

STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS



TABLE OF CONTENTS



INTRODUCTION	5
A New Vision for Chicago Public Schools	6
Equity and the Arts	7
Using Data to Expand Access	7
Instructors and Partnerships	8
Identifying Inequities	9
KEY FINDINGS	10
THE CREATIVE SCHOOLS CERTIFICATION	13
Elementary School Rubric	14
High School Rubric	15
The 2018–19 Creative Schools Survey	16
Findings: Certification Scores	17
Staffing	18
Minutes of Instruction	19
Percent Access	20
Disciplines and Depth	21
Additional Arts Assets	22
Explaining Trends in Arts Access	24
ARTS PARTNERSHIPS	31
The Role of Arts Partners	31
Partnering For Progress	32
Partnership Trends	33
Types of Partner Programming	34
Understanding Partner Reach	36
CONCLUSION	43
CPS NETWORKS	47
APPENDIX	97
References	98
Data Notes	99
Glossary	102
Acknowledgments	108



INTRODUCTION

INGENUITY AND THE NEXT CHAPTER OF ARTS EDUCATION IN CHICAGO

Ingenuity's mission is to ensure that every student, in every grade, in every school in Chicago Public Schools (CPS), has access to the arts as part of a well-rounded education. Our mission is rooted in the CPS Arts Education Plan,¹ which was published in 2012 to elevate the role of the arts in CPS, bring arts access to all students, and define quality arts education.

Equity is at the core of Ingenuity's mission and is the driving force behind all of Ingenuity's work in data, professional learning, arts education advocacy, and grantmaking. In our seventh annual State of the Arts Report, we renew our focus on this core commitment by outlining the successes of Chicago's arts education sector—CPS, teachers and administrators, arts organizations, teaching artists, and funders—and the inequities that remain as we collectively work to bring the arts to all students.

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



Chicago Youth Centers and Ignition Community Glass. Photo by Monica Wiggard.

A NEW VISION FOR CHICAGO PUBLIC SCHOOLS

This focus on equity is also reflected in CPS' release of its ambitious Five-Year Vision, which outlines key strategies to help strengthen the success of CPS students, teachers, parents, and the District as a whole. While the District's new Five-Year Vision identifies three core commitments—academic progress, financial stability, and integrity—**equity** is at the center of CPS' strategies for success.

The Five-Year Vision identifies the need to elevate instruction across all subject areas, noting that exposure to the arts leads to higher student engagement and academic performance and decreases student drop-out rates and behavioral issues. The arts promote inclusive learning,² support student expression of ideas and motivation,³ and improve critical-thinking skills⁴ and overall learning outcomes.⁵ The Vision highlights CPS' commitment to elevating arts instruction for all students over the next five years, just as CPS teachers are shifting their focus from product-based creation to process-based creation per the new Illinois Arts Learning Standards. Released in 2019, these standards ensure that, rather than following prescribed steps to create a product, students will be introduced to a creative process that can be applied to all areas of arts curriculum.

²LaPorte, A. M. (2016.) Efficacy of the Arts in a Transdisciplinary Learning Experience for Culturally Diverse Fourth Graders. *International Electronic Journal of Elementary Education*, 8(3), 467–480.

³Rostan, S.M. (2010). Studio learning: Motivation, competence, and the development of young art students' talent and creativity. *Creativity Research Journal*, 22(3), 261–271.

⁴Bowen, D. H., Greene, J. P., & Kisida, B. (2014). Learning to think critically: A visual art experiment. *Educational Researcher*, 43(1), 37–44.

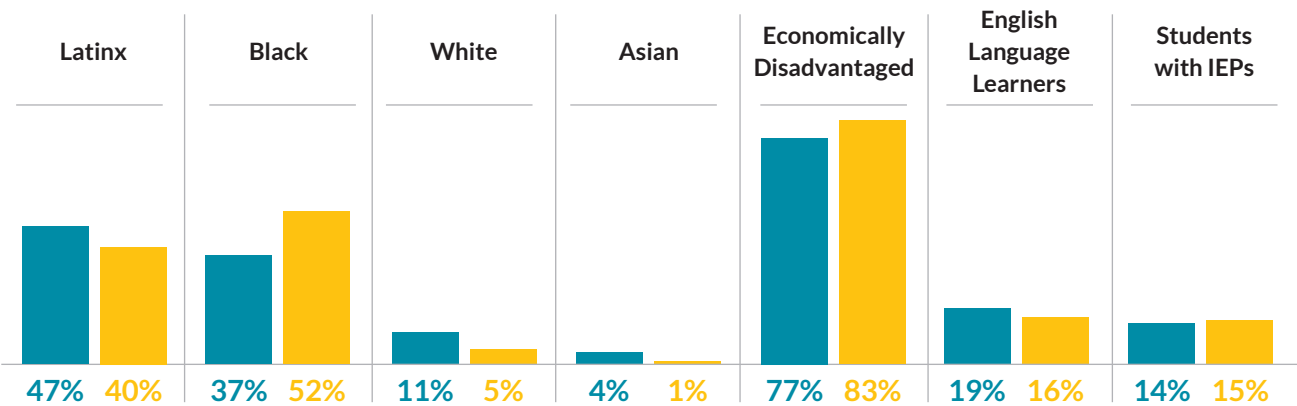
⁵Guhn, M., S.D. Emerson and P. Gouzouasis. (2020). A Population-Level Analysis of Associations Between School Music Participation and Academic Achievement. *Journal of Educational Psychology*, 112(2), 308–328.

EQUITY & THE ARTS

While this 2018–19 State of the Arts Report reflects immense progress in arts education since Ingenuity first began collecting data in 2013, it also serves as a call to action. **The data this year shows that despite significant growth—including a 97% increase in the number of students with regular access to arts instruction over seven years—the arts education gap persists.**

- CPS Demography
- Students Enrolled in Schools Not Strong/Excelling in the Arts

In this report, you will see that approximately 35% of CPS students are enrolled at schools without consistent access to high-quality arts education—these students are disproportionately black and economically disadvantaged.



We therefore use this report not only to provide an update on the state of the arts in CPS, but to shine a light on findings from analyses we’ve conducted to better understand equity in access to the arts in CPS. In that sense, this report should be a reminder to everyone with a stake in CPS to think strategically about the role they can play in bringing the arts to all students.

USING DATA TO EXPAND ACCESS

This report identifies arts education progress and inequities in CPS for the 2018–19 school year. Broken down by CPS Networks, enrollment, geography, and more, the 2018–19 State of the Arts Report equips CPS community members with data and insights to identify needs and address gaps in arts education.



BY NETWORK
Pages 50–95 highlight arts distribution across CPS Networks.

Note the relationships between Network demography and arts access.



BY ENROLLMENT
Pages 26–27 explore differences in arts access at large and small schools.



BY GEOGRAPHY
Pages 28–29 and 40–41 examine geographic patterns in Certifications and partnerships.

INSTRUCTORS AND PARTNERSHIPS: A PATH TO EQUITY

Licensed arts instructors are the anchor of all arts instruction, and greater access to these instructors is the leading avenue to achieving student equity in the arts. Additionally, each year hundreds of CPS schools partner with community arts organizations to create high-quality arts programs for students. This report offers data and insights that can serve to guide the more equitable distribution of partnerships based on school needs and interests. When schools and arts partners use data to inform partnership creation and program design, they can maximize program impact on students.

EXPAND ARTS EQUITY THROUGH MORE INSTRUCTORS AND PARTNERSHIPS USING THE FOLLOWING TOOLS:

artlook® | This free online arts data-mapping tool allows users to search for arts partnerships and school data based on school demographics, arts offerings, needs, interests, and more! Learn more on page 9.

NETWORK SPREADS | View geographic disparities in arts access across CPS, identify school partnerships in areas with high arts needs, and compare schools by Creative Schools Certification, demography, and more! View detailed spreads for each CPS Network on pages 50–95.

INSTRUCTOR ANALYSIS | This report includes new insights about arts instructors, the centerpiece of student access to the arts, including how access to them has evolved over time and the multiple roles they play in advancing access to the arts. Visit page 18, pages 38–39, and explore **artlook®** to better identify schools with the greatest need for instructors.

PARTNERSHIP ANALYSIS | This report includes comprehensive analysis of community partnerships in the District during the 2018–19 school year. Visit pages 36–41 for a breakdown of partnership distribution across arts disciplines and Networks, partnership trends over time, and how the Creative Schools Certification correlates with partnerships.

ARTS LEADERS: LEVERAGE DATA FOR EQUITY



SCHOOLS AND DISTRICT LEADERS can use this data to compare the arts infrastructure at your school with similar schools and devise roadmaps to help address gaps based on lessons learned from peers.



PARTNERS can use this data to evaluate programming strategies and proactively address sustained inequalities.



FUNDERS AND CITY LEADERS can create strategic initiatives grounded in data and research to foster new and sustained relationships with schools that are most underserved.

IDENTIFYING INEQUITIES IN REAL-TIME

Community members have free online access to school data through *artlook*®. The platform is fueled by data from the Creative Schools Survey, CPS District data, and arts partner information, creating the most comprehensive arts education database in Chicago. By displaying school strengths and needs in the arts in real time, *artlook*® **helps facilitate effective partnerships to identify and fill gaps in arts offerings and/or instruction.**

Who uses *artlook*®?

Teachers and principals searching for arts organizations across disciplines

Arts teachers seeking to connect with other arts teachers in the District

Arts organizations searching for school partners

Parents researching schools with strong arts education programs for their children

Funders seeking arts data to understand arts needs across the city

Policymakers and advocates seeking improved policy and equitable funding for the arts

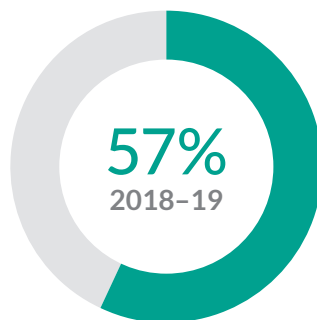
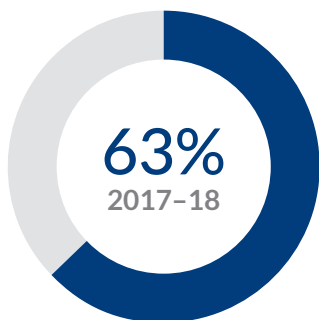
CPS administrators seeking to understand how to close gaps across schools

Get on the map!
chicago.artlookmap.com



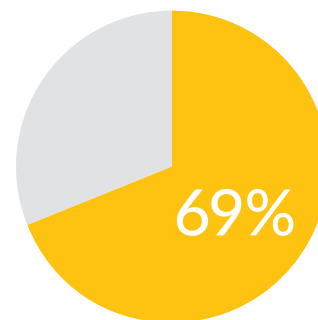
Bringing the arts to every student in CPS is both a shared goal and a shared responsibility. This State of the Arts Report and the Creative Schools Survey on which it is based provide important insights and data to help achieve this goal. But in the end, stakeholders—including principals, instructors, arts partners, District leaders, funders, and parents—should use this data to identify opportunities, make strategic choices about arts education, and work together to move the District closer to the goal of a quality arts education for every CPS student.

KEY FINDINGS IN 2018–19



1

57% of schools received an **Excelling or Strong Certification**, down from 63% in 2017–18. 65% of students in the District are enrolled in these schools, down from 70% in 2017–18.



2

Similar to past years, 69% of schools meet the recommended staffing ratio: **one arts instructor for every 350 students**.

3

There was a **drop in Strong or Excelling scores** in two primary indicators: Minutes of Instruction in elementary schools, and Disciplines and Depth—the breadth and depth of arts instruction—in high schools.

● 2017–18 | ● 2018–19



Minutes of Instruction

70%

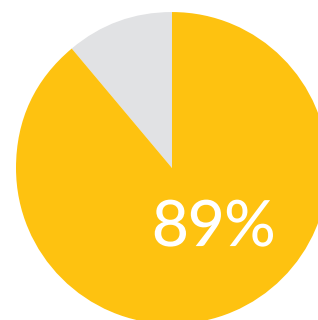
68%



Disciplines and Depth

64%

60%



4

The percentage of elementary schools offering arts classes remains high—this year, **89% reported that 100% of their students have access**.

5

The percentage of schools reporting **dedicated arts budgets** and access to **arts professional development** dropped.

● 2017-18 | ● 2018-19



Dedicated
Arts Budget

89%

81%



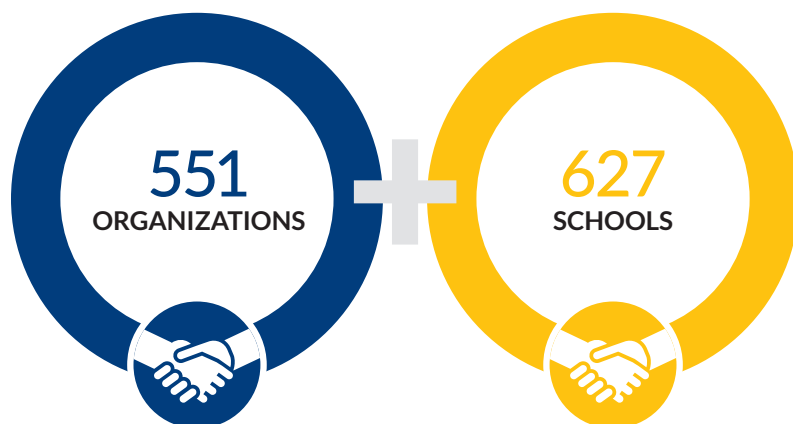
Professional
Development

81%

71%

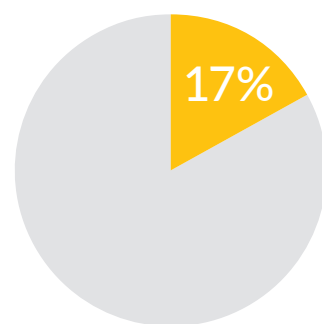
6

551 community arts organizations worked with **627 schools**.
49% of these school-organization partnerships continued from the 2017-18 school year.



7

Schools worked with a median of 5 community arts organizations, but **17% of schools** had two or fewer partners.





THE CREATIVE SCHOOLS CERTIFICATION

Since the 2012–13 school year, the Creative Schools Certification (CSC) has mapped the progress that each school in Chicago Public Schools (CPS) makes toward full arts access for their students. The Certification reflects the priorities of the CPS Arts Education Plan and was designed to help school leaders and teachers identify existing strengths and make plans to advance the arts in their classrooms.

The CSC rubric provides a quantitative score for the arts assets in each school, including arts instructors, classroom instruction in the arts, instructional practice, and community engagement. Data is compiled from responses on the annual Creative Schools Survey, as well as from administrative data provided directly by the District. The rubrics on the following pages detail how elementary schools and high schools are scored on each Certification metric and receive a score in one of five categories, indicating the strength of arts education in their building.

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 elements (Staffing, Minutes, Access) 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+ multi-level 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 elements (Staffing, Disciplines and Depth) 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 _____

THE 2018–19 CREATIVE SCHOOLS SURVEY

The CSC tracks arts access in CPS schools with a combination of administrative data provided by CPS and data collected in the Creative Schools Survey.⁶ The Survey is completed annually by a school's Arts Liaison (a staff member who volunteers to be the school's primary arts contact). It captures data points that are critical to the CSC and provides an opportunity for liaisons to share the rich variety of arts programming in their schools, as well as information about existing and desired partnerships with arts organizations.

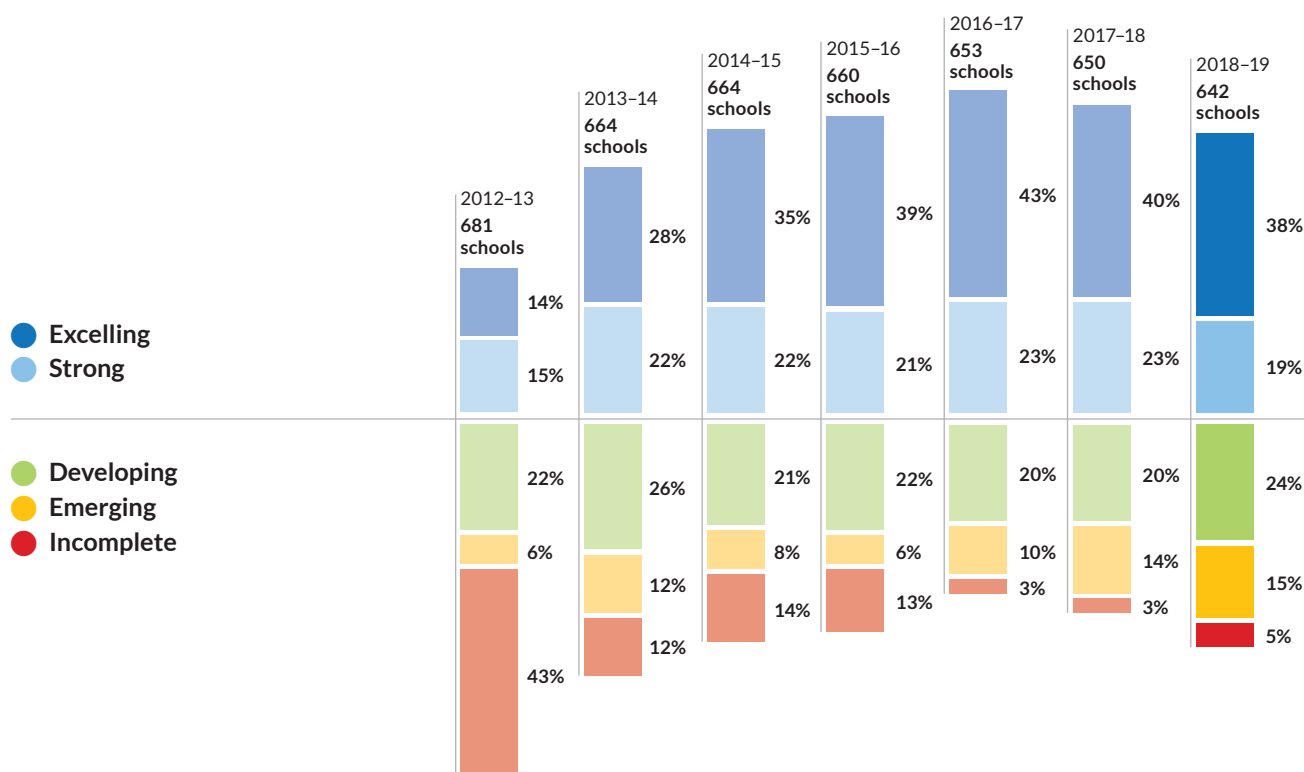
Participation in the Survey has grown substantially from its baseline year in 2012–13, with 57% participation, to a high of 97% in 2016–17. This year, 95% of CPS schools (611 of 642) participated, continuing a trend of high engagement across the District that ensures that we can draw firm conclusions about arts education trends in Chicago schools.



FINAL CERTIFICATION SCORES

From 2012–13 to 2016–17, the number of schools with Excelling or Strong ratings increased steadily, reaching a high of 66% of schools. The 2017–18 school year saw the first decrease in the number of schools achieving the top two ratings, with a drop to 63%, and the trend continued this year with a drop to 57%. A total of 364 schools were rated Strong and Excelling, while 278 were Developing, Emerging, or provided Incomplete Data. Of the nearly 340,000⁷ students enrolled in all schools, 65% were in a school rated Strong or Excelling.

6% DECLINE IN STRONG/EXCELLING SCHOOLS IN 2018–19⁸



Drops in the share of Strong and Excelling schools occurred in elementary schools (59%, down 6% from 2017–18) and high schools (48%, down 8% from 2018–19). **This reflects the first reversal in the trend of steady gains in high school arts access reported over the past seven years.** The share of Strong or Excelling schools differed substantially by school governance: 68% for District-run (515 schools), 48% for Charter/Contract (100 schools), and 19% for Options (27 schools).

As the analyses on the following pages reveal, no one factor was decisive in this downturn. However, the rubric measures of Minutes of Instruction in elementary schools and Disciplines and Depth in high schools presented the greatest challenges.

⁶ For details on the administration of the 2018–19 Survey and administrative data collected from the District, see the Data Notes section of the Appendix.

⁷ This total comes from the 642 CPS schools included in this Report's analyses and excludes PreK students. For more details on included schools, see the Data Notes section of the Appendix.

⁸ Note: due to rounding, totals in this and other graphics may not equal 100%.

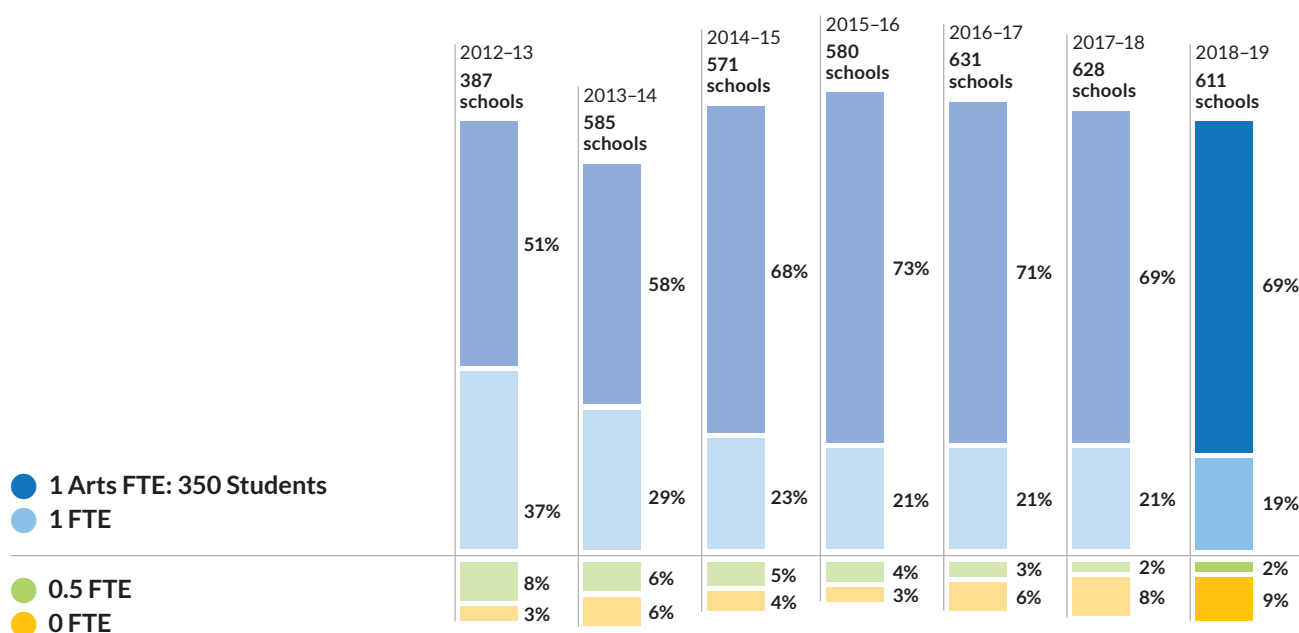


STAFFING

Licensed⁹ arts instructors are a critical part of the arts infrastructure within schools. They play multiple roles: in addition to delivering instruction to students, they establish connections with the community and partner organizations and champion the arts to their schools' administrators. To be Excelling, a school must have one arts full-time equivalent (FTE) for every 350 students, as recommended in the CPS Arts Education Plan. Strong schools do not meet this ratio but have at least one arts FTE.

In 2018–19, 88% of schools were Strong or Excelling in Staffing. This reflects a two-percentage-point drop in Strong schools from 2017–18; even so, **the ratio of well-staffed schools has remained fairly consistent over the past several years.** High schools were more likely to meet the recommended 1:350 staffing ratio (83% of high schools) than elementary schools (65%). District-run and Charter/Contract schools met the staffing ratio at the same rate (70% in both groups), but only 54% of Options schools did.

While the share of schools rated Strong or Excelling in Staffing has remained fairly consistent, there has been a decrease in the total number of dedicated arts FTEs across the District. The total number of dedicated arts FTEs identified in 2018–19 was 1395.6,¹⁰ with an additional 161.5 non-arts classroom instructors identified as providing arts instruction to students. Ingenuity identified 1463 dedicated arts FTEs in 2017–18. This seeming contradiction between steady CSC Staffing scores and declines in overall staffing is explained at least in part by declines in student enrollment across CPS. Fewer students enrolled in the District likely played a role in the drop in arts FTEs. Additionally, as explained in more detail in the Data Notes section of the appendix to this report, nuances in how data was collected in 2018–19 account for a portion of this change.



⁹ Charter school teachers are not required by CPS to hold a state certification. In this section, the term "licensed" refers either to teachers in District-run schools that hold such a state-level credential or to any individual designated as an arts teacher by a Charter school.

