools who hold such a state-level credential or to any individual designated as an arts teacher by a charter school.

To achieve a rating of Excelling on the CSC rubric, schools must have one full-time arts teacher for every 350 students. The percentage of schools that achieved this rating in the past several years has hovered around 70%. To meet this threshold district-wide, the District would need to employ a minimum of 1,008 arts teachers<sup>6</sup>, which it exceeded in 2017-18. On average, the District had one FTE for every 241 students. However, arts staffing is unevenly distributed across the District in two main ways. First, elementary schools are most likely to have fewer arts teachers (1-1.5), while high schools are most likely to have 4+ teachers, a pattern that has been stable over time. While elementary schools are smaller on average than high schools, they are also more likely to have a higher student-to-teacher ratio (an average of 279 students for every arts teacher, compared to 186:1 in high schools).

**High schools employ more arts FTEs on average than elementary schools**



“I have learned that arts programming can build confidence in students that will transfer over to the classroom and into the school community. I watched non-readers build literacy skills with theatre, while other students took pride in their community by telling their story. The only thing I would do differently is try and incentive more students to participate because I know the benefits.”

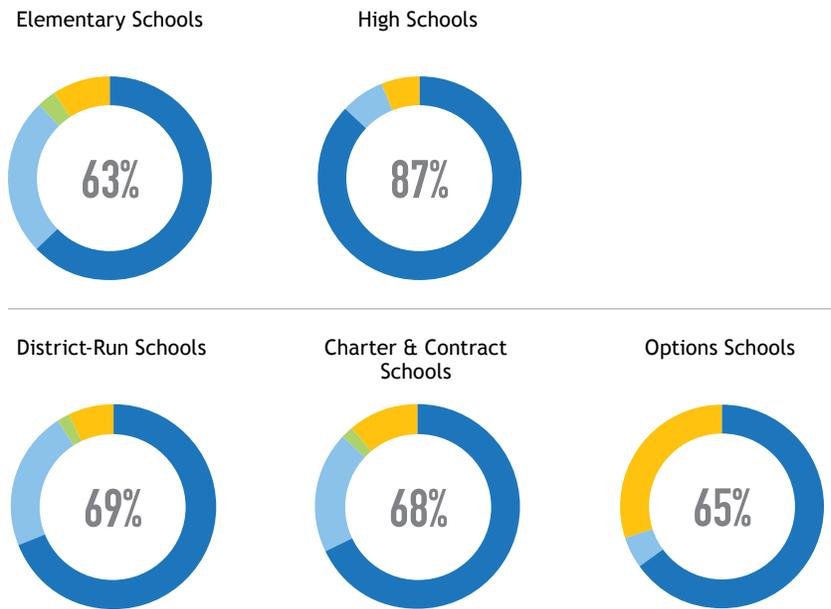
— Charter high school teacher

<sup>6</sup> In order to meet the 1:350 staffing ratio district-wide, CPS would have to employ  $352,654 / 350 = 1008$  arts instructors.

Second, though the District as a whole has met the 1:350 staffing ratio, not all schools who responded to the Survey have. High schools are the closest (87%) while Options schools trail behind on this metric (65%). Options schools are also much more likely (30%) than other kinds of schools to have no arts teachers at all.

**High schools are most likely to excel in staffing.**  
**Options schools are most likely to have no FTE arts instructors.**

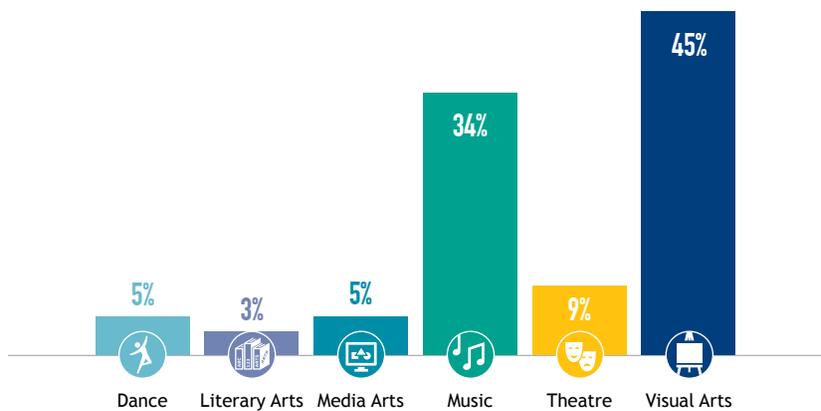
- 1:350 ratio
- 1 arts FTE; did not meet ratio
- 0.5 arts FTE; did not meet ratio
- 0 arts FTE



Though disciplinary diversity of arts instructors is not part of the elementary CSC rating rubric, the Creative Schools Survey tracks this information across all schools. Consistent with previous years, visual arts and music teachers are most common, at 44% and 34% of teachers, respectively. Similar patterns exist at both the elementary and high school levels; visual arts is most common at both levels (48% of arts FTEs in elementary schools, 40% in high schools), followed by music (36% in elementary schools, 31% in high schools). Theatre staffing is more common at high schools (13%) than elementary schools (6%), as is literary arts (6% vs. 1%).

In the coming years, the District may see an increase in the availability of dance instructors. Historically in Illinois there has been a dearth of dance licensure programs, making it difficult for school leaders to find qualified dance instructors. A new partnership between the City Colleges of Chicago and the Joffrey Ballet has been created to offer an associate’s degree in dance to “provide an affordable pathway into a career in performing arts.”<sup>7</sup> At present, there is only one Dance Teacher Education licensure program in the state, offered by Illinois State University. The CCC/Joffrey program provides a new route for dance training to students, who may then go on to pursue an arts education licensure program at a four-year institution.

Visual arts and music are the most common disciplines taught by arts FTEs



“The arts are a great way for students to find an alternate pathway to success. Some students who struggle in their general education classrooms can find pride in their ability to play guitar. We have a student this year who recently immigrated from Mali. He is still learning English and does not read or write English very well. He often struggles to communicate his ideas and is frustrated that his knowledge and capabilities are not able to be reflected in his written work. This student loved learning to play the guitar, often took the guitar home to practice on the weekends, and will perform his guitar songs for others any chance he gets. The program has been a very positive part of his introductory year at our school.”

– CPS elementary school teacher



## PROFILE ON PROGRESS: SOUTHSIDE OCCUPATIONAL ACADEMY

Southside Occupational Academy serves as a transition center for students aged 16-21 who are referred by the CPS Office of Diverse Learners and Support Services. Principal Joshua Long saw how arts could help students' autonomy and have a big impact on their time at the school. Before 2010, the school provided no arts programming. But Long believed that the arts was key to supporting students' ability to be as independent as possible in their communities. "Historically, I've been in arts programming myself and I know how I feel after it, and I feel like everyone is entitled to experiencing the arts," he said.

Since the introduction of arts instruction, staff have observed a transition in their students when they entered an arts classroom. Through the arts, they were able to nurture students' interests, expression, and abilities that are not shown in students' usual special education classes. "When entering an arts classroom, you would not be able to tell the student who had the behavior problem or was low-functioning academically," Principal Long noted. "From students who can't speak being able to express themselves through dance, to students who can make pottery without any instruction, it truly is amazing."

In four years this school has demonstrated that progress in the arts is possible, even in times of scarce resources. They have gone from "arts on a cart" to a dedicated space, then an expanded space, then to expanded disciplines and depth thanks to collaboration between school leadership and arts instructors, including Arts Liaison Katie Radomski. This year, the school was in danger of losing staffing in the arts, but through the team's advocacy they were able to sustain their music teacher and keep their programs intact.

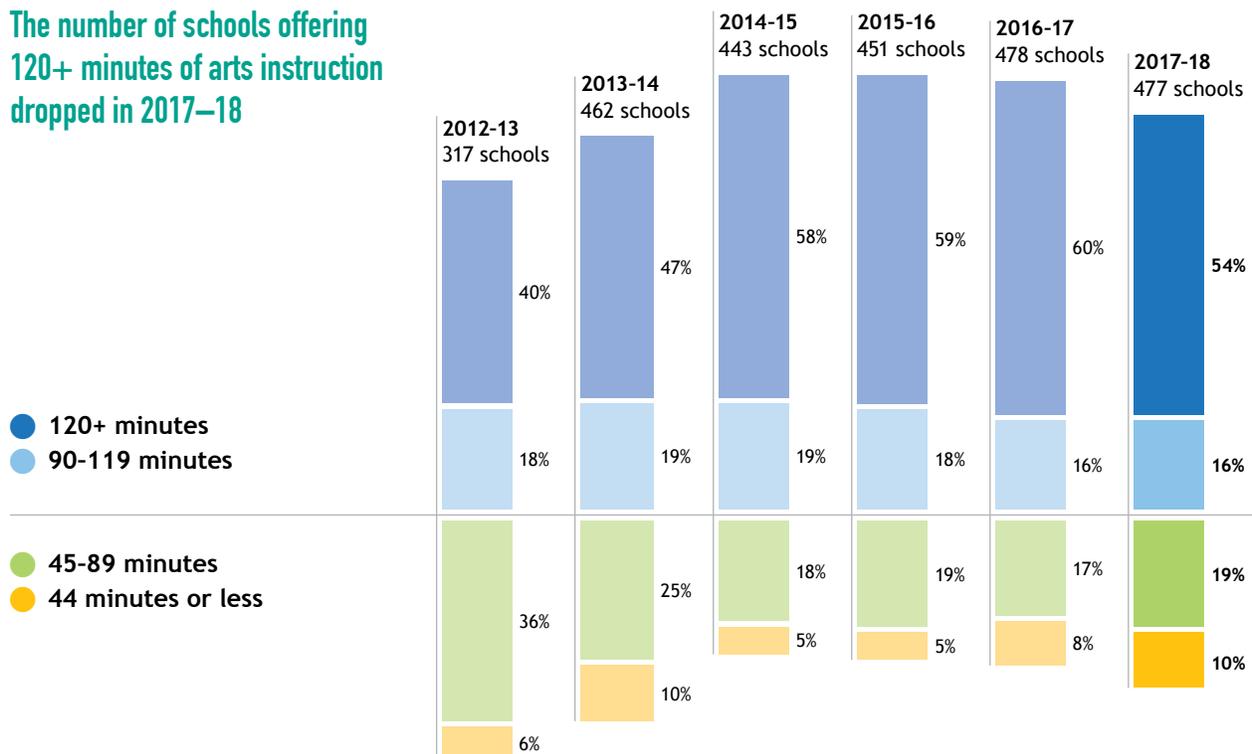
## MINUTES OF INSTRUCTION

Instructional minutes in elementary schools—the second key element in the CSC rating for such schools—allow students the space to create, be inspired, and engage with the arts. More instructional minutes offer more opportunities to explore new disciplines, expand students’ abilities to creatively communicate, and form connections across content areas.

The minutes of instruction that students receive are closely tied to staffing ratios in elementary schools. It is therefore not surprising that, in a year in which staffing numbers have fallen, fewer elementary schools this year were rated as Excelling or Strong in terms of minutes of instruction. This year, 54% of schools reported students receiving 120+ minutes (Excelling rating) and 16% of schools reported students receiving 90-119 minutes of instruction (Strong rating). This total of 70% of schools being rated Excelling or Strong in the arts was six percentage points lower than the total that was reported in 2016-17.

Time will tell whether this decrease is a momentary blip in the trend toward increased minutes of instruction for elementary students or if it reflects an important change in school priorities. In either case, the change calls attention to the importance of continued advocacy in support of the idea that children in every elementary school in the city should have access to instruction from certified arts teachers and arts education opportunities.

### The number of schools offering 120+ minutes of arts instruction dropped in 2017–18



## A CLOSER LOOK AT INSTRUCTIONAL MINUTES

Staffing remains critically important to school growth in the arts in that it allows schools to provide more arts learning opportunities for students. However, appropriate staffing does not guarantee that schools are able to offer two hours of weekly arts instruction to all students.

In fact, weekly minutes of instruction is where some elementary schools struggle the most. In 2017-18, there were 117 elementary schools that received a lower CSC rating on minutes of instruction than they did on any other element of the CSC. Of these 117 schools, 76 (65%) were rated as Developing. Every one of these schools could improve their overall CSC score solely by increasing the minutes of instruction in the arts that their students receive. In other words, an average of 45-89 minutes of instruction were offered at 76 of the 117 schools, and every one of them could be rated as Strong or Excelling in the arts if the only change they made was to increase the average minutes of arts instruction above 90 minutes per week.

This does not appear to be a new challenge, either. Over the past six years, between 100 and 121 elementary schools had received a lower CSC rating on minutes of instruction than they did on any other element of the CSC.

In order to move forward in arts learning, the data point to a need not only for arts staffing, but also for giving students the time they need to have meaningful arts learning in the classroom. Among competing priorities in a school, staffing leads to more minutes, but achieving the recommended minutes of instruction is only possible through the school leadership's ability to integrate it as a priority in the school day.

James Ward Elementary School

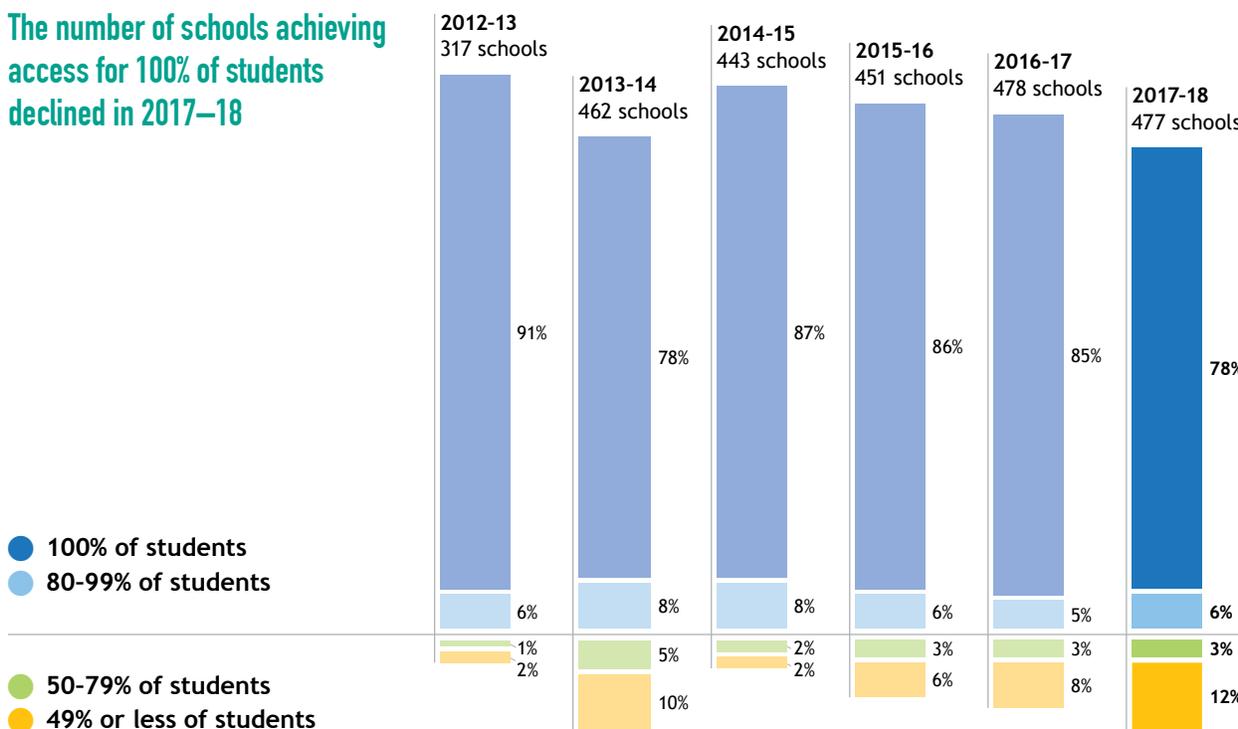


## PERCENT ACCESS

The third key element of the elementary school CSC rubric is the percentage of students who have access to arts instruction, which is closely related to staffing ratios and minutes of instruction. In order to rank as Excelling in this measure, all students should have access to arts instruction, and to be rated Strong on this measure, at least 80% of students should have access to arts instruction.

Since the inception of the survey, CPS schools have performed well on this measure, with 85% of all schools maintaining at least some arts instruction to all students over the past three years. However, as with other metrics, the 2017-18 survey revealed a downward turn in this trajectory, with a 7% decrease in the schools that provide full access to the arts. This decline was most prominent in charter schools (-14%, vs. -5% in district-run schools). Nearly a quarter of reporting charter schools offered arts instruction to less than half of their students.

The number of schools achieving access for 100% of students declined in 2017–18



## DISCIPLINES AND DEPTH

Arts education in high school gives students the opportunity to dive deeper into the arts disciplines that interest them, to find and develop new ways to contribute their voices to their communities, and to connect the arts to their college or career plans. As students transition into high school, they also have more choice regarding their artistic engagement in the classroom, ideally including the ability to access multi-level arts instruction that allows them to pursue their interests beyond the introductory level.

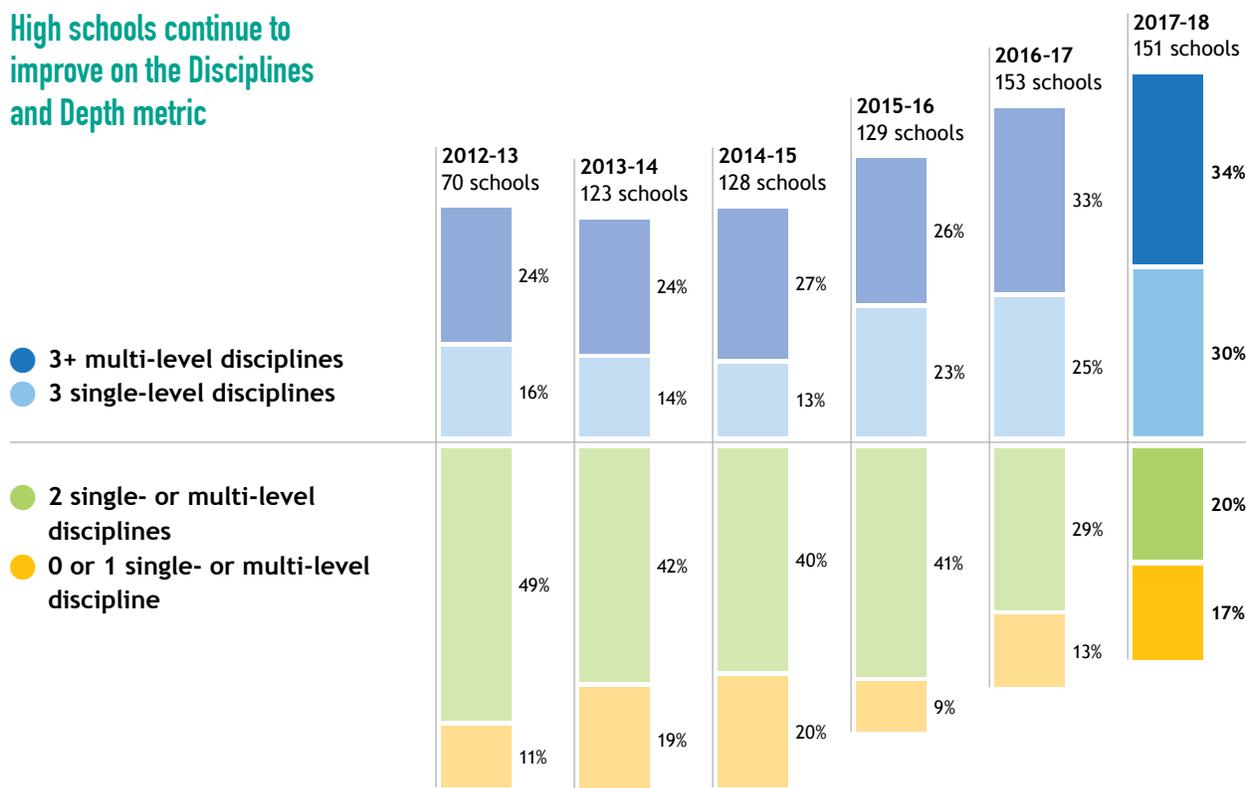
As of February 2016, the Chicago Board of Education changed high school graduation requirements to allow for students to earn their required two arts credits in any arts discipline recognized by the State of Illinois.<sup>8</sup> Schools are still encouraged to offer at least two arts disciplines in order for students to choose their preferred discipline of study. The shift in the arts policy for high school students allows students to fulfill their graduation requirement either by pursuing in-depth study in a single field or by sampling courses from more than one discipline.

To capture high schools' success on this measure, the CSC rubric for disciplines and depth is based on the number of disciplines a school offers and the depth of instruction available within each discipline. The rubric awards Excelling to schools that offer three disciplines at multiple levels of depth, and Strong to schools with three single-level disciplines. Schools that offer two or one discipline are awarded Developing and Emerging, respectively, regardless of the number of courses offered in those disciplines.

Since the inception of the Survey, the percentage of high schools gaining the two highest ratings in disciplines and depth—i.e., those schools offering three or more disciplines—has grown steadily to 64% of participating schools, the highest percentage achieved to date. In the past year alone, the share of schools rated Excelling or Strong on this measure increased by five percentage points; this growth was all achieved by schools that added at least one discipline to move up from a Developing to a Strong rating.

District-run schools are about twice as likely to gain the highest rating (41%) as charter/contract (22%) and Options (21%) schools. Options schools did gain ground in the number of schools that offer three disciplines (47%, up 7% from 2016-17); however, they are also much more likely (53%) to offer zero or only one discipline than district-run (8%) or charter/contract (19%) schools.

## High schools continue to improve on the Disciplines and Depth metric



## ADDITIONAL CSC ARTS ASSETS

The Creative Schools Survey also includes questions about schools' arts assets, intended to help illuminate whether a school has the structures in place to sustain quality arts-learning in the coming years.

The Survey asks Arts Liaisons to indicate which of five kinds of support for the arts are present in their school:

1. Dedicated arts budget
2. Arts-specific professional development
3. Use of arts integration strategies
4. Community arts partnerships
5. Parent and community engagement

Unless a school has at least three out of these five arts assets in place, that school's overall CSC rating will decrease by one category (e.g., from Strong to Developing).

Over time, CPS schools have demonstrated consistent investment in these assets. In 2017-18, 97% of reporting schools indicated that they had at least three of these assets. Schools most commonly invest in community engagement and external arts partnerships (97%), but arts integration and a dedicated budget for arts are also very common (89%).

Schools' participation in professional development increased in 2017-18, both at the elementary (a four percentage point increase) and high school (a seven percentage point increase) levels. High schools reported less arts integration in 2017-18 (82%) than 2016-17 (88%), suggesting an area for increased attention in the coming year.

**2017–18 saw increased engagement in professional development in all schools, but declines in arts integration in high schools**

- 2016-17
- 2017-18





# TRACKING CHANGES IN CERTIFICATION

## PATTERNS OF CHANGE

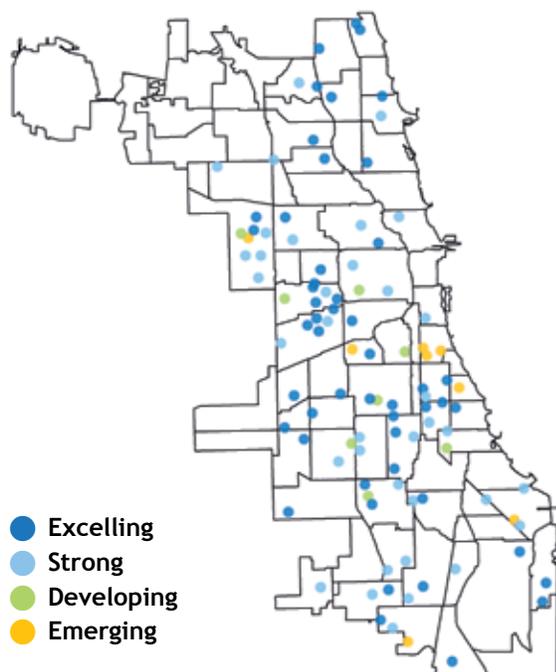
CPS schools are diverse and have different competing interests that they must resolve in order to meet the goals outlined in the Arts Education Plan. There were 102 schools that received a better Creative Schools Certification (CSC) score in 2017-18 than in the year prior, and 140 schools whose scores changed in the opposite direction. A focus on these schools reveals that **minutes of instruction (for elementary schools) and disciplines and depth (for high schools) are the most likely elements of the CSC rubric to have driven a change in certification**, including for those schools that had been rated Excelling or Strong in 2016-17 but were not in 2017-18.

The figure below shows the number of schools that changed from one certification rating to another between 2016-17 and 2017-18, with each green box showing the number of schools that changed from a lower score in 2016-17 to a higher score in 2017-18 and each red box showing the number that changed in the opposite direction. Schools are most likely to move between adjacent certifications (e.g., from Developing to Strong). However, 26 schools improved and 49 schools declined by more than one rating, indicating that more substantial change can occur in a single year as well.

		Certification in 2017-18				
		Excelling	Strong	Developing	Emerging	Incomplete Data
Certification in 2016-17	Excelling	212 schools	39 schools	23 schools	7 schools	1 school
	Strong	34 schools	72 schools	29 schools	9 schools	6 schools
	Developing	10 schools	28 schools	70 schools	19 schools	2 schools
	Emerging	5 schools	6 schools	6 schools	46 schools	5 schools
	Incomplete Data	1 school	2 schools	2 schools	8 schools	8 schools

Fluctuations in arts access are not confined to any one part of the city. As the maps on the following pages show, there is a broad distribution of schools in both categories across the city.

## SCHOOLS THAT OFFERED MORE ARTS ACCESS IN 2017–18



### Profile of schools that offered more arts access in 2017–18:

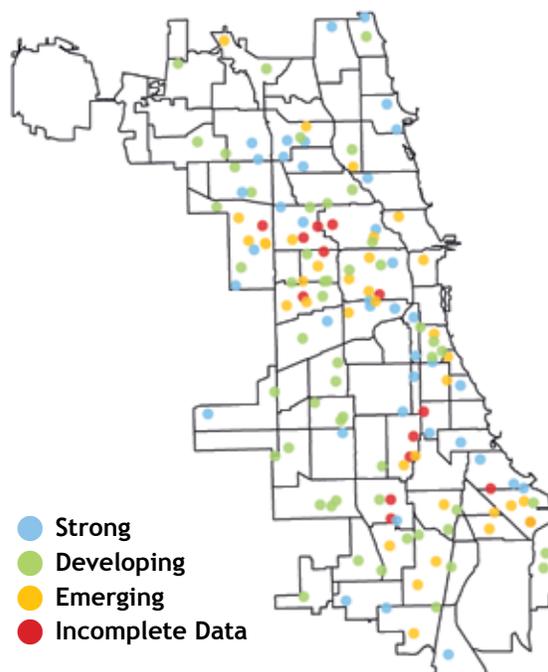
- 12% (59) of CPS elementary schools
- 25% (43) of CPS high schools
- 15% (77) of CPS district-run schools
- 16% (17) of CPS charter/contract schools
- 30% (8) of CPS Options schools

In total, **52 schools** were rated as Excelling or Strong in 2017-18 that had been neither the year before.