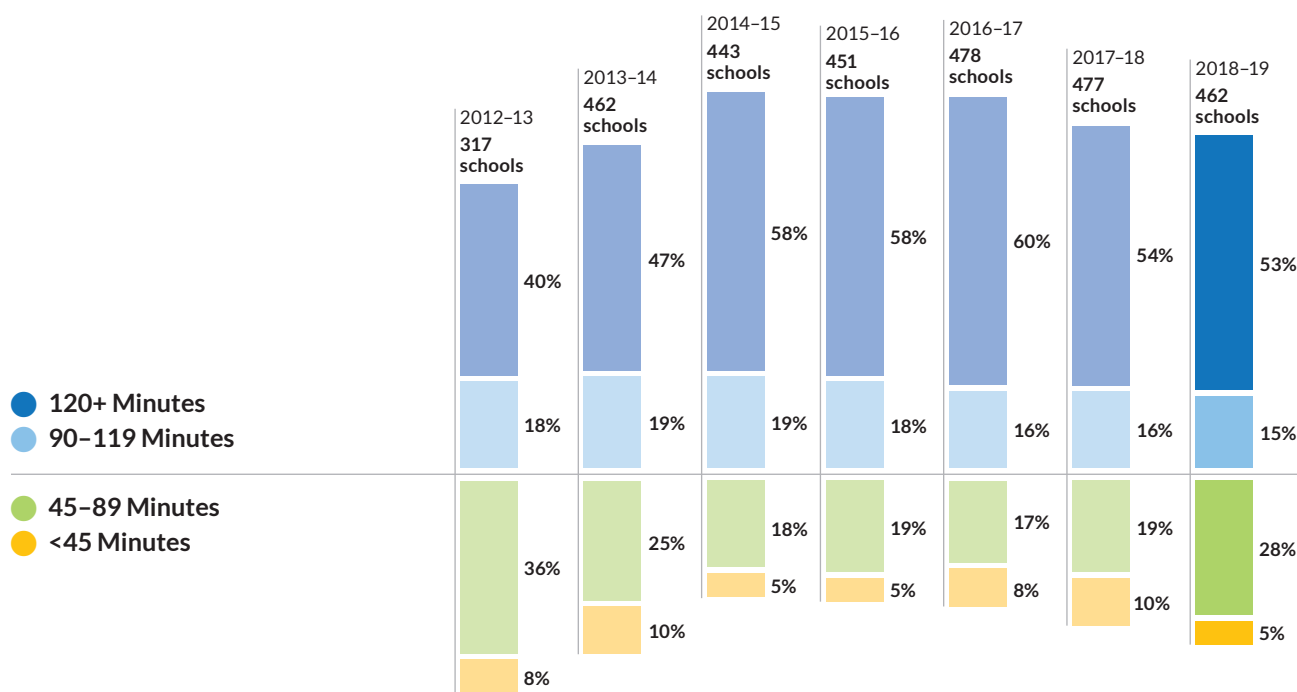
¹⁰ See Data Notes section of the Appendix for more details on the staffing data sets and processes used to identify arts FTEs. The total reported in this section includes some schools that did not respond to the Survey, but whose staffing data was available from the District.



MINUTES OF INSTRUCTION

Minutes of Instruction per week in elementary schools are an indicator of arts equity for students. The ability for CPS students to explore new disciplines, learn to engage and respond with artistic mediums, and develop connections between the arts and other disciplines is central to our goals. Elementary schools rated as Excelling in Minutes offer at least 120 minutes of arts instruction per week; Strong elementary schools offer at least 90 minutes.

There was a two-percentage-point drop in schools rated Strong or Excelling in Minutes of Instruction from 2017–18 to 2018–19. The trend of the past two years suggests that **helping schools construct a weekly schedule that provides enough time for arts will be an important element in ensuring equitable access to the arts in CPS.** On the positive side, some schools are climbing the ladder toward increased arts instruction—the share of schools offering fewer than 45 minutes per week decreased from 10% to 5% this year.

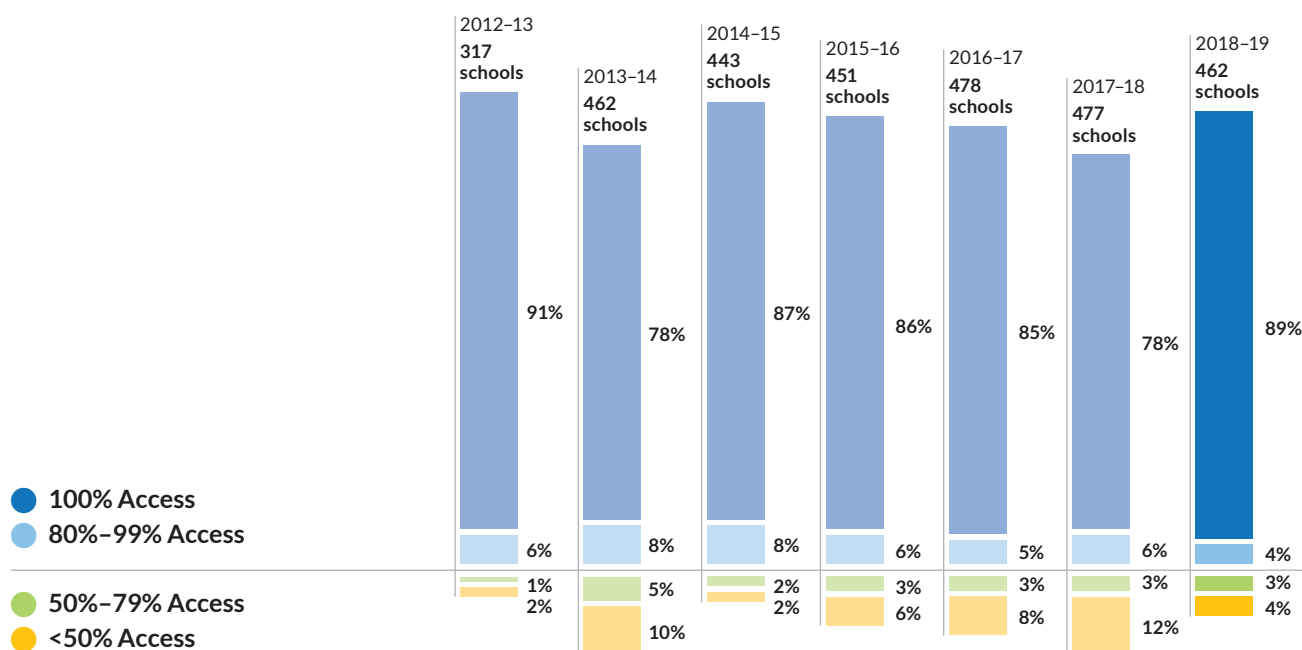




PERCENT ACCESS

Percent Access measures the percentage of elementary school students in a school who have access to at least one arts class. To be rated as Excelling, elementary schools must offer arts classes to 100% of their students; Strong schools have at least 80% of students enrolled in an arts class.

Elementary schools are making it a priority to ensure that all students have at least one arts class, but this measure does not tell the whole story. Of the 414 schools that rated Excelling in Access, 116 were rated Developing or Emerging in Minutes of Instruction. This suggests that when resources are limited or schedules are tight, one solution schools adopt is to provide fewer arts minutes to each student in order to make it possible to offer all students at least some arts access.

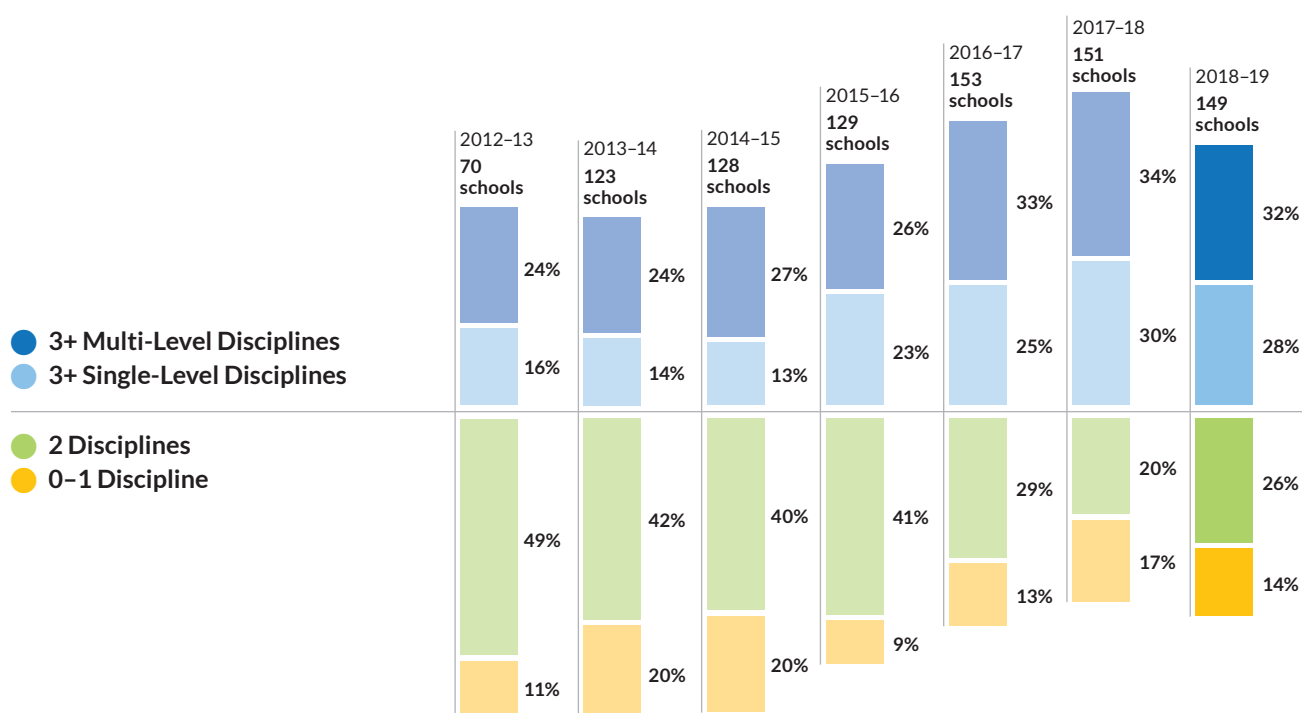




DISCIPLINES AND DEPTH

At the high school level, students have the chance to explore a wider breadth of arts disciplines (e.g., visual arts, music, theatre, dance), and dive deeper within each (e.g., Music 1, Music 2). The Disciplines and Depth rubric reflects these educational opportunities: Strong high schools must offer at least three arts disciplines; Excelling schools must also offer three, all at multiple levels of instruction.

The 2018–19 Survey saw the first decline in scores on this measure, with a 4% drop in high schools rated Strong or Excelling. With only a third of high schools staffing at least three arts FTEs, a discipline-diverse arts staff may be a roadblock to higher Discipline scores. Conversely, more schools climbed above the Emerging (zero or one discipline) rating, with 3% of high schools adding one or two disciplines to their offerings.





ADDITIONAL ARTS ASSETS

The Creative Schools Survey also captures what other assets schools have to support high-quality arts education (measured in Phase 2 of the Certification rubric).

IF A SCHOOL DOES NOT INDICATE IT HAS AT LEAST THREE OF THE FOLLOWING, ITS CSC RATING WILL DECREASE BY ONE CATEGORY (E.G., FROM STRONG TO DEVELOPING):



1. Dedicated arts budget



2. Use of arts integration strategies



3. Parent and community engagement



4. Partnerships with community
arts organizations

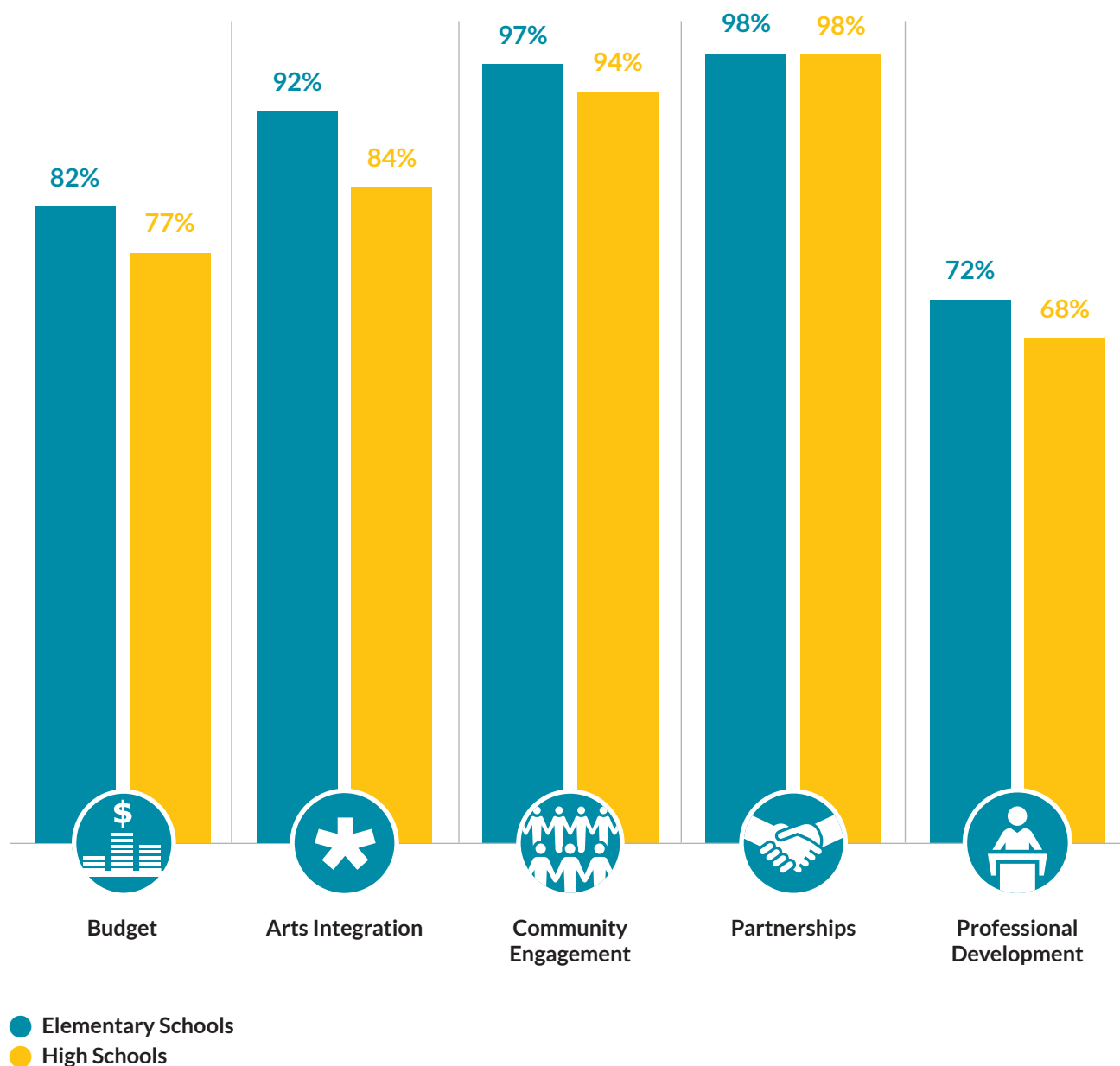


5. Arts-specific professional development



The percentage of schools reporting other arts assets remains fairly stable over time. In 2018–19, for example, 97% of elementary and 94% of high schools offered some form of parent and community engagement in the arts, with 92% offering arts performances, 77% offering exhibits, 70% providing community events, and 61% offering volunteer opportunities.

A dedicated arts budget was reported in four out of five schools; these schools reported a median budget of more than \$7 per student (\$6.58 median at elementary schools, \$9.29 median at high schools). Detailed data on arts partnerships is reported in the next section of this report.



EXPLAINING TRENDS IN ARTS ACCESS

At the conclusion of the 2018–19 Survey, Ingenuity conducted an extensive data audit designed to ensure data fidelity and better understand the local context for the changes in Certification scores that are described in this report. This audit included direct follow-up with more than 100 reporting schools who saw substantial changes (positive or negative) in their scores this year. This process also included in-depth conversations with more than 40 Arts Liaisons and principals.

Responses to the audit were diverse and indicate **that no one factor is responsible for changes in arts access across the District**. However, the following topics were raised in more than one school, and suggest that some challenges and strategies are widely shared:

STAFFING

Schools reported difficulties finding new staff when arts teachers move or retire, and managing course loads when an arts position is lost due to drops in student enrollment.

SCHEDULING

Elementary school Liaisons reported positive gains in arts access when block scheduling was removed, when non-class activities were moved to after-school time, and when smaller classes were combined. Challenges often arose in schools that adopted elective models—where arts was one of several options—and when arts were part of a rotating schedule of courses with variable time allocated to them.

ADMINISTRATIVE SUPPORT

Arts Liaisons reported that administrator focus and governance structures that build in requirements for the arts (e.g., International Baccalaureate standards) drove positive changes in arts access.

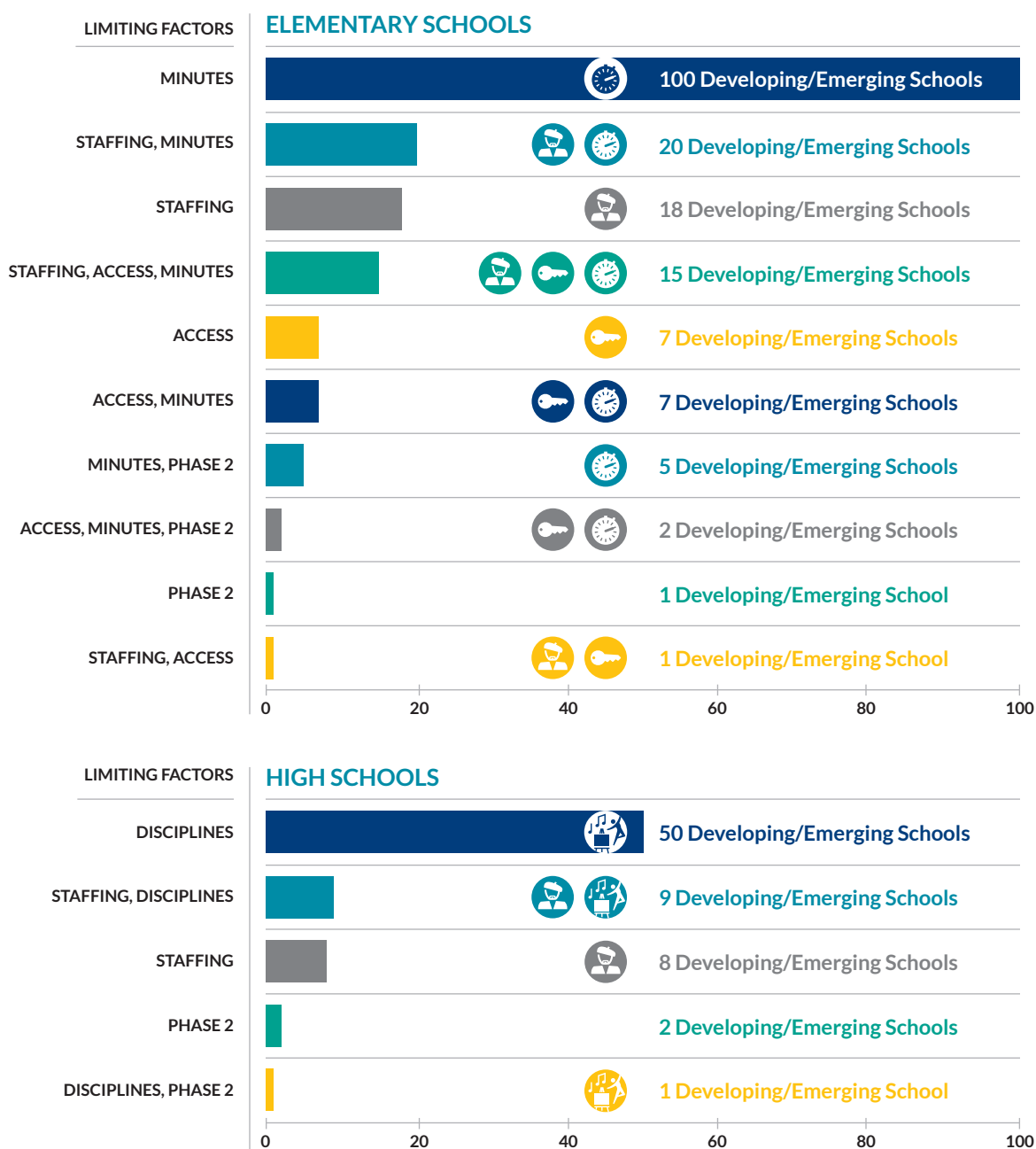
The remaining pages in this section present three additional quantitative analyses that shed light on remaining gaps in arts access in CPS schools: (1) the most challenging components of the Certification, (2) the impact of student enrollment, and (3) stability (or lack thereof) in Certification scores over time.

The Factors Limiting Student Arts Access in Developing and Emerging Schools

What were the biggest challenges for the 246 schools rated as Developing or Emerging in 2018–19? Sufficient staffing in the arts is always at the center of ensuring students have access to an education in the arts. With weekly minutes, access to arts instruction, and the ability to offer a breadth and depth of arts instruction all tied to the availability of arts instructors, an increase of licensed arts instructors in the District would directly boost student arts access, as well as schools rated Strong or Excelling in the arts.

In many cases, the CSC points to a single element other than staffing that stands in the way of providing arts education access that would rate as Strong or Excelling. Among elementary schools rated Developing or Emerging, 100 are limited by the Minutes of Instruction measure alone. An additional 18 are limited by Staffing alone. Together, these schools represent 68% of the elementary schools rated Developing or Emerging.

Among high schools, the most significant challenge is in providing access to at least three disciplines; 50 of 70 high schools (71%) struggled on this measure alone and eight are limited by Staffing alone. Across both school types, 76% could reach Strong or Excelling by improving on a single rubric metric.

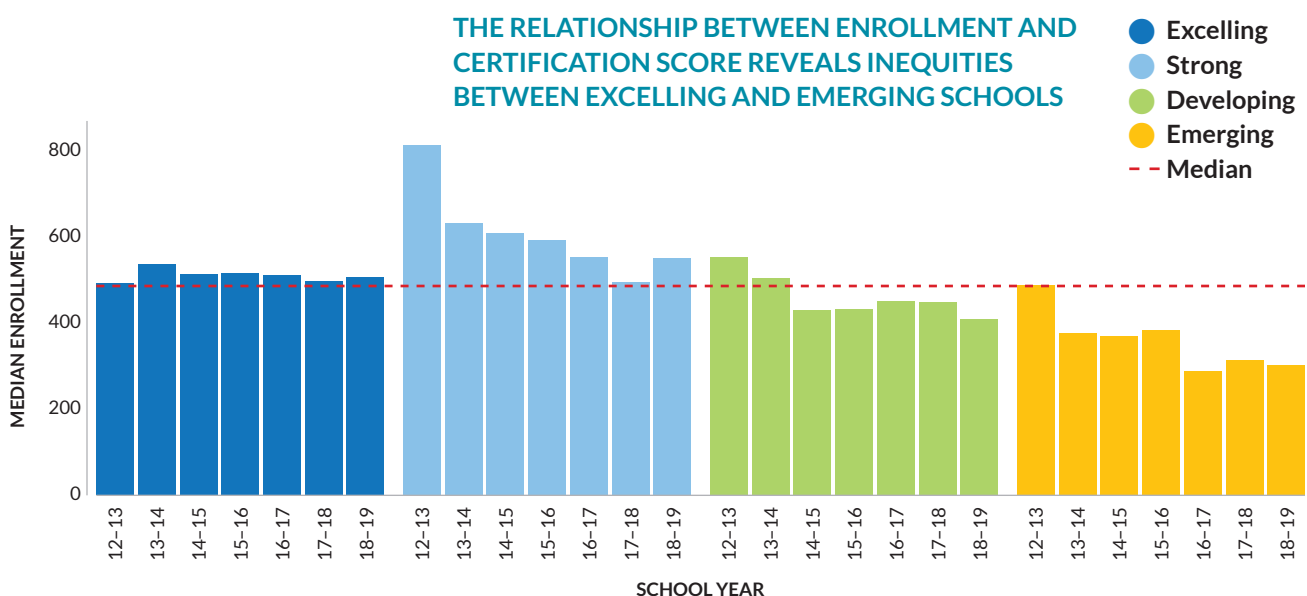


The Role of Enrollment

Enrollment is a key factor that may impact a school's ability to provide substantial arts instruction. District-wide enrollment in CPS schools dropped from 403,461 in 2012–13 (the first year of the Creative Schools Certification) to 361,314 students in 2018–19. Fewer students in a school building means less funding for a school to support all of its instruction and programming, including the ability to hire or retain arts staff. This in turn can lead to a reduction in the amount, depth, and variety of arts classes offered to students.

District-wide drops in enrollment have not impacted all schools equally. As the plots¹¹ below show, enrollment has stayed relatively stable in schools that are Excelling in the arts. In Strong schools, median enrollment has dropped over the years but remained at or above the District median (484 students). Developing and Emerging schools are smaller, and Emerging schools in particular show a downward trajectory in enrollment, with substantial drops from the 2012–13 to the 2018–19 school year. These trends are similar across elementary and high schools, with two exceptions: Excelling high schools have sustained above-median enrollment for many years, and Emerging high schools have seen a particular drop in enrollment in the past three years.

We suspect that lower levels of access to arts education is both a cause and a consequence of decreasing enrollment in individual schools. Schools that have steady enrollment, and the funding that accompanies that enrollment, may be better able to maintain their arts staffing and thus provide substantial arts access to their students. At the same time, schools that offer rich arts programming may be more attractive to students and parents. In other words, **an arts-rich environment may help to maintain steady enrollment**, even as the number of students enrolled in the District decreases.



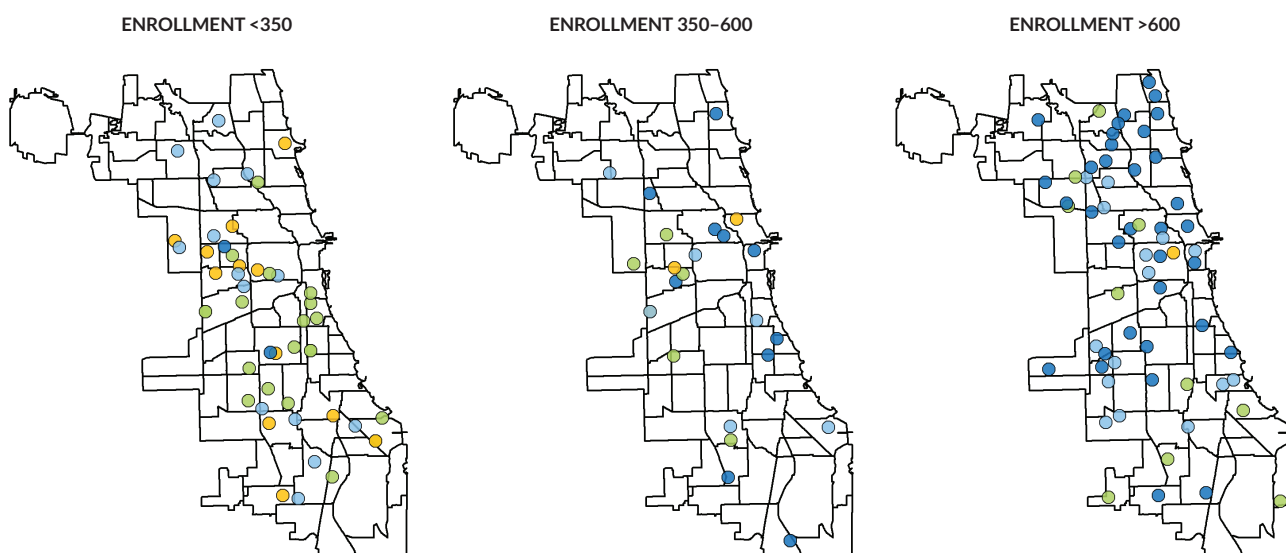
¹¹ Dotted line shows median enrollment (484 students) across all schools in all years. Error bars show the standard error of the mean.

¹² Scarborough, W., Arenas, I., and Lewis, A.E. (2020). Between the Great Migration and Growing Exodus: The Future of Black Chicago? Institute for Research on Race and Public Policy, University of Illinois at Chicago.

Enrollment may be especially important to arts access in high schools. An analysis of the 132 high schools that are Strong or Excelling in Staffing reveals that small schools in this group still struggle to provide the coursework required to be rated Strong or Excelling on the Disciplines and Depth measure. Among well-staffed high schools with at least 600 students, 82% are Strong or Excelling in Disciplines. But the percentage is 67% in schools between 350 and 600 students, and falls to just 33% in schools with fewer than 350 students.

- Excelling
- Strong
- Developing
- Emerging

AMONG HIGH SCHOOLS WITH STRONG OR EXCELLING STAFFING, SMALLER SCHOOLS STRUGGLE TO OFFER A BREADTH OF DISCIPLINES



The maps above also show that smaller schools are more likely to be concentrated on the south and west sides of the city, while the north side has a greater share of large high schools. High schools with fewer than 350 students have higher percentages of African-American students (69%, compared with 27% for high schools over 600), economically disadvantaged students (93%, compared to 77%), and diverse learners (30%, compared with 13%). This highlights that declining school enrollment, which reflects larger trends of population movement in Chicago,¹² has disproportionate impacts on certain sectors of the student population.

The relationship between enrollment challenges and overall CSC scores among well-staffed schools is not as evident at the elementary level. Among well-staffed elementary schools, the share rated Strong or Excelling in Minutes of Instruction is 73% at big schools, 67% at medium schools, and 78% at small schools. The share of well-staffed elementary schools rated Strong or Excelling in Access is at least 96% in all three groups.

Four-Year Trends

While the majority of schools have achieved a Strong or Excelling rating in the past several years, not every school has *maintained* that progress year over year. This analysis explores the relative stability of schools' Certification scores¹³ since the 2015–16 school year, and classifies them into one of five groups:

- 1. STABLE STRONG/EXCELLING:** schools that have had a final score of Strong or Excelling for the past 4 years
- 2. STABLE DEVELOPING/EMERGING:** schools that have had a final score of Developing or Emerging for the past 4 years
- 3. TRENDING UP:** schools that have had the same or better score each year, compared to the previous year, and have moved from Developing/ Emerging to Strong/Excelling
- 4. TRENDING DOWN:** schools that have had the same or worse score each year, compared to the previous year, and have moved from Strong/ Excelling to Developing/Emerging
- 5. FLUCTUATING:** schools with a range of scores that have no clear trajectory over the past 4 years

A comparison between these groups highlights several patterns:

Geography: Most categories are distributed across the District, but Stable Strong/Excelling schools are concentrated on Chicago's North Side

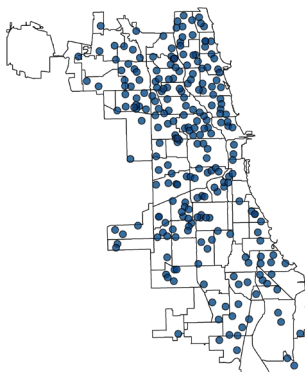
Enrollment: Stable Strong/Excelling schools have much larger enrollments on average

Staffing:

- Stable Strong/Excelling and Trending Up schools tend to have more arts instructors
- Stable Developing/Emerging schools have just over one FTE on average

Demographics:

- Trending Up schools have the highest percentage of economically disadvantaged students (eligible for free/reduced lunch)
- African-American students are the majority of the student body at Fluctuating schools



1. STABLE STRONG/EXCELLING

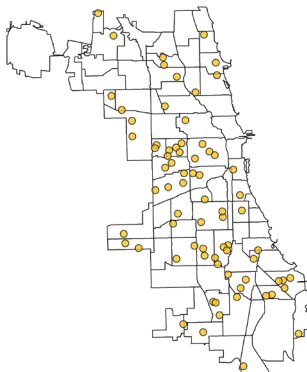
204 elementary schools | 41 high schools

223 District-run | 23 Charter/Contract schools

Total enrollment: 172,554 students
 Average enrollment: 669 students
 Average instructor count: 3.3 FTEs

% African-American:	22.1%	% free/reduced lunch:	70.2%
% Latinx:	52.1%	% diverse learners:	12.9%
		% bilingual:	21.5%

¹³ In order to reliably assess trends over four consecutive years, this analysis excludes 7 schools that opened after the 2015–16 school year, as well as 91 schools that had an incomplete Survey in those four years.



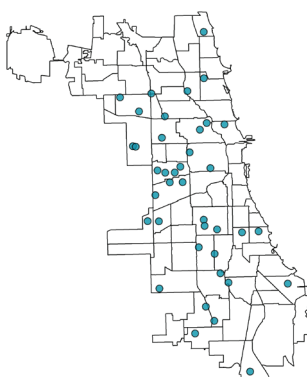
2. STABLE DEVELOPING/EMERGING

56 elementary schools | 18 high schools

64 District-run | 10 Charter/Contract schools

Total enrollment: 33,858 students
 Average enrollment: 432 students
 Average instructor count: 1.1 FTEs

% African-American:	46.0%	% free/reduced lunch:	81.8%
% Latinx:	44.6%	% diverse learners:	15.6%
		% bilingual:	20.0%



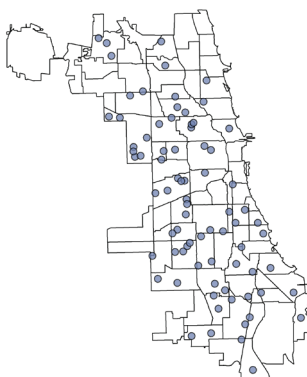
3. TRENDING UP

22 elementary schools | 17 high schools

33 District-run | 6 Charter/Contract schools

Total enrollment: 20,968 students
 Average enrollment: 491 students
 Average instructor count: 2.1 FTEs

% African-American:	46.5%	% free/reduced lunch:	84.8%
% Latinx:	47.3%	% diverse learners:	15.5%
		% bilingual:	15.1%



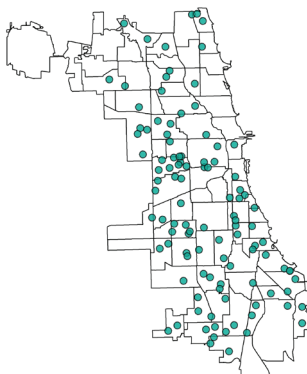
4. TRENDING DOWN

71 elementary schools | 7 high schools

71 District-run | 7 Charter/Contract schools

Total enrollment: 40,241 students
 Average enrollment: 486 students
 Average instructor count: 1.4 FTEs

% African-American:	38.6%	% free/reduced lunch:	79.3%
% Latinx:	50.7%	% diverse learners:	14.2%
		% bilingual:	21.3%



5. FLUCTUATING

79 elementary schools | 28 high schools

89 District-run | 14 Charter/Contract | 4 Options schools

Total enrollment: 49,965 students
 Average enrollment: 434 students
 Average instructor count: 1.6 FTEs

% African-American:	50.8%	% free/reduced lunch:	79.6%
% Latinx:	39.2%	% diverse learners:	14.8%
		% bilingual:	17.0%



ARTS PARTNERSHIPS

THE ROLE OF ARTS PARTNERS

Chicago is home to more than 500 active arts organizations that annually partner with schools across the District to provide innovative, sustainable arts programming to students. From large cultural institutions to smaller-capacity organizations to independent teaching artists, arts partners help create diverse opportunities for vibrant, hands-on arts learning in CPS schools.

Partnerships are not intended to replace instruction by licensed instructors, but rather to augment the classroom learning experience and deepen connections between schools and communities.

PARTNERING FOR PROGRESS

INGENUITY HAS OBSERVED THAT PARTNERSHIPS HELP:



Principals incorporate arts in their strategic planning

- Partnerships highlight the benefits of arts education, which principals then prioritize in school budgets
- Partners model arts integration for principals working to build the arts into the school day
- Partnerships contribute to school culture and community



Teachers expand practice of the arts into the classroom

- Partners help teachers incorporate the arts into student learning
- Partners introduce teachers to new instructional approaches and techniques



Students connect education with their aspirations and identities

- Partnerships expose students to new pathways to college and/or careers
- Programs introduce students to new forms of artistic expression and deepen arts expertise
- The arts increase students' sense of identity and connection, and support meaningful social emotional development



Arts partners expand their mission and embody their values

- Partnerships allows students exposure and access to cultural resources in their community
- Collaborations with schools promote lifelong cultural engagement and connection with cultural institutions



PARTNERSHIPS TRENDS

Nearly every school in CPS worked with at least one arts partner in the 2018–19 school year, with two-thirds of schools partnering with between three and ten organizations. As explored in more detail on page 37, 17% had two or fewer partners.

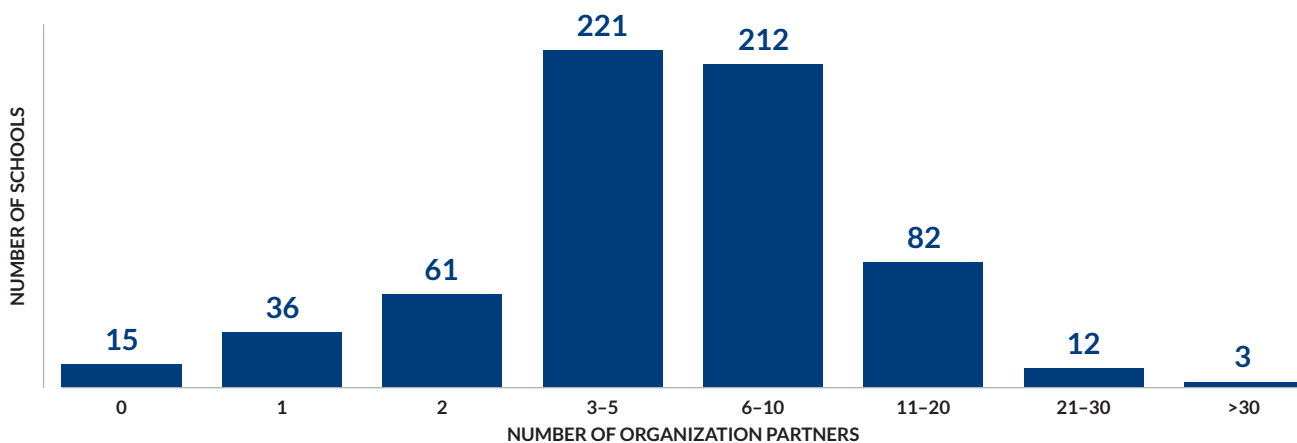
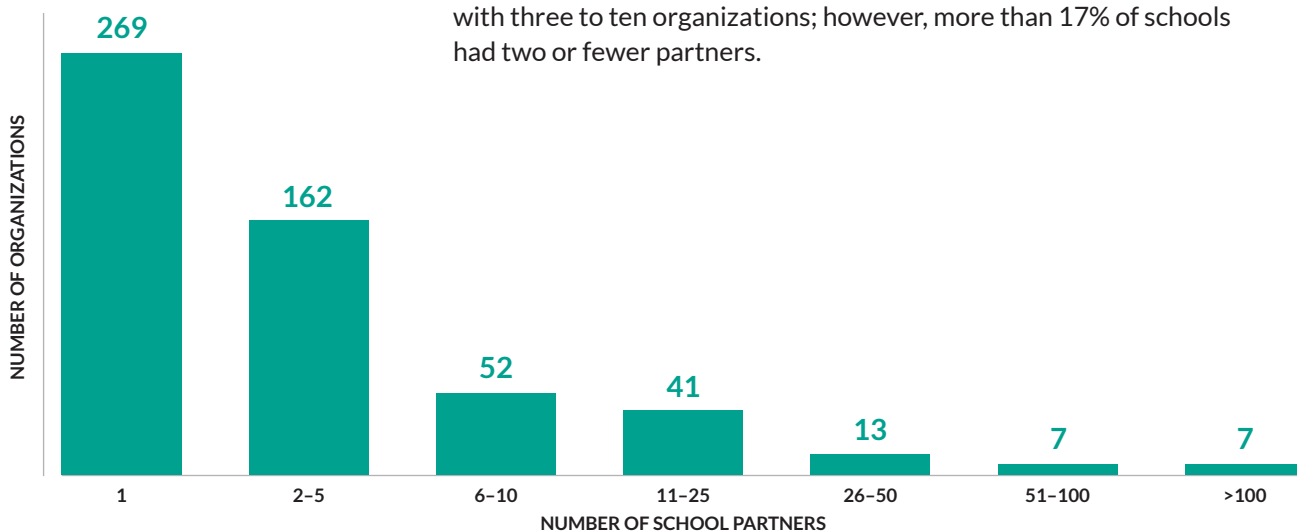
551
partner
organizations

627
schools with
at least one
partner
(98%¹⁴ of
all schools)

2
median number
of schools
partnering
with each
organization

5
median number
of organizations
working with
each school

The distribution of partnerships looks considerably different from the organization side (green bars) than from the school side (blue bars). A small number of arts partners work widely across the District, with 27 organizations working with more than 25 schools each and seven organizations working with more than 100 schools. Most partner organizations, however, are more focused. Nearly half of active organizations partnered with a single school, with another 29% partnering with two to five schools. The majority of schools worked with three to ten organizations; however, more than 17% of schools had two or fewer partners.

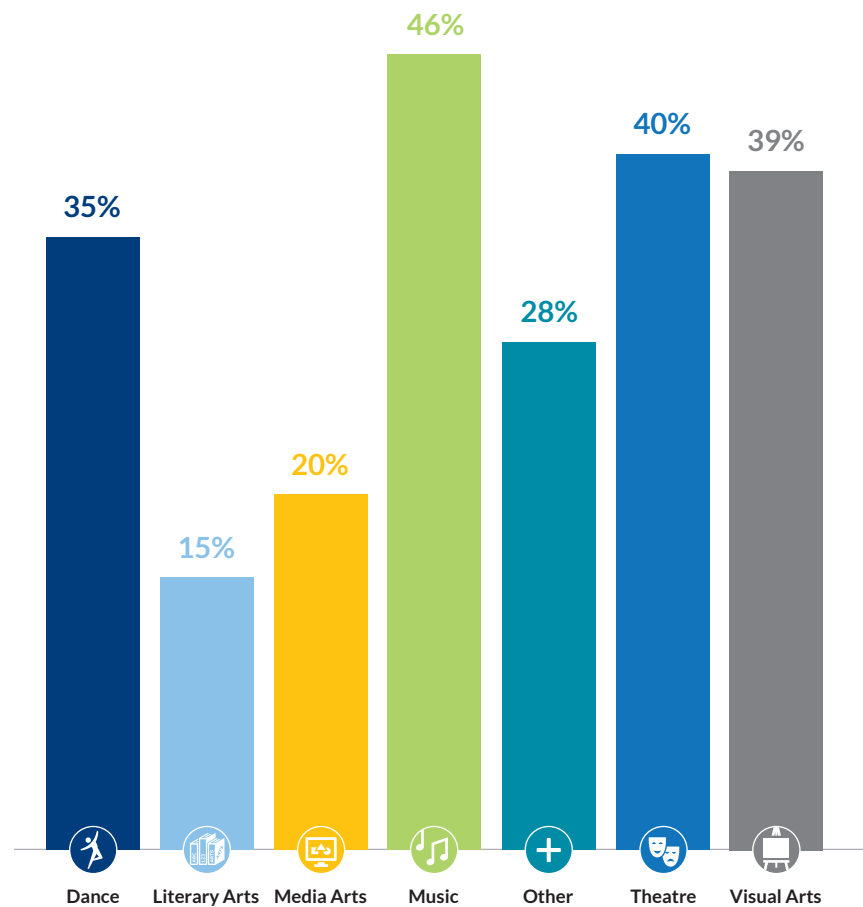


¹⁴ This count includes some schools that did not complete the Creative Schools Survey, as partner organizations are also able to report partnerships.

TYPES OF PARTNER PROGRAMMING

Arts partners provide an important complement to coursework offered in schools. There are fewer licensed arts instructors teaching dance and theatre, for example, and partnerships help provide them to many students across the District. The share of organizations identifying with each discipline is relatively consistent each year. However, this year saw substantial growth in the number of partners that identify as dance (up from 26% in 2017–18), literary arts (up from 5%), and theatre (up from 31%) organizations.

ARTS DISCIPLINES REPRESENTED BY PARTNER ORGANIZATIONS¹⁵



Partnership programming types are remarkably stable from year to year. Field trips accounted for 26% of partnership types, followed by resources at 19%. Residencies and in-school performances both accounted for 13%, professional development for 12%, out-of-school programming 10%, and other programming types 6%.

¹⁵ Partner organizations may identify with more than one discipline, so the total of all disciplines is greater than 100%.



UNDERSTANDING PARTNER REACH

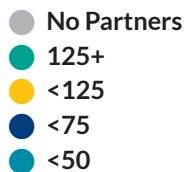
How are partnerships distributed to different schools across the city? How do geography, instructors, and Certification ratings impact the number of partnerships schools have, and how those partnerships are maintained over time? The analyses presented here are intended to drive a data-informed approach in which schools and community organizations can engage in strategic partnerships designed to fill specific arts inequities in schools.

Student-to-Partner Ratio

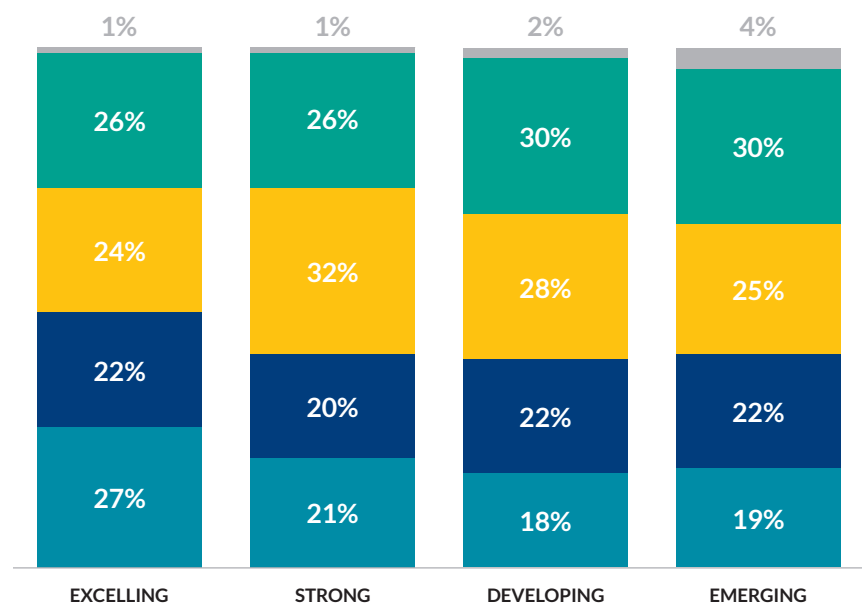
Partner count—the number of arts organizations that work with a school—is not the only measure of partnership equity. But it does capture a basic level of engagement and diversity of programming available to students in a school. To account for differing enrollments, a balanced measure of partner count is to measure the ratio of students enrolled at a school to the number of partners working in that school.

Schools rated as Excelling in 2018–19 had a higher median number of partners (7) than Strong (6), Developing (4), or Emerging (3) schools. However, Strong and Excelling schools also tend to have larger student populations (median enrollments for the four CSC levels: 502, 547, 406, and 300). When enrollment is taken into account, the ratio of students¹⁶ in a school to the number of partners working with them is most favorable at Excelling schools. **While differences are modest, schools with less arts access tend to have fewer partners per student, and are more likely to have no partners at all.**

STUDENTS PER PARTNER



THE RATIO OF STUDENTS TO PARTNERS IN SCHOOLS DIFFERS BY CSC CATEGORY



¹⁶ Note that this statistic reflects the total enrollment of schools, not the number of students in those schools enrolled in partner programs.

Schools with Few Partners

Schools with two or fewer partners tend to be clustered on the south and west sides of the city. These schools are smaller (average enrollment: 380) than the District as a whole (average enrollment: 529), and they have a greater share of African-American students (62%, vs. 37% District-wide) and students eligible for free or reduced lunch (84%, vs. 77% District-wide). Forty-eight of these 112 schools have never¹⁷ reported more than two arts partners in a given year. Finally, only 36% were Strong or Excelling in the arts in 2018–19, indicating limited arts access in these schools along multiple dimensions.