### Rubric elements contributing to improved certification scores:

- 37% (37) of CPS schools improved in staffing
- 25% (15) of CPS ES improved in access
- 73% (43) of CPS ES improved in minutes of instruction
- 93% (40) of CPS HS improved in disciplines and depth

## SCHOOLS THAT OFFERED LESS ARTS ACCESS IN 2017–18



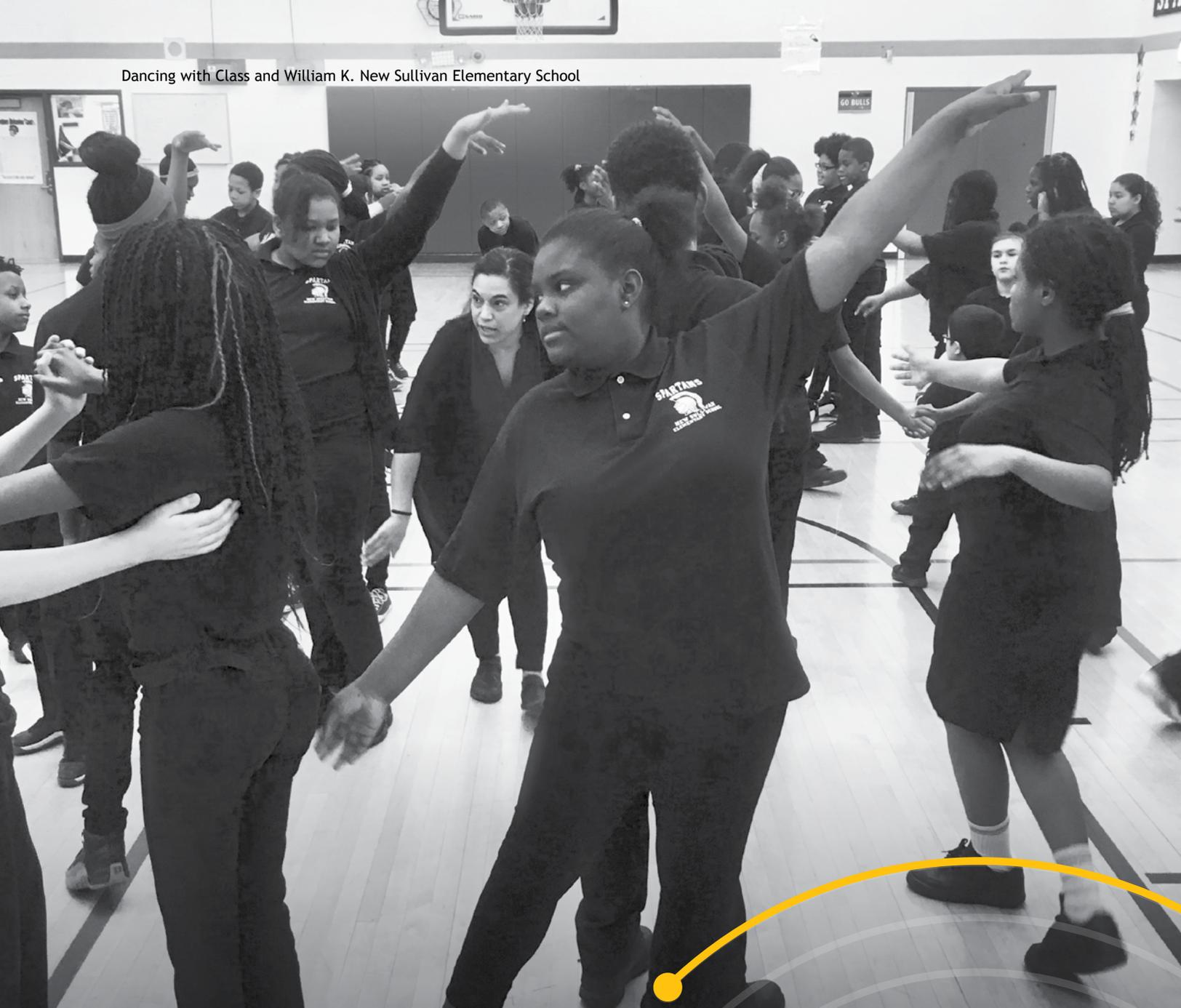
### Profile of schools that offered less arts access in 2017–18:

- 22% (105) of CPS elementary schools
- 21% (35) of CPS high schools
- 19% (100) of CPS district-run schools
- 32% (34) charter/contract schools
- 22% (6) of CPS Options schools

In total, **75 schools** were rated as Excelling or Strong in 2016-17, but neither in 2017-18.

### Rubric elements contributing to dropping certification scores:

- 37% (53) of CPS schools had drops in staffing
- 40% (42) of CPS ES had drops in access
- 80% (84) of CPS ES had drops in minutes of instruction
- 97% (35) of CPS HS had drops in disciplines and depth



# THE ARTS LANDSCAPE: COMMUNITY PARTNERSHIPS

“My arts partner was exceptional. We had a strong bond and intensive collaboration. I had the sense of being able to be a creative team, and I learned a great deal about some new techniques of teaching drama to young kids.”

– CPS elementary school teacher

Chicago is fortunate to be home to a diverse and culturally rich set of arts organizations that engage as partners with schools across the District, providing a range of innovative and sustainable programming for students of all ages. These partners—ranging from larger cultural institutions with many school partners to smaller arts organizations or independent teaching artists who focus their programs in one specific neighborhood—help create vibrant, hands-on opportunities that engage CPS students in a journey of arts exploration throughout their school careers.

Partnerships should never replace instruction by a certified instructor, but rather augment and enrich the classroom learning experience. By promoting stronger access to arts education, these connections act as a bridge between school and community and create opportunities for interdisciplinary learning that can improve students’ academic performance.<sup>9</sup>

**In addition, observing arts partnership-building over time, Ingenuity has found that they encourage development in the following areas:**

**Principals incorporate arts in their strategic planning.**

- ✔ **Integrating** the arts into the school based on students’ needs
- ✔ **Using** resources carefully to leverage those offered by the arts partner

**Teachers integrate the arts into the classroom.**

- ✔ **Collaborating** with partners to integrate art into other disciplines
- ✔ **Working** with partners to enrich arts learning by weaving in new approaches and techniques

**Students learn to connect education with their aspirations and identities.**

- ✔ **Developing** understanding of new paths from school to college and/or careers
- ✔ **Gaining** exposure to different kinds of arts expression to grow their sense of identity and connection.

<sup>9</sup> ESSA: Mapping Opportunities for the Arts. Denver: Education Commission of the States, February 2018. [http://www.aep-arts.org/wp-content/uploads/ESSA-Mapping-Opportunities-for-the-Arts\\_FINAL.pdf](http://www.aep-arts.org/wp-content/uploads/ESSA-Mapping-Opportunities-for-the-Arts_FINAL.pdf); Moss, Taylor E., Matthew J. Benus, and Elizabeth A. Tucker. “Impacting Urban Students’ Academic Achievement and Executive Function Through School-Based Arts Integration Programs.” SAGE Open 8.2 (2018).



## PROFILE ON PARTNERSHIP: JOHN WALSH ELEMENTARY SCHOOL

Several years ago, arts teacher Stacy McGowen realized that her students at John Walsh Elementary School did not have access to 3D art or ceramics. After partnering with ArtReach, a visual arts partner organization, everything changed. Now in their fourth year of partnership, McGowan has observed lasting impact on the arts environment at the school, which serves 350 students in a predominantly Hispanic community.

“The big thing for a good partnership is that there needs to be an arts teacher in the school already so that arts learning can continue,” Executive Director of ArtReach, Karen Benita Reyes, Ph.D. said. “At Walsh, we had continuity and worked with Stacy McGowen. Each year we worked and adapted our curriculum.”

This continued engagement has allowed students to build off of their experience in the program and expand their skills from year to year. In printmaking, more experienced students learned additional skills such as paper-making to observe the whole process from the beginning. And a glass-making lesson allowed them to build a permanent structure in their school to celebrate their partnership.

The partnership has also provided several types of programming to the school: from field trips and residencies to professional learning and resources. Thanks to this diverse array, McGowen has seen students’ ideas evolving in new ways. “When things are tying in across their experience and school day, [it helps students] to build deep connections that they learned in the classroom, community, and in famous works. They were bringing their own experience and learning into their understanding.”

McGowen is excited to add onto what she has learned from the partnership—now in its fourth year—with ArtReach. Planning for future programming, she says, “We are going to do an interdisciplinary approach with print-making by involving science and language arts teachers. Students will make their own poetry and understand the natural science behind printmaking, as well as the art.”

## PARTNERSHIP GROWTH

Access to different community arts partnerships allows students to experience the arts on different levels. Over the past six years Ingenuity has used the annual Creative Schools Survey to track the number of arts partners actively working with CPS schools. In the 2017-18 Survey, active partnerships with 575 arts partners were reported, an increase of 49 over the 2016-17 Survey. The average number of partners per school district-wide has been relatively stable in recent years; in this year's Survey, schools reported an average of 6.8 partnerships, a slight increase over last year's average of 6.7.

As the number of full-time equivalent (FTE) arts instructors dropped for the first time this year, while the number of active partners rose slightly, it is worth asking if there is evidence that schools with budget constraints are filling instructional gaps with outside partners. A deeper analysis of the CSC data suggest this is not a likely explanation for the drop. Indeed, the evidence suggests that, if anything, decreases in FTEs are connected to decreases in the number of partners active in a school.<sup>10</sup> This may not be surprising; arts instructors are crucial to the development and maintenance of active partnerships, and schools that lose FTEs may have less capability to maintain these relationships.

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“Several students mentioned to me that they were able to express themselves in a way that they never experienced before. Others who were in the same residency last year said they were able to build on what they had learned.”

– CPS elementary school teacher

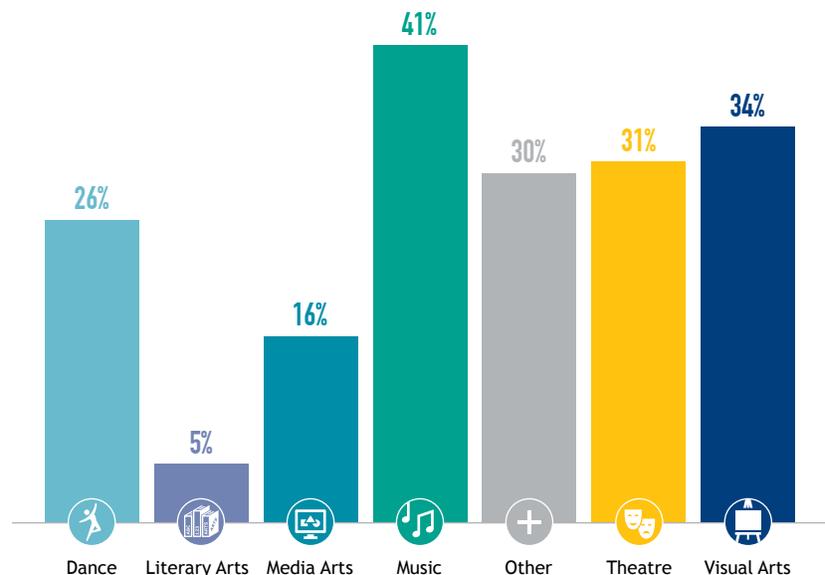
<sup>10</sup> There is a positive correlation between changes in FTEs and changes in active partnerships from 2016-17 to 2017-18 ( $r = .14, p = .001$ ). This means that drops in the number of FTEs in a school tend to be correlated with drops in the number of active partnerships in that school. ChiArts was removed from the analysis because it represented a substantial outlier (44 FTEs and 47 partners in 2017-18, while the average school in this dataset had 2.3 FTEs and 6.7 partners).

# PARTNER PROGRAMMING

## ARTS DISCIPLINES

The array of programming in the six arts disciplines recorded by the Creative Schools Survey reveals the role that community partners play in helping augment arts needs across the District. While partners commonly offer programming in two areas of relative strength for CPS arts teachers, with 41% offering programming in music and 34% in visual arts, they also provide significant and increasing shares of their programming in areas that have less representation in the classroom. Theatre and dance disciplines—some of the smallest disciplines in terms of arts staffing in CPS—are a part of 31% and 26% of arts partnership organizations, respectively. In addition, in the past year, partnerships in literary arts have grown from just 3 organizations to 20, now representing 5% of arts partners. Students, in turn, have access to a wider range of disciplines through the collaboration between school leadership, arts partners, and CPS arts staffing.

Arts disciplines represented by partner organizations<sup>11</sup>



## PROGRAMMING IMPACT

As the example from John Walsh Elementary illustrates, community arts partners deliver a variety of arts programs, all of which can provide significant and meaningful value to schools and students. Certain types of programs may reach fewer students but provide greater opportunities for deeper, ongoing, or consistent student engagement. Other types of programs may reach more students but have fewer touch-points and opportunities to engage with those students.

Ingenuity's *Arts Assist Guide*<sup>12</sup> refers to this as a Scale of Impact. Thinking about these different kinds of programs as levels of impact can be helpful for both community arts partners and schools when strategically planning how a variety of program partnership types can be curated to affect the greatest impact on student learning, and to examine the distribution of the most impactful programming types across the city. The program types tracked in the Creative Schools Survey are shown below, categorized by Scale of Impact.

### High-Level Impact

These programs typically reach fewer students but create enduring relationships between the school, the students, and the arts partner, sustaining a meaningful understanding of arts and curriculum over an extended period of time.



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



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

### Mid-Level Impact

These programs do not necessarily establish long-term collaborations; however, they still provide important opportunities for students to experience the arts.



**Resources:** External providers supply physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). This can benefit the classroom's ability to have the tools teachers need to incorporate the arts into the classroom.

<sup>12</sup> *Arts Assist Guide: A Resource for Arts Partners*. Chicago: Ingenuity, 2018 (pg. 13).

## Low-Level Impact

These programs may reach a larger number of students but reflect the least amount of collaboration between schools and partners over an extended period of time and do not usually integrate both content and arts within the classroom; however, when paired with instruction by a certified arts instructor, or partnerships in the mid-level or high-level impact, student learning in the arts can be maximized.



**Field Trips:** A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts-related educational experience or performance allows students to see the arts in the community but not necessarily transfer the experience back into the classroom.



**In-School Performances:** External arts organizations come into a school to provide a single-day performance, exhibit, lecture, demonstration, or event to a specific grade or class, or an entire student body. While this can give students context within the arts, it is removed from the classroom integration of the arts.

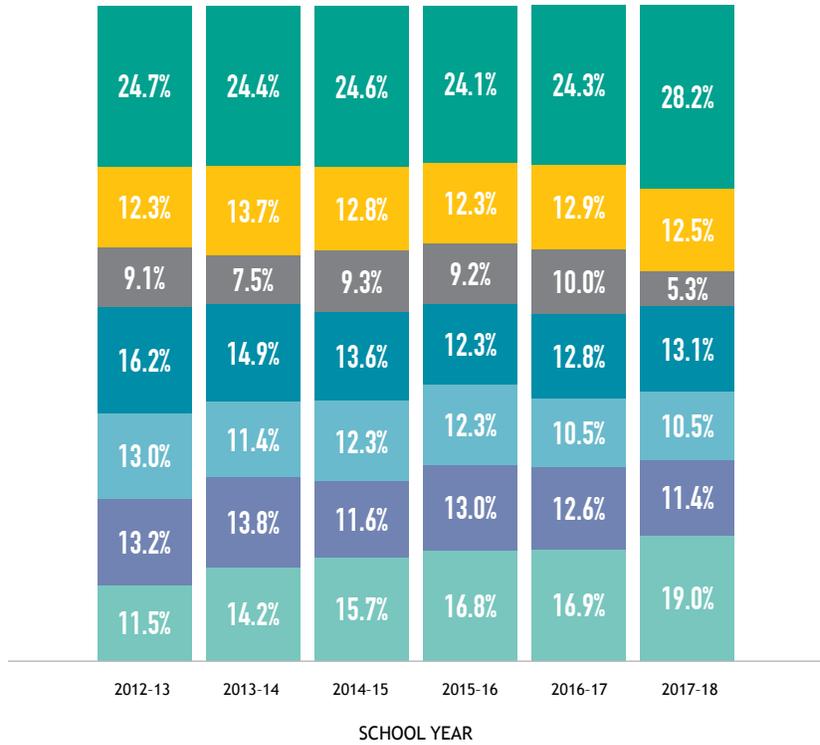


**Out-of-School Time:** CPS students participate in programming outside of the traditional school day. This gives students the ability to see the arts work outside of the classroom, but is not necessarily in conjunction with classroom goals. While a particular out-of-school program may be considered a high-level, five-day-a-week program, it may have a lower level impact because not every student has access to these opportunities.

Data from the past six years reveals that Low-Level and Mid-Level Impact (Field Trips and Resources) program types are the most common, possibly because they are the easiest to combine with other program types. Field trips and resource donations also have significantly lower human and financial costs when compared to longer partnerships. The share of programming in these areas grew in the past year to 28% and 19% respectively. Other program types have remained relatively stable from one year to the next. High-Level Impact programming—Residencies and Professional Development—have hovered around 11-13% of programming, but both have shown a slight downward trend over time.

**Field Trips and Resources programming were on the rise in 2017–18**

- Field Trip
- In-School Programming
- Other
- Out-of-School Time
- Professional Development
- Residencies
- Resources



“Students were given the opportunity to experience the everyday role and responsibilities that come with being part of a television/media crew. [Our Arts Partner] met our expectations by providing students with hand-to-mind learning utilizing various media equipment and exposing them to STEM related careers.”

– CPS elementary school teacher

Programs that include the highest-impact types (residencies and professional development) are not equitably distributed across the city of Chicago. To understand the geographic distribution of different program types, we calculated the average number of programs in a category for each school in a neighborhood. The maps to the right show the average number of high, medium, and low impact programs available at all the schools in each neighborhood.

Across the city, the average school has 2.8 high-, 2.4 medium-, and 6.7 low-impact partnership programs.<sup>13</sup> However, the distribution of these programs is geographically dependent. As shown in the map to the right, there were fewer programs per school with a high-impact element in schools on the far south side of Chicago. The same could be said of programs with medium- and low-level elements, even while schools are more likely to have programs with low-level impact overall. These maps reveal some of the gaps and opportunities for partners to increase access to impactful programming and, indeed, programming of all types.

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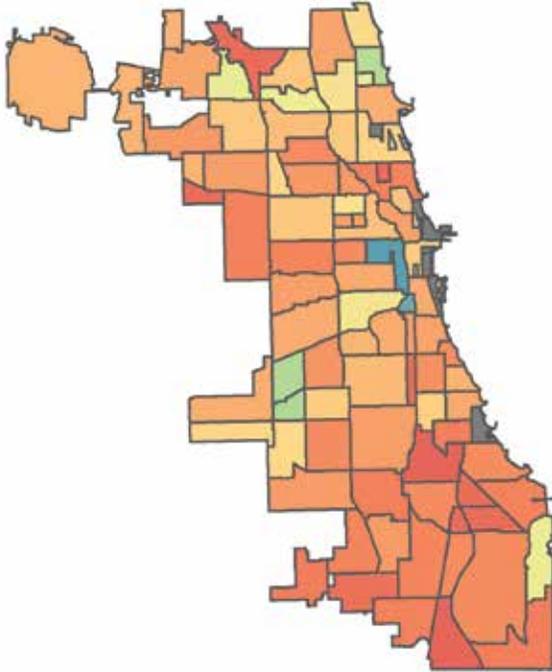
“I just want to say thank you for teaching us and helping us learn about the importance of Shakespeare and what the words meant and I really appreciate that. This class was the best part of my Tuesday. I looked forward to it every week and I was always happy when we did our stretches and the repeating stanzas before we practiced. I loved how enthusiastic everybody was when we got to do those improv scenes in the magical elevator. I’m gonna miss these classes when I graduate.”

– 8th grade student

## Level of Impact Programming

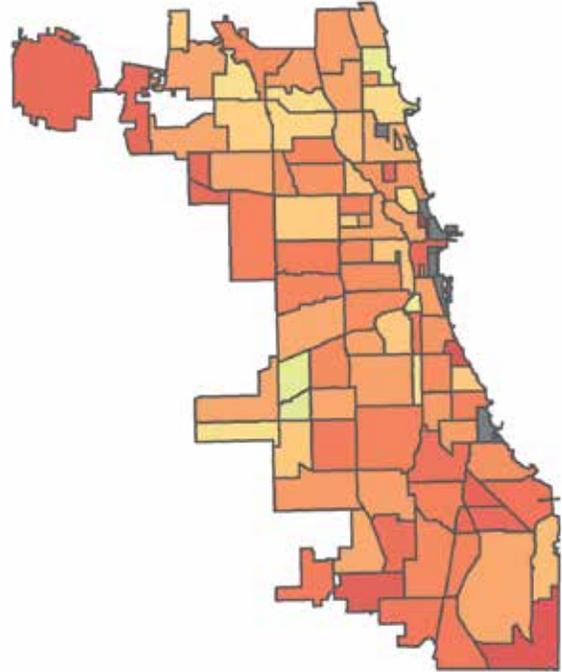
### HIGH-IMPACT PROGRAMMING

Residencies, Professional Development



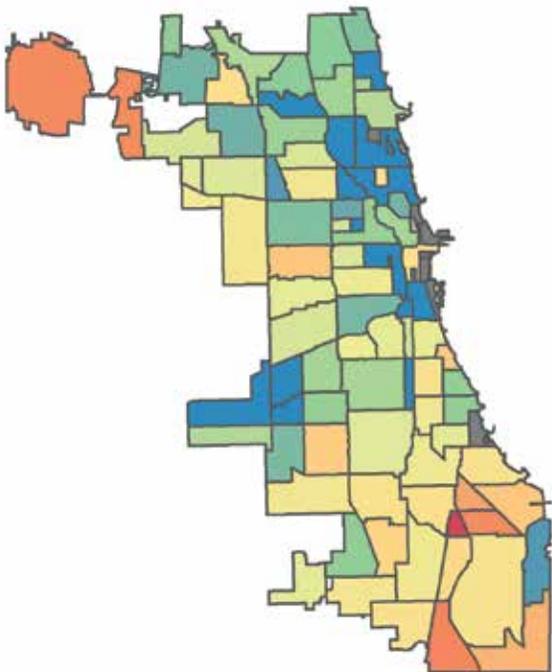
### MEDIUM-IMPACT PROGRAMMING

Resources

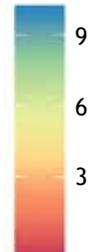


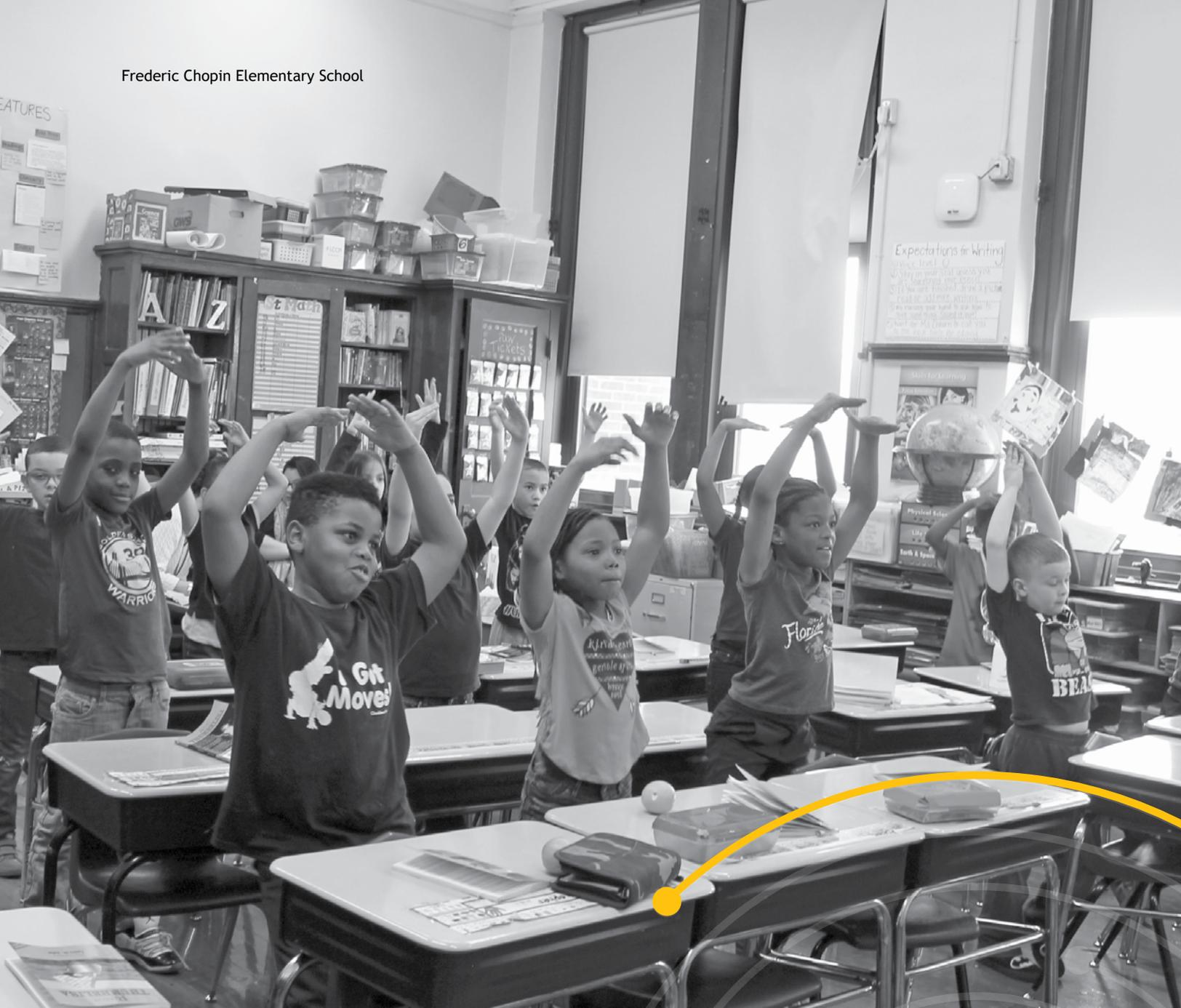
### LOW-IMPACT PROGRAMMING

Field Trips, In-School Programming,  
Out-of-School Time



Average Number of Programs Per School





# SUSTAINING THE ARTS

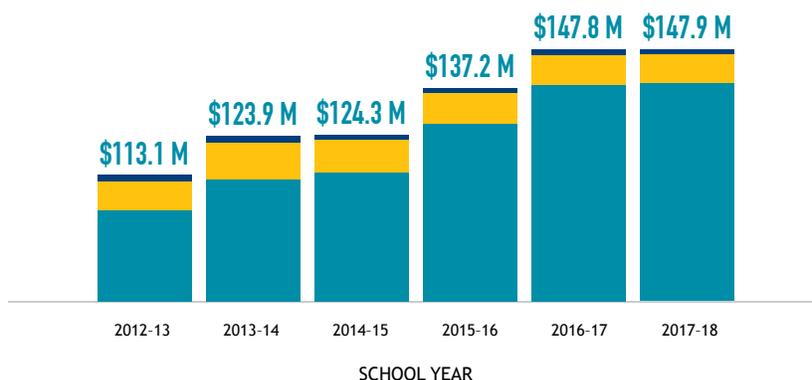
## CPS FUNDING

Successful fulfillment of the CPS Arts Education Plan requires that sufficient funding be dedicated to schools to fill staffing needs and meet instructional targets. Despite challenging budget conditions over the years, District and school leadership have shown commitment to the arts by funding arts instructor positions and dedicating additional District funding to arts materials, supplies, and programs, as well as to the operations of the Department of Arts Education. The largest share of District funding for the arts is attributable to instructor salaries and benefits, an investment largely driven at the school level by principals. In 2017-18 Chicago Public Schools independently began funding Arts Essentials grants—\$1,000 for the purchase of arts materials, supplies, and resources—to each reporting CPS school.

District funding for the arts in 2017-18 is nearly the same as it was in 2016-17. This is consistent with this year's drop in staffing levels, as reported earlier in this report. Salaries will rise for returning instructors from year to year, but because fewer FTEs were teaching arts classes in the District this year, there was little increase in arts instructor salaries and benefits in 2017-18.

### CPS school-based funding remained steady in 2017–18

- Department of Arts Education
- School Dedicated Arts Budget
- Instructor Salaries and Benefits



“I had no idea that Tom\* was already a budding graphic designer. But this side of Tom’s personality asserted itself quickly during our first class session with Luke, as I noticed him zipping through the tutorials and quickly experimenting with ideas even outside of those we had outlined. He then asked if he could show the students who were gone how to do what they missed. Tom moved from the back of the class to the front.”

– George H. Corliss High School; Arts Booster Grant

\* Names of students have been changed.

# COMMUNITY-BASED FUNDING

In addition to District funding, schools often support arts programming through a combination of Local School Councils, Student Council and Booster Club fundraisers, student fees, arts partner and parent donations, online crowdfunding, and outside grants such as Ingenuity’s Creative Schools Fund. This diverse array of funding lacks a centralized tracking system, making it challenging to accurately capture all funding dedicated to arts education. To estimate the scope of funds in the District, Ingenuity conducts an annual survey of major arts education funders, with questions about where arts education funds were directed in the past fiscal year, and the kinds of programs these dollars supported. The data reported here reflect the responses of 13 institutional funders.<sup>14</sup>

CPS school-based funding remained steady in 2017–18

Donations to Community Arts Partners	\$8,240,050
City of Chicago Year of Creative Youth	\$2,000,000
Creative Schools Fund	\$1,102,650
Donations to Schools	\$106,225
Other Funding	\$99,600

Community Funders + School Spending = \$159,409,850

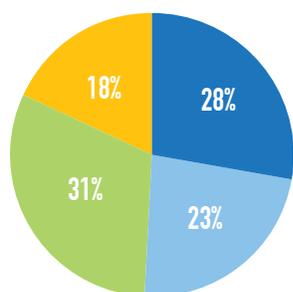
“Dan’s demeanor in music class changed. Before [the grant] I saw he was suffering from senioritis and going through the motions, half engaged. After [the grant], I saw a Dan that was alive and engaged in the process of creation. He still sends me beats and songs that he creates on his own software. He is planning to attend Columbia College in Chicago and wants to major in Digital Arts.”

– Noble Street Charter Chicago Bulls College Prep;  
Creative Schools Fund Grant

# CREATIVE SCHOOLS FUND

## Certification of CSF Grantee Schools

- Excelling
- Strong
- Developing
- Emerging

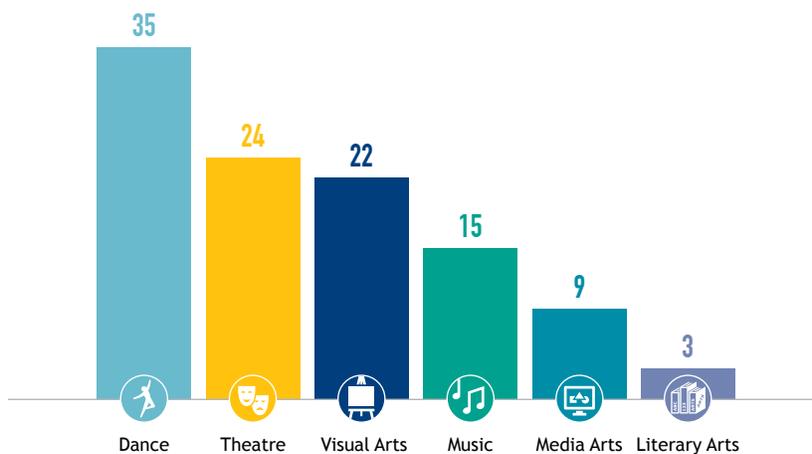


The Creative Schools Fund (CSF)—an independent grant-making fund administered by Ingenuity—is dedicated to providing financial support to CPS schools. It seeks to promote teacher-designed programs to address gaps in arts access, improve the sustainability of arts education initiatives, seed innovation in the classroom, and provide critical supplies and materials. Projects supported by the Fund leverage collaboration between arts partners, arts instructors, and school leadership. These projects often come in the form of residencies provided by arts partners, but may reflect other programming as well.

Since the 2013-14 school year, the Fund has awarded more than \$9.6 million through CSF grants and Arts Essentials funds. In 2017-18, grants totaling \$1,102,650 were awarded to 108 schools to work with 65 arts partners. The figures below capture the profile of schools, disciplines, and programming supported through the Fund. These figures highlight the balance between schools at different certification levels, and emphasize that Fund-sponsored projects are especially concentrated in disciplines that have limited staffing across the District (theatre and dance).

Number of schools awarded grants	81 ES, 27 HS
Number of students directly served	103,481
Grants to fill a gap in arts instruction	57
Grants to support arts sustainability in the schools	23
Grants to support innovative models of arts education	12
Grants to support instruction and program building in Emerging schools	16

## Primary Disciplines of CSF Grants



## CITY OF CHICAGO DEPARTMENT OF CULTURAL AFFAIRS AND SPECIAL EVENTS: THE YEAR OF CREATIVE YOUTH

Mayor Emanuel and the City of Chicago's Department of Cultural Affairs and Special Events (DCASE) announced 2018 as the "Year of Creative Youth" (YOCY). Working with Chicago Public Schools, Chicago Park District, Chicago Public Library and 100+ arts and youth organizations, and other agencies, the initiative championed the value of arts education and the excellence of arts-focused youth programming across the city.

### Initiatives implemented through this effort include:

- ✔ **An investment of over \$300,000** in youth-focused grants and other resources, including a new microgrant program to lower barriers to funding for small arts organizations.
- ✔ **Dedicated exhibit spaces** for youth-made art installations at the Chicago Cultural Center, Flying Creatures on Wabash Avenue, and a design installation for State Street created in partnership with Art Design Chicago and Chicago Loop Alliance.
- ✔ **Dedicated stages and resources for youth performances** at Chicago Blues Festival, Chicago House Music Festival, Chicago Jazz Festival, Taste of Chicago, and Maxwell Street Market; themed concerts and films at Millennium Park; and the annual Arts in the Dark Parade.
- ✔ **DCASE's ChicagoMade A&R talent audition series** lowered its age requirement from 18 to 14, providing hundreds of youth with access to career education programs in the arts.
- ✔ **Launch of Chicago's first YAS! Fest (Youth Arts Showcase)**, the city's largest celebration of youth creativity to date, featuring the work of thousands of young artists across from the Millennium Park Campus.

More information can be found at: [chicago.gov/yocy](http://chicago.gov/yocy)



#### Agency collaborations in 2018 include:

- ✔ YOCY poster design produced with the **Chicago Public Library's YOUmedia program**
- ✔ Incorporation of YOCY into the 2018 arts partner selection of **Night Out in the Parks**, providing support for performances by youth artists, for youth audiences, and inclusion of the **Chicago Park District's Teens in the Park program (TIP Fest)** stage at the **YAS! Fest**
- ✔ DCASE hosted the **2018 CPS All-City Visual Arts High School Exhibition**, the first **Chicago Arts Educator Celebration**, and the **CPS Department of Arts Education 2018 back-to-school teacher training**

#### Mayor Emanuel also recognized the creative contributions of Chicago's youth through the City's annual programs facilitated by DCASE, including:

- ✔ The annual **Rising Star Honor Roll program**, recognizing teen artists for their outstanding achievements in creativity and leadership
- ✔ **Convenings with youth arts educators** to facilitate information sharing, cross-city collaboration, and future community-informed programs for youth and educators
- ✔ **CityArts grant program** for arts organizations, with a portion of funds dedicated annually to support arts education

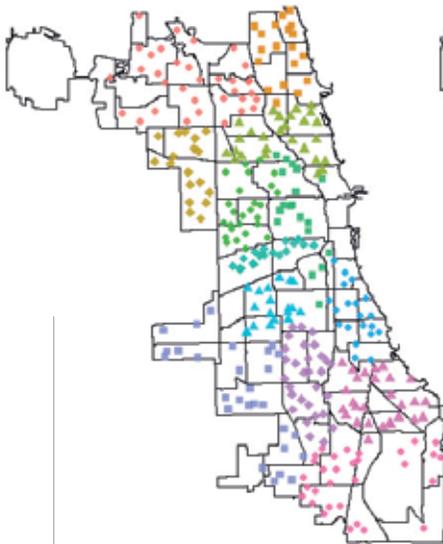




# APPENDIX

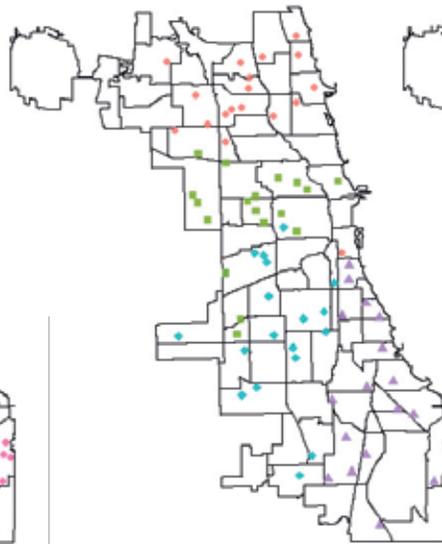
# CPS NETWORKS

To better meet the distinct needs of different grade levels across the District, CPS restructured its network system in 2018. In the new structure, district-run elementary schools remain in the same networks as in previous years, but district-run high schools will be placed into four new networks. ISP, charter, contract, Options, and AUSL schools will remain independent.



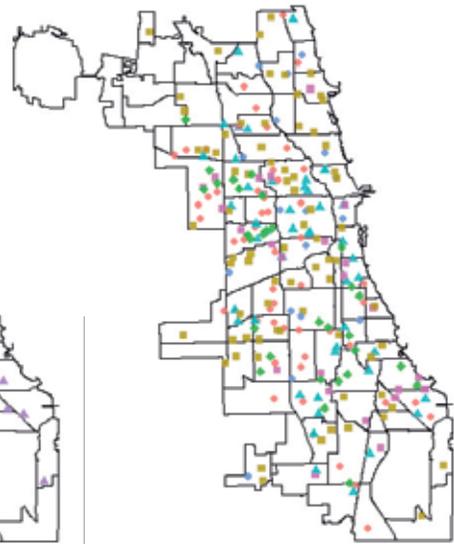
**DISTRICT-RUN  
ELEMENTARY SCHOOLS**

- Network 1
- Network 2
- ◆ Network 3
- ▲ Network 4
- Network 5
- Network 6
- ◆ Network 7
- ▲ Network 8
- Network 9
- Network 10
- ◆ Network 11
- ▲ Network 12
- Network 13



**DISTRICT-RUN  
HIGH SCHOOLS**

- Network 14
- Network 15
- ◆ Network 16
- ▲ Network 17



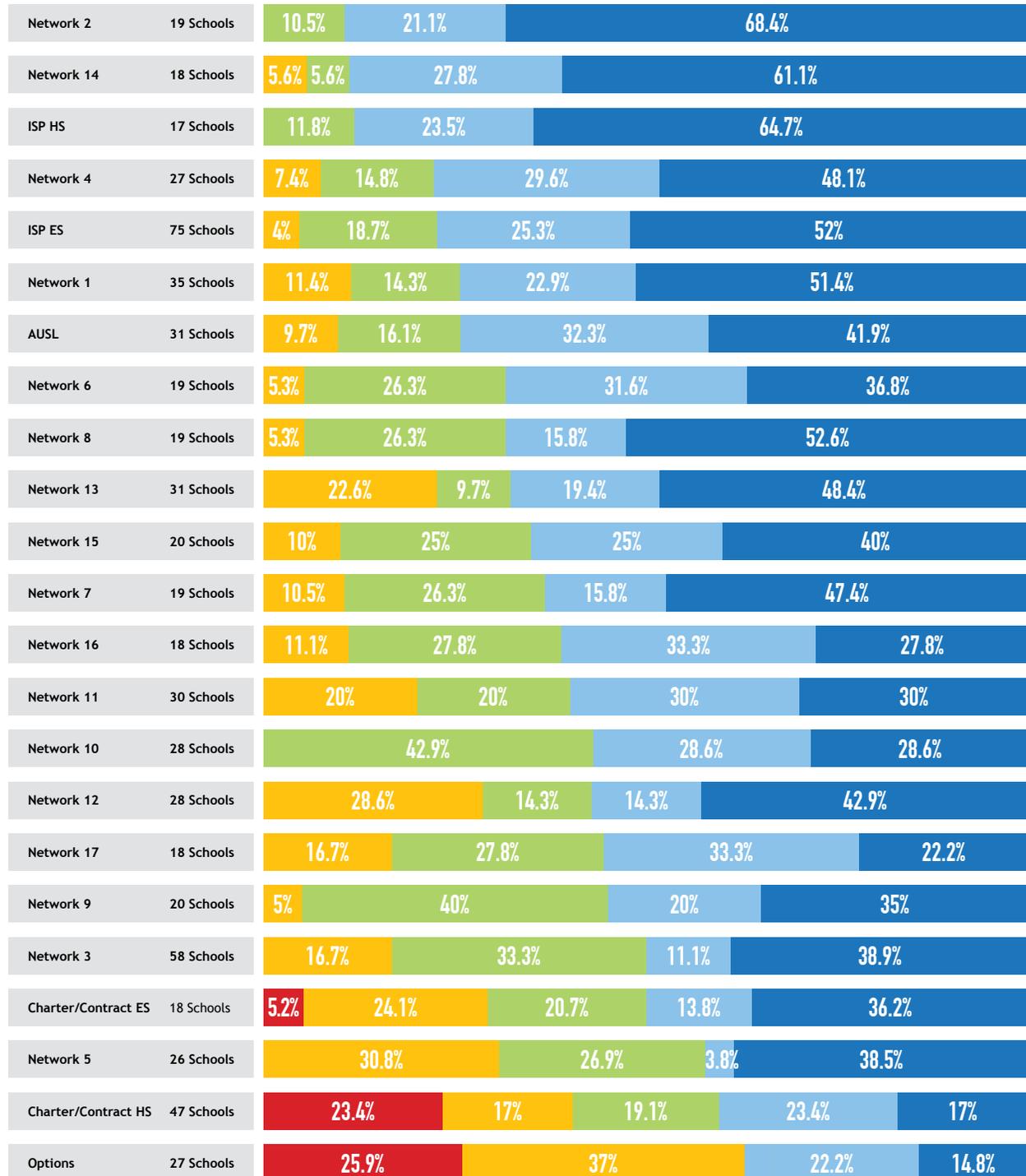
**CHARTER, CONTRACT,  
OPTIONS, AUSL, AND ISP  
SCHOOLS**

- Charter/Contract ES
- ISP ES
- ◆ AUSL
- ▲ Charter/Contract HS
- ISP HS
- Options

### CSC scores across CPS networks

- Excelling
- Strong
- Developing
- Emerging
- Incomplete Data

To support localized planning that advances access within individual schools and their networks, this year’s report includes detailed profiles of each network. These profiles capture the Creative Schools Certifications (CSC) of the network’s schools, details on staffing and partnerships across the network, and information about the partnership and programming resources that schools requested through the 2017-18 Creative Schools Survey. A summary of CSC scores across networks is presented below.

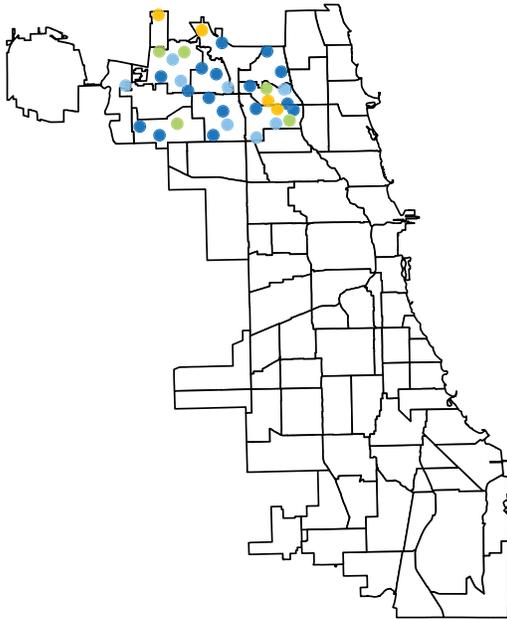




# NETWORK 1

**35 ELEMENTARY SCHOOLS**  
**22,056 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 1** | Albany Park | Dunning | Edison Park | Forest Glen  
Irving Park | Jefferson Park | North Park | Norwood Park | O'Hare | Portage Park

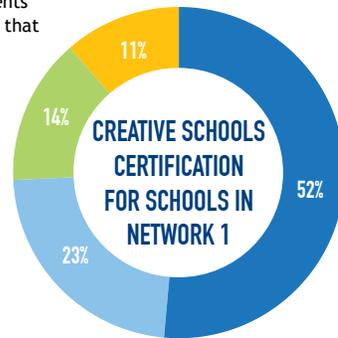


**NETWORK 1 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

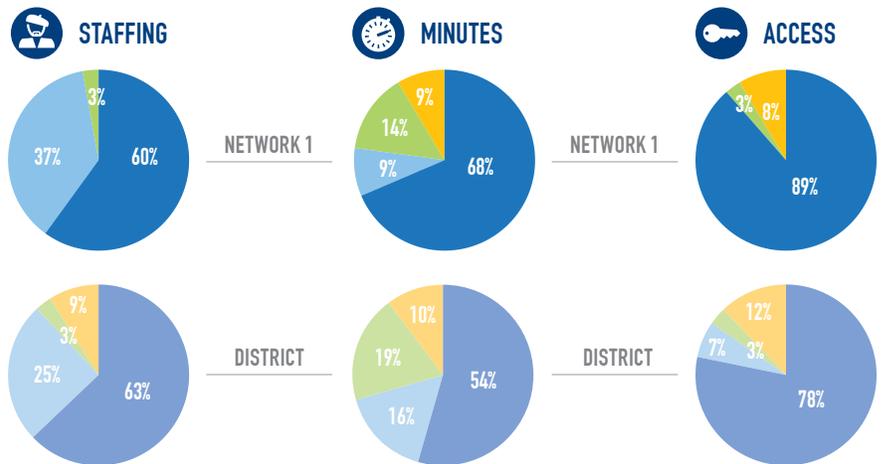
- |             |              |              |             |
|-------------|--------------|--------------|-------------|
| Albany Park | Hitch        | Beaubien     | Bridge      |
| Bateman     | North River  | Dirksen      | Cleveland   |
| Beard       | Oriole Park  | Garvy        | Edison Park |
| Belding     | Palmer       | Gray         | Onahan      |
| Canty       | Peterson     | Hibbard      | Volta       |
| Dever       | Portage Park | Murphy       | Haugan      |
| Edgebrook   | Prussing     | Norwood Park | Henry       |
| Edison      | Reinberg     | Scammon      | Stock       |
| Farnsworth  | Solomon      |              | Wildwood    |

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	2.5%	37%
Asian	8.4%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.6%	0.2%
Hispanic	51.8%	46.8%
Multi-Racial	2%	1.1%
Not available	0.3%	0.3%
Native	0.6%	0.3%
White	33.8%	10.2%
<hr/>		
Bilingual	31.5%	18%
Diverse Learners	13.8%	13.7%
Free/Reduced Lunch	60.8%	77.7%

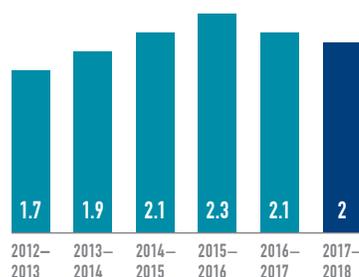


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

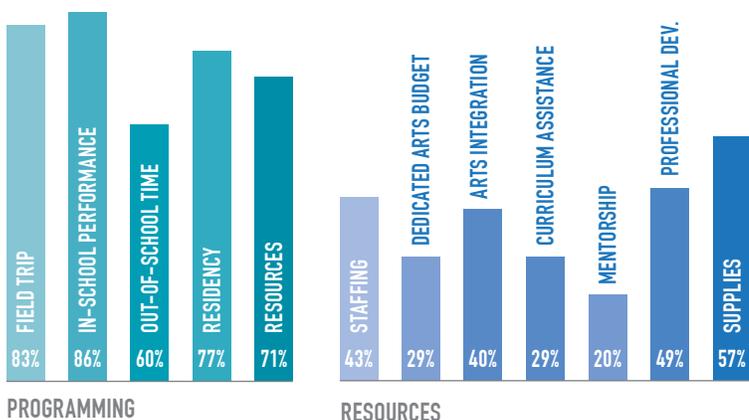
<b>94.3%</b>	<b>85.7%</b>	<b>94.3%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

2 average FTEs per school | 0.5 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)  
 Chart to the right illustrates average FTEs in Network 1

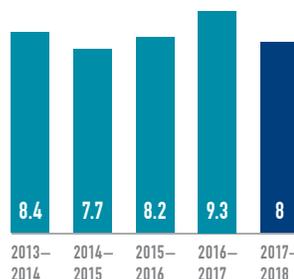


### WHAT DO NETWORK 1 SCHOOLS WANT?



### PARTNERSHIPS

103 arts partner organizations worked with Network 1 schools  
 Each school has an average of 8 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 1



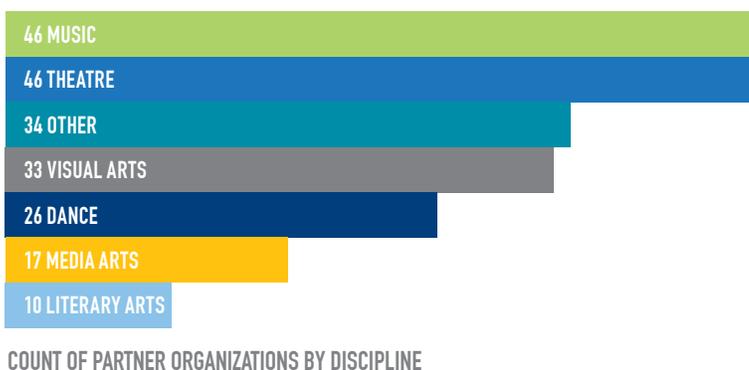
### MOST COMMON DISCIPLINES NETWORK 1

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

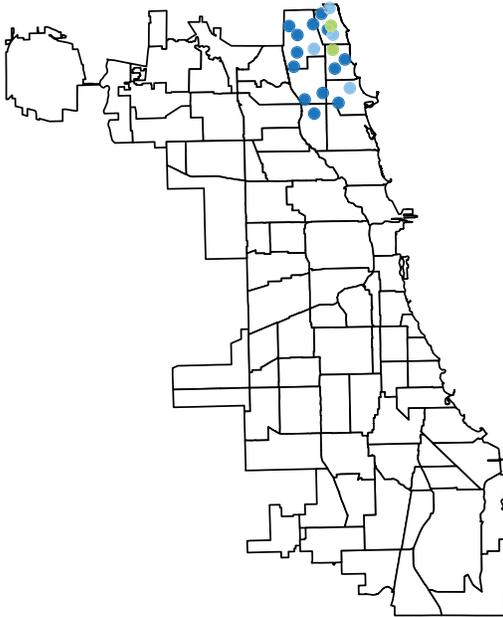
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 2

**19 ELEMENTARY SCHOOLS**  
**12,438 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 2** | Edgewater | North Center | Uptown  
Lincoln Square | Rogers Park | West Ridge

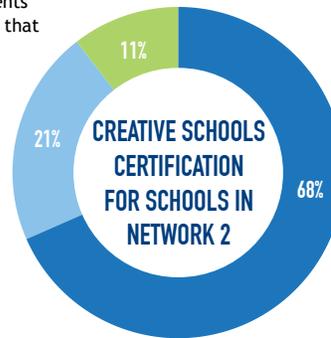


**NETWORK 2 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

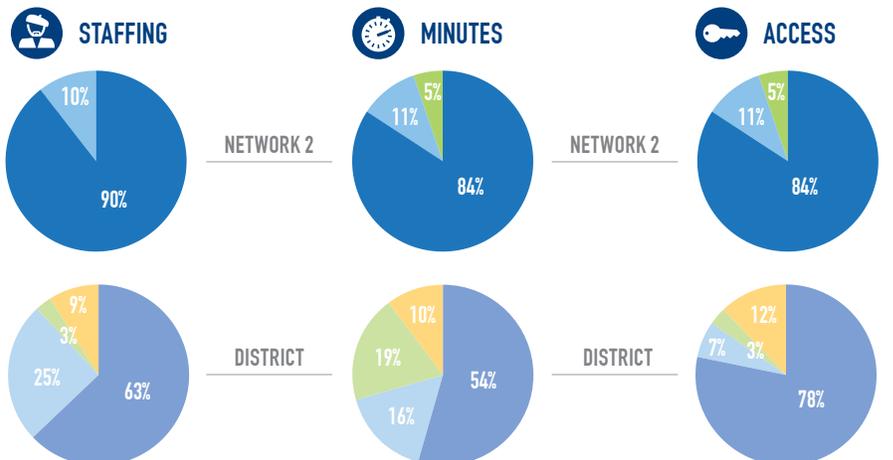
- Armstrong G
- Boone
- Clinton
- Coonley
- Courtenay
- Decatur
- Jamieson
- Jordan
- McPherson
- New Field
- Peirce
- Swift
- Waters
- Gale
- Kilmer
- McCutcheon
- Stone
- Field
- Hayt

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	18.1%	37%
Asian	17.7%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.2%	0.2%
Hispanic	39.2%	46.8%
Multi-Racial	2.8%	1.1%
Not available	0.4%	0.3%
Native	0.4%	0.3%
White	21.1%	10.2%
<hr/>		
Bilingual	35.1%	18%
Diverse Learners	13.2%	13.7%
Free/Reduced Lunch	68.8%	77.7%



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

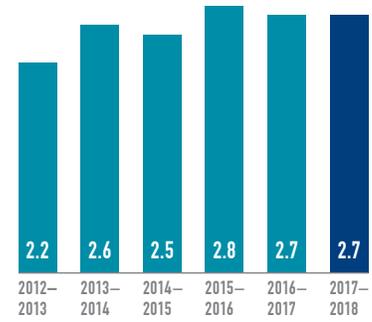


### STAFFING

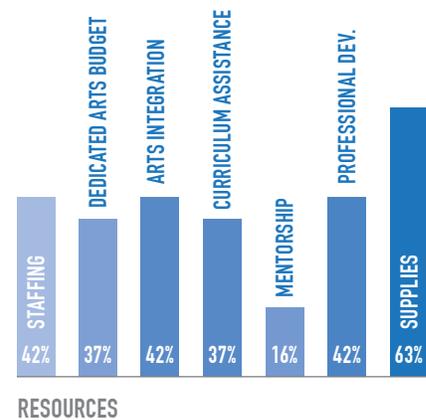
2.7 average FTEs per school | 1 within-network minimum

6.5 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 2



### WHAT DO NETWORK 2 SCHOOLS WANT?



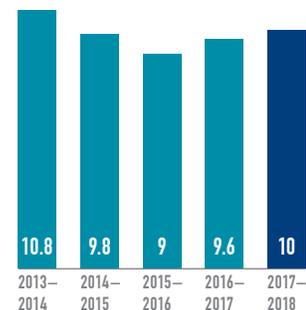
### PARTNERSHIPS

88 arts partner organizations worked with Network 2 schools

Each school has an average of 10 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 2



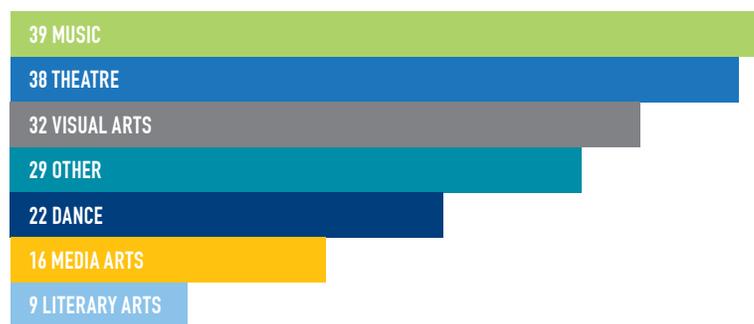
### MOST COMMON DISCIPLINES NETWORK 2

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.