While the number of partners is not the sole metric that determines student access to quality arts programming, **this disparity highlights an opportunity for organizations to expand their reach to schools that are underserved by arts partners.**

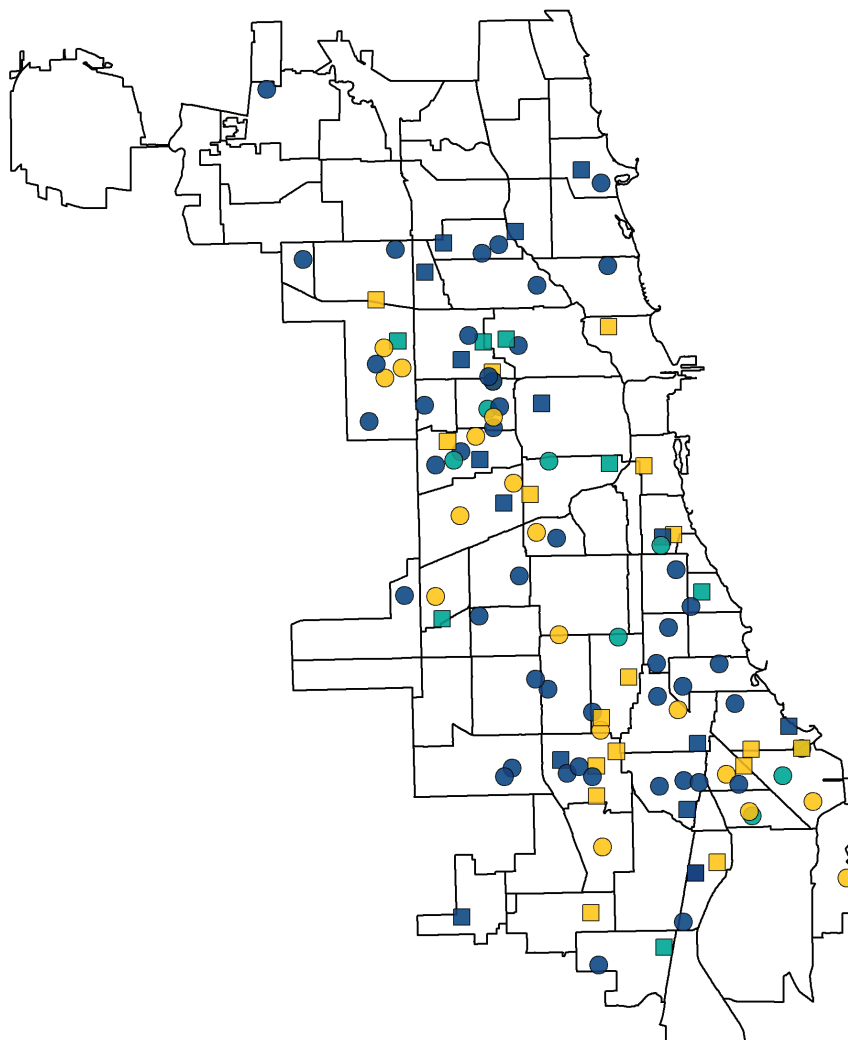
SCHOOL TYPE

- Elementary school
- High school

NUMBER OF PARTNERS

- 0
- 1
- 2

SCHOOLS WITH FEWER THAN 3 PARTNERS ARE CONCENTRATED ON THE SOUTH AND WEST SIDES

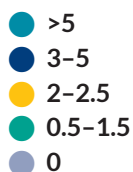


¹⁷ Data available starting in the 2012–13 school year.

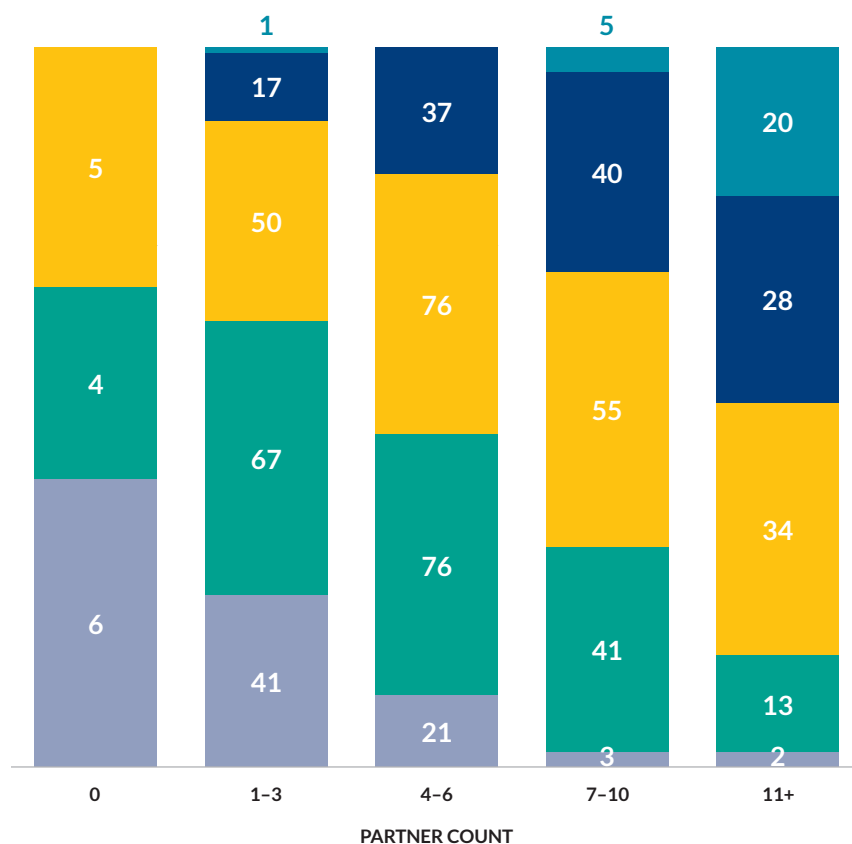
The Instructor and Partner Team

Instructors and partners work together to provide arts programming to students. Contrary to concerns that partners may replace instructors, there is a positive correlation¹⁸ between the number of arts instructors in a building and the number of partners working with that school. In simpler terms, **the greater the number of arts instructors in a school, the greater number of arts partners students can work with.** This is consistent with the perspective that instructors serve as champions of the arts in their school buildings, using their knowledge of the arts landscape to bring partnerships in to enrich their students' experiences.

FTE COUNT



SCHOOLS WITH MORE ARTS FTES ALSO TEND TO HAVE MORE PARTNERS

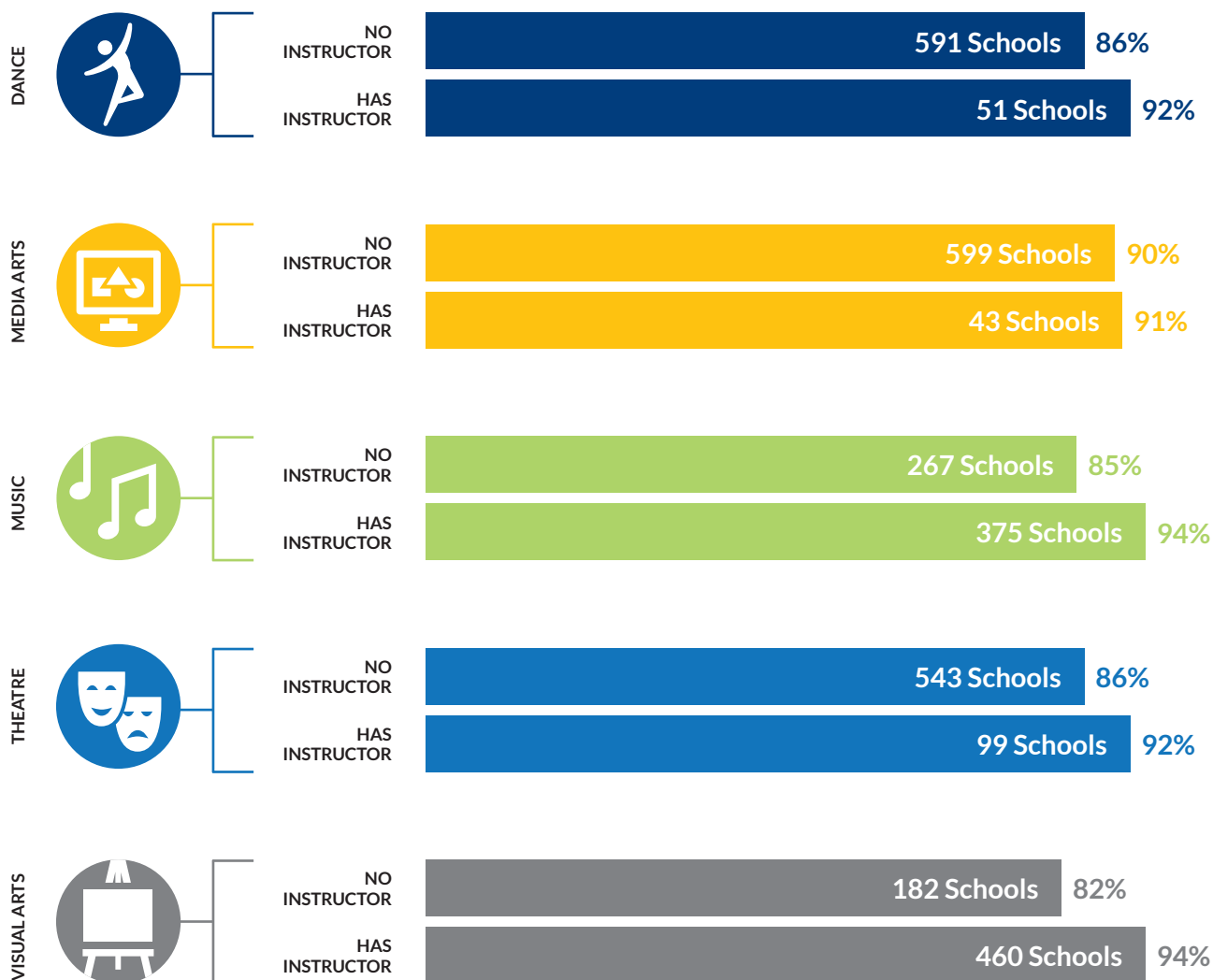


Instructors play an important role in fostering partnerships that introduce students to a wider variety of arts disciplines. While partners often fill gaps in access to disciplines that are not taught during the school day, schools are actually more likely to have a partnership in a given discipline if they also have an instructor teaching that discipline (e.g., more likely to have a music partnership if a music instructor is on staff). This pattern was reliable both for schools that were rated Strong or Excelling and those that were not. But regardless of instructor status, schools without partners in a given discipline were more concentrated on the south and west sides of the city.

¹⁸ Correlation between number of arts instructors and number of arts partners within a school in 2018-19: $r(640) = .54, p < 0.001$.

This finding that **schools without instructors in an arts discipline are also less likely to have partnerships in that discipline** highlights an important equity opportunity for partners. Though it may be more challenging in some respects for a partner to work in a school whose students have not been exposed to their arts discipline, these schools also present an opportunity to open students' eyes to art forms they might otherwise not be able to access.

ARTS INSTRUCTORS INCREASE THE LIKELIHOOD OF A PARTNERSHIP OFFERED IN THEIR DISCIPLINE

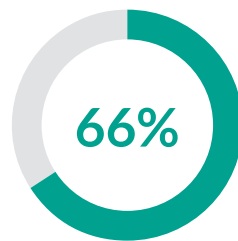


PERCENTAGE OF SCHOOLS WITH PARTNER IN THAT DISCIPLINE

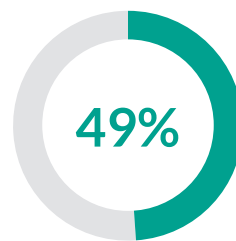
Long-Term Partnerships

Partnerships can range in duration from a single afternoon to a year-long project. Moreover, many schools and organizations continue to work together year after year, establishing a consistency in programming that can benefit students across multiple years of their education.

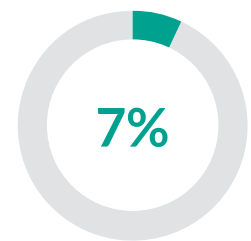
OF THE 4,161 SCHOOL/ORGANIZATION COMBINATIONS THAT MADE UP THIS YEAR'S PARTNERSHIPS:



2,752
have existed in at
least one other year
between 2012–13
and 2017–18

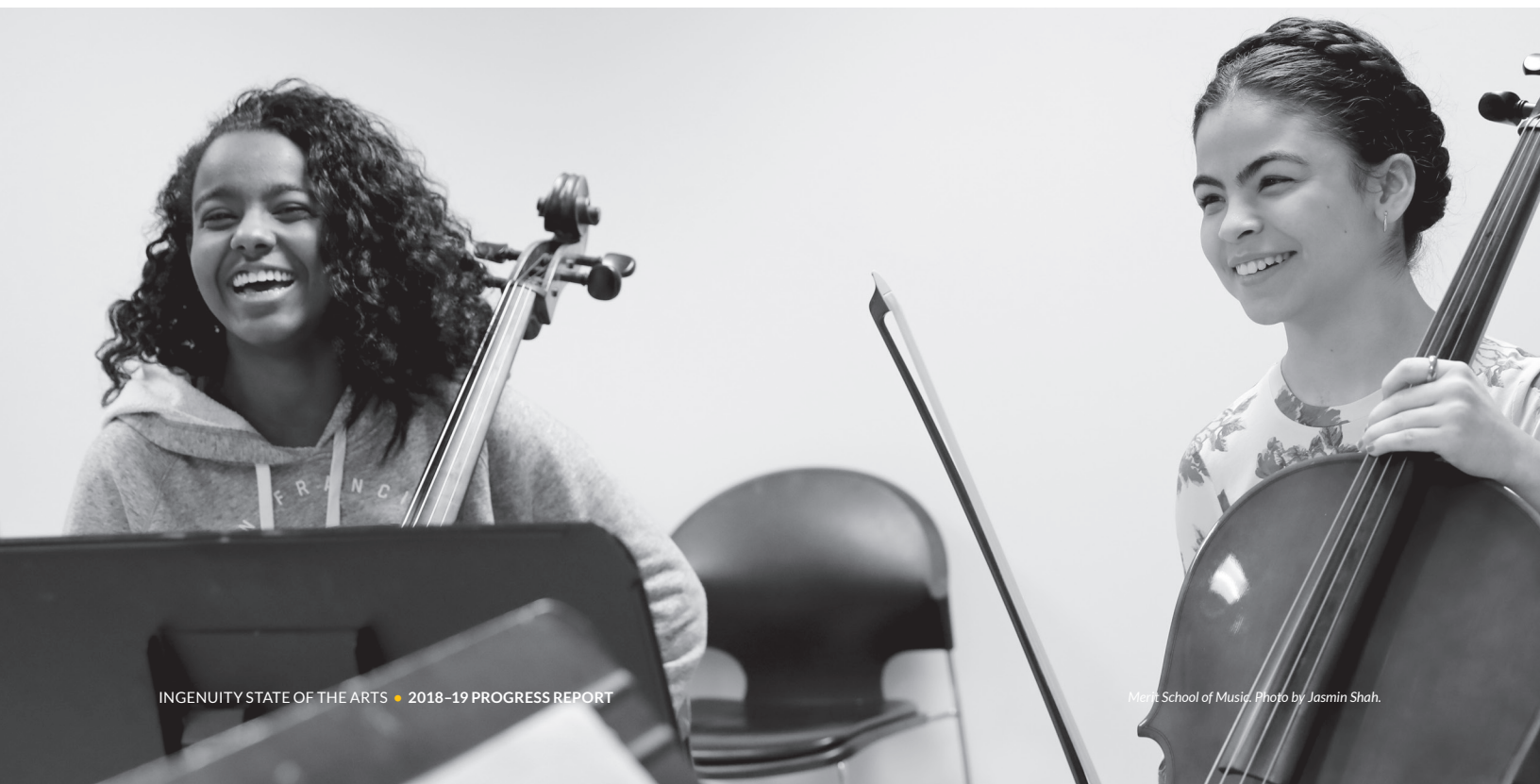


2,027
are sustainable
partnerships that
have continued from
last year



285
are resilient
partnerships that
have existed every
year since 2012–13,
in 176 schools and
with 73 organizations

93% of schools have had at least one two-year partnership, but only 67% a four-year, and 45% a six-year, partnership. Long-term partnerships are not equitably distributed across the city—schools on the south side are much less likely to have had a partnership for longer than three years.



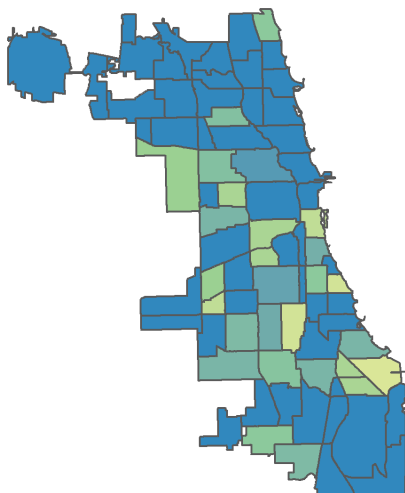
% OF SCHOOLS IN NEIGHBORHOOD

0% 25% 50% 75% 100%

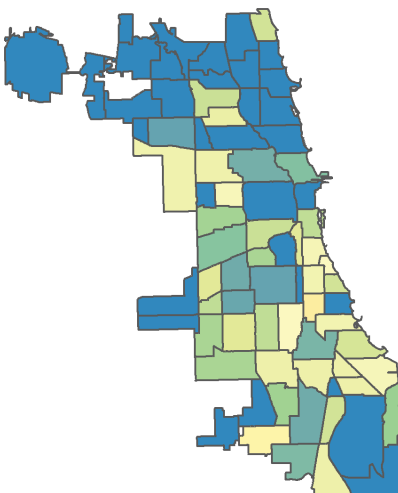


LONG-TERM PARTNERSHIPS ARE MORE COMMON IN NORTH SIDE SCHOOLS

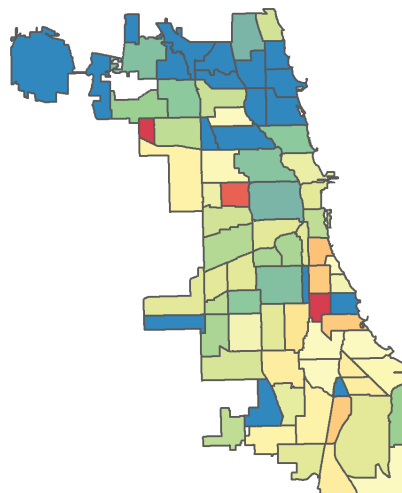
HAD A 2-YEAR PARTNERSHIP



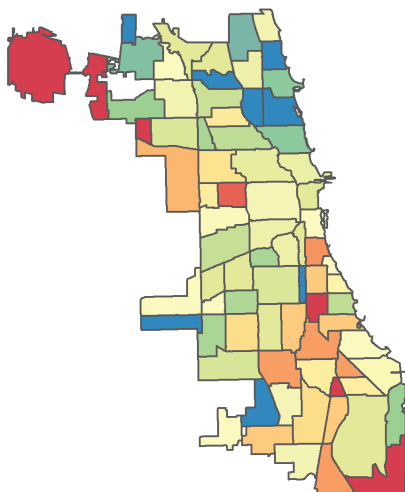
HAD A 3-YEAR PARTNERSHIP



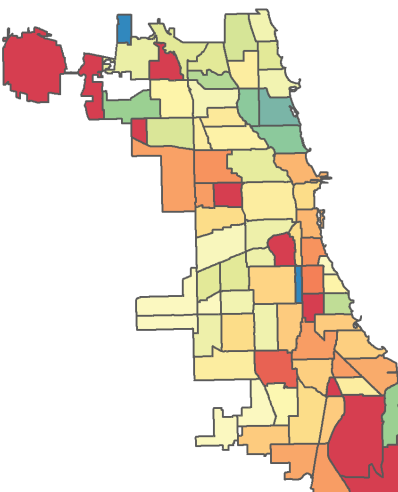
HAD A 4-YEAR PARTNERSHIP



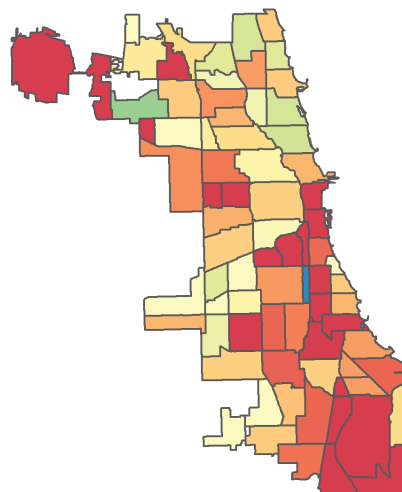
HAD A 5-YEAR PARTNERSHIP



HAD A 6-YEAR PARTNERSHIP



HAD A 7-YEAR PARTNERSHIP



There is also a relationship¹⁹ between the number of partners that a school had in 2018–19 and that school's longest partnership. For example, the 81 schools that have no longer than a two-year partnership had a median of three partners in 2018–19; for the 176 schools with a seven-year partnership, the median partner count was eight. These findings show that **some schools are underserved by both the number/range of partners they work with and the longevity of those partnerships.**

¹⁹ $r(625) = 0.51, p < 0.001$.



CONCLUSION

Overall, we have seen remarkable growth in arts education equity and access since we first began collecting data seven years ago—with 75,000 more CPS students receiving regular access to the arts. However, over the past two years, Chicago's arts education sector has experienced a decrease in critical areas of arts education access. In elementary schools, scheduling challenges have reduced the number of schools able to offer at least 90 minutes of arts instruction. And in high schools, staffing and enrollment have limited the number of schools able to offer three arts disciplines.

Today, more than 115,000 students (35% of the total District enrollment) still attend a school that is not rated as Strong or Excelling in the arts. The equity gap is real, and it is more crucial than ever to think creatively and critically about how to address arts education inequities in our community.

ARTS LEADERS: LEVERAGE DATA FOR EQUITY



SCHOOLS AND DISTRICT LEADERS:

Use this data to compare the arts infrastructure at your school with similar schools, and devise roadmaps to help address gaps based on lessons learned from peers.



PARTNERS:

Use this data to evaluate programming strategies and proactively address sustained inequalities.



FUNDERS AND CITY LEADERS:

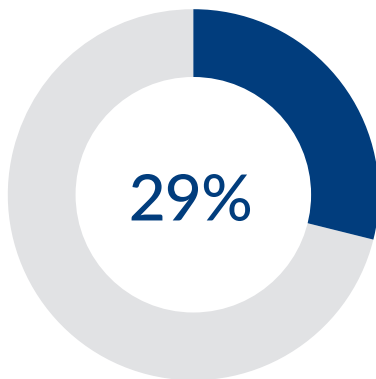
Create strategic initiatives grounded in data and research to foster new and sustained relationships with schools that are most underserved.

The data highlighted in this report provides ample reason to be optimistic about the significant changes that have been observed since 2012–13. It also provides a call to action to ensure that these changes are robust and sustainable for years to come.

● 2012–13 | ● 2018–19

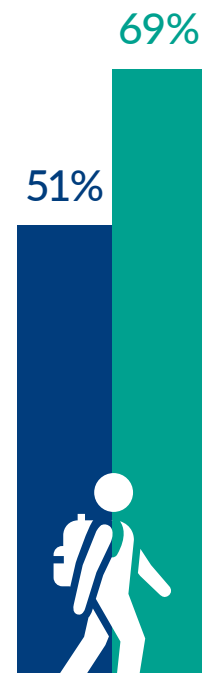
1

97% increase in schools rated Excelling or Strong in the arts



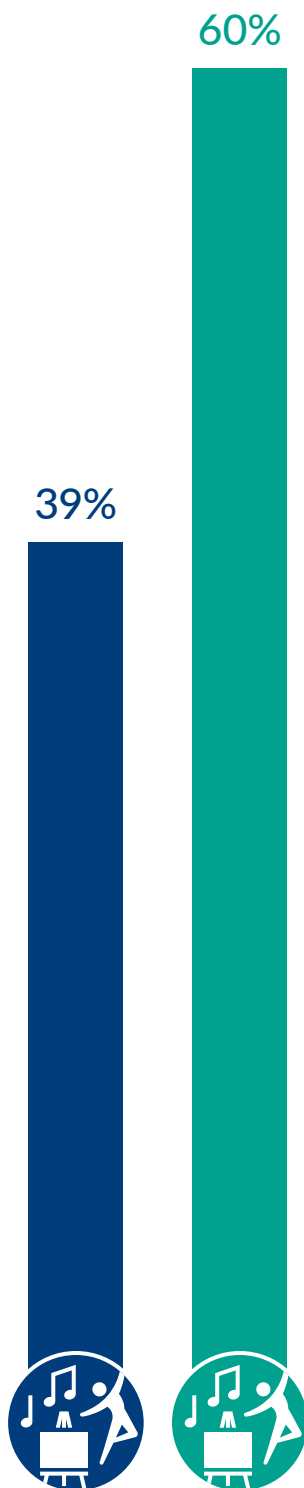
2

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



3

53% increase
in CPS high schools
offering three or more
arts disciplines



4

17% increase in elementary schools offering at least
90 minutes of arts instruction



5

27% growth in the number of active arts partners reported
working in CPS schools





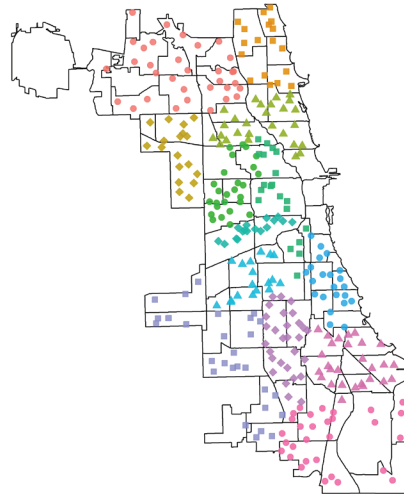
CPS NETWORKS

Every CPS school belongs to a Network that reflects one or more school attributes: governance (District-run, Charter/Contract, or Options), geography, and administrative structure.