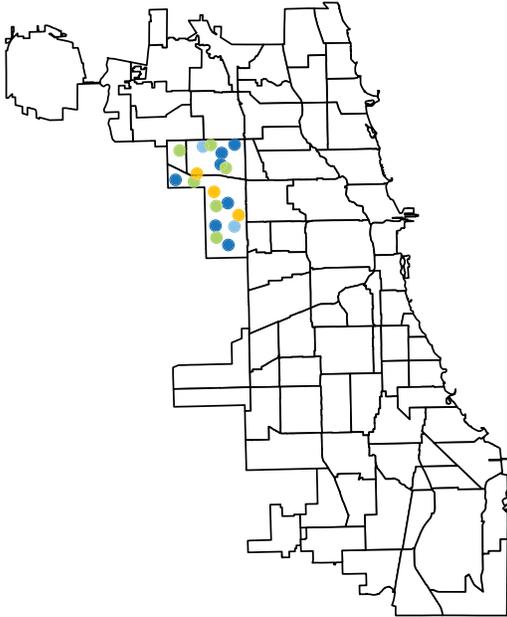


COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# NETWORK 3

**18 ELEMENTARY SCHOOLS**  
**12,137 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 3** | Austin | Belmont Cragin | Montclare



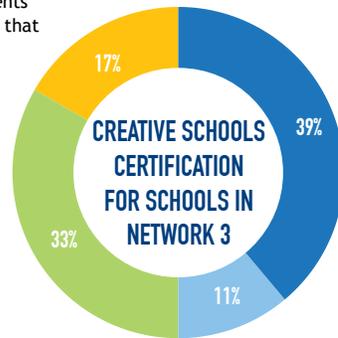
**NETWORK 3 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Ellington
- Lyon
- Brunson
- Burbank
- Falconer
- Spencer
- Camras
- Nash
- Hanson Park
- DePriest
- Young ES
- Hay
- Locke J
- Leland
- Lovett
- Sayre
- Northwest
- Schubert

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

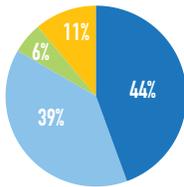
■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.

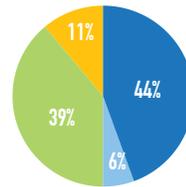


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	32.9%	37%
Asian	0.6%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.2%	0.2%
Hispanic	62%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0.1%	0.3%
Native	0.3%	0.3%
White	3.4%	10.2%
<hr/>		
Bilingual	27.4%	18%
Diverse Learners	13.6%	13.7%
Free/Reduced Lunch	86.4%	77.7%

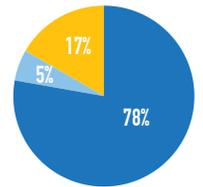
**STAFFING**



**MINUTES**



**ACCESS**

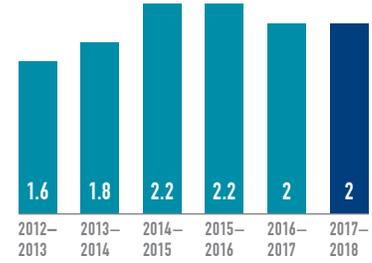


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

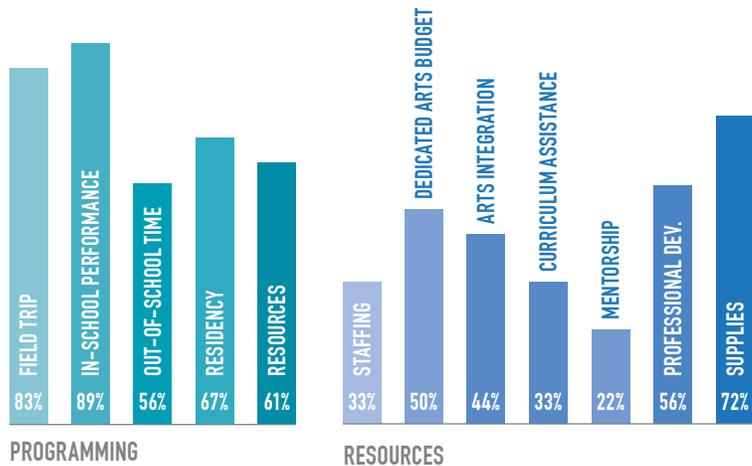
<b>88.9%</b>	<b>77.8%</b>	<b>94.4%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

2 average FTEs per school | 0 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)  
 Chart to the right illustrates average FTEs in Network 3



### WHAT DO NETWORK 3 SCHOOLS WANT?



### PARTNERSHIPS

63 arts partner organizations worked with Network 3 schools  
 Each school has an average of 6.3 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 3



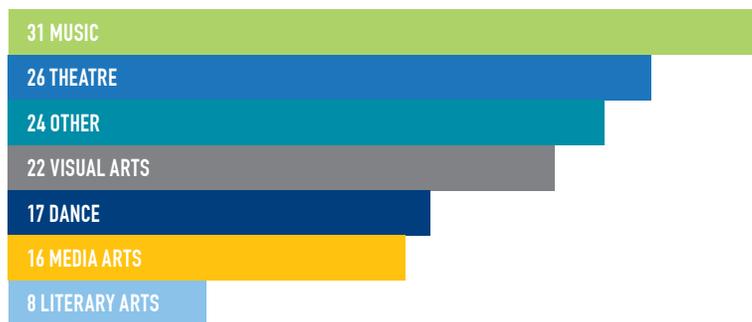
### MOST COMMON DISCIPLINES NETWORK 3

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.

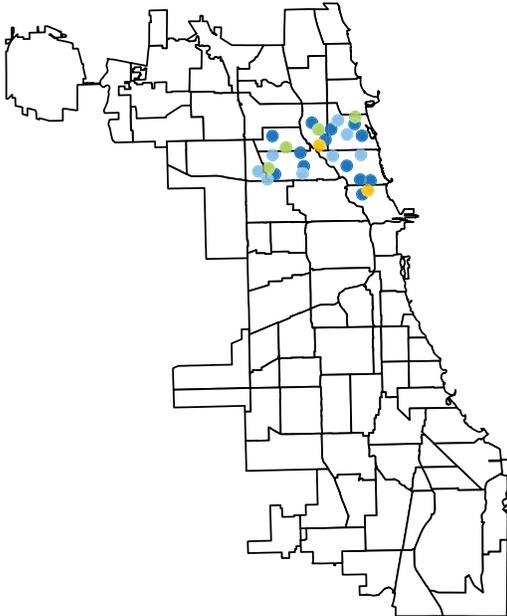


COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# NETWORK 4

**26 ELEMENTARY SCHOOLS**  
**1 HIGH SCHOOL**  
**15,373 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 4** | Avondale | Hermosa | Lake View | Lincoln Park  
 Logan Square | Near North Side | North Center



**NETWORK 4 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

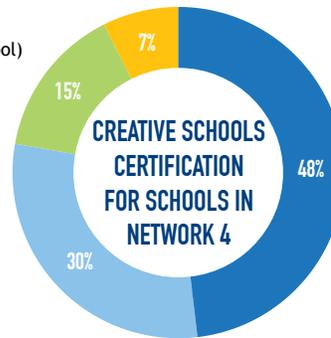
- Bell
- Brentano
- Funston
- Goethe
- Hamilton
- Inter-American
- Jahn
- LaSalle
- Mayer
- Nettelhorst
- Newberry
- Reilly
- Skinner North
- Alcott ES
- Blaine
- Chase
- Hawthorne
- McAuliffe
- Monroe
- Nixon
- Prescott
- Audubon
- Greeley
- Logandale
- Mozart
- Alcott HS
- Manierre

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

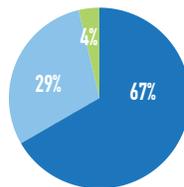
Note: Alcott High School is a combination school (with Alcott Elementary School) and is part of this network. It is excluded from the Phase 1 elements shown below.

Note: Individual rubric elements are reported only for schools that completed the Survey.

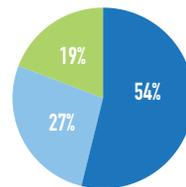


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	10.2%	37%
Asian	4.2%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.3%	0.2%
Hispanic	53.5%	46.8%
Multi-Racial	3%	1.1%
Not available	0.1%	0.3%
Native	0.4%	0.3%
White	28.3%	10.2%
<hr/>		
Bilingual	19.8%	18%
Diverse Learners	12%	13.7%
Free/Reduced Lunch	53.8%	77.7%

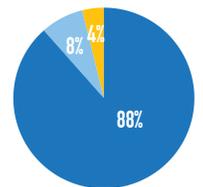
**STAFFING**



**MINUTES**



**ACCESS**



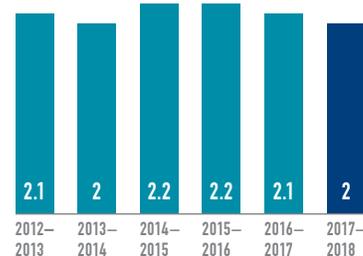
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>81.5%</b>	<b>88.9%</b>	<b>92.6%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

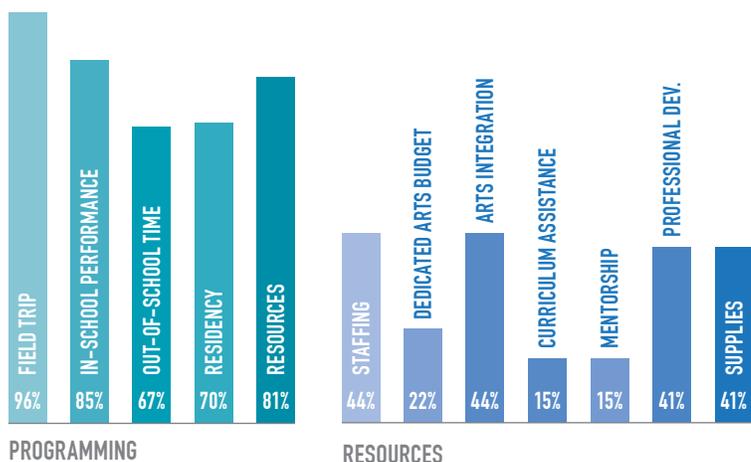
### STAFFING

2 average FTEs per school | 0.5 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 4

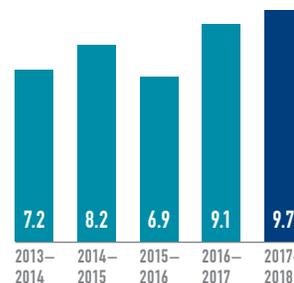


### WHAT DO NETWORK 4 SCHOOLS WANT?



### PARTNERSHIPS

116 arts partner organizations worked with Network 4 schools  
 Each school has an average of 9.7 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 4



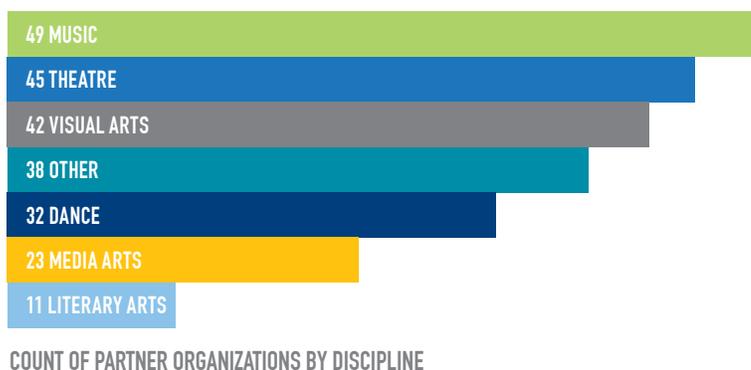
### MOST COMMON DISCIPLINES NETWORK 4

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

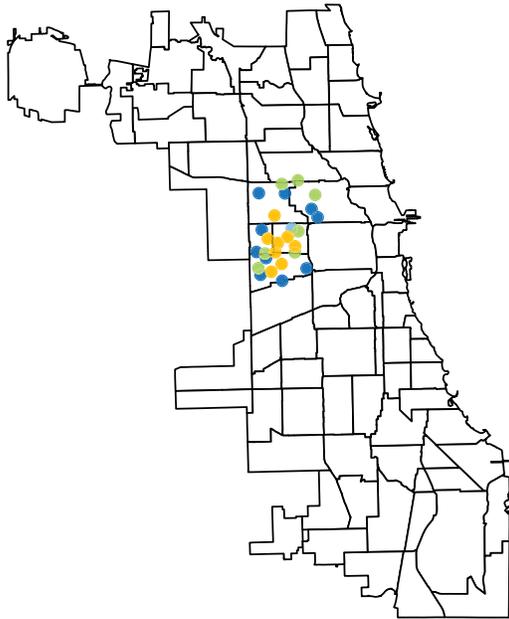
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 5

**26 ELEMENTARY SCHOOLS**  
**8,670 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 5** | East Garfield Park | Humboldt Park | Logan Square  
North Lawndale | West Garfield Park | West Town

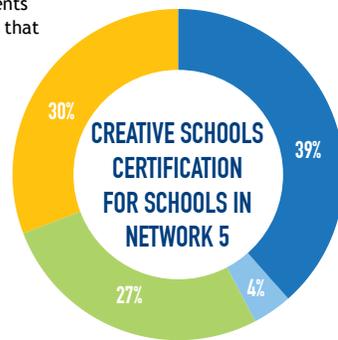


**NETWORK 5 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

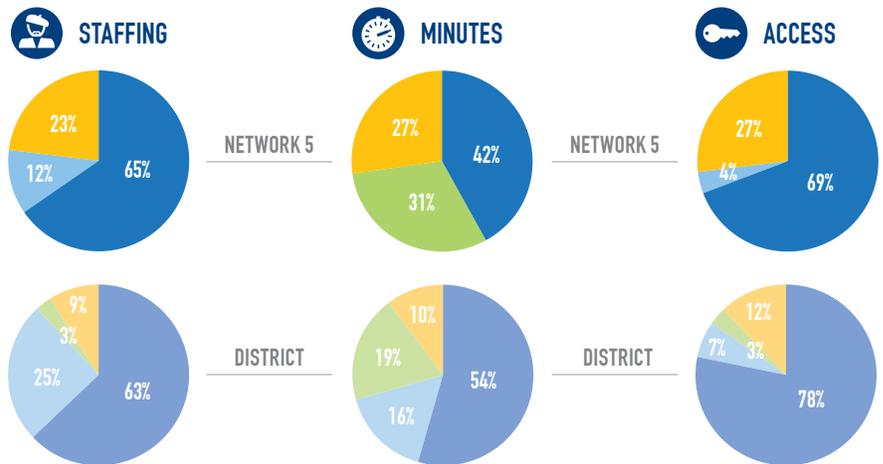
- |             |           |          |          |
|-------------|-----------|----------|----------|
| Chopin      | Sumner    | Cather   | Ericson  |
| Crown       | Tilton    | De Diego | Faraday  |
| Frazier     | West Park | Hughes C | Gregory  |
| Prospective | Beidler   | Kellman  | Jensen   |
| Lowell      |           | Stowe    | Lawndale |
| Mason       |           | Webster  | Melody   |
| Mitchell    |           | Yates    | Penn     |
| Plamondon   |           |          | Ward L   |

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	67.7%	37%
Asian	0.2%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	29%	46.8%
Multi-Racial	0.3%	1.1%
Not available	0.2%	0.3%
Native	0.2%	0.3%
White	2.4%	10.2%
<hr/>		
Bilingual	10.5%	18%
Diverse Learners	15.2%	13.7%
Free/Reduced Lunch	84.9%	77.7%



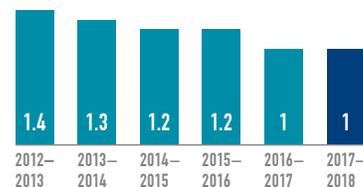
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**



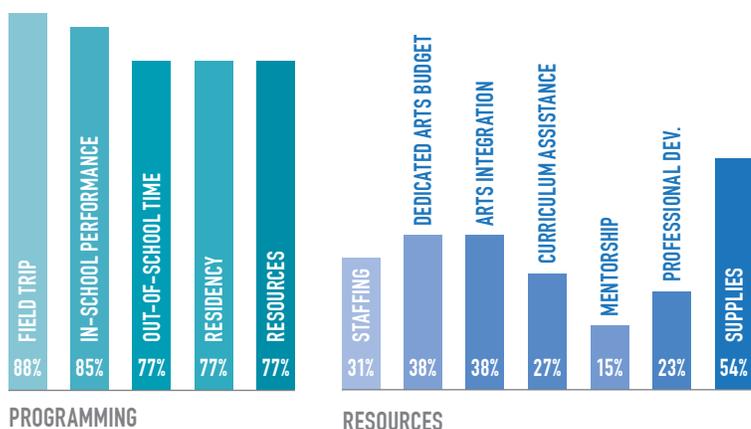
### STAFFING

1 average FTEs per school | 0 within-network minimum  
 2 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 5

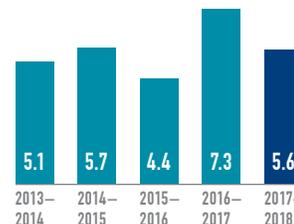


### WHAT DO NETWORK 5 SCHOOLS WANT?



### PARTNERSHIPS

77 arts partner organizations worked with Network 5 schools  
 Each school has an average of 5.6 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 5



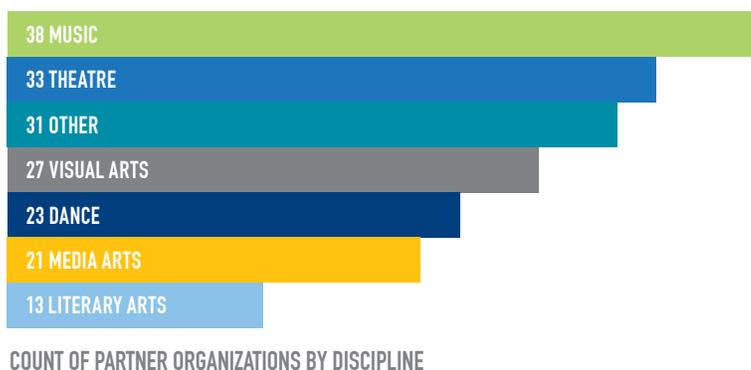
### MOST COMMON DISCIPLINES NETWORK 5

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

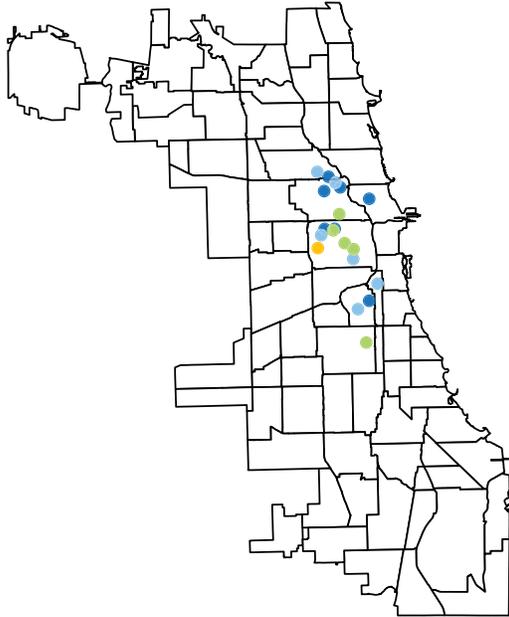
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 6

**19 ELEMENTARY SCHOOLS**  
**8,506 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 6** | Armour Square | Bridgeport | Logan Square  
Near North Side | Near West Side | New City | West Town

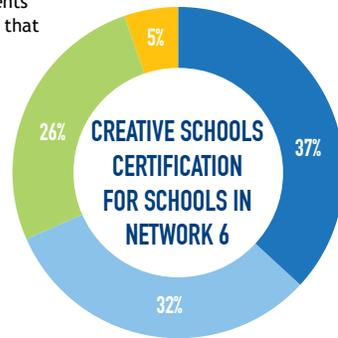


**NETWORK 6 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

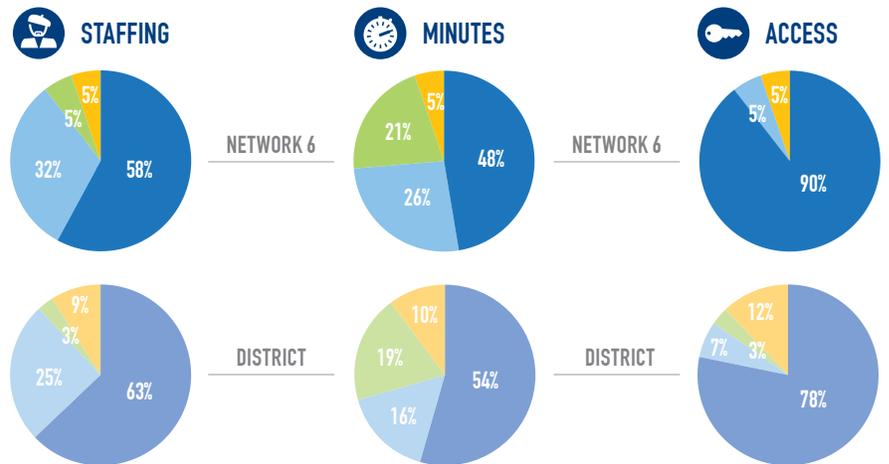
- Drummond
- Armour
- Brown W
- Irving
- Healy
- Burr
- Galileo
- Jenner
- Dett
- Graham ES
- Lozano
- Haines
- Jackson A
- Pritzker
- Pulaski
- Otis
- Rudolph
- Smyth
- Suder

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	30.1%	37%
Asian	19.1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.4%	0.2%
Hispanic	34.5%	46.8%
Multi-Racial	2.3%	1.1%
Not available	0.4%	0.3%
Native	0.3%	0.3%
White	12.9%	10.2%
<hr/>		
Bilingual	17.1%	18%
Diverse Learners	12.5%	13.7%
Free/Reduced Lunch	69.3%	77.7%



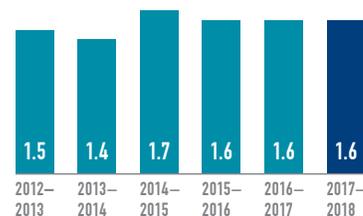
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**



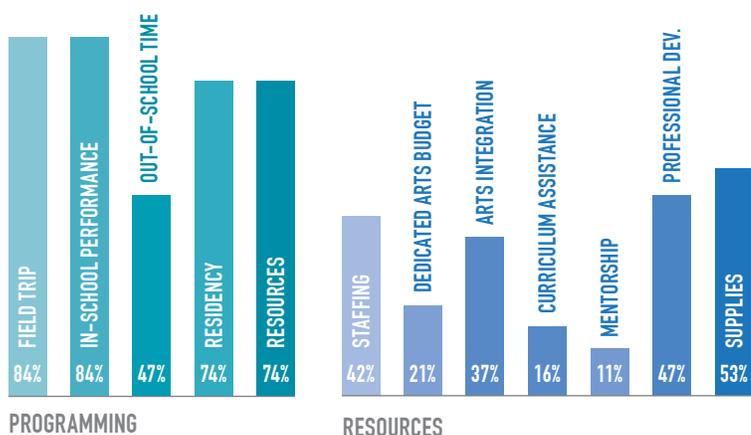
### STAFFING

1.6 average FTEs per school | 0 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 6



### WHAT DO NETWORK 6 SCHOOLS WANT?



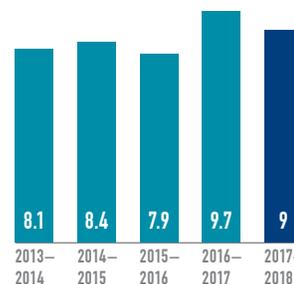
### PARTNERSHIPS

85 arts partner organizations worked with Network 6 schools

Each school has an average of 9 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 6



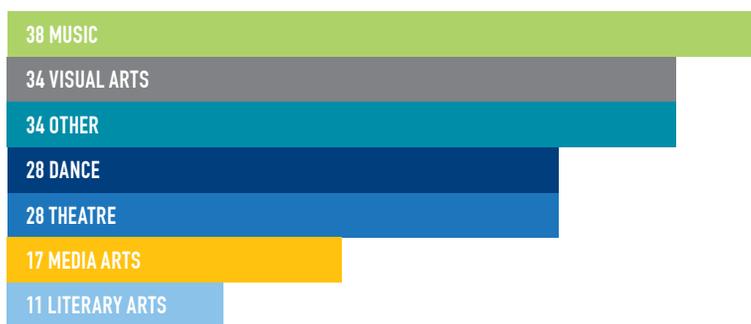
### MOST COMMON DISCIPLINES NETWORK 6

Music and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.