This section of the report provides detailed profiles of arts access in each Network, including Certification scores, staffing, and partnership trends. It also provides a snapshot of the partnership and programming resources that schools requested through the 2018–19 Creative Schools Survey. A summary of CSC scores across CPS Networks is presented on page 49, ordered by the percentage of Strong/Excelling schools in each Network.

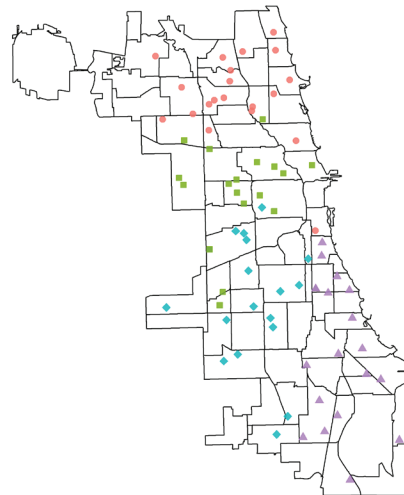
As can be seen in the following pages, successes can be found across the city—from the growth of partnerships in Networks 13 and 16, to the strong staffing in Charter elementary schools and Network 17, to the commitment to arts assets in Networks 7 and 14. Unique challenges also remain in every Network, presenting opportunities for targeted strategies from the arts sector.

CPS NETWORKS



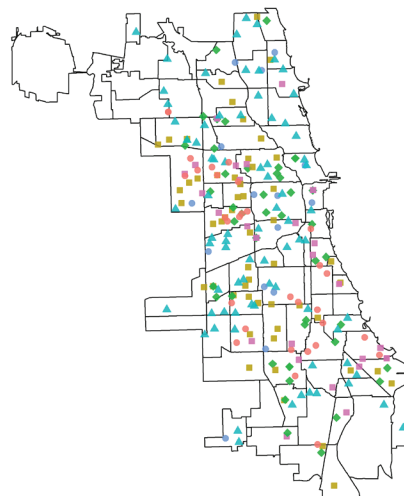
DISTRICT-RUN ELEMENTARY SCHOOLS

- 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

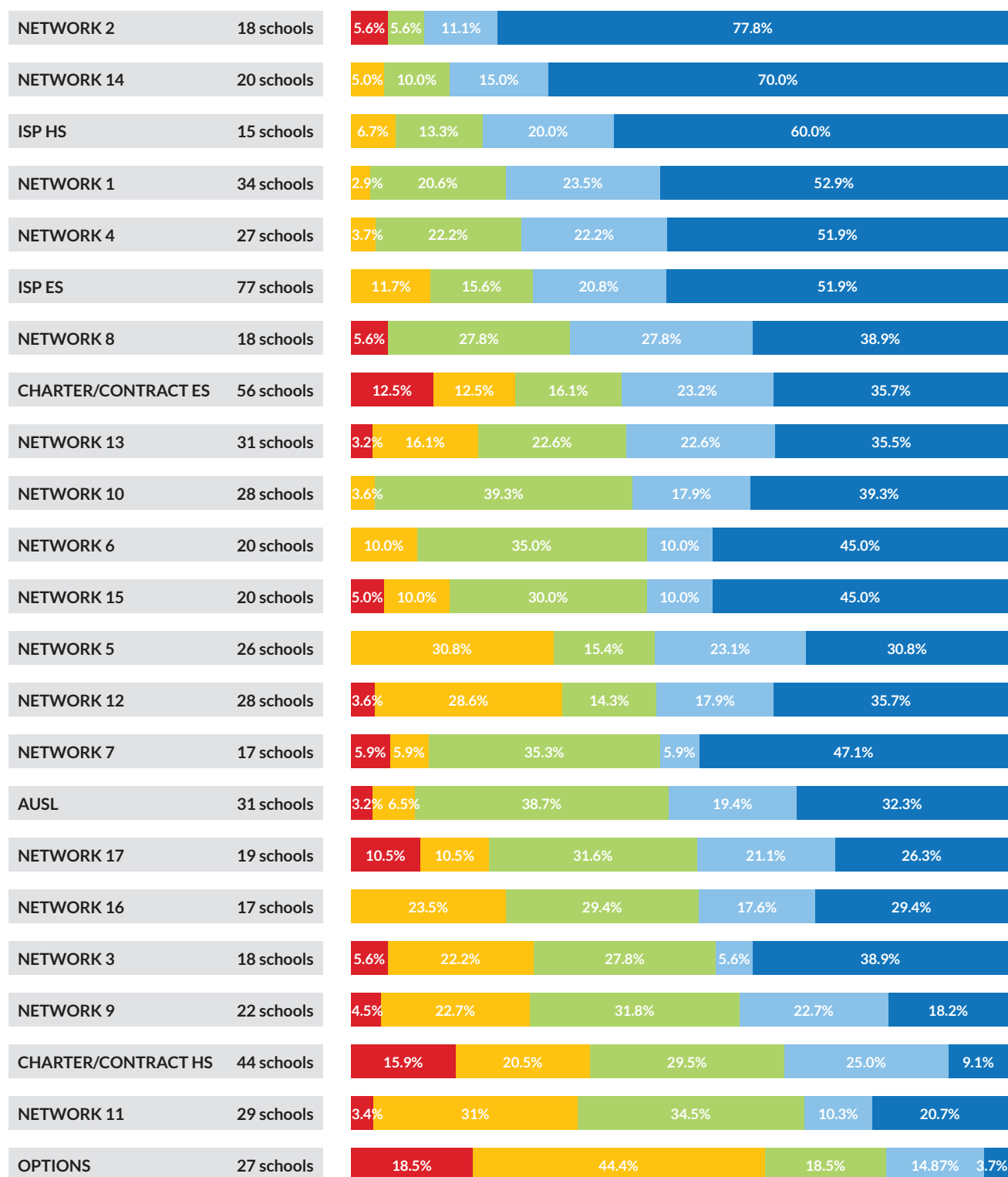
- Network 14
- Network 15
- ◆ Network 16
- ▲ Network 17



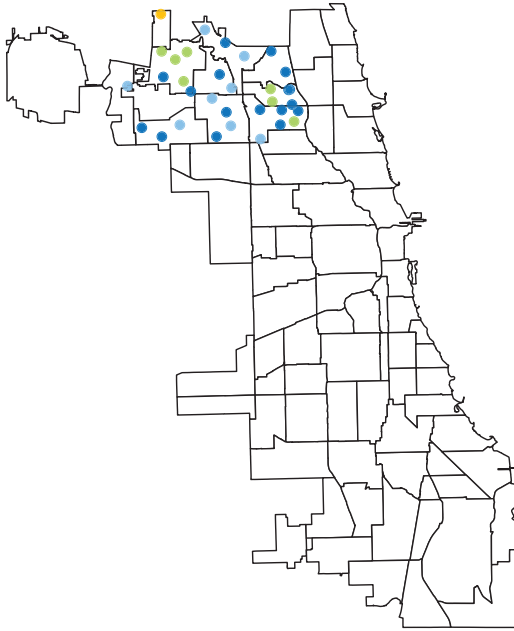
NON-GEOGRAPHIC NETWORK SCHOOLS

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

CSC SCORES ACROSS CPS NETWORKS



NETWORK 1



DEMOGRAPHICS NETWORK DISTRICT

African-American	2.7%	36.5%
Asian	8.3%	4.2%
Hawaiian	0.5%	0.2%
Hispanic	51.5%	46.8%
Multi-Racial	2.1%	1.2%
Not Available	0.1%	0.3%
Native	0.5%	0.3%
White	34.4%	10.6%
Bilingual	32.1%	18.8%
Diverse Learners	14.1%	14%
Free/Reduced Lunch	58.1%	76.5%

NEIGHBORHOODS IN NETWORK 1

Albany Park | Dunning | Edison Park | Forest Glen | Irving Park | Jefferson Park
North Park | Norwood Park | O'Hare | Portage Park

34 ELEMENTARY SCHOOLS | 21,096 STUDENTS ENROLLED

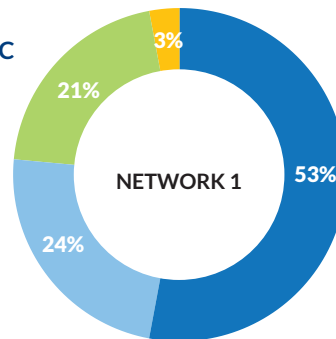
NETWORK 1 SCHOOLS Font color indicates Creative Schools Certification in 2018-19

ALBANY PARK	HIBBARD	BEAUBIEN	CLEVELAND
BATEMAN	MURPHY	BRIDGE	EDISON PARK
BEARD	NORTH RIVER	DIRKSEN	GARVY
BELDING	ORIOLE PARK	GRAY	HAUGAN
CANTY	PETERSON	PRUSSING	NORWOOD
DEVER	PORTAGE PARK	SAUGANASH	PARK
EDGEBROOK	REINBERG	SCAMMON	ONAHAN
EDISON	SOLOMON	WILDWOOD	VOLTA
FARNSWORTH			STOCK
HENRY			

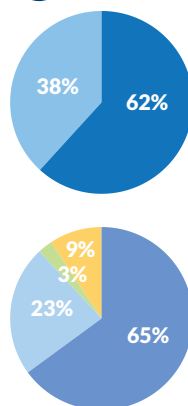
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

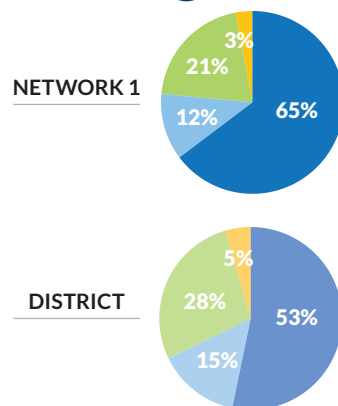
Note: Individual rubric elements are reported only for schools that completed the Survey.



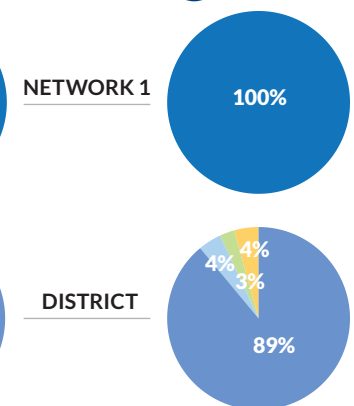
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

70.6%	100%	88.2%	100%	82.4%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

NETWORK 1 STAFFING

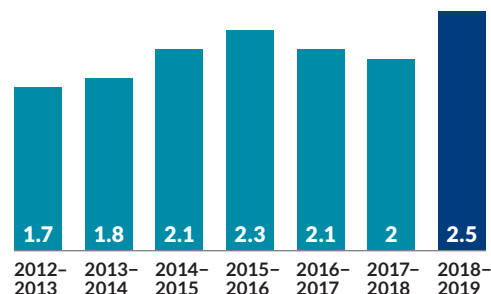
2.5 average FTEs per school

1.7 FTEs District average (elementary schools)

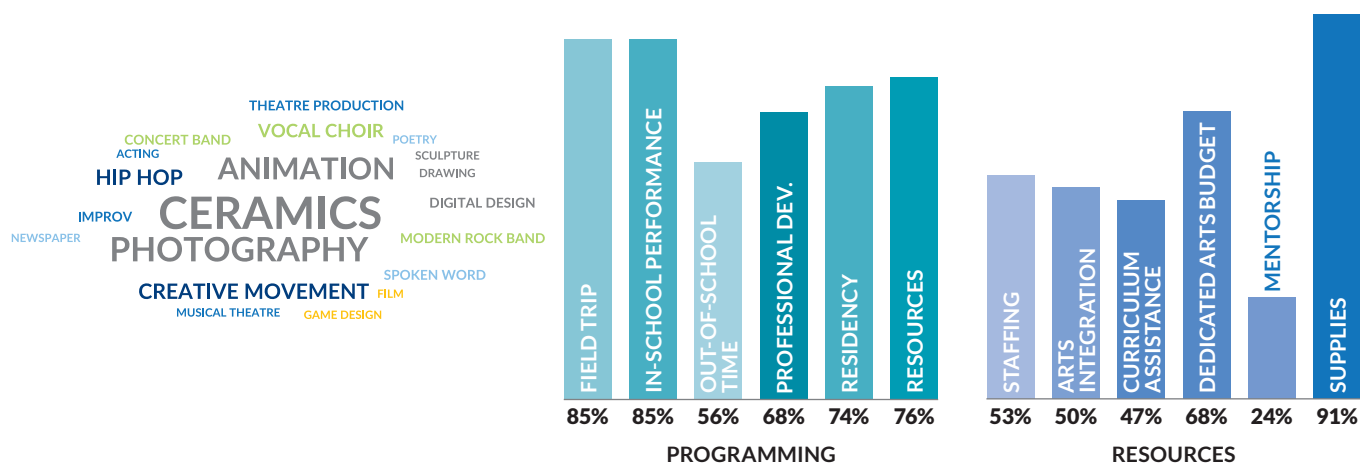
1 within-network minimum

18 within-network maximum

Chart to the right illustrates average FTEs in Network 1



WHAT DO NETWORK 1 SCHOOLS WANT?



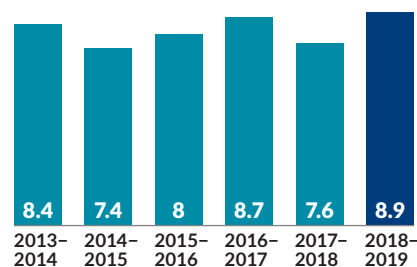
NETWORK 1 PARTNERSHIPS

133 arts partner organizations worked with Network 1 schools

Each school has an average of 8.9 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 1



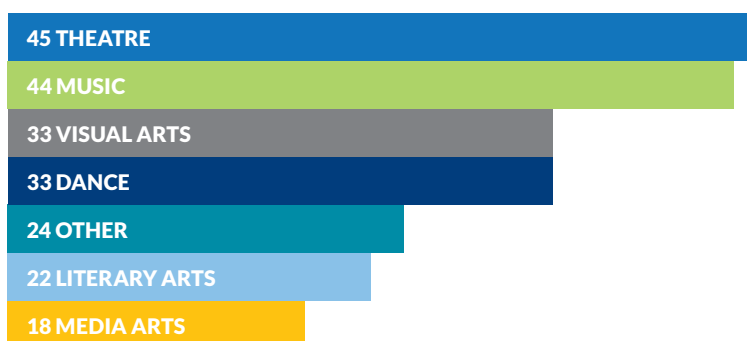
MOST COMMON DISCIPLINES NETWORK 1

Theatre and Music

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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 2

NEIGHBORHOODS IN NETWORK 2

Edgewater | Lake View | Lincoln Square | Rogers Park | Uptown | West Ridge

18 ELEMENTARY SCHOOLS | 9,958 STUDENTS ENROLLED

NETWORK 2 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

BOONE
BRENNEMANN
CLINTON
COURTENAY
DECATUR
FIELD
JAMIESON

JORDAN
MCCUTCHEON
MCPHERSON
NEW FIELD
RAVENSWOOD
SWIFT
WATERS

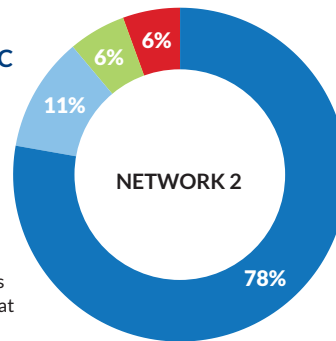
KILMER
STONE

HAYT
GALE

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

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



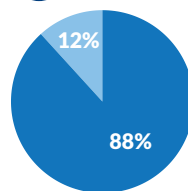
DEMOGRAPHICS NETWORK DISTRICT

African-American	20.9%	36.5%
Asian	17.9%	4.2%
Hawaiian	0.2%	0.2%
Hispanic	37.8%	46.8%
Multi-Racial	3.2%	1.2%
Not Available	0.3%	0.3%
Native	0.5%	0.3%
White	19.1%	10.6%

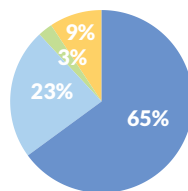
Bilingual	38.1%	18.8%
Diverse Learners	15.1%	14%
Free/Reduced Lunch	70.2%	76.5%



STAFFING



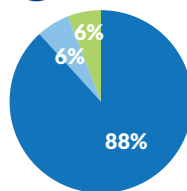
NETWORK 2



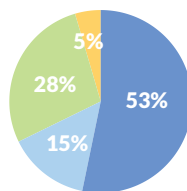
DISTRICT



MINUTES



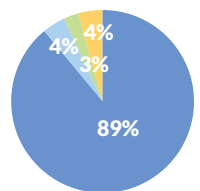
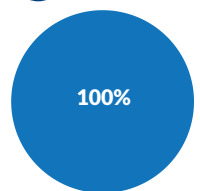
NETWORK 2



DISTRICT



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

82.4%

Dedicated Arts Budget

100%

Professional Development

94.1%

Arts Integration

100%

Partnerships

76.5%

Community Engagement

NETWORK 2 STAFFING

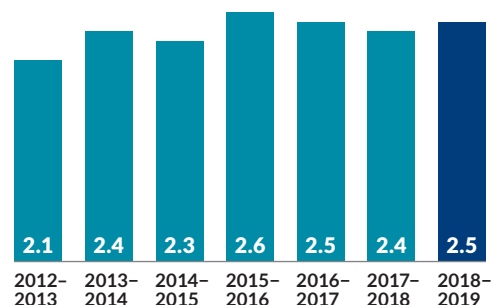
2.5 average FTEs per school

1.7 FTEs District average (elementary schools)

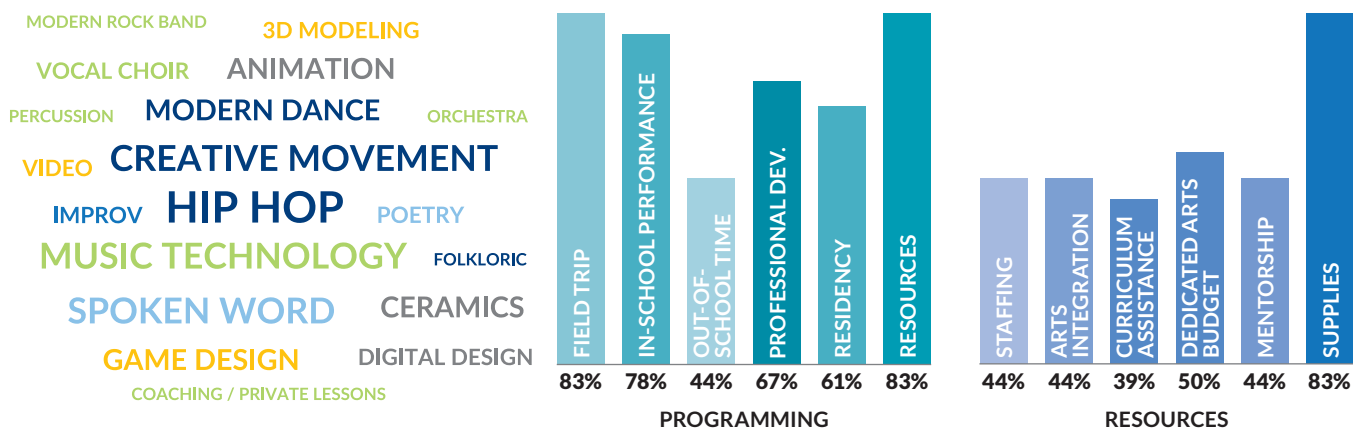
1 within-network minimum

4.5 within-network maximum

Chart to the right illustrates average FTEs in Network 2



WHAT DO NETWORK 2 SCHOOLS WANT?



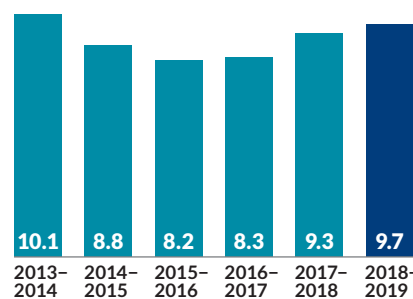
NETWORK 2 PARTNERSHIPS

90 arts partner organizations worked with Network 2 schools

Each school has an average of 9.7 partners

District average: 6.7 partners (elementary schools)

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



MOST COMMON DISCIPLINES NETWORK 2

Theatre and Music

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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

NEIGHBORHOODS IN NETWORK 3

Austin | Belmont Cragin | Montclare

18 ELEMENTARY SCHOOLS | 11,761 STUDENTS ENROLLED

NETWORK 3 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

ELLINGTON
FALCONER
HANSON PARK
HAY
NORTHWEST
PRIETO
SCHUBERT

LYON
BRUNSON
DEPRIEST
LELAND
LOCKE J
YOUNG ES

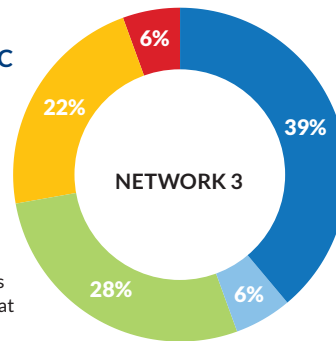
BURBANK
LOVETT
NASH
SAYRE

SPENCER

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

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

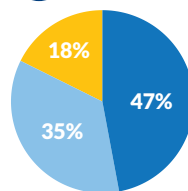


DEMOGRAPHICS NETWORK DISTRICT

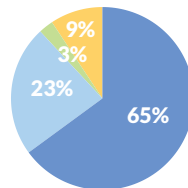
African-American	32.1%	36.5%
Asian	0.5%	4.2%
Hawaiian	0.3%	0.2%
Hispanic	63.5%	46.8%
Multi-Racial	0.3%	1.2%
Not Available	0.1%	0.3%
Native	0.3%	0.3%
White	2.9%	10.6%
Bilingual	28.4%	18.8%
Diverse Learners	14.8%	14%
Free/Reduced Lunch	86.1%	76.5%



STAFFING



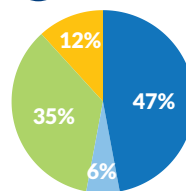
NETWORK 3



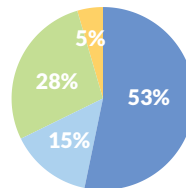
DISTRICT



MINUTES



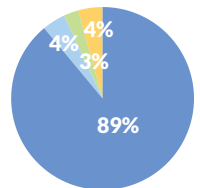
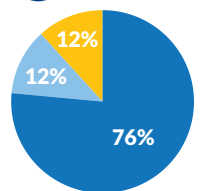
NETWORK 3



DISTRICT



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

70.6%

Dedicated Arts Budget

82.4%

Professional Development

88.2%

Arts Integration

100%

Partnerships

52.9%

Community Engagement

NETWORK 3 STAFFING

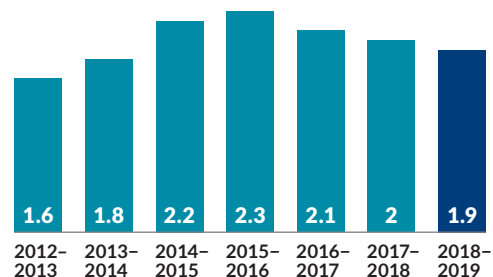
1.9 average FTEs per school

1.7 FTEs District average (elementary schools)

0 within-network minimum

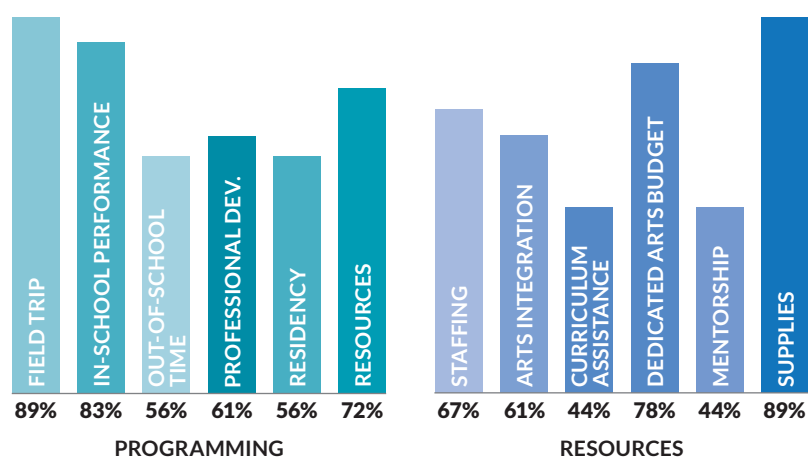
4 within-network maximum

Chart to the right illustrates average FTEs in Network 3



WHAT DO NETWORK 3 SCHOOLS WANT?

3D MODELING STORYTELLING
 YEARBOOK MUSICAL THEATRE
 PAINTING PERFORMANCE ART
 JAZZ GRAPHIC DESIGN
 ANIMATION HIP HOP VOCAL CHOIR
 POETRY CERAMICS ACTING
 DIGITAL DESIGN
 GAME DESIGN
 MODERN DANCE



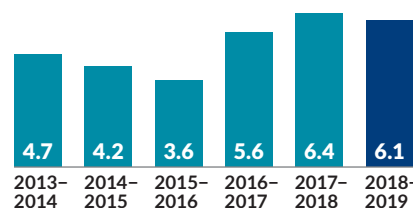
NETWORK 3 PARTNERSHIPS

62 arts partner organizations worked with Network 3 schools

Each school has an average of 6.1 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 3



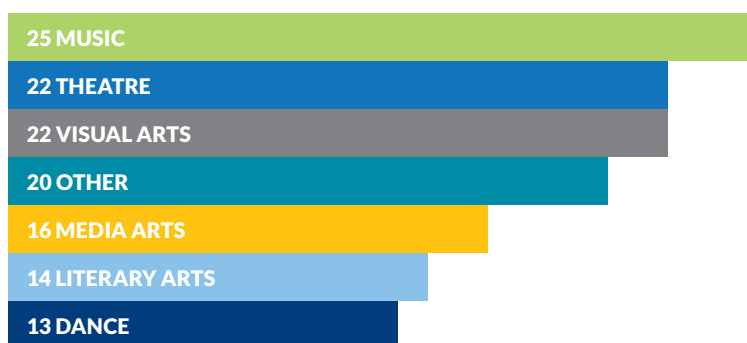
MOST COMMON DISCIPLINES NETWORK 3

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

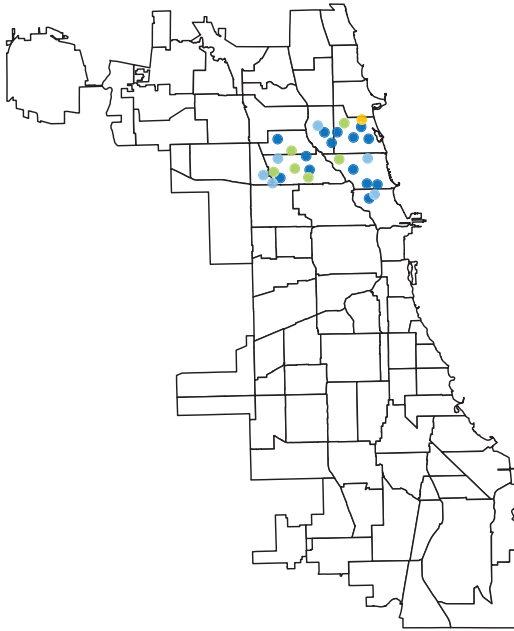
Music and Visual Arts

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



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	9.8%	36.5%
Asian	4.5%	4.2%
Hawaiian	0.3%	0.2%
Hispanic	52.7%	46.8%
Multi-Racial	3.3%	1.2%
Not Available	0.1%	0.3%
Native	0.4%	0.3%
White	28.9%	10.6%
Bilingual	21.2%	18.8%
Diverse Learners	12.3%	14%
Free/Reduced Lunch	51.8%	76.5%

NEIGHBORHOODS IN NETWORK 4

Avondale | Hermosa | Lake View | Lincoln Park | Logan Square | Near North Side
North Center

27 ELEMENTARY SCHOOLS | 15,285 STUDENTS ENROLLED

NETWORK 4 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

AUDUBON
BRENTANO
FUNSTON
GOETHE
HAMILTON
HAWTHORNE
INTER-AMERICAN
JAHN
LASALLE
MAYER

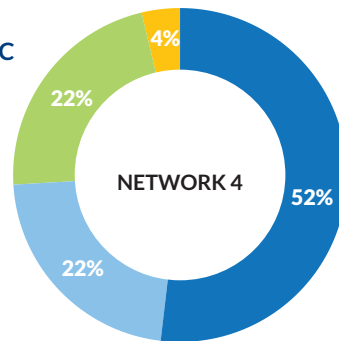
NETTELHORST
NEWBERRY
REILLY
SKINNER NORTH
ALCOTT ES
BELL
MANIERRE
MCAULIFFE
MONROE
NIXON

AVONDALE-
LOGANDALE
BLAINE
CHASE
DARWIN
MOZART
PRESCOTT
GREELEY

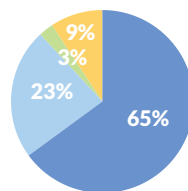
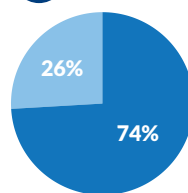
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

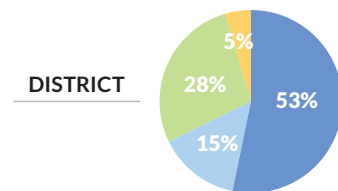
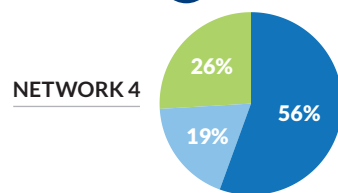
Note: Individual rubric elements are reported only for schools that completed the Survey.



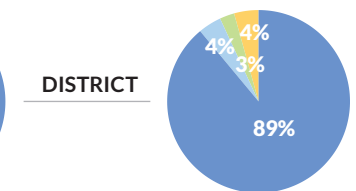
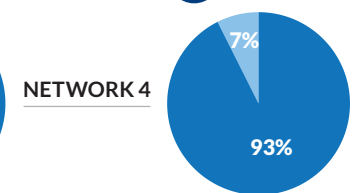
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

77.8%

Dedicated Arts Budget

100%

Professional Development

92.6%

Arts Integration

100%

Partnerships

81.5%

Community Engagement

NETWORK 4 STAFFING

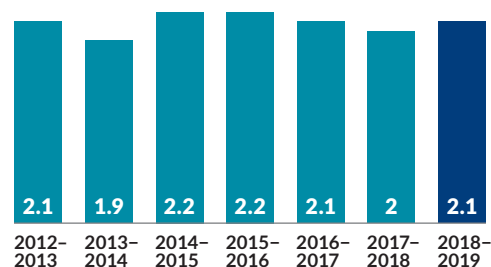
2.1 average FTEs per school

1.7 FTEs District average (elementary schools)

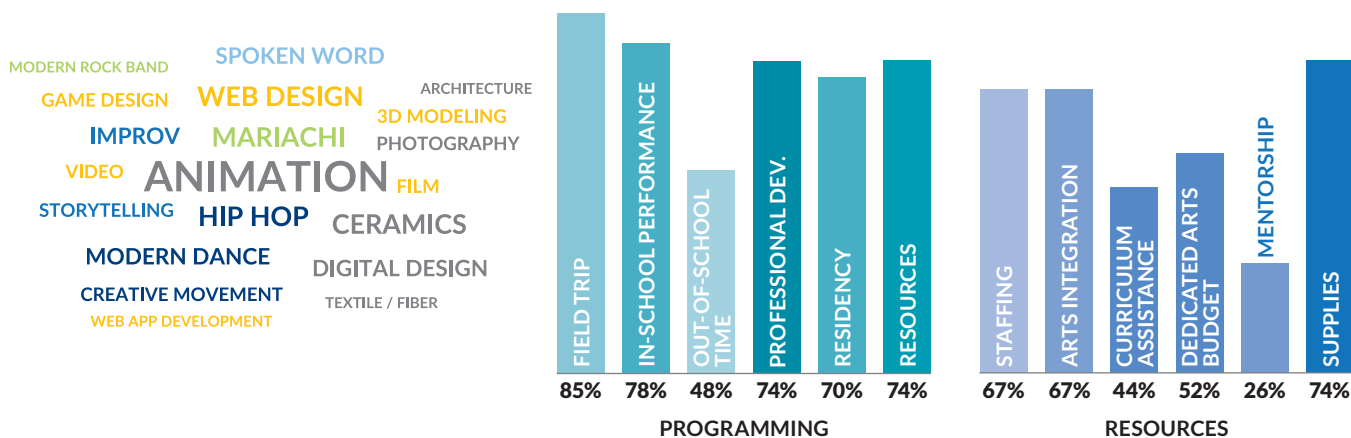
1 within-network minimum

4 within-network maximum

Chart to the right illustrates average FTEs in Network 4



WHAT DO NETWORK 4 SCHOOLS WANT?



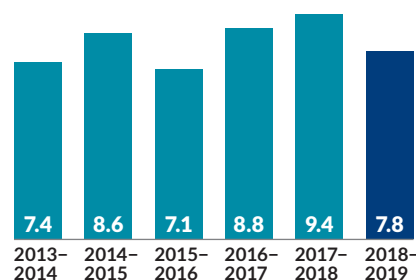
NETWORK 4 PARTNERSHIPS

96 arts partner organizations worked with Network 4 schools

Each school has an average of 7.8 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 4



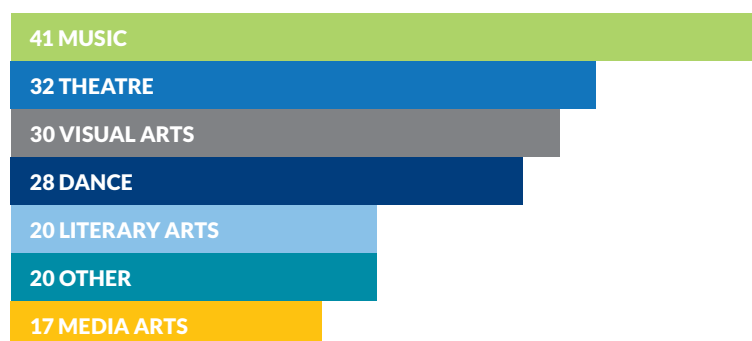
MOST COMMON DISCIPLINES NETWORK 4

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

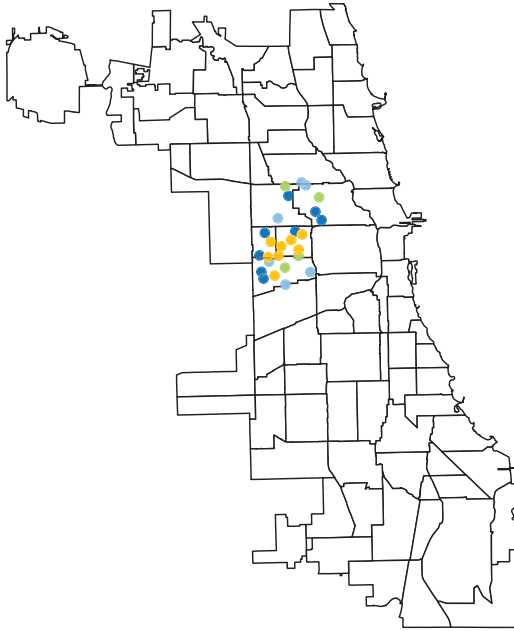
Music and Visual Arts

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 5



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	67%	36.5%
Asian	0.3%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	28.9%	46.8%
Multi-Racial	0.5%	1.2%
Not Available	0.3%	0.3%
Native	0.2%	0.3%
White	2.8%	10.6%
Bilingual	10.5%	18.8%
Diverse Learners	14.4%	14%
Free/Reduced Lunch	84.4%	76.5%

NEIGHBORHOODS IN NETWORK 5

East Garfield Park | Humboldt Park | Logan Square | North Lawndale | West Garfield Park
West Town

26 ELEMENTARY SCHOOLS | 7,968 STUDENTS ENROLLED

NETWORK 5 SCHOOLS Font color indicates Creative Schools Certification in 2018-19

BEIDLER
CHOPIN
HUGHES C
LOWELL
MASON
MITCHELL
SUMNER
TILTON

CROWN
FRAZIER
PROSPECTIVE
MOOS
PLAMONDON
WARD L
YATES

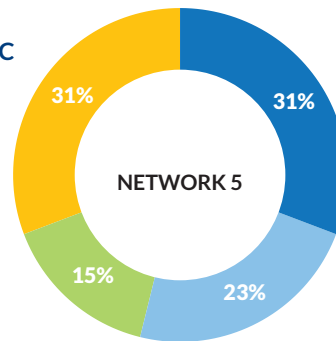
DE DIEGO
KELLMAN
LAWNDALE
STOWE

CATHER
ERICSON
FARADAY
GREGORY
JENSEN
MELODY
PENN
WEBSTER

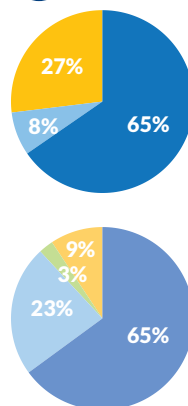
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

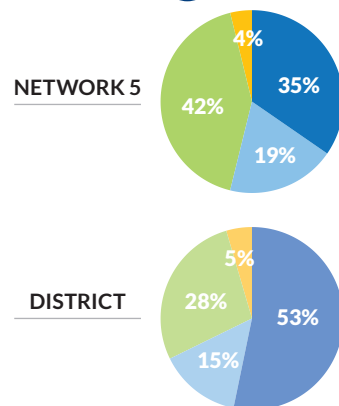
Note: Individual rubric elements are reported only for schools that completed the Survey.



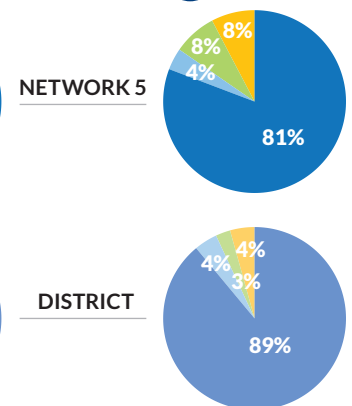
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

65.4%

Dedicated Arts Budget

92.3%

Professional Development

84.6%

Arts Integration

100%

Partnerships

84.6%

Community Engagement

NETWORK 5 STAFFING

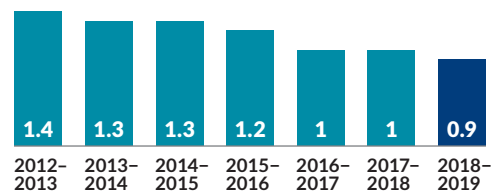
0.9 average FTEs per school

1.7 FTEs District average (elementary schools)

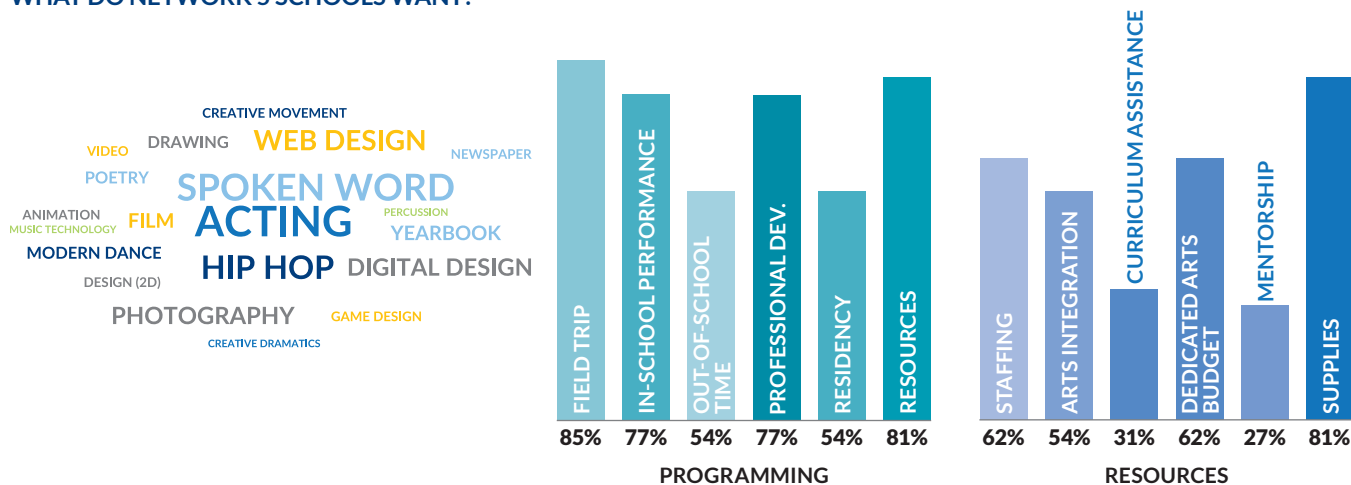
0 within-network minimum

2 within-network maximum

Chart to the right illustrates average FTEs in Network 5



WHAT DO NETWORK 5 SCHOOLS WANT?



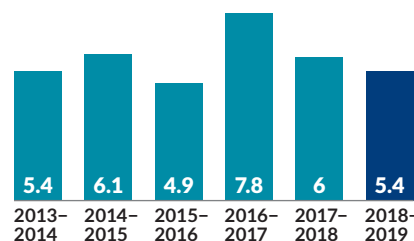
NETWORK 5 PARTNERSHIPS

68 arts partner organizations worked with Network 5 schools

Each school has an average of 5.4 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 5



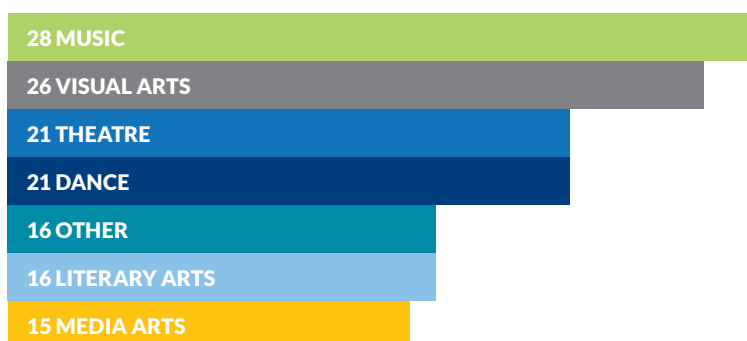
MOST COMMON DISCIPLINES NETWORK 5

Music and Visual Arts

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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 6

NEIGHBORHOODS IN NETWORK 6

Armour Square | Bridgeport | Logan Square | Near West Side | New City | West Town

20 ELEMENTARY SCHOOLS | 9,036 STUDENTS ENROLLED

NETWORK 6 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

ARMOUR
BURR
DRUMMOND
HAINES
LOZANO
OTIS
PRITZKER
RUDOLPH
SUDER

HEALY
PULASKI

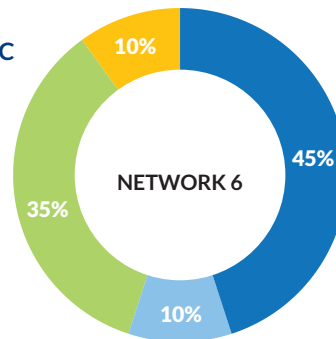
BROWN W
DETT
GALILEO
GRAHAM ES
MCCLELLAN
SABIN
SMYTH

IRVING
JACKSON A

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

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

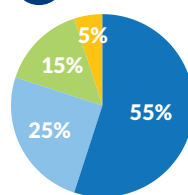


DEMOGRAPHICS NETWORK DISTRICT

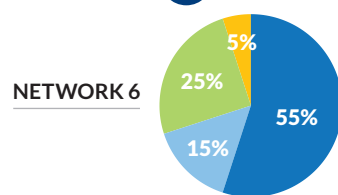
African-American	27.9%	36.5%
Asian	18.6%	4.2%
Hawaiian	0.4%	0.2%
Hispanic	36.7%	46.8%
Multi-Racial	2.5%	1.2%
Not Available	0.2%	0.3%
Native	0.3%	0.3%
White	13.4%	10.6%
Bilingual	16.9%	18.8%
Diverse Learners	13%	14%
Free/Reduced Lunch	67.3%	76.5%



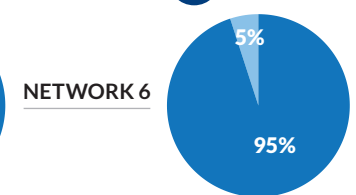
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

65%

Dedicated Arts Budget

100%

Professional Development

95%

Arts Integration

100%

Partnerships

85%

Community Engagement

NETWORK 6 STAFFING

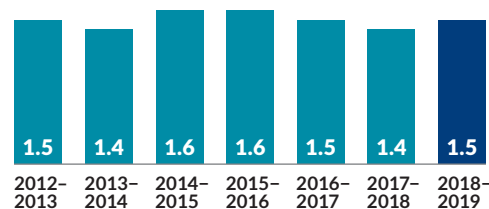
1.5 average FTEs per school

1.7 FTEs District average (elementary schools)

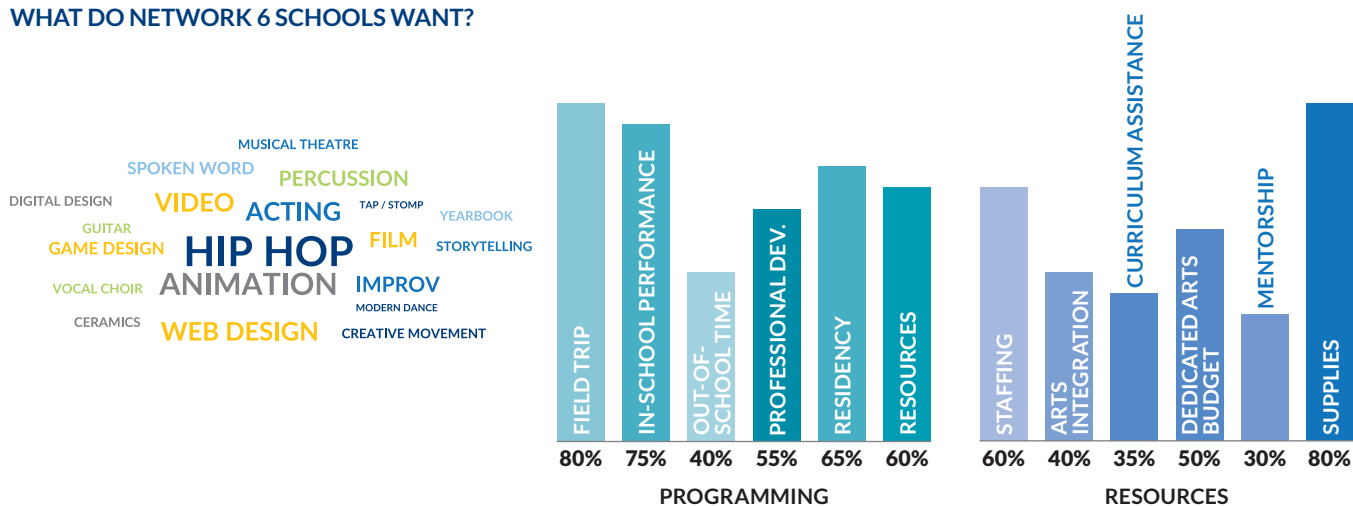
0 within-network minimum

3 within-network maximum

Chart to the right illustrates average FTEs in Network 6



WHAT DO NETWORK 6 SCHOOLS WANT?