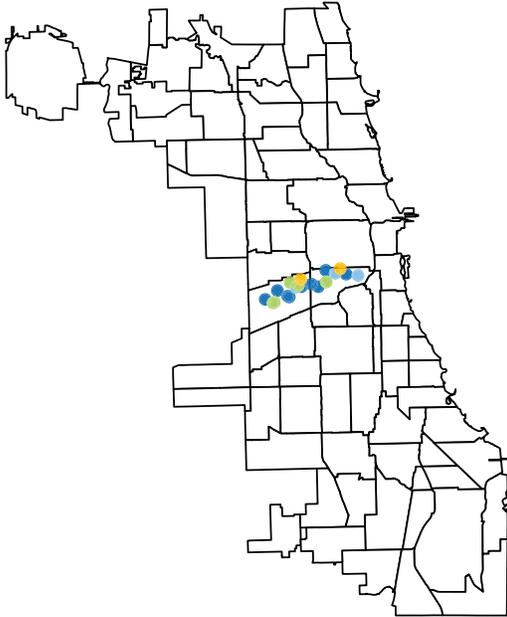


COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# NETWORK 7

**19 ELEMENTARY SCHOOLS**  
**9,652 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 7** | Lower West Side | South Lawndale

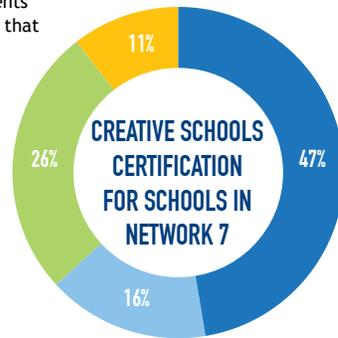


**NETWORK 7 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

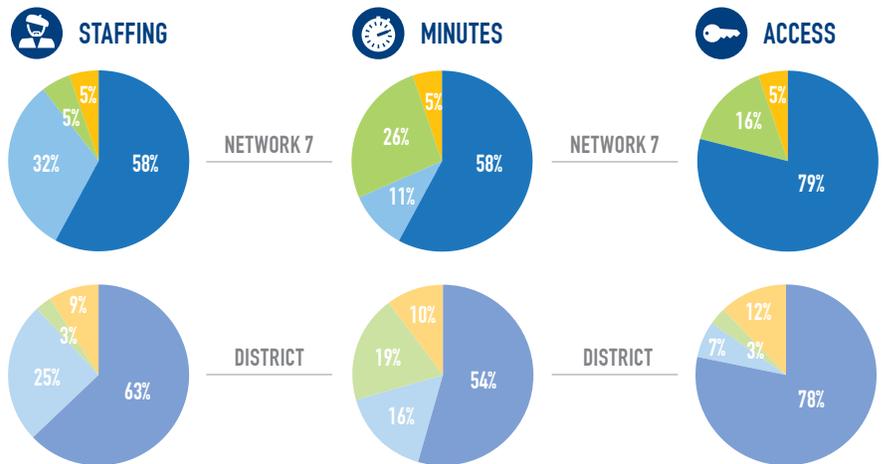
- Castellanos
- Cooper
- Gary
- Hammond
- Finkl
- Spry ES
- Kanoon
- Pilsen
- Madero
- Walsh
- Ortiz De Dominguez
- McCormick
- Orozco
- Perez
- Ruiz
- Telpochcalli
- Whitney

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	2.3%	37%
Asian	0.1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	95.8%	46.8%
Multi-Racial	0.2%	1.1%
Not available	0.4%	0.3%
Native	0.2%	0.3%
White	1%	10.2%
<hr/>		
Bilingual	43.3%	18%
Diverse Learners	13.6%	13.7%
Free/Reduced Lunch	89.1%	77.7%



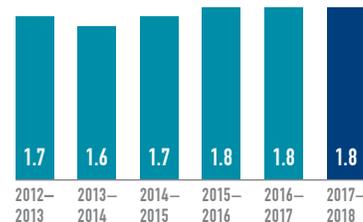
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>89.5%</b>	<b>94.7%</b>	<b>84.2%</b>	<b>100%</b>	<b>94.7%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

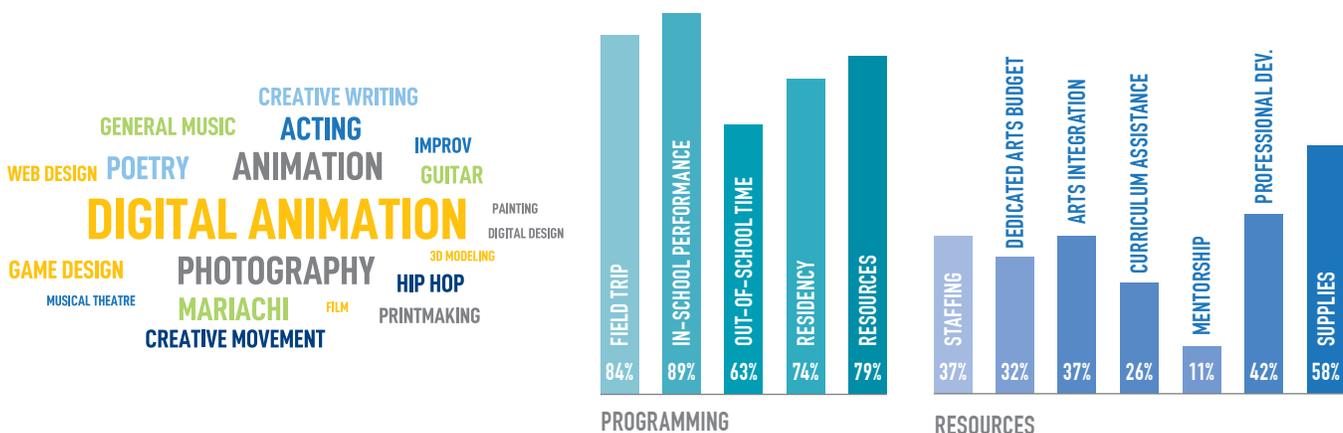
### STAFFING

1.8 average FTEs per school | 0 within-network minimum  
 5 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 7



### WHAT DO NETWORK 7 SCHOOLS WANT?



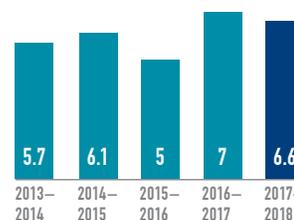
### PARTNERSHIPS

63 arts partner organizations worked with Network 7 schools

Each school has an average of 6.6 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 7



### MOST COMMON DISCIPLINES NETWORK 7

Music and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

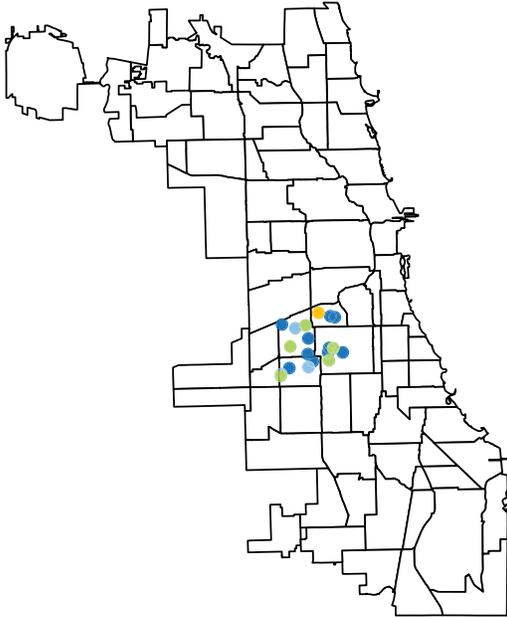
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 8

**19 ELEMENTARY SCHOOLS**  
**12,735 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 8** | Brighton Park | Gage Park | Mckinley Park  
New City



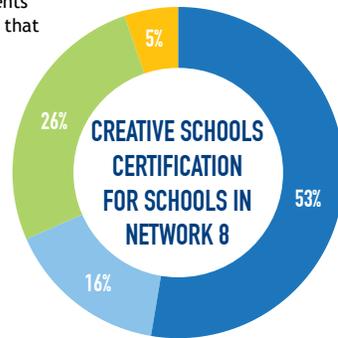
**NETWORK 8 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Calmeca
- Sawyer
- Brighton Park
- Everett
- Christopher
- Shields
- Columbia
- Evergreen
- Shields Middle
- Explorers
- Greene
- Davis N
- Daley
- Hamline
- Hernandez
- Sandoval
- Hedges
- Nightingale
- Seward
- Lara

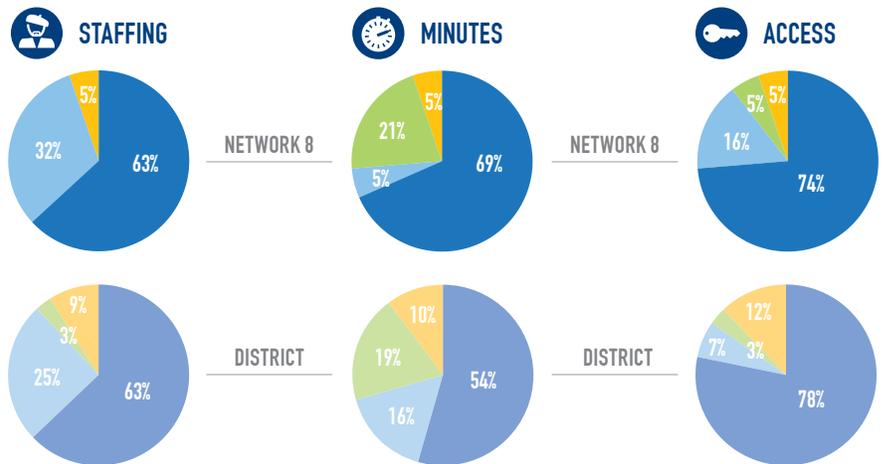
**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	2.3%	37%
Asian	0.4%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	95.2%	46.8%
Multi-Racial	0.2%	1.1%
Not available	0.2%	0.3%
Native	0.3%	0.3%
White	1.5%	10.2%
<hr/>		
Bilingual	42.1%	18%
Diverse Learners	12.5%	13.7%
Free/Reduced Lunch	89.3%	77.7%



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

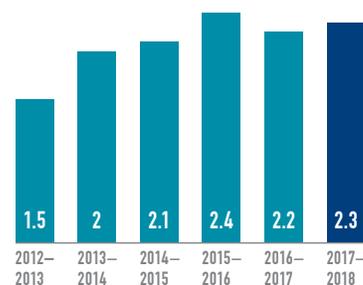
<b>100%</b>	<b>94.7%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

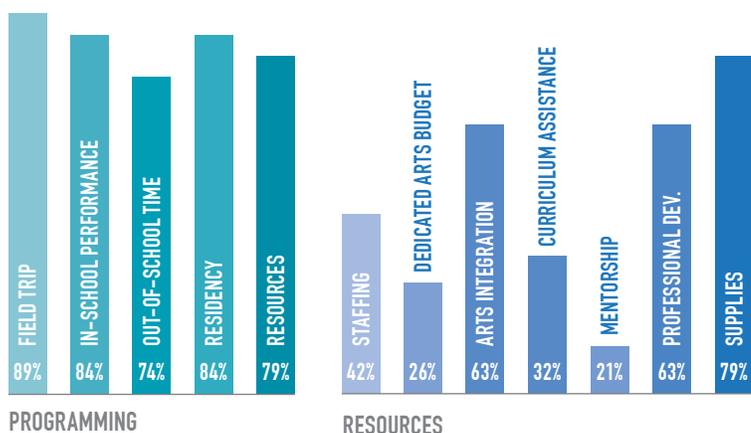
2.3 average FTEs per school | 0 within-network minimum

6 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 8



### WHAT DO NETWORK 8 SCHOOLS WANT?



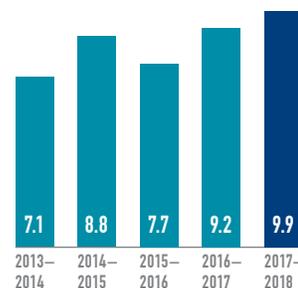
### PARTNERSHIPS

105 arts partner organizations worked with Network 8 schools

Each school has an average of 9.9 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 8



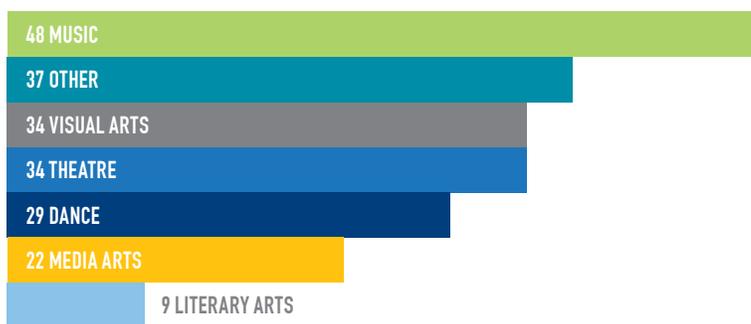
### MOST COMMON DISCIPLINES NETWORK 8

Music and Other

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

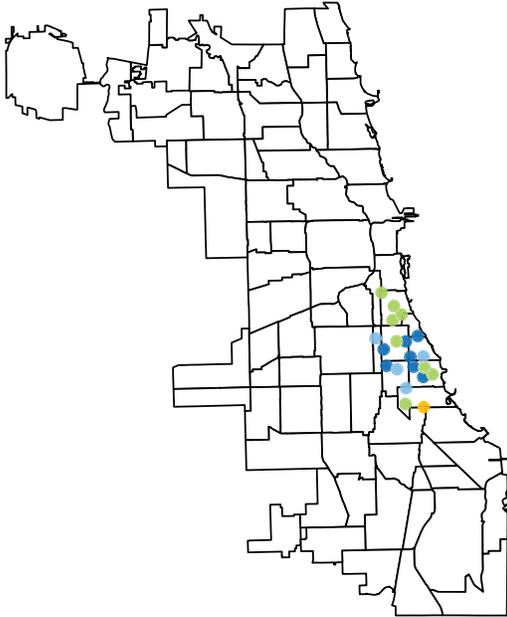
# NETWORK 9

**20 ELEMENTARY SCHOOLS**  
**7,260 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 9** | Douglas | Fuller Park | Grand Boulevard  
Hyde Park | Kenwood | Oakland | Washington Park | Woodlawn

**NETWORK 9 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

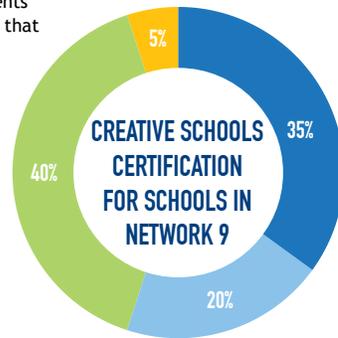
- Beasley
- Burke
- Doolittle
- Woodlawn
- Beethoven
- Fiske
- Drake
- Kozminski
- Hendricks
- Harte
- Ray
- Shoemith
- Mollison
- Reavis
- Murray
- Pershing
- Robinson
- Till
- Woodson
- Wells ES



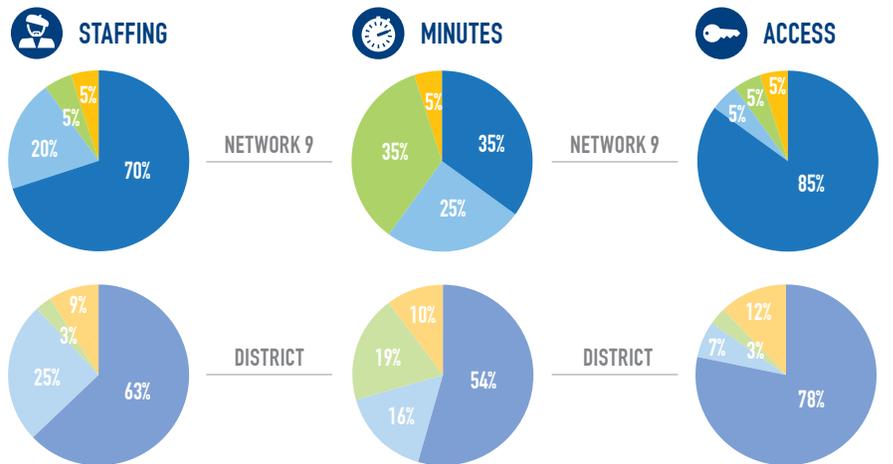
**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

EXCELLING STRONG DEVELOPING EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	92.2%	37%
Asian	1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	3%	46.8%
Multi-Racial	1.1%	1.1%
Not available	0.3%	0.3%
Native	0.1%	0.3%
White	2.2%	10.2%
Bilingual	2.4%	18%
Diverse Learners	11.2%	13.7%
Free/Reduced Lunch	77.7%	77.7%



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**



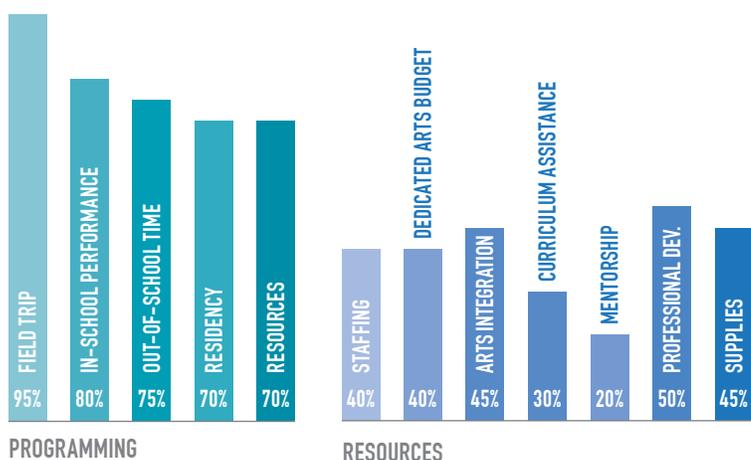
### STAFFING

1.3 average FTEs per school | 0 within-network minimum  
 5 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 9



### WHAT DO NETWORK 9 SCHOOLS WANT?



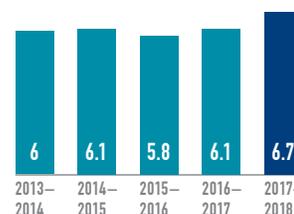
### PARTNERSHIPS

73 arts partner organizations worked with Network 9 schools

Each school has an average of 6.7 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 9



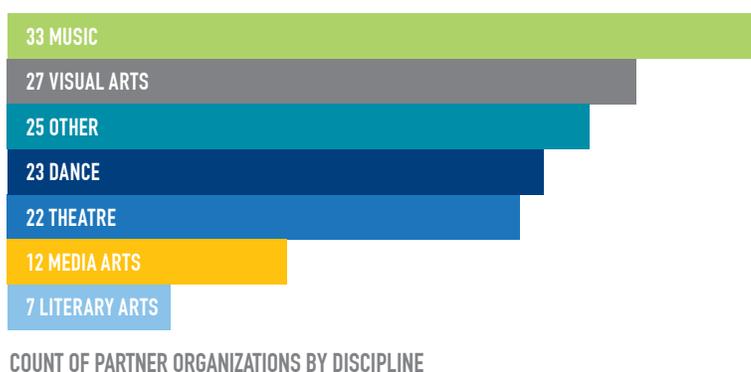
### MOST COMMON DISCIPLINES NETWORK 9

Music and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

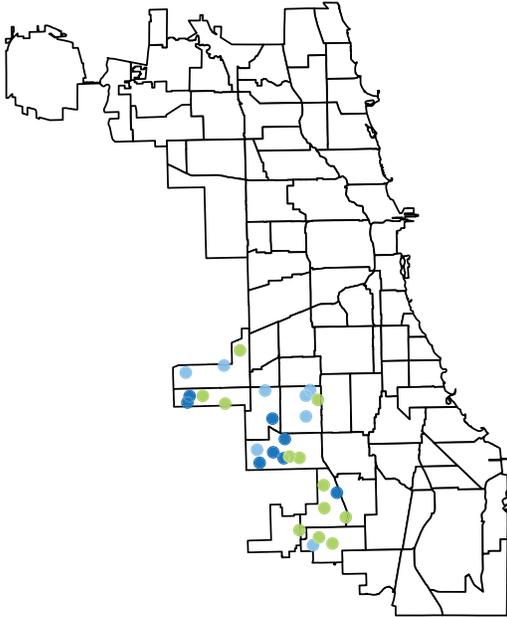
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 10

**28 ELEMENTARY SCHOOLS**  
**15,554 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 10** | Ashburn | Beverly | Chicago Lawn | Clearing  
Garfield Ridge | Morgan Park | Mount Greenwood | West Lawn



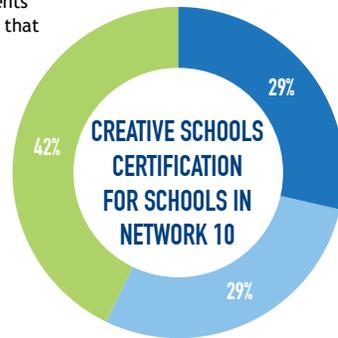
**NETWORK 10 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- |             |            |           |            |
|-------------|------------|-----------|------------|
| Ashburn     | Byrne      | Barnard   | Keller     |
| Blair       | Fairfield  | Carroll   | Kellogg    |
| Dawes       | McKay      | Claremont | Owen       |
| Dore        | Morrill    | Clissold  | Sutherland |
| Durkin Park | Richardson | Esmond    |            |
| Hampton     | Stevenson  | Grimes    |            |
| Hurley      | Twain      | Hale      |            |
| Vanderpoel  | Vick       | Hearst    |            |

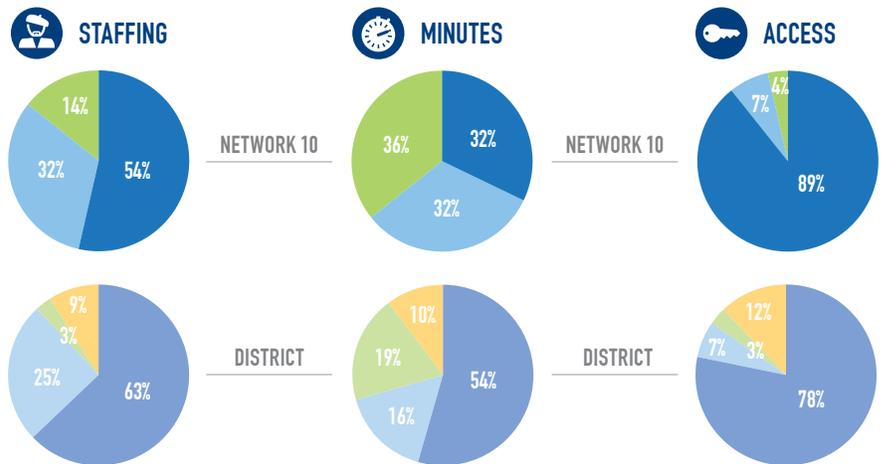
**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	30.9%	37%
Asian	0.6%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	58.1%	46.8%
Multi-Racial	0.6%	1.1%
Not available	0%	0.3%
Native	0.3%	0.3%
White	9.3%	10.2%
<hr/>		
Bilingual	18.8%	18%
Diverse Learners	15.2%	13.7%
Free/Reduced Lunch	74.6%	77.7%

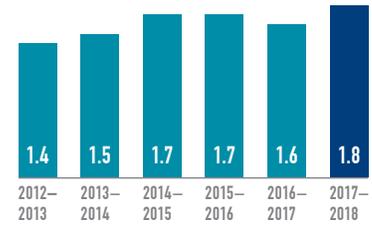


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

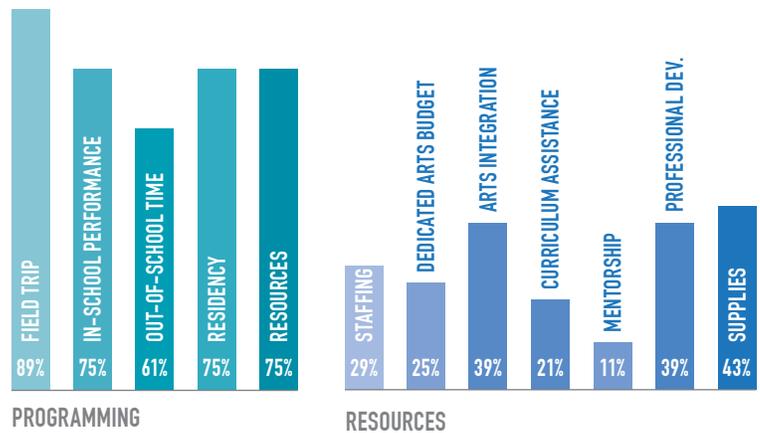


### STAFFING

1.8 average FTEs per school | 0.5 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)  
 Chart to the right illustrates average FTEs in Network 10



### WHAT DO NETWORK 10 SCHOOLS WANT?



### PARTNERSHIPS

90 arts partner organizations worked with Network 10 schools  
 Each school has an average of 7 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 10



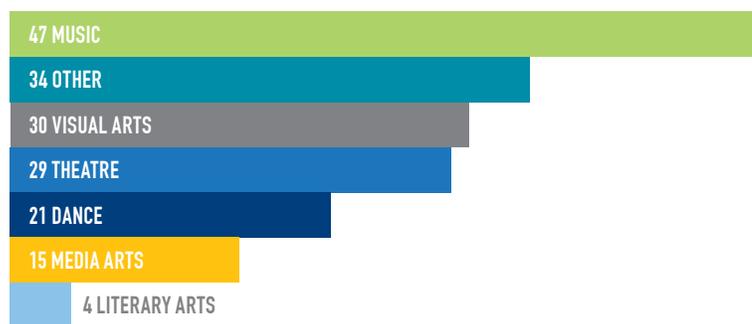
### MOST COMMON DISCIPLINES NETWORK 10

Music and Other

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.

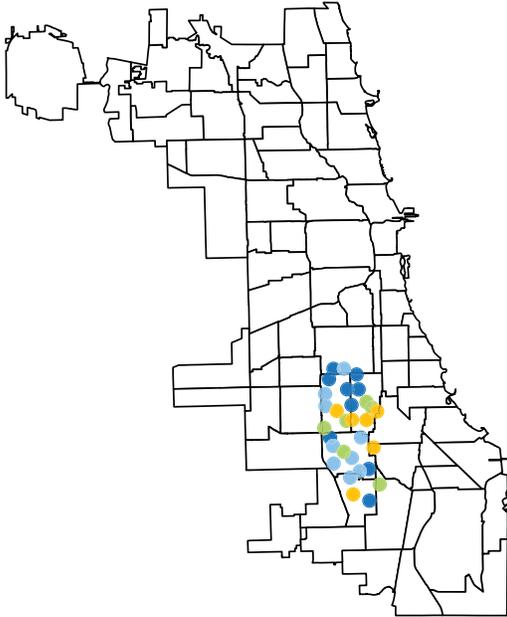


COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# NETWORK 11

**30 ELEMENTARY SCHOOLS**  
**9,613 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 11** | Auburn Gresham | Chatham  
Englewood | New City | Roseland | Washington Heights | West Englewood

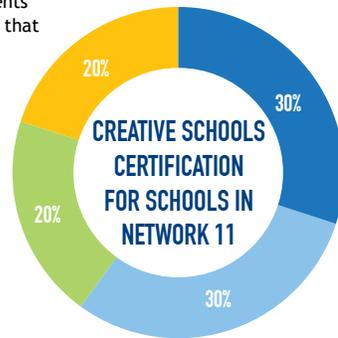


**NETWORK 11 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

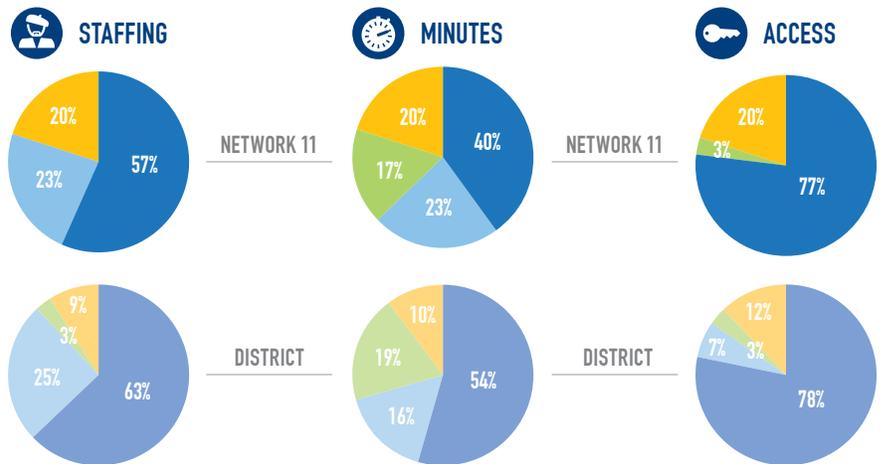
- Barton
- Bass
- Evers
- Fulton
- Henderson
- Holmes
- Langford
- Nicholson
- Ryder
- Cuffe
- Earle
- Fort Dearborn
- Foster Park
- Jackson M
- Joplin
- Libby
- Oglesby
- O'Toole
- Cook
- Kershaw
- Mays
- Randolph
- Turner-Drew
- Wentworth
- Bond
- Davis M
- Green
- King ES
- Parker
- Westcott

**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	93.7%	37%
Asian	0.1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	5.5%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0.1%	0.3%
Native	0.1%	0.3%
White	0.1%	10.2%
Bilingual	2.7%	18%
Diverse Learners	15.4%	13.7%
Free/Reduced Lunch	86.8%	77.7%

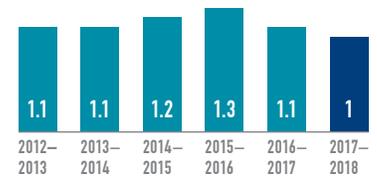


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

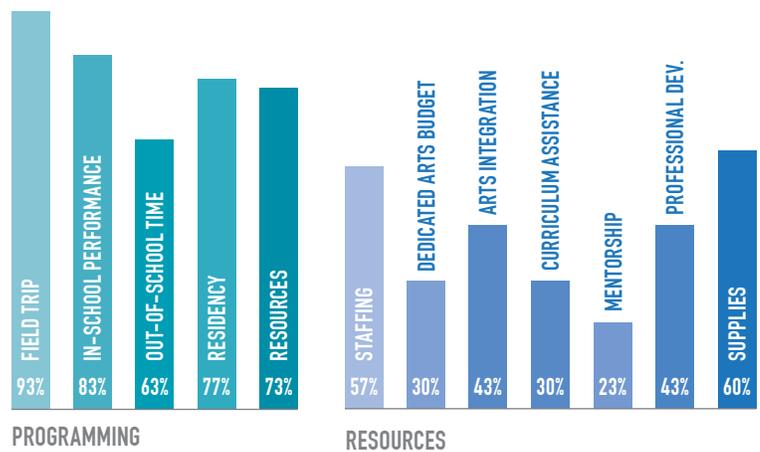


### STAFFING

1 average FTEs per school | 0 within-network minimum  
 3 within-network maximum | 1.7 FTEs District average (elementary schools)  
 Chart to the right illustrates average FTEs in Network 11



### WHAT DO NETWORK 11 SCHOOLS WANT?



### PARTNERSHIPS

83 arts partner organizations worked with Network 11 schools  
 Each school has an average of 5.7 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in Network 11



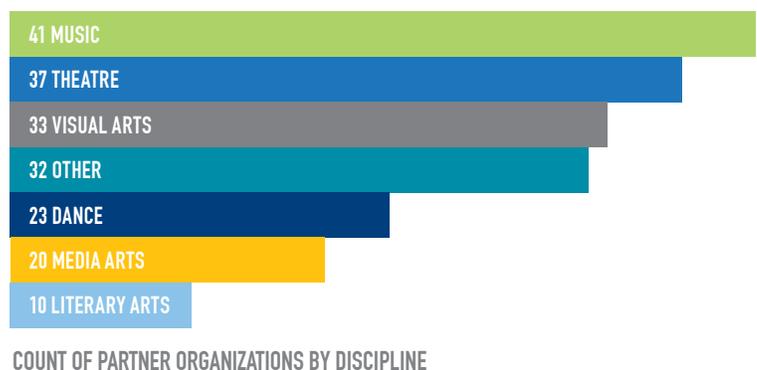
### MOST COMMON DISCIPLINES NETWORK 11

Music and Theater

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

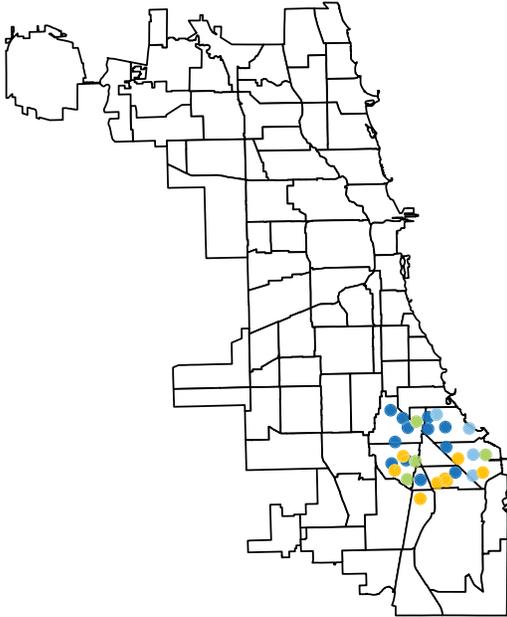
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# NETWORK 12

**28 ELEMENTARY SCHOOLS**  
**9,215 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 12** | Burnside | Calumet Heights | Chatham  
Greater Grand Crossing | Pullman | South Chicago | South Shore



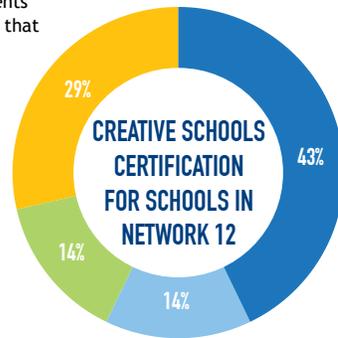
**NETWORK 12 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Bouchet
- Brownell
- Hoyne
- Madison
- Mann
- Neil
- Park Manor
- Pirie
- Ruggles
- South Shore ES
- Tanner
- Washington H ES
- Mireles
- Ninos Heroes
- Parkside
- Powell
- Ashe
- Burnside
- New Sullivan
- Revere
- Black
- Coles
- Dixon
- Earhart
- McDade
- Schmid
- Thorp J
- Warren

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

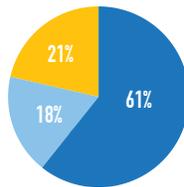
■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.