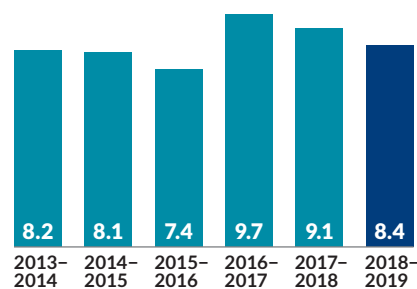
NETWORK 6 PARTNERSHIPS

88 arts partner organizations worked with Network 6 schools

Each school has an average of 8.4 partners

District average: 6.7 partners (elementary schools)

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



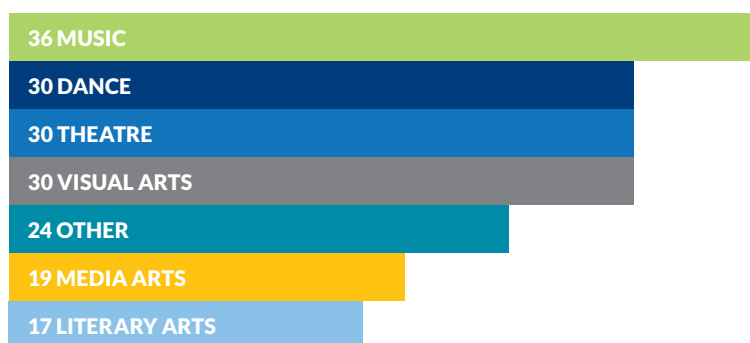
MOST COMMON DISCIPLINES NETWORK 6

Music and Dance

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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

NEIGHBORHOODS IN NETWORK 7

Lower West Side | South Lawndale

17 ELEMENTARY SCHOOLS | 8,038 STUDENTS ENROLLED

NETWORK 7 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

FINKL
MADERO
MCCORMICK
OROZCO
PEREZ
PILSEN
RUIZ
WALSH

SAUCEDO

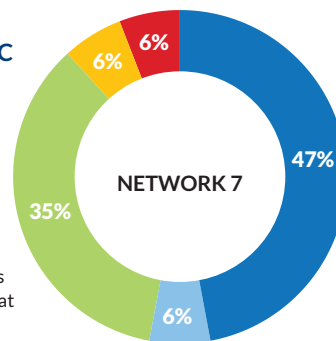
COOPER
HAMMOND
KANOON
SPRY ES
TELPOCHCALLI
WHITTIER

GARY
WHITNEY

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

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

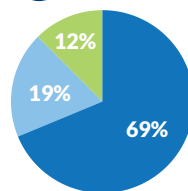


DEMOGRAPHICS NETWORK DISTRICT

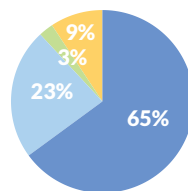
African-American	2.4%	36.5%
Asian	0.1%	4.2%
Hawaiian	0%	0.2%
Hispanic	95.8%	46.8%
Multi-Racial	0.1%	1.2%
Not Available	0.1%	0.3%
Native	0.2%	0.3%
White	1.1%	10.6%
Bilingual	44.9%	18.8%
Diverse Learners	14%	14%
Free/Reduced Lunch	89.4%	76.5%



STAFFING



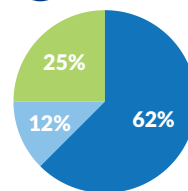
NETWORK 7



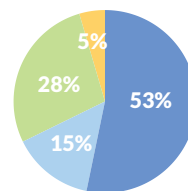
DISTRICT



MINUTES



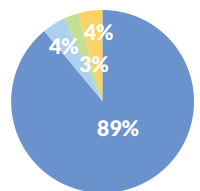
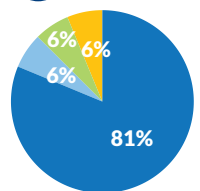
NETWORK 7



DISTRICT



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

93.8%

Dedicated Arts Budget

100%

Professional Development

93.8%

Arts Integration

93.8%

Partnerships

93.8%

Community Engagement

NETWORK 7 STAFFING

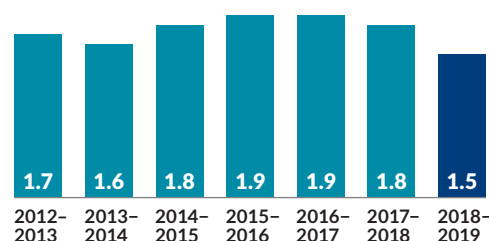
1.5 average FTEs per school

1.7 FTEs District average (elementary schools)

0.5 within-network minimum

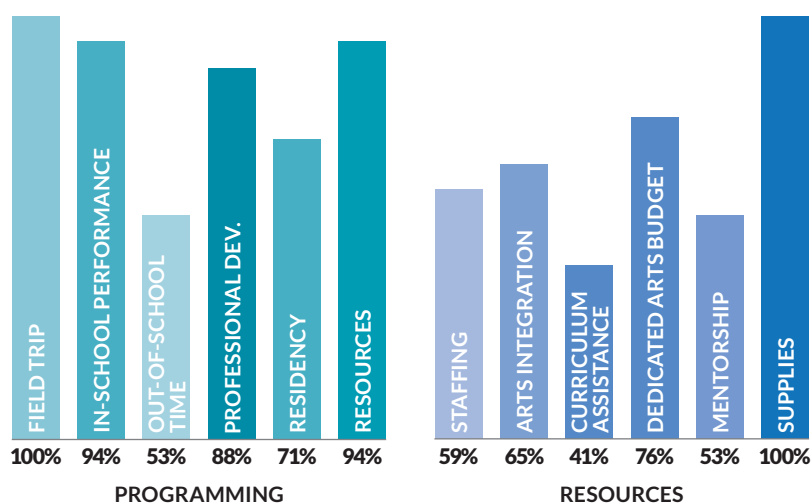
3 within-network maximum

Chart to the right illustrates average FTEs in Network 7



WHAT DO NETWORK 7 SCHOOLS WANT?

NEWSPAPER ART APPRECIATION
 STORYTELLING GAME DESIGN
 ANIMATION PHOTOGRAPHY
 FILM PRINTMAKING
 POETRY MARIACHI ACTING
 HIP HOP VIDEO
 MODERN DANCE
 CREATIVE MOVEMENT FOLKLORIC
 DIGITAL DESIGN 3D MODELING



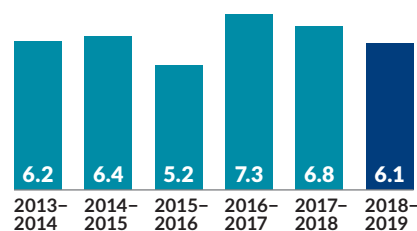
NETWORK 7 PARTNERSHIPS

52 arts partner organizations worked with Network 7 schools

Each school has an average of 6.1 partners

District average: 6.7 partners (elementary schools)

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



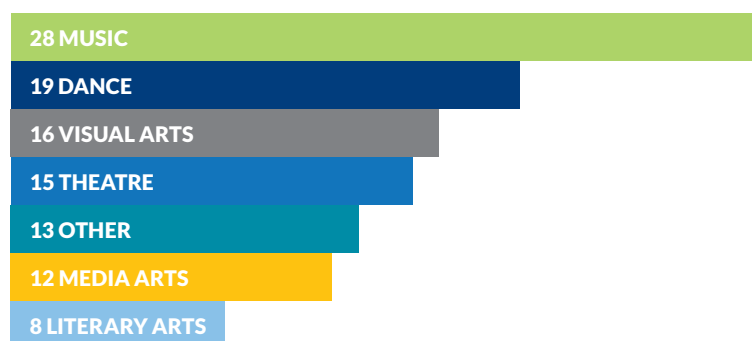
MOST COMMON DISCIPLINES NETWORK 7

Music and Dance

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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 8

NEIGHBORHOODS IN NETWORK 8

Brighton Park | Gage Park | McKinley Park | New City | West Elsdon

18 ELEMENTARY SCHOOLS | 10,791 STUDENTS ENROLLED

NETWORK 8 SCHOOLS

Font color indicates Creative Schools Certification in 2018–19

CALMECA
CHRISTOPHER
EVERGREEN
GREENE
HEDGES
SHIELDS
SOR JUANA

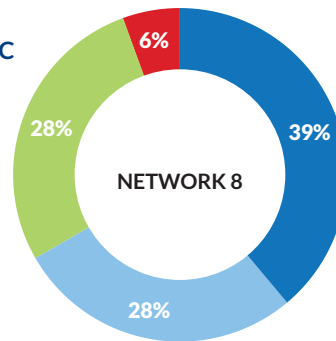
HAMLIN
NIGHTINGALE
SANDOVAL
SEWARD
SHIELDS MIDDLE

BRIGHTON PARK
DALEY
DAVIS N
HERNANDEZ
SAWYER
EVERETT

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- INCOMPLETE DATA

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

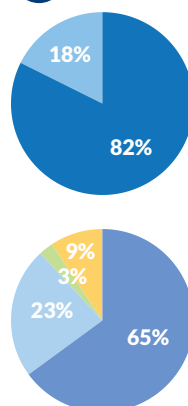


DEMOGRAPHICS NETWORK DISTRICT

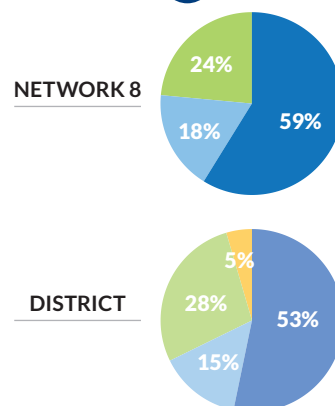
African-American	2.5%	36.5%
Asian	0.4%	4.2%
Hawaiian	0%	0.2%
Hispanic	94.6%	46.8%
Multi-Racial	0.2%	1.2%
Not Available	0.4%	0.3%
Native	0.2%	0.3%
White	1.5%	10.6%
Bilingual	44.7%	18.8%
Diverse Learners	13.7%	14%
Free/Reduced Lunch	89.1%	76.5%



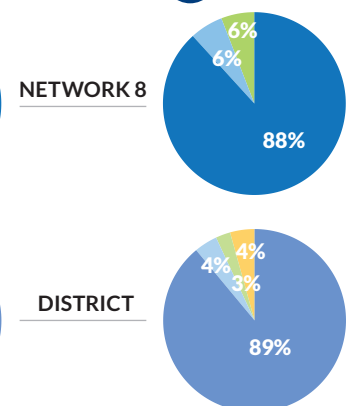
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

76.5%

Dedicated Arts Budget

100%

Professional Development

82.4%

Arts Integration

100%

Partnerships

82.4%

Community Engagement

NETWORK 8 STAFFING

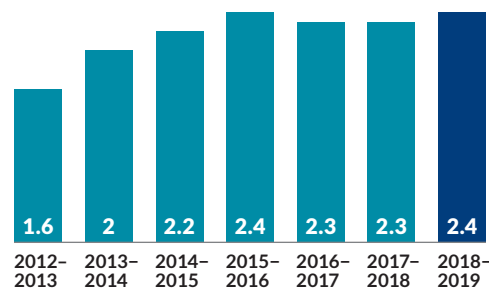
2.4 average FTEs per school

1.7 FTEs District average (elementary schools)

1 within-network minimum

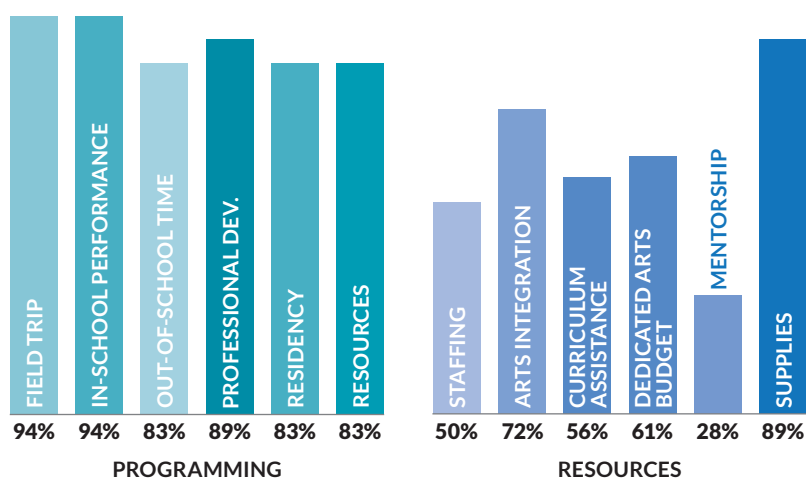
5 within-network maximum

Chart to the right illustrates average FTEs in Network 8



WHAT DO NETWORK 8 SCHOOLS WANT?

DIGITAL DESIGN
MUSICAL THEATRE
SCULPTURE
POETRY
HIP HOP
GRAPHIC DESIGN
ANIMATION
FOLKLORIC
ACTING
MUSIC TECHNOLOGY
GAME DESIGN
MODERN ROCK BAND
CERAMICS
FILM
MARIACHI
GUITAR
VOCAL CHOIR
PAINTING



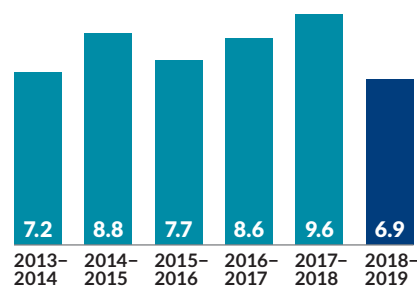
NETWORK 8 PARTNERSHIPS

64 arts partner organizations worked with Network 8 schools

Each school has an average of 6.9 partners

District average: 6.7 partners (elementary schools)

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



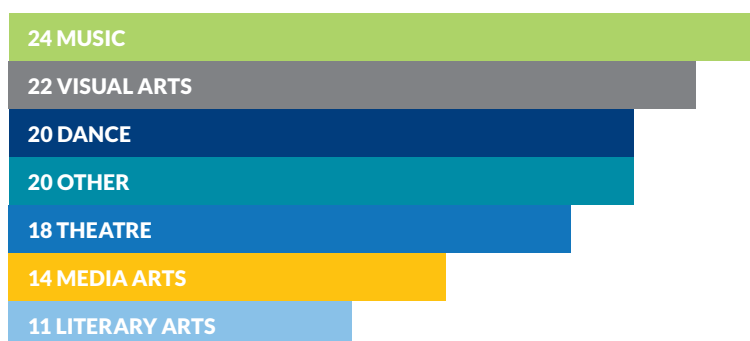
MOST COMMON DISCIPLINES NETWORK 8

Music and Visual Arts

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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

NEIGHBORHOODS IN NETWORK 9

Douglas | Fuller Park | Grand Boulevard | Hyde Park | Kenwood | Oakland
Washington Park | Woodlawn

22 ELEMENTARY SCHOOLS | 7,343 STUDENTS ENROLLED

NETWORK 9 SCHOOLS

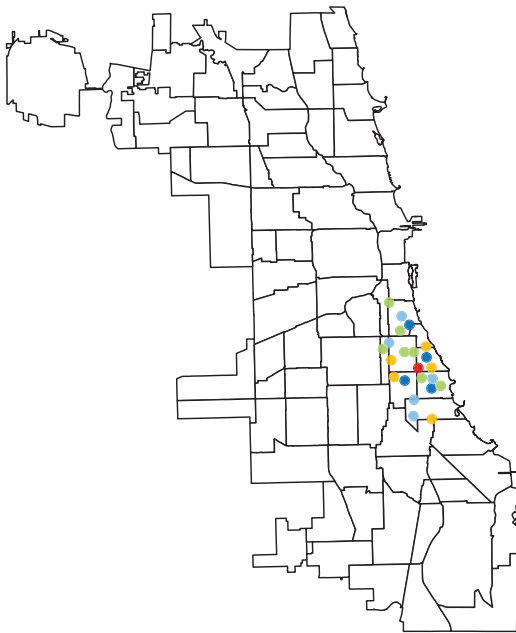
Font color indicates Creative Schools Certification in 2018-19

ARIEL
BURKE
DOOLITTLE
RAY

BRONZEVILLE
CLASSICAL
FISKE
MURRAY
PERSHING
TILL

DRAKE
HARTE
HENDRICKS
KOZMINSKI
MOLLISON
WELLS ES
WOODSON

BEASLEY
BEETHOVEN
ROBINSON
SHOESMITH
WOODLAWN
REAVIS



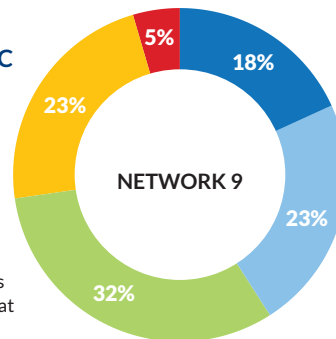
DEMOGRAPHICS NETWORK DISTRICT

African-American	92.1%	36.5%
Asian	1.2%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	3%	46.8%
Multi-Racial	1.1%	1.2%
Not Available	0.3%	0.3%
Native	0.2%	0.3%
White	2%	10.6%
Bilingual	2.2%	18.8%
Diverse Learners	12.1%	14%
Free/Reduced Lunch	76.3%	76.5%

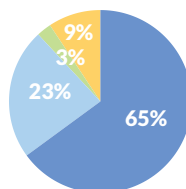
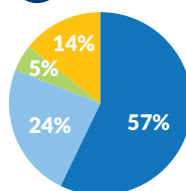
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

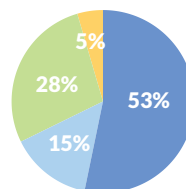
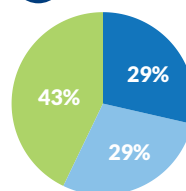
Note: Individual rubric elements are reported only for schools that completed the Survey.



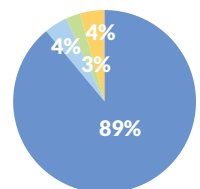
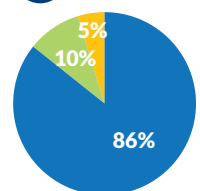
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

76.2%

Dedicated Arts Budget

95.2%

Professional Development

85.7%

Arts Integration

95.2%

Partnerships

85.7%

Community Engagement

NETWORK 9 STAFFING

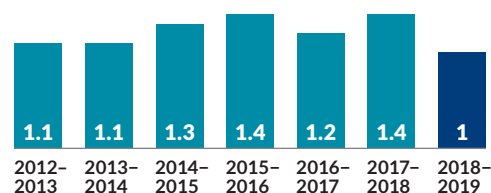
1 average FTEs per school

1.7 FTEs District average (elementary schools)

0 within-network minimum

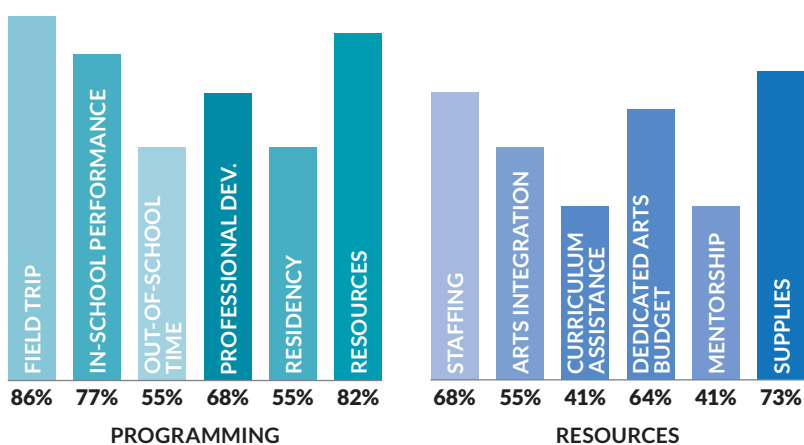
2.5 within-network maximum

Chart to the right illustrates average FTEs in Network 9



WHAT DO NETWORK 9 SCHOOLS WANT?

CREATIVE WRITING (FICTION, CREATIVE NONFICTION)
 DIGITAL DESIGN MODERN DANCE
 PHOTOGRAPHY 3D MODELING IMPROV
 PAINTING ACTING CERAMICS
 ANIMATION BALLET VOCAL CHOIR
 TAP / STOMP HIP HOP DRAWING
 GAME DESIGN STORYTELLING
 THEATRE PRODUCTION
 SPOKEN WORD CREATIVE MOVEMENT



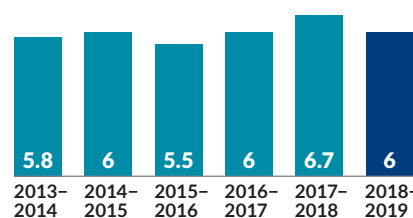
NETWORK 9 PARTNERSHIPS

65 arts partner organizations worked with Network 9 schools

Each school has an average of 6 partners

District average: 6.7 partners (elementary schools)

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



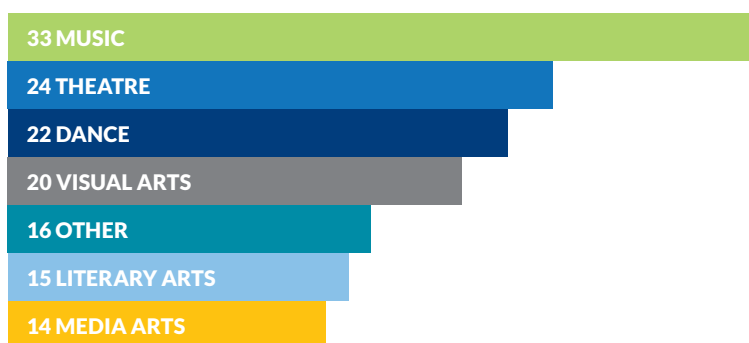
MOST COMMON DISCIPLINES NETWORK 9

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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 10

NEIGHBORHOODS IN NETWORK 10

Ashburn | Beverly | Chicago Lawn | Clearing | Garfield Ridge | Morgan Park
Mount Greenwood | West Lawn

28 ELEMENTARY SCHOOLS | 15,264 STUDENTS ENROLLED

NETWORK 10 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

ASHBURN

BARNARD

BLAIR

BYRNE

DORE

DURKIN PARK

HAMPTON

HEARST

HURLEY

KELLOGG

VANDERPOEL

CLISSOLD

DAWES

RICHARDSON

SUTHERLAND

TWAIN

CARROLL

CLAREMONT

ESMOND

FAIRFIELD

GRIMES

HALE

KELLER

MCKAY

MORRILL

OWEN

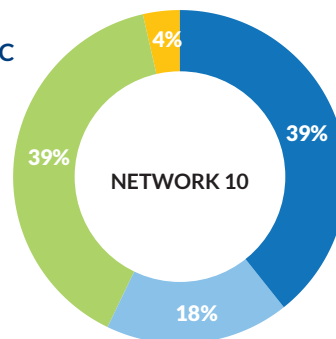
STEVENSON

VICK

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

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



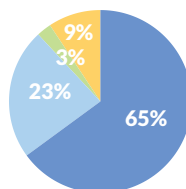
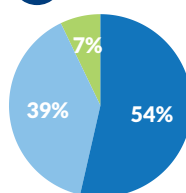
DEMOGRAPHICS NETWORK DISTRICT

African-American	31.1%	36.5%
Asian	0.6%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	57.9%	46.8%
Multi-Racial	0.6%	1.2%
Not Available	0.3%	0.3%
Native	0.2%	0.3%
White	9.2%	10.6%

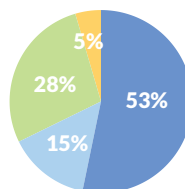
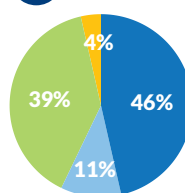
Bilingual	20.2%	18.8%
Diverse Learners	15.5%	14%
Free/Reduced Lunch	72.6%	76.5%



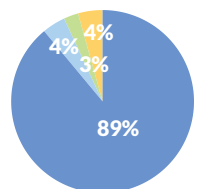
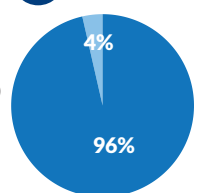
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

71.4%

Dedicated Arts Budget

100%

Professional Development

100%

Arts Integration

100%

Partnerships

96.4%

Community Engagement

NETWORK 10 STAFFING

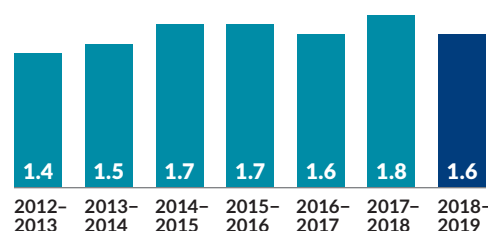
1.6 average FTEs per school

1.7 FTEs District average (elementary schools)

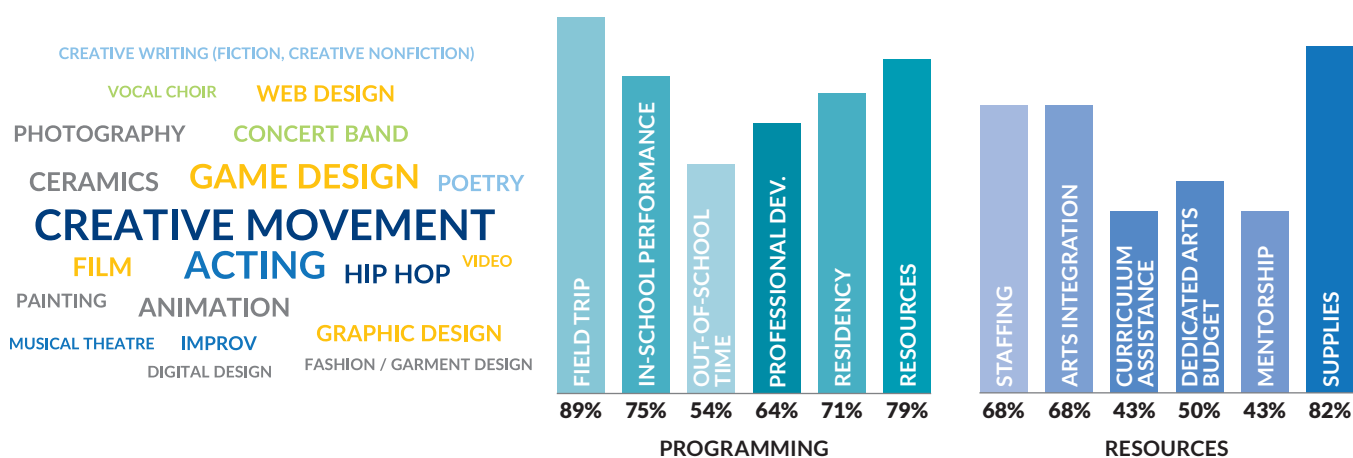
0.5 within-network minimum

3 within-network maximum

Chart to the right illustrates average FTEs in Network 10



WHAT DO NETWORK 10 SCHOOLS WANT?