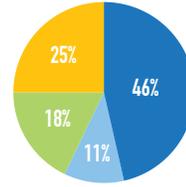


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	92.7%	37%
Asian	0.1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	6.3%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0%	0.3%
Native	0.1%	0.3%
White	0.4%	10.2%
<hr/>		
Bilingual	4.1%	18%
Diverse Learners	14%	13.7%
Free/Reduced Lunch	83.5%	77.7%

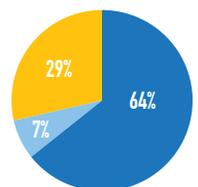
**STAFFING**



**MINUTES**



**ACCESS**



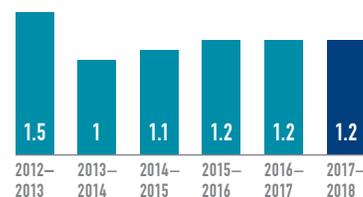
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>85.7%</b>	<b>64.3%</b>	<b>82.1%</b>	<b>96.4%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

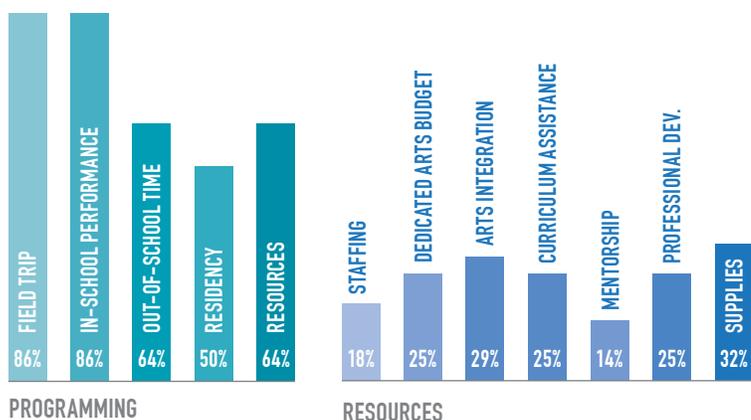
### STAFFING

1.2 average FTEs per school | 0 within-network minimum  
 4 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 12



### WHAT DO NETWORK 12 SCHOOLS WANT?



### PARTNERSHIPS

58 arts partner organizations worked with Network 12 schools

Each school has an average of 3.5 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 12



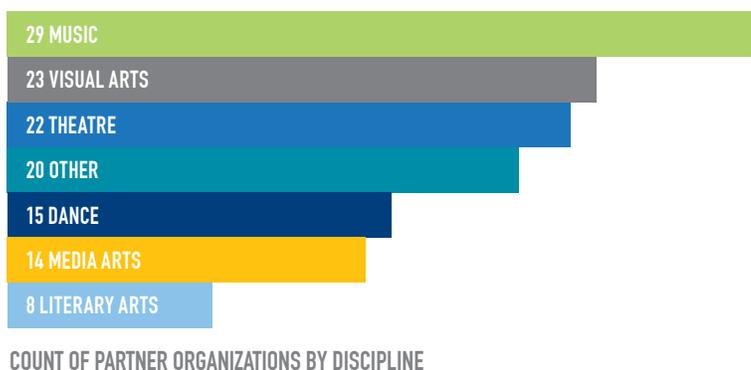
### MOST COMMON DISCIPLINES NETWORK 12

Music and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



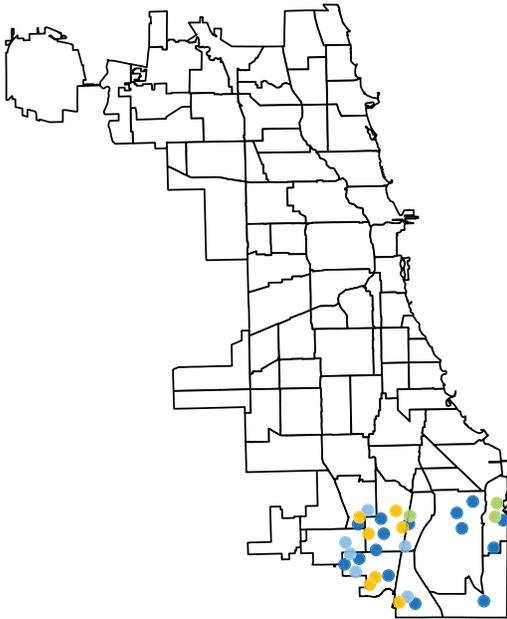
# NETWORK 13

**31 ELEMENTARY SCHOOLS**  
**11,084 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 13** | East Side | Hegewisch | Morgan Park | Pullman  
Riverdale | Roseland | South Deering | Washington Heights | West Pullman

**NETWORK 13 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

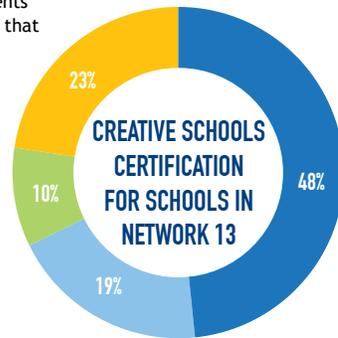
- Bright
- Burnham
- Carver G
- Clay
- Coleman
- Haley
- Higgins
- Hughes L
- Lavizzo
- Marsh
- Mount Vernon
- Owens
- Poe
- Southeast
- Washington G ES
- Aldridge
- Fernwood
- Pullman
- Shoop
- Whistler
- White
- Gallistel
- Smith
- Taylor
- Bennett
- Brown R
- Cullen
- DuBois
- Dunne
- Garvey
- Metcalfe



**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

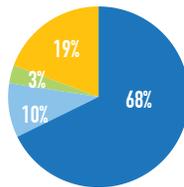
■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.

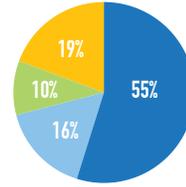


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	65.8%	37%
Asian	0.1%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	32%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0%	0.3%
Native	0.2%	0.3%
White	1.4%	10.2%
<hr/>		
Bilingual	9.3%	18%
Diverse Learners	13.3%	13.7%
Free/Reduced Lunch	84.1%	77.7%

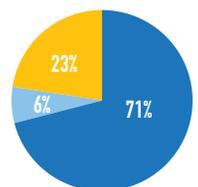
**STAFFING**



**MINUTES**



**ACCESS**



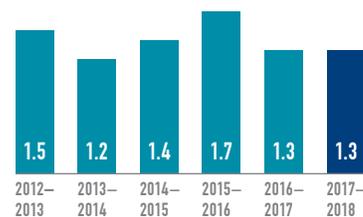
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>90.3%</b>	<b>74.2%</b>	<b>80.6%</b>	<b>96.8%</b>	<b>93.5%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

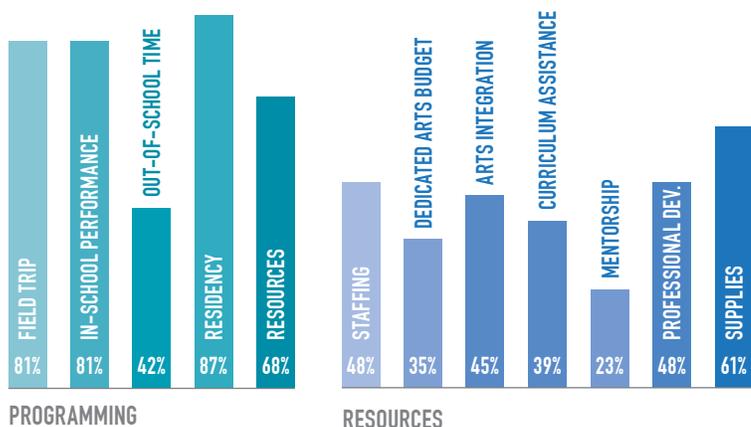
### STAFFING

1.3 average FTEs per school | 0 within-network minimum  
 3 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Network 13



### WHAT DO NETWORK 13 SCHOOLS WANT?



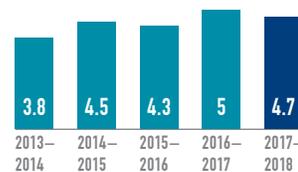
### PARTNERSHIPS

75 arts partner organizations worked with Network 13 schools

Each school has an average of 4.7 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 13



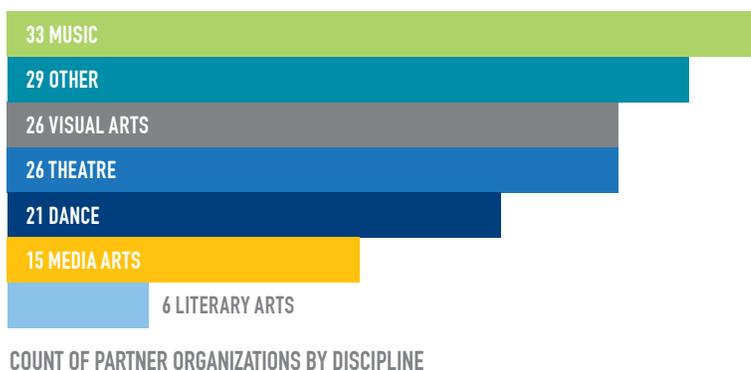
### MOST COMMON DISCIPLINES NETWORK 13

Music and Other

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



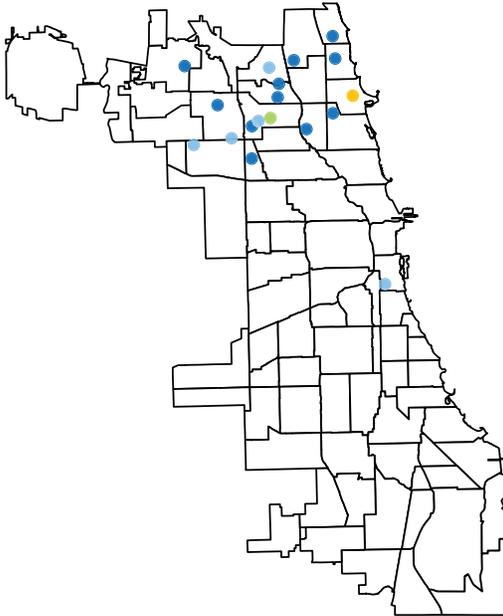
# NETWORK 14

**17 HIGH SCHOOLS**  
**1 ELEMENTARY SCHOOL**  
**21,792 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 14** | Albany Park | Belmont Cragin | Edgewater  
 Hermosa | Irving Park | Lake View | Near South Side | North Center  
 North Park | Norwood Park | Portage Park | Rogers Park | Uptown | West Ridge

**NETWORK 14 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

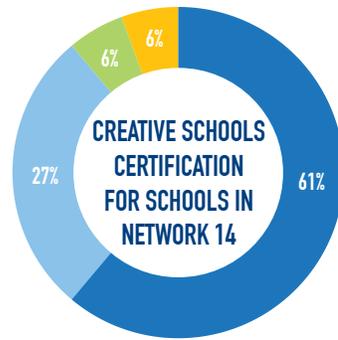
- Kelvyn Park HS
- Lake View HS
- Lane Tech HS
- Mather HS
- Roosevelt HS
- Schurz HS
- Senn HS
- Sullivan HS
- Taft HS
- Vaughn HS
- Von Steuben HS
- Disney II ES
- Foreman HS
- Graham HS
- Northside Learning HS
- Steinmetz HS
- Disney II HS
- Uplift HS



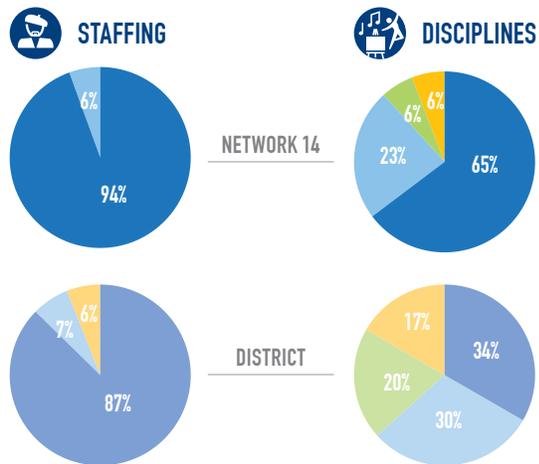
**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Disney II Magnet Elementary School is a combination school (with Disney II Magnet High School) and is part of this network. It is excluded from the Phase 1 elements shown below.

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	13.1%	37%
Asian	9.3%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.3%	0.2%
Hispanic	52.3%	46.8%
Multi-Racial	1.8%	1.1%
Not available	0.7%	0.3%
Native	0.5%	0.3%
White	22.1%	10.2%
<hr/>		
Bilingual	13%	18%
Diverse Learners	15.1%	13.7%
Free/Reduced Lunch	71.4%	77.7%

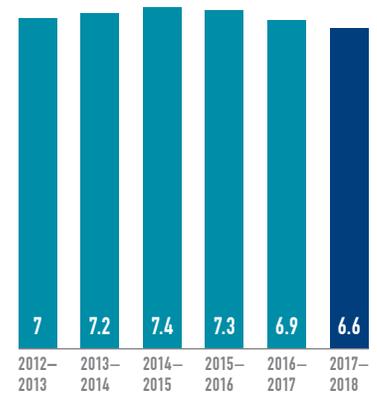


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

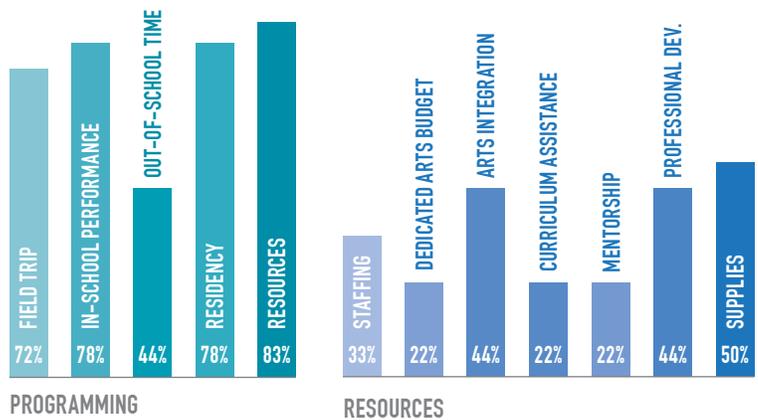
<b>83.3%</b>	<b>88.9%</b>	<b>94.4%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

6.6 average FTEs per school | 1 within-network minimum  
 22 within-network maximum | 3.6 FTEs District average (high schools)  
 Chart to the right illustrates average FTEs in Network 14

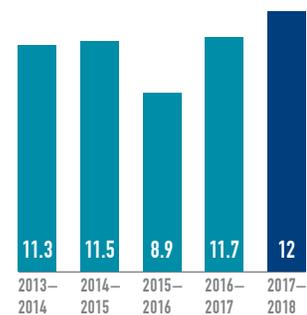


### WHAT DO NETWORK 14 SCHOOLS WANT?



### PARTNERSHIPS

97 arts partner organizations worked with Network 14 schools  
 Each school has an average of 12 partners  
 District average: 4 partners (high schools)  
 Chart to the right illustrates average number of partner organizations in Network 14



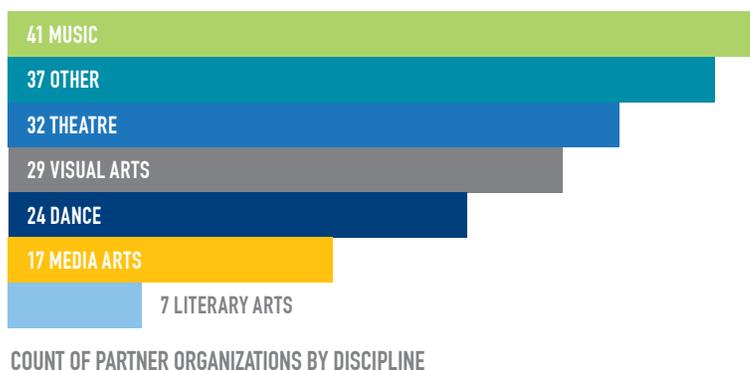
#### MOST COMMON DISCIPLINES NETWORK 14

Music and Other

#### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



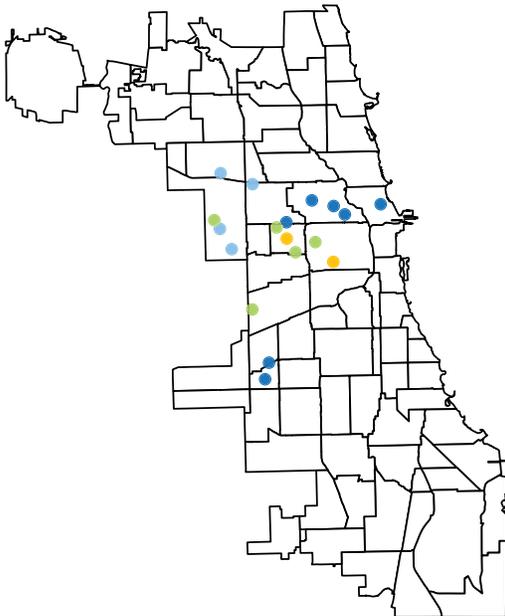
# NETWORK 15

**19 HIGH SCHOOLS**  
**1 ELEMENTARY SCHOOL**  
**13,349 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 15** | Archer Heights | Austin | Belmont Cragin  
 East Garfield Park | Humboldt Park | Near North Side | Near West Side  
 South Lawndale | West Elsdon | West Town

**NETWORK 15 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

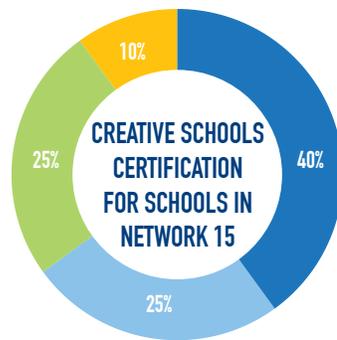
- Clemente HS
- Austin CCA HS
- Crane Medical HS
- Marshall HS
- Curie HS
- Clark HS
- Douglass HS
- Simpson HS
- Hancock HS
- North-Grand HS
- Manley HS
- Multicultural HS
- Prosser HS
- Raby HS
- Ogden HS
- World Language HS
- Social Justice HS
- Wells HS
- Westinghouse HS



**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: William B. Ogden Elementary School is a combination school (with Ogden International High School) and is part of this network. It is excluded from the Phase 1 elements shown below.

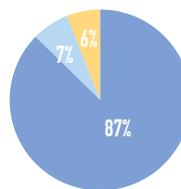
Note: Individual rubric elements are reported only for schools that completed the Survey.



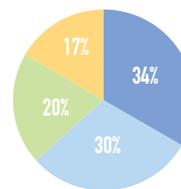
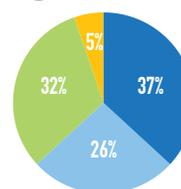
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	33.3%	37%
Asian	2.4%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	57.5%	46.8%
Multi-Racial	1%	1.1%
Not available	0.1%	0.3%
Native	0.4%	0.3%
White	5.3%	10.2%
<hr/>		
Bilingual	8.7%	18%
Diverse Learners	13.4%	13.7%
Free/Reduced Lunch	85.5%	77.7%



**STAFFING**



**DISCIPLINES**



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

- 85%**

DEDICATED ARTS BUDGET
- 80%**

PROFESSIONAL DEVELOPMENT
- 85%**

ARTS INTEGRATION
- 95%**

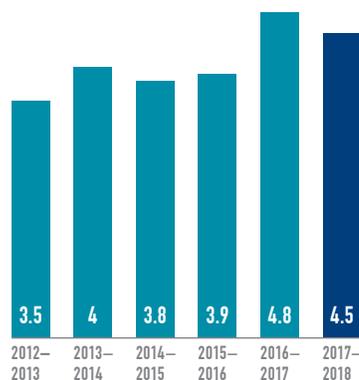
PARTNERSHIPS
- 95%**

COMMUNITY ENGAGEMENT

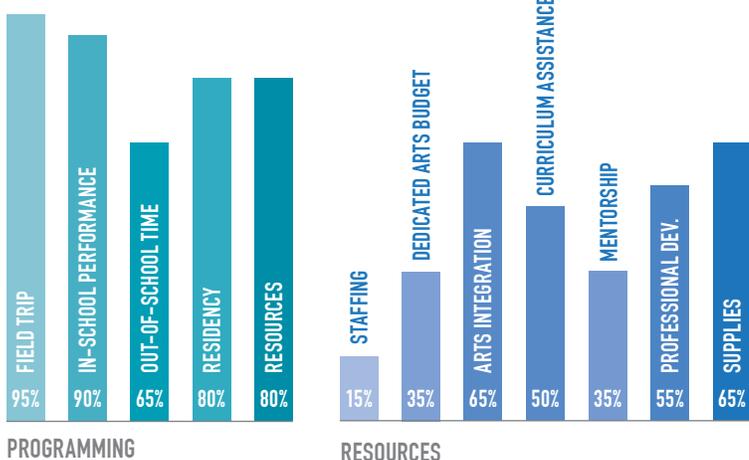
### STAFFING

4.5 average FTEs per school | 1 within-network minimum  
 18 within-network maximum | 3.6 FTEs District average (high schools)

Chart to the right illustrates average FTEs in Network 15

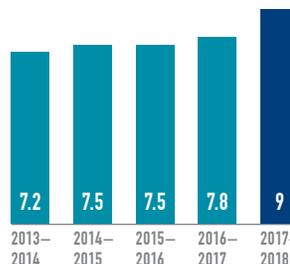


### WHAT DO NETWORK 15 SCHOOLS WANT?



### PARTNERSHIPS

83 arts partner organizations worked with Network 15 schools  
 Each school has an average of 9 partners  
 District average: 4 partners (high schools)  
 Chart to the right illustrates average number of partner organizations in Network 15



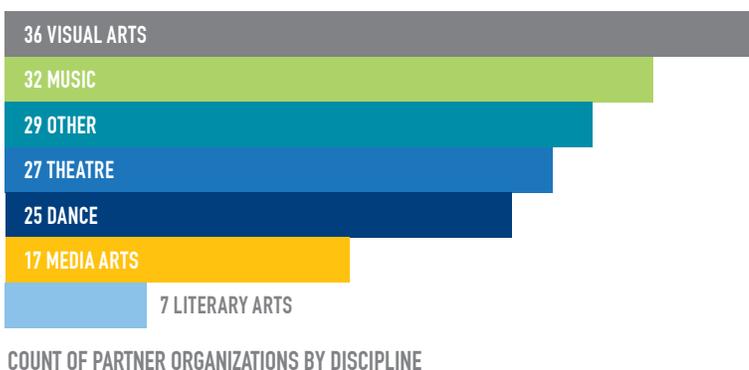
### MOST COMMON DISCIPLINES NETWORK 15

Visual Arts and Music

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



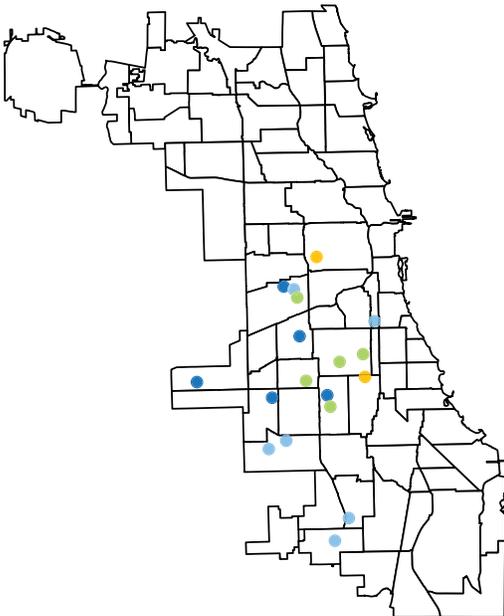
# NETWORK 16

**18 HIGH SCHOOLS**  
**12,699 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 16** | Armour Square | Ashburn | Brighton Park  
Englewood | Gage Park | Garfield Ridge | Morgan Park | Near West Side  
New City | South Lawndale | Washington Heights | West Englewood | West Lawn

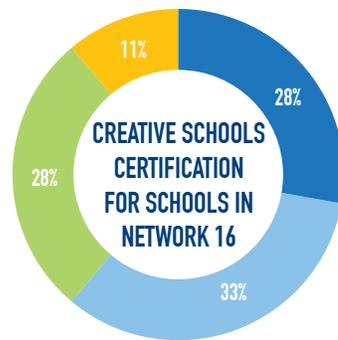
**NETWORK 16 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Farragut HS
- Air Force HS
- Gage Park HS
- Hope HS
- Hubbard HS
- Bogan HS
- Harper HS
- Jefferson HS
- Kelly HS
- Goode HS
- Richards HS
- Julian HS
- Tilden HS
- Lindblom HS
- Morgan Park HS
- York HS
- Spry HS

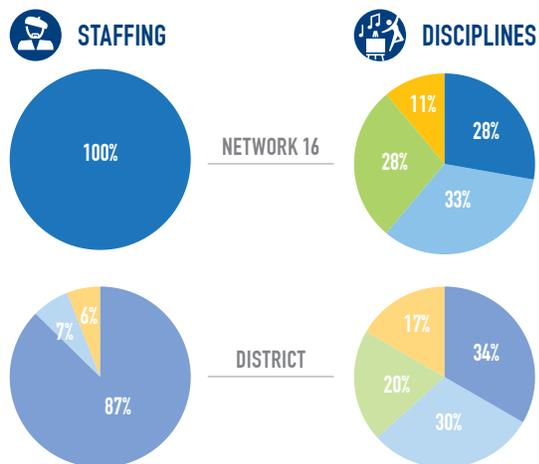


**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	38.3%	37%
Asian	2.2%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	54.3%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0.1%	0.3%
Native	0.3%	0.3%
White	4.2%	10.2%
Bilingual	11.4%	18%
Diverse Learners	17.7%	13.7%
Free/Reduced Lunch	87.1%	77.7%



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>83.3%</b>	<b>83.3%</b>	<b>83.3%</b>	<b>100%</b>	<b>94.4%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

4.6 average FTEs per school | 0.5 within-network minimum  
 12 within-network maximum | 3.6 FTEs District average (high schools)

Chart to the right illustrates average FTEs in Network 16



### WHAT DO NETWORK 16 SCHOOLS WANT?



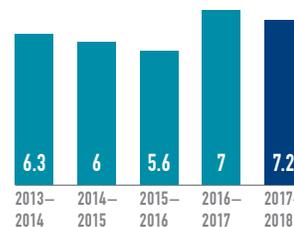
### PARTNERSHIPS

67 arts partner organizations worked with Network 16 schools

Each school has an average of 7.2 partners

District average: 4 partners (high schools)

Chart to the right illustrates average number of partner organizations in Network 16



#### MOST COMMON DISCIPLINES NETWORK 16

Music and Other

#### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



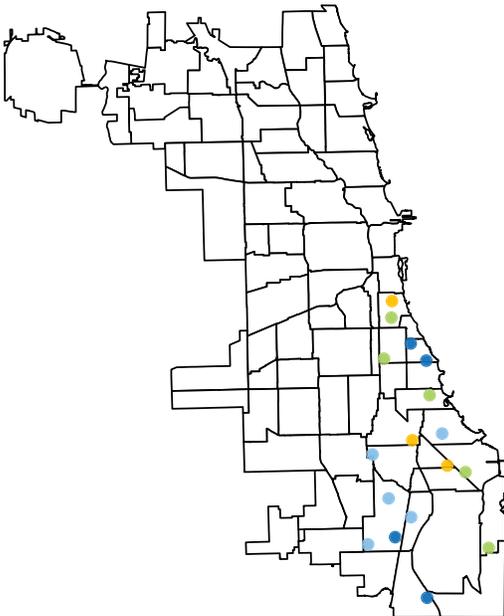
# NETWORK 17

**18 HIGH SCHOOLS**  
**11,653 STUDENTS ENROLLED**

**NEIGHBORHOODS IN NETWORK 17** | Avalon Park | Chatham | Douglas | East Side  
Grand Boulevard | Greater Grand Crossing | Kenwood | Pullman | Riverdale  
Roseland | South Chicago | South Shore | Woodlawn

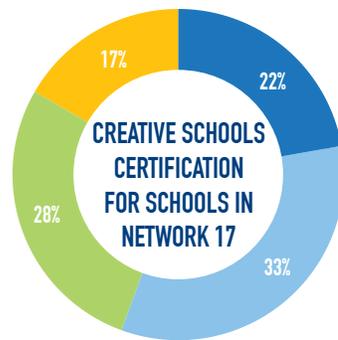
**NETWORK 17 SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Brooks HS
- Bronzeville HS
- Bowen HS
- Chicago Vocational HS
- Carver Military HS
- Corliss HS
- Chicago Military HS
- Dunbar HS
- Kenwood HS
- Fenger HS
- Hyde Park HS
- Hirsch HS
- King HS
- Harlan HS
- Washington HS
- Williams HS
- Simeon HS
- South Shore Intl HS



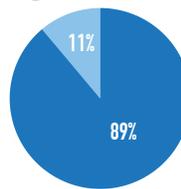
**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.

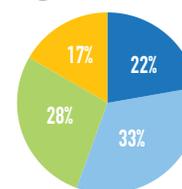


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	78.7%	37%
Asian	0.6%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	17.8%	46.8%
Multi-Racial	0.7%	1.1%
Not available	0.3%	0.3%
Native	0.3%	0.3%
White	1.7%	10.2%
Bilingual	2.7%	18%
Diverse Learners	14.6%	13.7%
Free/Reduced Lunch	85.4%	77.7%

**STAFFING**



**DISCIPLINES**



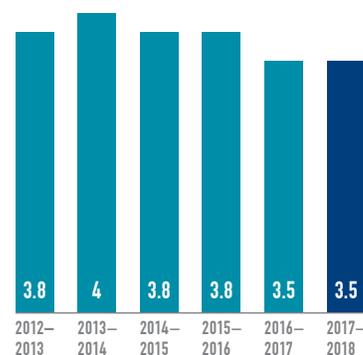
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>83.3%</b>	<b>77.8%</b>	<b>72.2%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

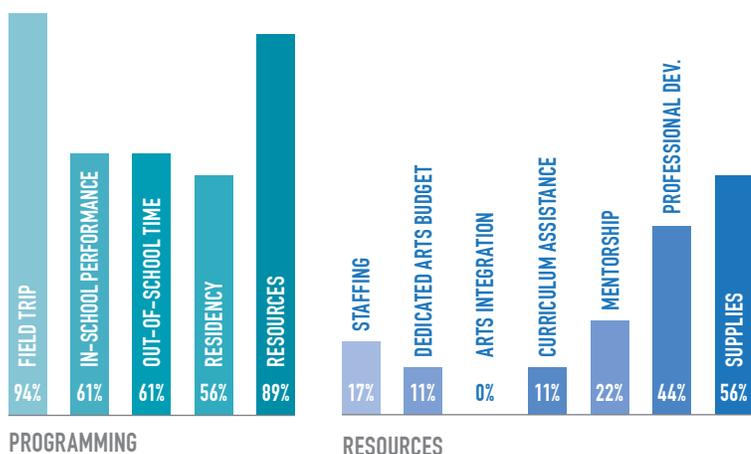
### STAFFING

3.5 average FTEs per school | 1 within-network minimum  
 14 within-network maximum | 3.6 FTEs District average (high schools)

Chart to the right illustrates average FTEs in Network 17



### WHAT DO NETWORK 17 SCHOOLS WANT?



### PARTNERSHIPS

63 arts partner organizations worked with Network 17 schools

Each school has an average of 7.2 partners

District average: 4 partners (high schools)

Chart to the right illustrates average number of partner organizations in Network 17



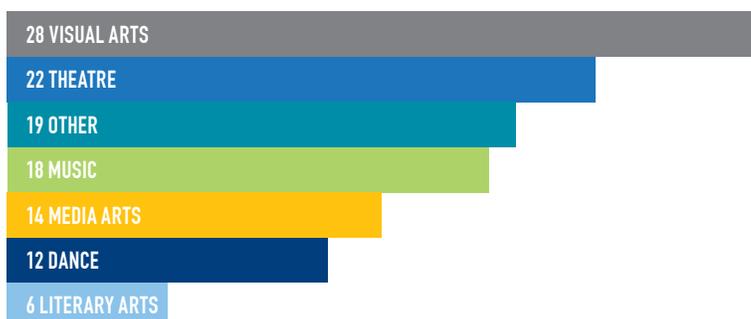
### MOST COMMON DISCIPLINES NETWORK 17

Visual Arts and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

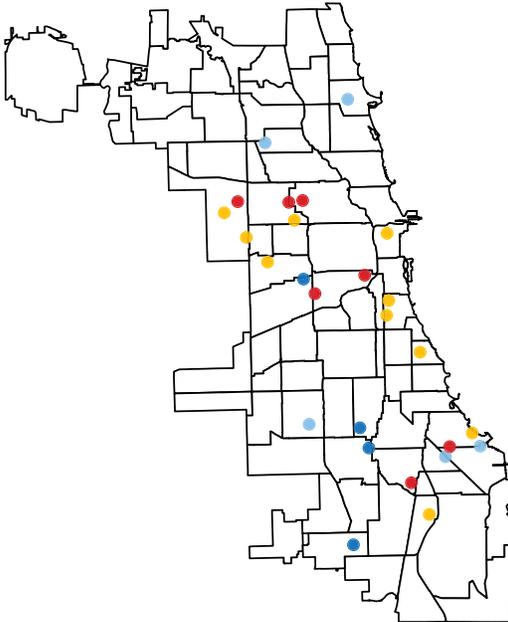
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# OPTIONS

**26 HIGH SCHOOLS**  
**1 ELEMENTARY SCHOOL**  
**4,604 STUDENTS ENROLLED**



**OPTIONS SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Camelot—Chicago Excel HS
- Camelot—Excel Englewood HS
- YCCS—Latino Youth
- YCCS—Youth Development
- Camelot—Excel Southwest HS
- Camelot Safe ES
- Camelot Safe HS
- YCCS—Aspira Pantoja
- YCCS—Sullivan
- YCCS—Truman
- Camelot—Excel Woodlawn HS
- Little Black Pearl HS
- YCCS—Austin Career
- YCCS—CCA Academy
- YCCS—Innovations
- YCCS—McKinley
- YCCS—Olive Harvey
- YCCS—Scholastic Achievement
- YCCS—West Town
- YCCS—Youth Connection
- Instituto—Lozano Mastery HS
- YCCS—Addams
- YCCS—Association House
- YCCS—Campos
- YCCS—Chatham
- YCCS—Progressive Leadership
- YCCS—Westside Holistic

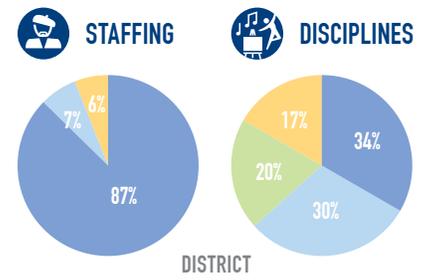
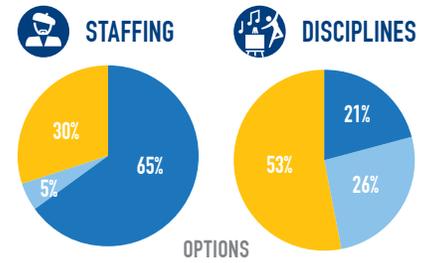
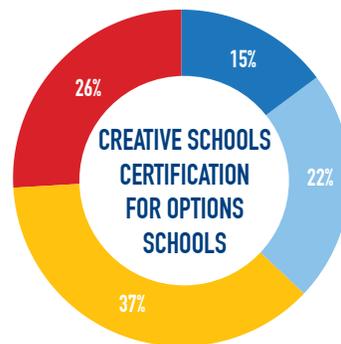
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	61.5%	37%
Asian	0.5%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	34.5%	46.8%
Multi-Racial	0.6%	1.1%
Not available	0.1%	0.3%
Native	0.2%	0.3%
White	2.6%	10.2%
Bilingual	5.3%	18%
Diverse Learners	19%	13.7%
Free/Reduced Lunch	92%	77.7%

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

Note: Individual rubric elements are reported only for schools that completed the Survey.

Note: Camelot Safe Elementary School is part of this network. It is excluded from the Phase 1 elements shown to the right.

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



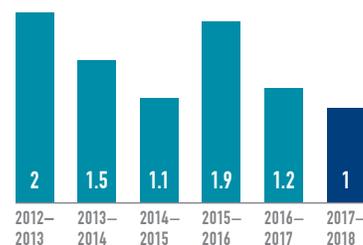
**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

<b>65%</b>	<b>60%</b>	<b>85%</b>	<b>60%</b>	<b>75%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

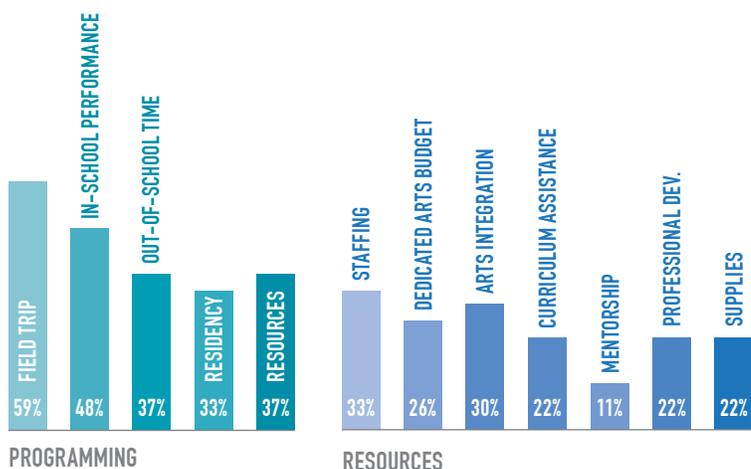
### STAFFING

1 average FTEs per school | 0 within-network minimum  
 3 within-network maximum | 3.6 FTEs District average (high schools)

Chart to the right illustrates average FTEs in Options schools



### WHAT DO OPTIONS SCHOOLS WANT?



### PARTNERSHIPS

18 arts partner organizations worked with Options schools

Each school has an average of 1.2 partners

District average: 4 partners (high schools)

Chart to the right illustrates average number of partner organizations in Options schools



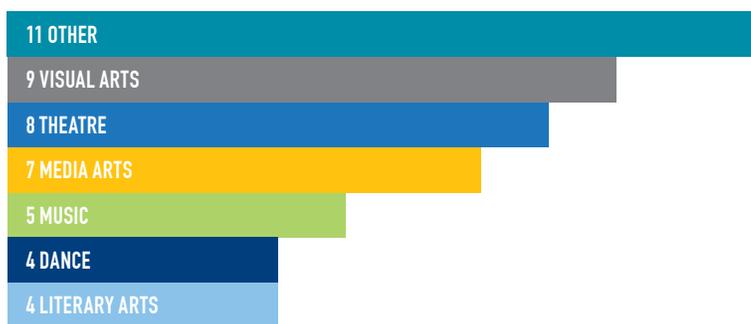
### MOST COMMON DISCIPLINES IN OPTIONS SCHOOLS

Other and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

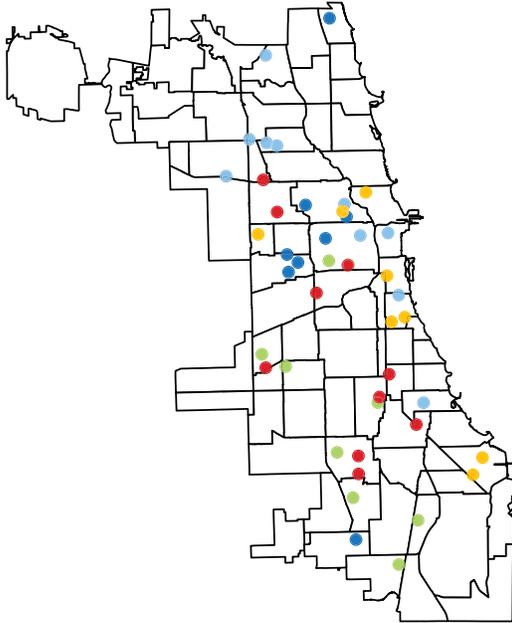
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# CHARTER/CONTRACT HS

**47 HIGH SCHOOLS**  
**26,808 STUDENTS ENROLLED**



**CHARTER/CONTRACT HIGH SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

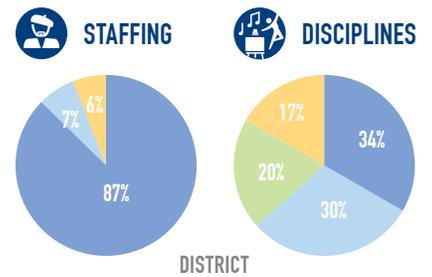
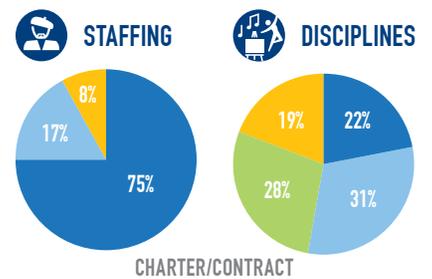
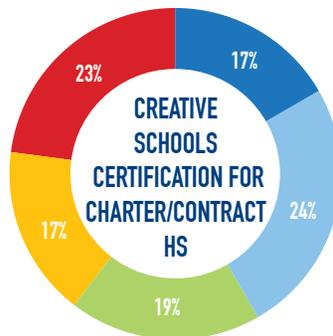
- Chicago Arts HS
- Chicago Math & Science HS
- Foundations
- Noble—Bulls HS
- Noble—DRW HS
- Noble—Rauner HS
- North Lawndale—Christiana HS
- North Lawndale—Collins HS
- Aspira—Business & Finance HS
- Aspira—Early College HS
- Chicago Virtual
- CICS—Northtown HS
- Intrinsic HS
- Noble—Academy HS
- Noble—ITW Speer HS
- Noble—Muchin HS
- Noble—Noble HS
- U Of C—Woodlawn HS
- Young Womens HS
- Chicago Collegiate
- Chicago Tech HS
- CICS—Ellison HS
- CICS—Longwood
- Noble—Butler HS
- Noble—Johnson HS
- Noble—UIC HS
- Uno—Garcia HS
- Uno—Soccer HS
- CICS—ChicagoQuest HS
- Epic HS
- Legal Prep HS
- Noble—Baker HS
- Noble—Golder HS
- Perspectives—Joslin HS
- Perspectives—Math & Sci HS
- Urban Prep—Bronzeville HS
- Ace Tech HS
- Instituto—Health
- Mansueto
- Noble—Comer
- Noble—Hansberry HS
- Noble—Pritzker HS
- Noble—Rowe Clark HS
- Perspectives—Leadership HS
- Perspectives—Tech HS
- Urban Prep—Englewood HS
- Urban Prep—West HS

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	52.6%	37%
Asian	1.4%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	42.3%	46.8%
Multi-Racial	0.6%	1.1%
Not available	0.4%	0.3%
Native	0.2%	0.3%
White	2.3%	10.2%
Bilingual	7.7%	18%
Diverse Learners	17.5%	13.7%
Free/Reduced Lunch	88.5%	77.7%

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

Note: Individual rubric elements are reported only for schools that completed the Survey.

- EXCELLING ■ STRONG ■ DEVELOPING
- EMERGING ■ INCOMPLETE DATA

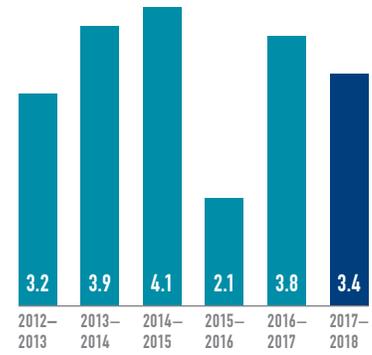


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

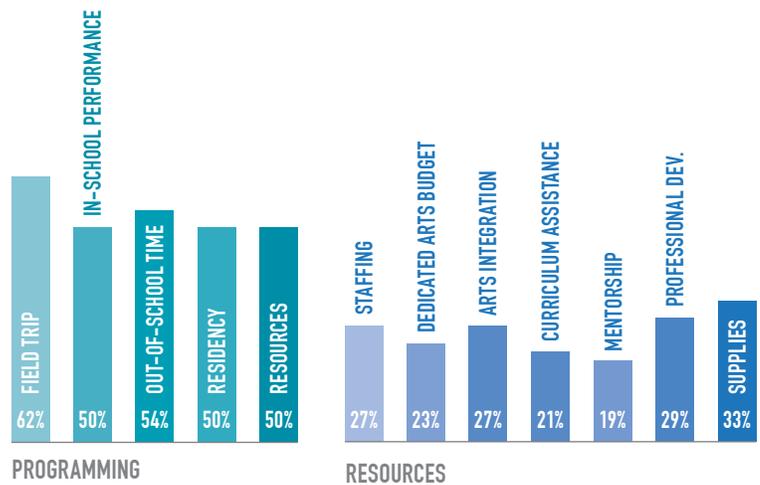
<b>94.4%</b>	<b>55.6%</b>	<b>72.2%</b>	<b>91.7%</b>	<b>88.9%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

3.4 average FTEs per school | 0 within-network minimum  
 44 within-network maximum | 3.6 FTEs District average (high schools)  
 Chart to the right illustrates average FTEs in Charter/Contract high schools



### WHAT DO CHARTER/CONTRACT HIGH SCHOOLS WANT?



### PARTNERSHIPS

94 arts partner organizations worked with Charter/Contract high schools  
 Each school has an average of 4.4 partners  
 District average: 4 partners (high schools)  
 Chart to the right illustrates average number of partner organizations in Charter/Contract high schools



### MOST COMMON DISCIPLINES IN CHARTER/CONTRACT HIGH SCHOOLS

Visual Arts and Music

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



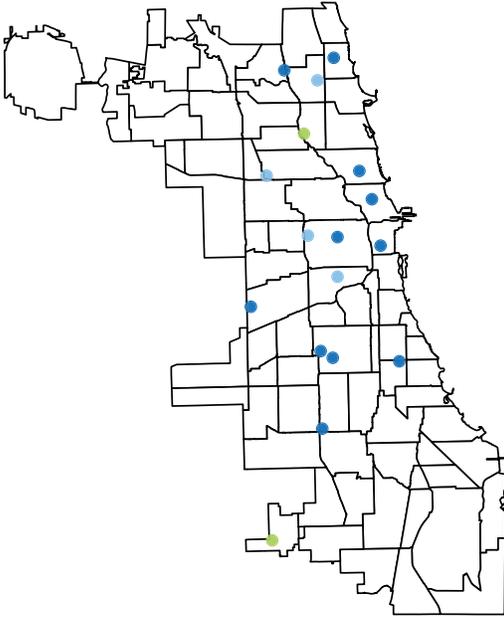
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# ISP HS

**17 HIGH SCHOOLS**  
**16,255 STUDENTS ENROLLED**

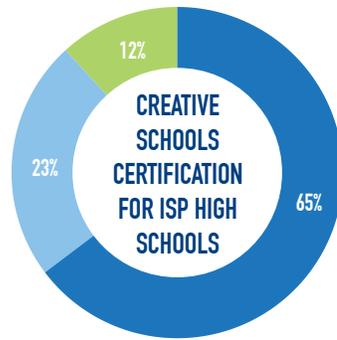
**ISP HIGH SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Back of The Yards HS
- Amundsen HS
- Chicago Agriculture HS
- Dyett Arts HS
- Juarez HS
- DeVry HS
- Infinity HS
- Marine Leadership at Ames HS
- Jones HS
- Phoenix Military HS
- Lincoln Park HS
- Payton HS
- Peace And Education HS
- Rickover Military HS
- Southside HS
- Young HS

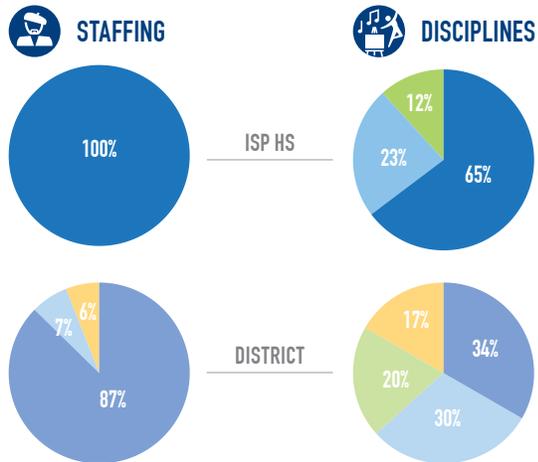


**CREATIVE SCHOOLS CERTIFICATION RUBRIC** ■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	16.5%	37%
Asian	9.3%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.3%	0.2%
Hispanic	50.5%	46.8%
Multi-Racial	2.3%	1.1%
Not available	1.1%	0.3%
Native	0.3%	0.3%
White	19.6%	10.2%
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Bilingual	6%	18%
Diverse Learners	10.7%	13.7%
Free/Reduced Lunch	65.1%	77.7%

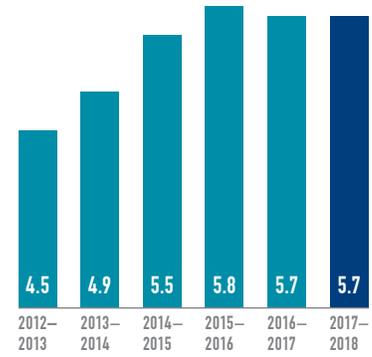


**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

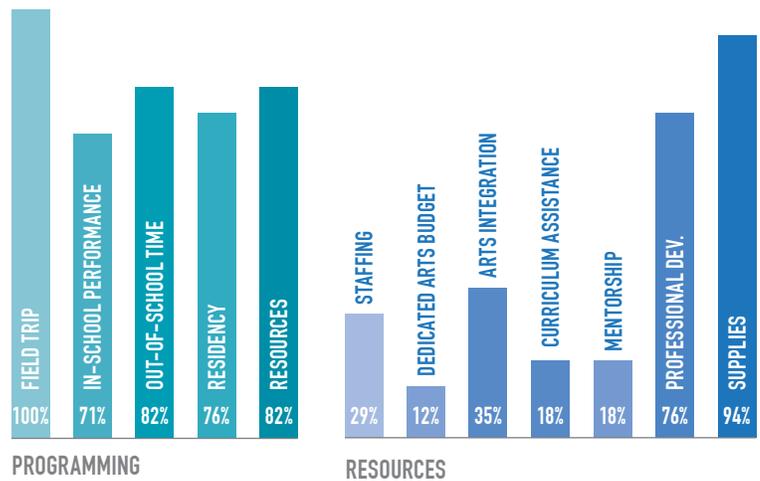


### STAFFING

5.7 average FTEs per school | 1 within-network minimum  
 13 within-network maximum | 3.6 FTEs District average (high schools)  
 Chart to the right illustrates average FTEs in ISP high schools

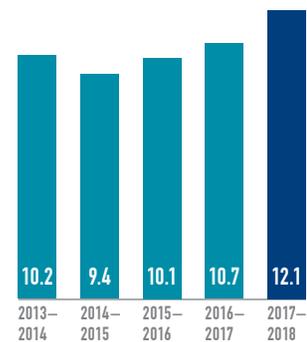


### WHAT DO ISP HIGH SCHOOLS WANT?



### PARTNERSHIPS

94 arts partner organizations worked with ISP high schools  
 Each school has an average of 12.1 partners  
 District average: 4 partners (high schools)  
 Chart to the right illustrates average number of partner organizations in ISP high schools



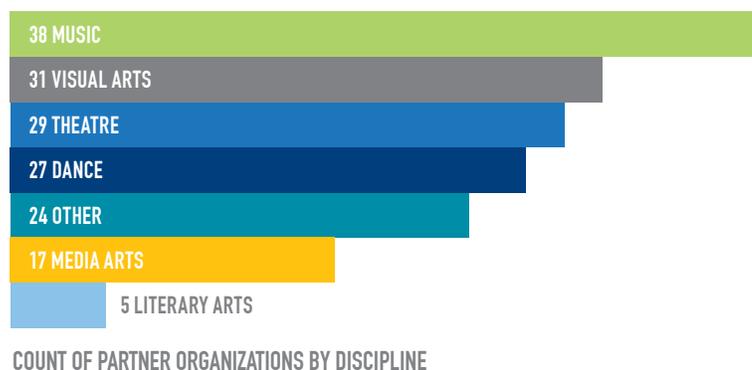
### MOST COMMON DISCIPLINES IN ISP HIGH SCHOOLS

Music and Visual Arts

### MOST COMMON DISCIPLINES DISTRICT-WIDE

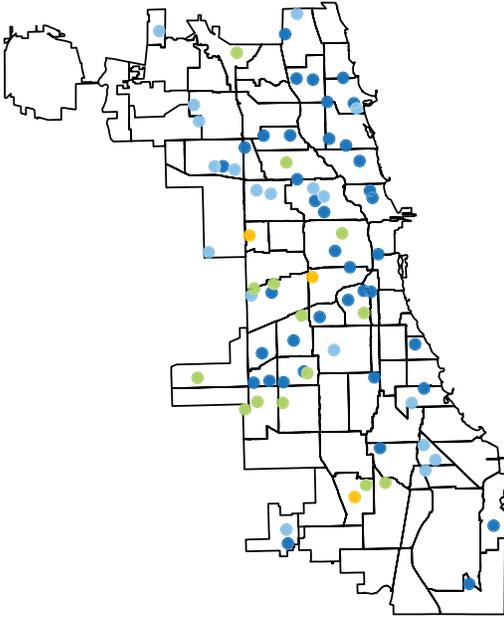
Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



# ISP ES

**75 ELEMENTARY SCHOOLS**  
**44,745 STUDENTS ENROLLED**



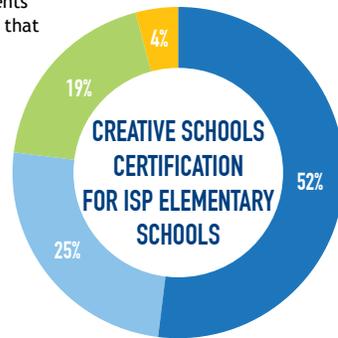
**ISP ELEMENTARY SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

- Addams | Agassiz | Ariel | Barry | Belmont-Cragin | Brennemann | Budlong
- Burley | Carnegie | Cassell | Chappell | Columbus | Edwards | Franklin
- Goudy | Grissom | Gunsaulus | Holden | Jungman | Lenart | Lincoln
- Little Village | Lorca | Moos | Pasteur | Peck | Ravenswood | Salazar | Sheridan
- Sherwood | South Loop | STEM | Talcott | Talman | Thomas | Tonti | Von Linne
- Ward J | West Ridge
- Avalon Park | Caldwell | Cameron | Chavez | Clark ES | Disney | Ebinger
- LaSalle II | Lloyd | McDowell | Mount Greenwood | Nobel | Prieto | Rogers
- Sabin | Smyser | Thorp O | Wadsworth | Zapata
- Azuela | Burroughs | Cardenas | Carson | Corkery | Darwin | Eberhart
- Gillespie | Kinzie Kipling | Lee | McClellan | Sauganash | Skinner
- Hefferan | Pickard | Wacker | Wadsworth

**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

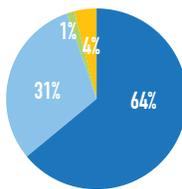
■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.

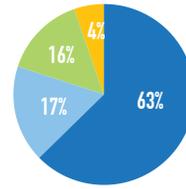


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	18.4%	37%
Asian	6%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.2%	0.2%
Hispanic	58.4%	46.8%
Multi-Racial	1.5%	1.1%
Not available	0.3%	0.3%
Native	0.3%	0.3%
White	14.8%	10.2%
<hr/>		
Bilingual	27.9%	18%
Diverse Learners	11.9%	13.7%
Free/Reduced Lunch	69.3%	77.7%

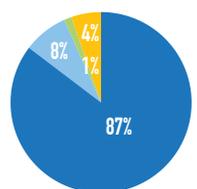
**STAFFING**



**MINUTES**



**ACCESS**



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

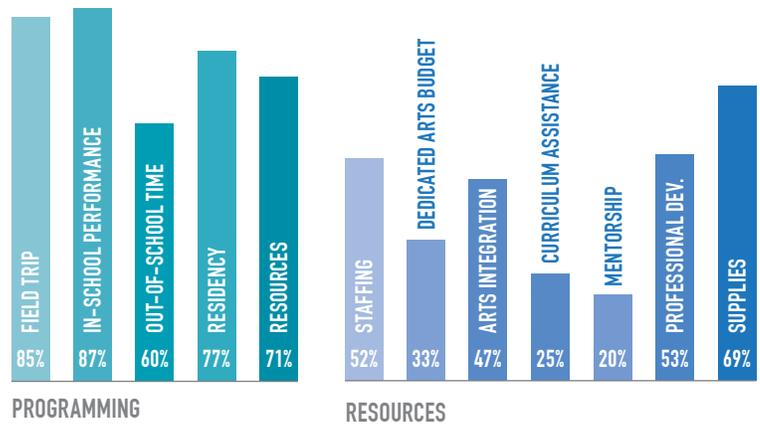
<b>93.3%</b>	<b>86.7%</b>	<b>93.3%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

2.1 average FTEs per school | 0 within-network minimum  
 6 within-network maximum | 1.7 FTEs District average (elementary schools)  
 Chart to the right illustrates average FTEs in ISP elementary schools

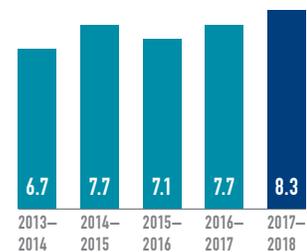


### WHAT DO ISP ELEMENTARY SCHOOLS WANT?



### PARTNERSHIPS

178 arts partner organizations worked with ISP elementary schools  
 Each school has an average of 8.3 partners  
 District average: 5 partners (elementary schools)  
 Chart to the right illustrates average number of partner organizations in ISP elementary schools



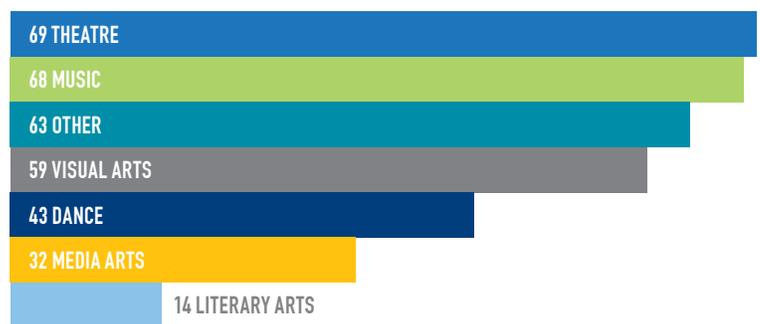
### MOST COMMON DISCIPLINES IN ISP ELEMENTARY SCHOOLS

Theatre and Music

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

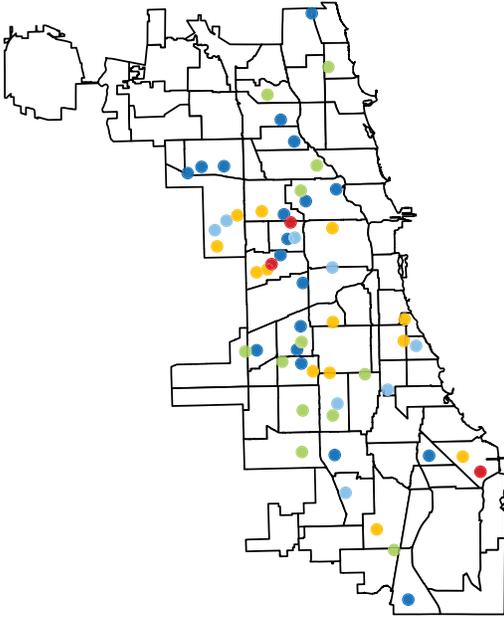
# CHARTER/CONTRACT ES

**58 ELEMENTARY SCHOOLS**  
**27,298 STUDENTS ENROLLED**

## CHARTER/CONTRACT ELEMENTARY SCHOOLS

Font color indicates Creative Schools Certification in 2017-18

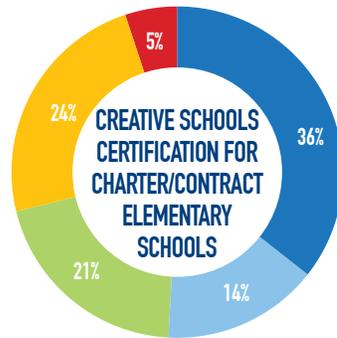
Christopher House | CICS—Avalon/South Shore | CICS—Bond | CICS—Irving Park  
CICS—West Belden | Learn—7 | Learn—Butler | Learn—Perkins | Locke A | Polaris  
Rowe | Uno—Cisneros | Uno—Clemente | Uno—Fuentes | Uno—Marquez | Uno—Paz  
Uno—Rogers Park | Uno—Santiago | Uno—Tamayo | Uno—Torres | Uno—Zizumbo  
Catalyst—Circle Rock | CICS—Loomis | CICS—Washington Park | Learn—Campbell  
Moving Everest | Providence Englewood | U of C—NKO | Uno—De Las Casas  
AHS—Passages Aspira—Haugan | Catalyst—Maria ES | CICS—Bucktown  
CICS—Prairie | CICS—Wrightwood | Erie | Global Citizenship | Kipp Chicago—Bloom  
Montessori Englewood | Uno—Brighton Park | Uno—Soccer Elem  
CICS—Basil Great Lakes | Hope Institute | Horizon—Southwest | Kipp | Kipp—  
Academy Kipp—Ascend | Learn—Middle | Legacy | Namaste | Nkrumah | Plato  
U of C—Donoghue | U of C—Woodson  
Frazier Charter | Learn—Excel | Learn—South Chicago



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

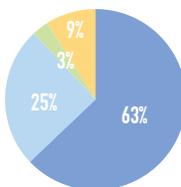
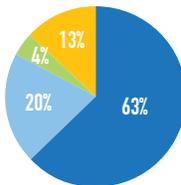
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

Note: Individual rubric elements are reported only for schools that completed the Survey.



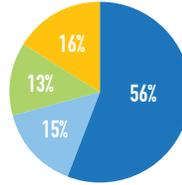
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	54.3%	37%
Asian	0.7%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0%	0.2%
Hispanic	42.7%	46.8%
Multi-Racial	0.4%	1.1%
Not available	0.4%	0.3%
Native	0.2%	0.3%
White	1.2%	10.2%
Bilingual	19.6%	18%
Diverse Learners	11.7%	13.7%
Free/Reduced Lunch	85.8%	77.7%

### STAFFING

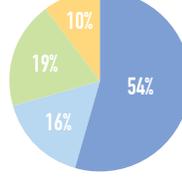


### MINUTES

CHARTER/  
CONTRACT ES

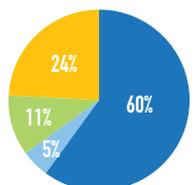


DISTRICT

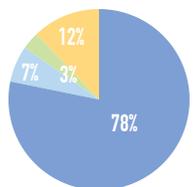


### ACCESS

CHARTER/  
CONTRACT ES



DISTRICT



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

<b>94.5%</b>	<b>63.6%</b>	<b>87.3%</b>	<b>92.9%</b>	<b>96.4%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

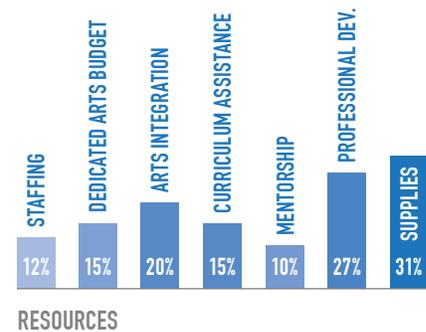
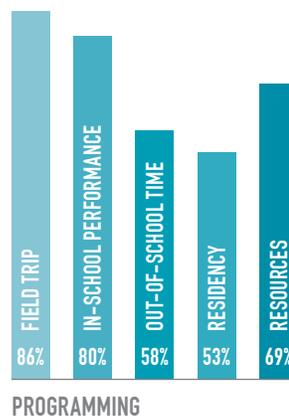
1.7 average FTEs per school | 0 within-network minimum

5 within-network maximum | 1.7 FTEs District average (elementary schools)

Chart to the right illustrates average FTEs in Charter/Contract elementary schools



### WHAT DO CHARTER/CONTRACT ELEMENTARY SCHOOLS WANT?



### PARTNERSHIPS

85 arts partner organizations worked with Charter/Contract elementary schools

Each school has an average of 3.5 partners

District average: 5 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Charter/Contract elementary schools



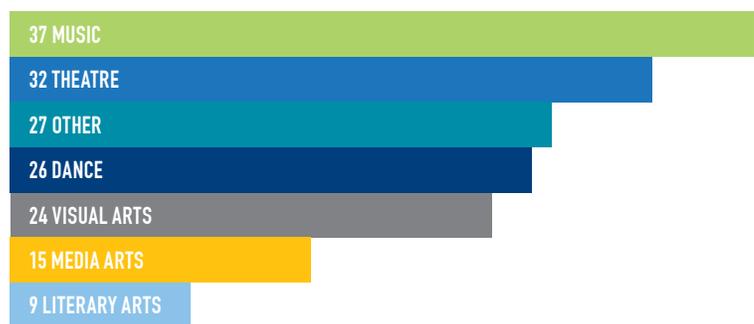
#### MOST COMMON DISCIPLINES IN CHARTER/CONTRACT ELEMENTARY SCHOOLS

Music and Theatre

#### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



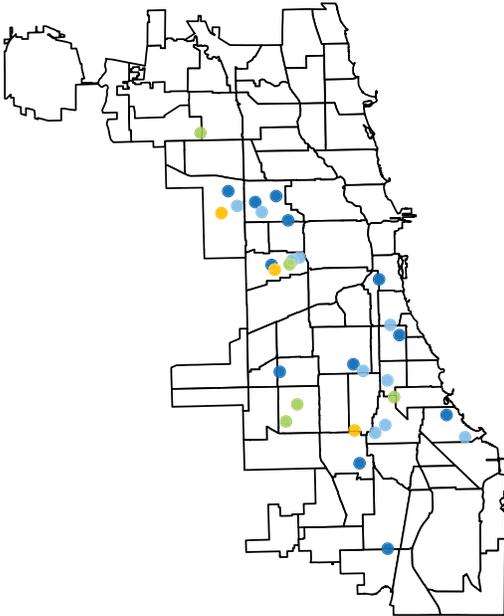
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# AUSL

**26 ELEMENTARY SCHOOLS**  
**5 HIGH SCHOOLS**  
**15,213 STUDENTS ENROLLED**

**AUSL SCHOOLS** Font color indicates Creative Schools Certification in 2017-18

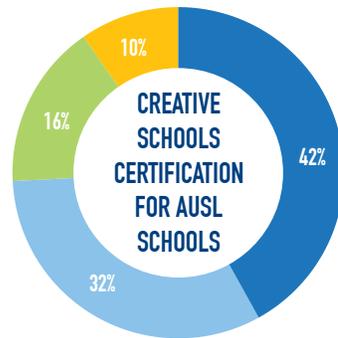
- Casals
- Chicago Academy ES
- Curtis
- Fuller
- Gresham
- Herzl
- Lewis
- Morton
- National Teachers
- O’Keeffe
- Piccolo
- Sherman
- Solorio HS
- Bradwell
- Carter
- Chalmers
- Collins HS
- Deneen
- Dewey
- Harvard
- McNair
- Orr HS
- Phillips HS
- Chicago Academy HS
- Dulles
- Johnson
- Marquette
- Tarkington
- Dvorak
- Howe
- Stagg



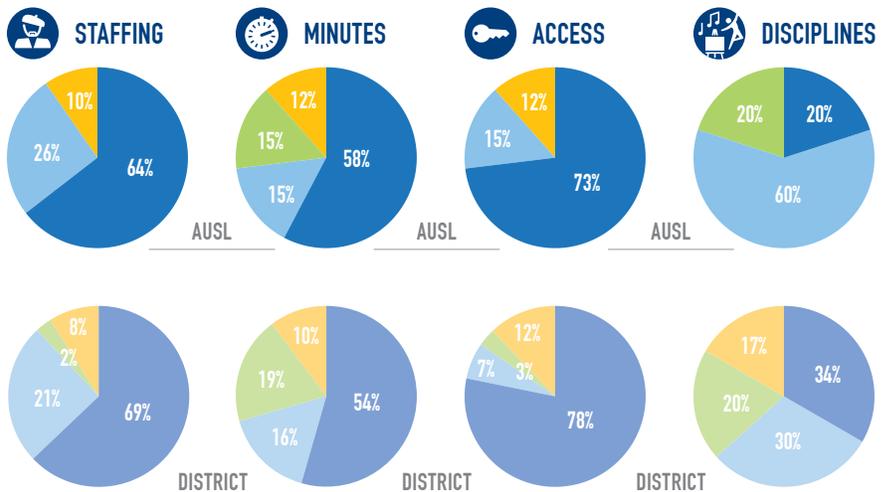
**CREATIVE SCHOOLS CERTIFICATION RUBRIC**

■ EXCELLING ■ STRONG ■ DEVELOPING ■ EMERGING

Note: Individual rubric elements are reported only for schools that completed the Survey.



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	69.3%	37%
Asian	0.5%	4.1%
Asian/Pacific Islander	0%	0%
Hawaiian	0.1%	0.2%
Hispanic	27.2%	46.8%
Multi-Racial	0.5%	1.1%
Not available	0.1%	0.3%
Native	0.2%	0.3%
White	2.1%	10.2%
<hr/>		
Bilingual	9.5%	18%
Diverse Learners	13.1%	13.7%
Free/Reduced Lunch	87.5%	77.7%



**PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS**

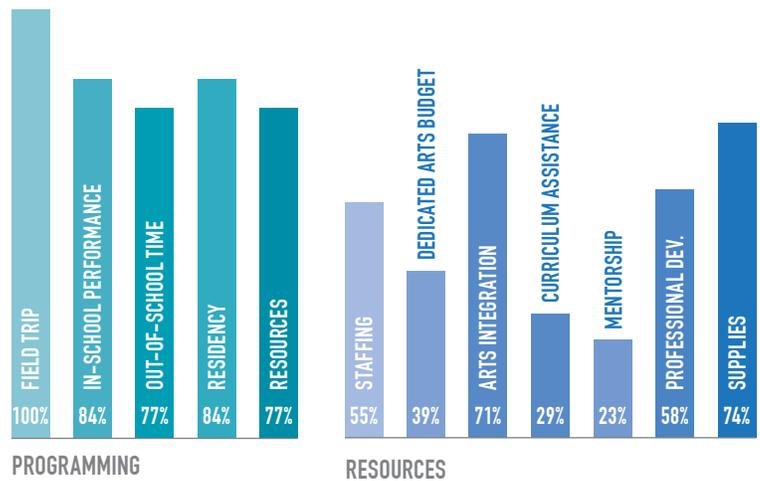
<b>83.9%</b>	<b>93.5%</b>	<b>93.5%</b>	<b>100%</b>	<b>100%</b>
DEDICATED ARTS BUDGET	PROFESSIONAL DEVELOPMENT	ARTS INTEGRATION	PARTNERSHIPS	COMMUNITY ENGAGEMENT

### STAFFING

1.7 average FTEs per school | 0 within-network minimum  
 4 within-network maximum | 2.2 FTEs District average  
 Chart to the right illustrates average FTEs in AUSL schools



### WHAT DO AUSL SCHOOLS WANT?



### PARTNERSHIPS

89 arts partner organizations worked with AUSL schools  
 Each school has an average of 5.6 partners  
 District average: 5 partners  
 Chart to the right illustrates average number of partner organizations in AUSL schools



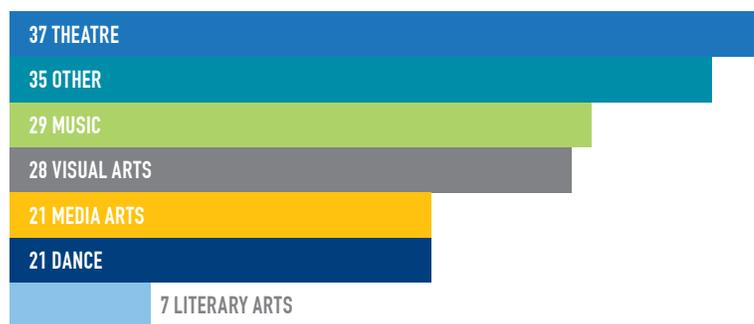
### MOST COMMON DISCIPLINES IN AUSL SCHOOLS

Theatre and Other

### MOST COMMON DISCIPLINES DISTRICT-WIDE

Theatre and Music

Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

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*State of the Arts in Chicago Public Schools: Progress Report 2015-16*. Chicago: Ingenuity, 2016.

*State of the Arts in Chicago Public Schools: Progress Report 2016-17*. Chicago: Ingenuity, 2017.

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## DATA NOTES

This progress report utilized multiple data sources to examine the 2017-18 school year. The lead data source was Ingenuity's *artlook*<sup>®</sup>—a data system that collects and tracks information on CPS instructor-based and community arts partner-provided arts programming across CPS. *artlook*<sup>®</sup> unites data from three sources to create a complete picture of arts education in CPS: administrative data from CPS District offices, Survey data collected directly from CPS schools, and Survey data collected directly from external arts program providers.

CPS arts instructors and other school employees volunteer as Arts Liaisons to collect and report on the inventory of arts programming assets within their schools. This information on instructors, instructional minutes, disciplines offered, and budget, among many other data points, directly informs each school's Creative Schools Certification (CSC) category, which appears each fall on their annual, publicly available report card.

External arts program providers—e.g., museums, cultural institutions, community-based organizations, and individual teaching artists—report their partnership and programming information through *artlook*<sup>®</sup> as well. Combined, the administrative, schools, and partners data populate Ingenuity's public-facing *artlook*<sup>®</sup> Map (*artlookmap.com*). The Map assists the public in understanding and exploring the landscape of arts offerings across the District.

## DATA REVIEW PROCESS

### Administrative Data

Ingenuity collects administrative data on school staffing, arts offerings, and demographics from the CPS District office.

### CPS Arts Liaisons

Administrative data are pre-populated on Ingenuity's *artlook*®. Arts Liaisons then log into *artlook*® and update pre-populated fields, as appropriate, then enter additional data on their school's arts assets. These data are reviewed by the Arts Liaison and Ingenuity, at which point a preliminary report is emailed to the Arts Liaison and the principal for record keeping.

### Ingenuity

Ingenuity uses a data validation process to conduct an initial check of all information entered into *artlook*® Schools (e.g., identifying cases in which no minutes are reported but student access is listed at 100%). If new community arts partners are reported, Ingenuity performs research to verify the legitimacy of the organization. Community arts partners who have yet to be reviewed are not counted in the school's rubric, but are stored in a pending file. If confirmed, the partner is added to Ingenuity's list of vetted partners. If the organization does not meet the criteria for a partnership, it is deleted and the Arts Liaison is notified.

### CPS Department of Arts Education

Ingenuity and the CPS Department of Arts Education jointly review Survey responses for each school and flag concerns. As necessary, Ingenuity and the Department follow up with individual schools to confirm or correct any Survey responses.

### Staffing Files

Ingenuity continues to refine the process for reviewing and cross-referencing staffing data. First, Ingenuity obtains from CPS two Budget and Talent files: one from the 20th day of enrollment and another from June of the same school year. Ingenuity then matches the CPS and CSC staffing data sets. For the vast majority of entries, the data align across the three sources. If CPS identifies an arts instructor who did not appear in the CSC data set, Ingenuity includes that teacher. Arts instructors identified only in the CSC data set, but not on file with CPS, are researched further and included if they can be confirmed to be arts instructors.

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

were credentialed to teach. Note that ISBE does not offer certifications for Media Arts and Literary Arts, so teachers listed in these disciplines were not required to be certified in order to be included in a school's FTE count.

### CPS Principals

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

### School/Partner Cross-Check

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

### Public Review

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

## GLOSSARY

**Academy for Urban School Leadership (AUSL):** AUSL is a nonprofit teacher training and school management organization that currently operates 31 CPS schools. By training highly effective teachers, developing new curricula, implementing additional after-school programs, and renovating facilities, AUSL aims to transform educational outcomes in the District's lowest-performing schools.

**Arts:** The study, instruction, practice, and/or performance in any of the following disciplines: dance, literary arts, media arts, music, theatre, and visual arts.

**Arts Integration:** An approach that incorporates the arts into other core curricula. Students engage in the creative process, which connects an art form to another subject area and meets learning objectives in both subject areas.

**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*<sup>®</sup> on community arts partners, school budgets, arts staffing, planning, and resources.

**Arts Partner Standards of Practice:** The product of a two-year effort engaging more than 350 arts education stakeholders under the Quality Initiative, the Arts Partner Standards of Practice include tools and processes to help arts organizations improve arts program outcomes. The Standards also establish consensus values about how to define, assess, evaluate, and improve the quality of teaching artist instruction.

***artlook*<sup>®</sup>:** The Ingenuity-created data platform collects and disseminates key information about arts education in CPS. *artlook*<sup>®</sup> provides transparent access to information about school needs, arts programming and instructors, community arts partnerships, budgeting for the arts, and the work of community arts partners.

**Charter School:** Public schools open to all Chicago children. Charters are approved by the Board of Education but operate independently from the Board and each other. Each charter school has a curriculum, schedule, calendar and admissions procedures that may differ from other public schools. There are charter schools operated by community organizations, universities, foundations, and teachers—all are held accountable for high student academic achievement by the Board of Education.

**Chicago Public Schools (CPS) Arts Education Plan:** A plan approved in fall 2012 that made arts a core subject and recommended, among other initiatives, that elementary schools provide 120 minutes of weekly arts instruction and that high schools offer credits in at least two arts disciplines.

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

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

**Contract School:** Public schools open to all CPS students. These schools are operated by private entities under contract with CPS to provide an additional education option for students. Each contract school has a curriculum, schedule, calendar, and admissions procedures that may differ from other public schools. Contract schools may be operated by community organizations, universities, foundations, and teachers. All contract schools are held accountable for high student achievement by the Board of Education.

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

**Creative Schools Certification (CSC):** Identifies the level of arts instruction provided in each CPS school based on data regarding staffing, minutes of instruction, budget, culture, and partnerships.

**Creative Schools Certification Categories:**

**Excelling (Category 1):** Schools that meet the goals and priorities outlined in the CPS Arts Education Plan, including staffing and instruction, partnerships, community and culture, and budget and planning.

**Strong (Category 2):** Schools that nearly meet the goals and priorities outlined in the CPS Arts Education Plan, including staffing and instruction, partnerships, community and culture, and budget and planning.

**Developing (Category 3):** Schools that occasionally meet the goals and priorities outlined in the CPS Arts Education Plan, including staffing and instruction, partnerships, community and culture, and budget and planning.

**Emerging (Category 4):** Schools that rarely meet the goals and priorities outlined in the CPS Arts Education Plan, including staffing and instruction, partnerships, community and culture, and budget and planning.

**Incomplete Data (Category 5):** Schools in which data is incomplete to calculate the goals and priorities outlined in the CPS Arts Education Plan, including staffing and instruction, partnerships, community and culture, and budget and planning.

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

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

**Credentialed Arts Instructor:** An educator authorized by the state to teach visual arts, music, dance, or theatre. Currently, the State of Illinois issues certification for arts instructors with qualifications in visual arts and music. Credentialed theatre and dance instructors hold Illinois teaching certifications 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, historica, and square dance.

**District-Run School:** A public school managed by the CPS central office. Among other commonalities, these schools share an academic calendar, discipline code, and budgeting procedure.

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

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

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

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

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

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

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

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

**Options Schools:** Schools that offer additional supports and services for students who need a new pathway toward high school graduation. Some Options schools offer additional supports, such as child care, counseling, and alternative schedules for students who may work during the traditional school day.

**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 serve specific classroom interests and goals.

**Quality Initiative:** A research initiative launched by Ingenuity in November 2015 to define, assess, and enhance quality arts instruction by arts partners across Chicago and beyond. Using a community-engaged research process, the Quality Initiative surfaced the Chicago arts education community's core values around quality, and has translated these values into a Quality Framework and Toolkit that will be used to guide, enhance, improve, and deepen the quality of arts education practice.

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

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

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

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

**Sequential (in the context of arts education):** Occurring year to year from grades K-12.

**Service Leadership Academies:** These unique four-year high schools prepare students for college and career success by providing leadership opportunities and co-curricular activities in a nurturing, safe, and healthy environment in which students can realize their full potential. Students at these schools wear uniforms and operate in a structured environment, but these schools are not intended to prepare students for the military.

**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 filmmaking, 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, 2D design, 3D 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.

Percy L. Julian High School



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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.