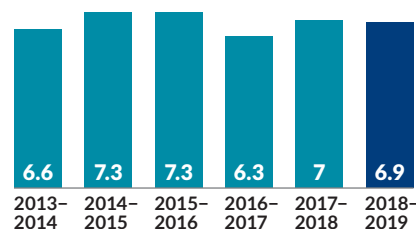
NETWORK 10 PARTNERSHIPS

76 arts partner organizations worked with Network 10 schools

Each school has an average of 6.9 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 10



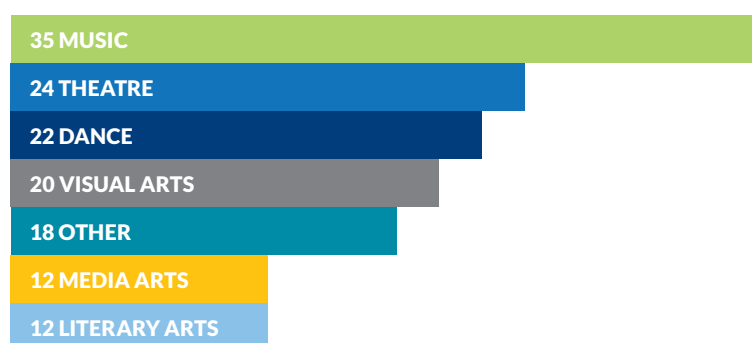
MOST COMMON DISCIPLINES NETWORK 10

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

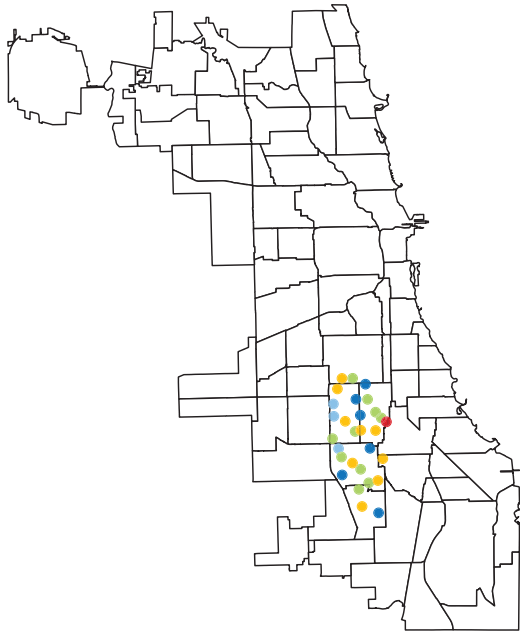
Music and Visual Arts

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



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	92.7%	36.5%
Asian	0%	4.2%
Hawaiian	0%	0.2%
Hispanic	6.4%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.1%	0.3%
Native	0.1%	0.3%
White	0.2%	10.6%
Bilingual	3.1%	18.8%
Diverse Learners	15.6%	14%
Free/Reduced Lunch	85.3%	76.5%

NEIGHBORHOODS IN NETWORK 11

Auburn Gresham | Chatham | Englewood | New City | Washington Heights
West Englewood

29 ELEMENTARY SCHOOLS | 9,192 STUDENTS ENROLLED

NETWORK 11 SCHOOLS

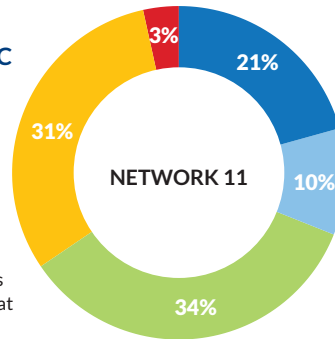
Font color indicates Creative Schools Certification in 2018–19

BASS	CUFFE	RANDOLPH	RYDER
EVERS	FORT	WENTWORTH	WESTCOTT
FOSTER PARK	DEARBORN	BOND	PARKER
HOLMES	JACKSON M	COOK	
LANGFORD	JOPLIN	DAVIS M	
OGLESBY	KERSHAW	FULTON	
BARTON	LIBBY	GREEN	
EARLE	MAYS	HENDERSON	
OTOOLE	NICHOLSON	KING ES	

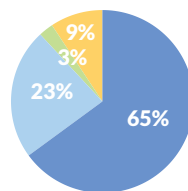
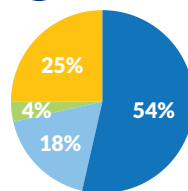
CREATIVE SCHOOLS CERTIFICATION RUBRIC

■ EXCELLING
■ STRONG
■ DEVELOPING
■ EMERGING
■ INCOMPLETE DATA

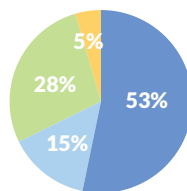
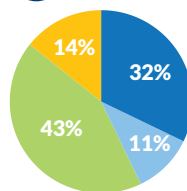
Note: Individual rubric elements are reported only for schools that completed the Survey.



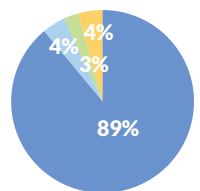
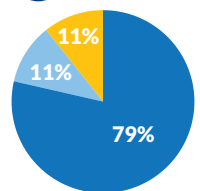
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

57.1%

Dedicated Arts Budget

89.3%

Professional Development

89.3%

Arts Integration

100%

Partnerships

78.6%

Community Engagement

NETWORK 11 STAFFING

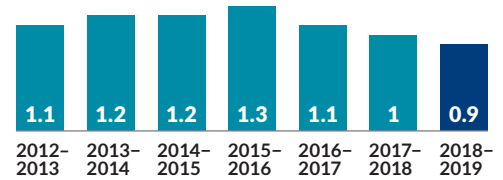
0.9 average FTEs per school

1.7 FTEs District average (elementary schools)

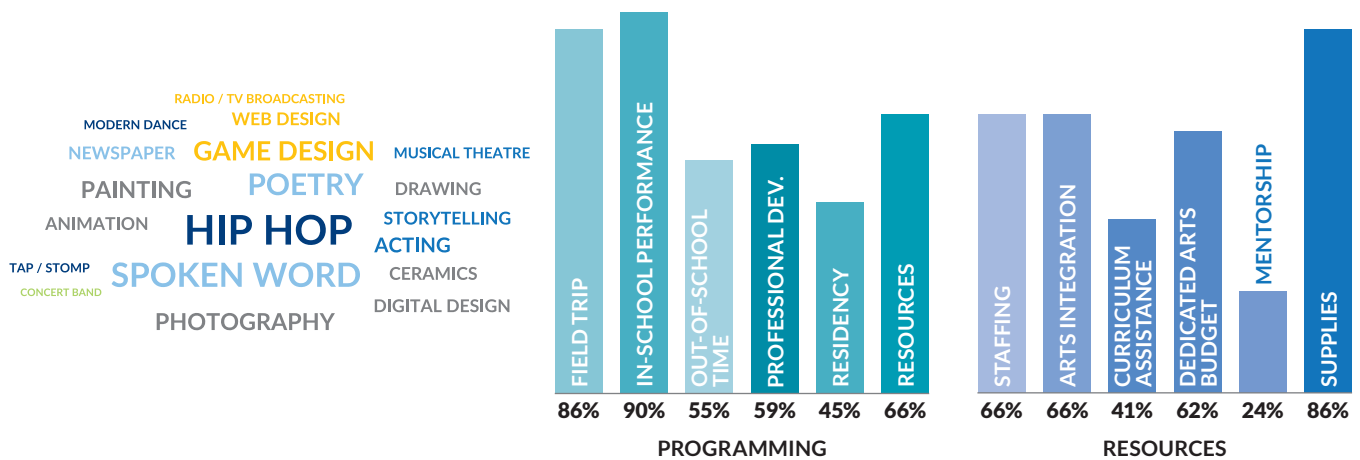
0 within-network minimum

3 within-network maximum

Chart to the right illustrates average FTEs in Network 11



WHAT DO NETWORK 11 SCHOOLS WANT?



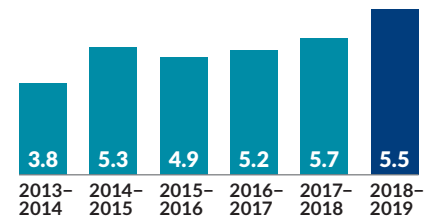
NETWORK 11 PARTNERSHIPS

72 arts partner organizations worked with Network 11 schools

Each school has an average of 5.5 partners

District average: 6.7 partners (elementary schools)

Chart to the right illustrates average number of partner organizations in Network 11



MOST COMMON DISCIPLINES NETWORK 11

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

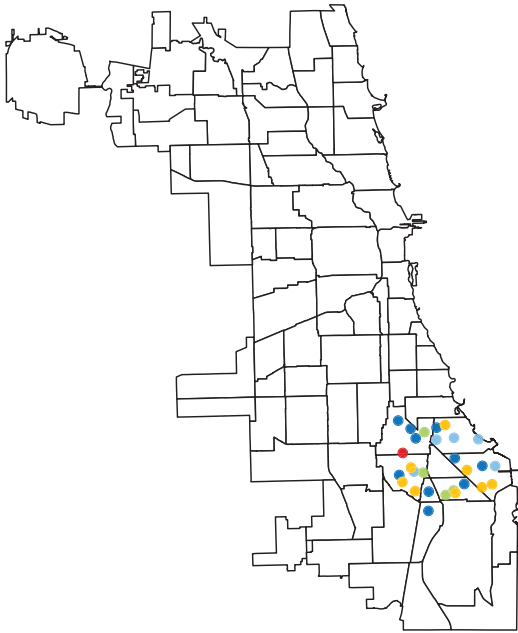
Music and Visual Arts

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 12



DEMOGRAPHICS NETWORK DISTRICT

African-American	92.7%	36.5%
Asian	0.1%	4.2%
Hawaiian	0%	0.2%
Hispanic	6.1%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.2%	0.3%
Native	0.1%	0.3%
White	0.4%	10.6%
Bilingual	4%	18.8%
Diverse Learners	13.9%	14%
Free/Reduced Lunch	83.3%	76.5%

NEIGHBORHOODS IN NETWORK 12

Burnside | Calumet Heights | Chatham | Greater Grand Crossing | Pullman
South Chicago | South Shore

28 ELEMENTARY SCHOOLS | 8,757 STUDENTS ENROLLED

NETWORK 12 SCHOOLS

Font color indicates Creative Schools Certification in 2018–19

BROWNELL
HOYNE
MANN
NEIL
NINOS HEROES
PARK MANOR
SCHMID
SOUTH SHORE ES
TANNER
WASHINGTON H ES

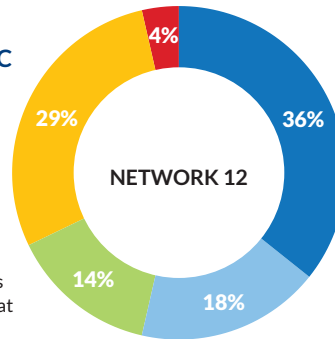
BOUCHET
MADISON
NEW SULLIVAN
PIRIE
POWELL
ASHE
BLACK
EARHART
REVERE

BURNSIDE
COLES
DIXON
MCDADE
MIRELES
PARKSIDE
THORP J
WARREN
RUGGLES

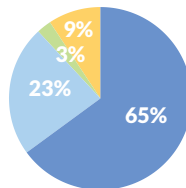
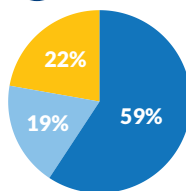
CREATIVE SCHOOLS CERTIFICATION RUBRIC

■ EXCELLING
■ STRONG
■ DEVELOPING
■ EMERGING
■ INCOMPLETE DATA

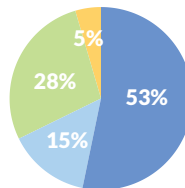
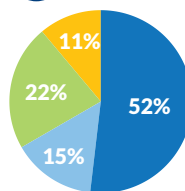
Note: Individual rubric elements are reported only for schools that completed the Survey.



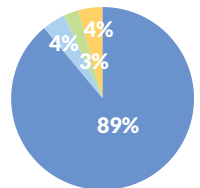
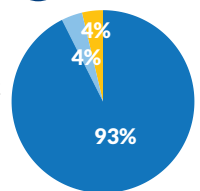
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

66.7%

Dedicated Arts Budget

96.3%

Professional Development

96.3%

Arts Integration

96.3%

Partnerships

74.1%

Community Engagement

NETWORK 12 STAFFING

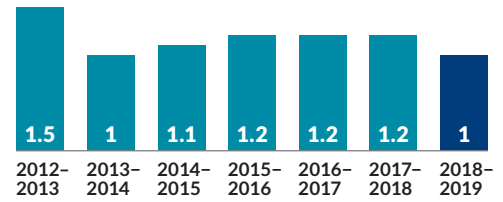
1 average FTEs per school

1.7 FTEs District average (elementary schools)

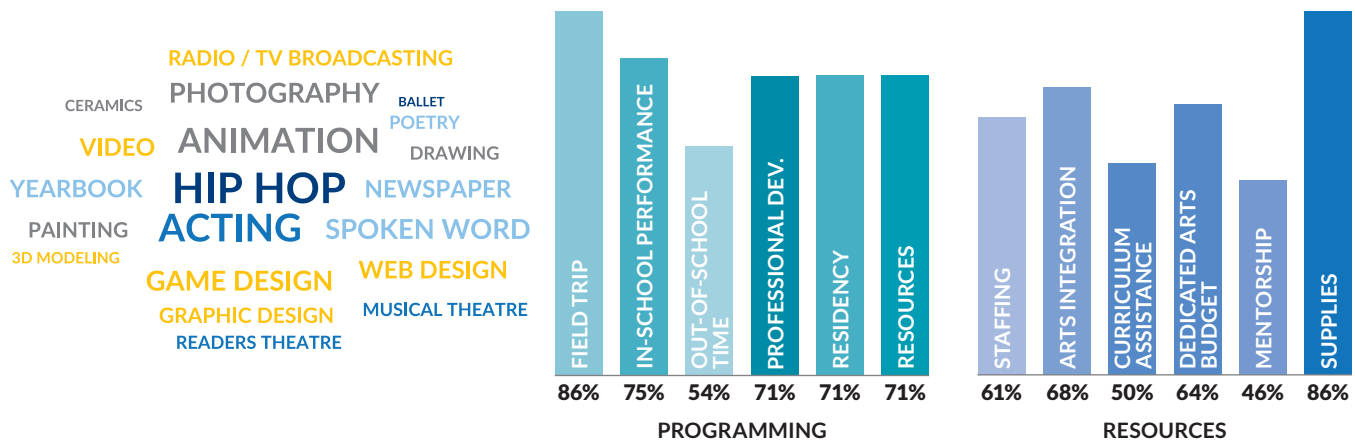
0 within-network minimum

3 within-network maximum

Chart to the right illustrates average FTEs in Network 12



WHAT DO NETWORK 12 SCHOOLS WANT?



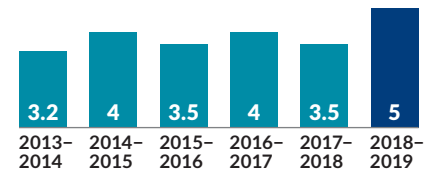
NETWORK 12 PARTNERSHIPS

66 arts partner organizations worked with Network 12 schools

Each school has an average of 5 partners

District average: 6.7 partners (elementary schools)

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



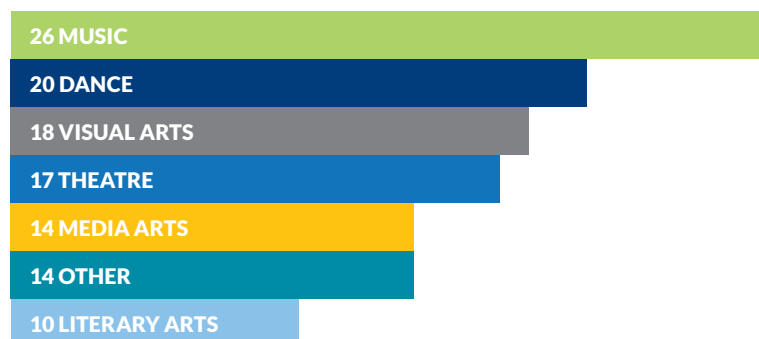
MOST COMMON DISCIPLINES NETWORK 12

Music and Dance

MOST COMMON DISCIPLINES DISTRICT-WIDE

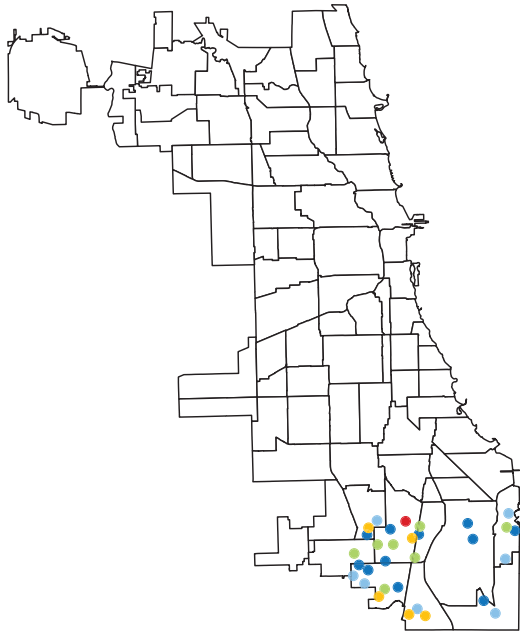
Music and Visual Arts

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 13



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	68%	36.5%
Asian	0.1%	4.2%
Hawaiian	0%	0.2%
Hispanic	29.2%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.1%	0.3%
Native	0.2%	0.3%
White	1.9%	10.6%
Bilingual	9%	18.8%
Diverse Learners	14.2%	14%
Free/Reduced Lunch	82.4%	76.5%

NEIGHBORHOODS IN NETWORK 13

East Side | Hegewisch | Morgan Park | Pullman | Riverdale | Roseland | South Deering
Washington Heights | West Pullman

31 ELEMENTARY SCHOOLS | 10,459 STUDENTS ENROLLED

NETWORK 13 SCHOOLS Font color indicates Creative Schools Certification in 2018–19

BRIGHT
BURNHAM
GRISSOM
HALEY
HIGGINS
HUGHES L
MOUNT VERNON
OWENS
POE
SADLOWSKI
WHISTLER

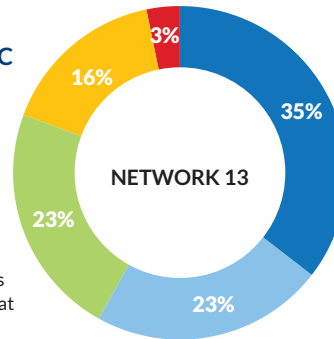
ALDRIDGE
CLAY
COLEMON
FERNWOOD
TAYLOR
WASHINGTON G ES
WHITE
DUNNE
GALLISTEL
LAVIZZO
METCALFE

PULLMAN
SHOOP
SMITH
BROWN R
CARVER G
CULLEN
DUBOIS
GARVEY
BENNETT

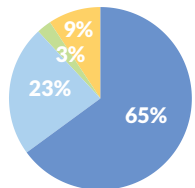
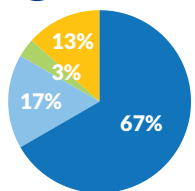
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

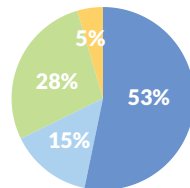
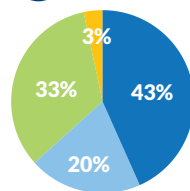
Note: Individual rubric elements are reported only for schools that completed the Survey.



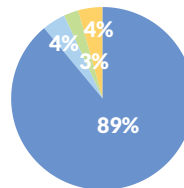
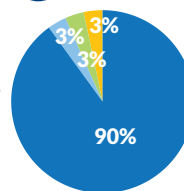
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

56.7%

Dedicated Arts Budget

96.7%

Professional Development

93.3%

Arts Integration

100%

Partnerships

76.7%

Community Engagement

NETWORK 13 STAFFING

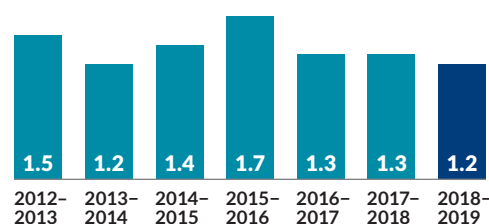
1.2 average FTEs per school

1.7 FTEs District average (elementary schools)

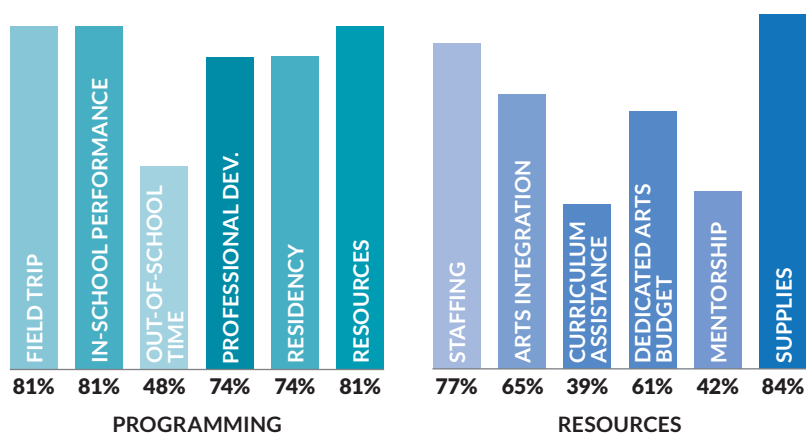
0 within-network minimum

2 within-network maximum

Chart to the right illustrates average FTEs in Network 13



WHAT DO NETWORK 13 SCHOOLS WANT?



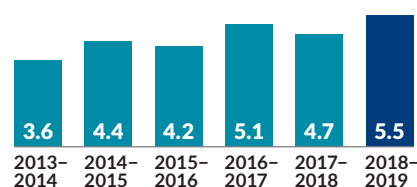
NETWORK 13 PARTNERSHIPS

69 arts partner organizations worked with Network 13 schools

Each school has an average of 5.5 partners

District average: 6.7 partners (elementary schools)

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



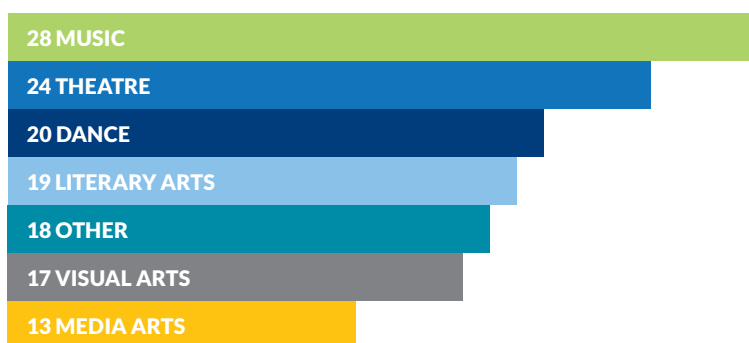
MOST COMMON DISCIPLINES NETWORK 13

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

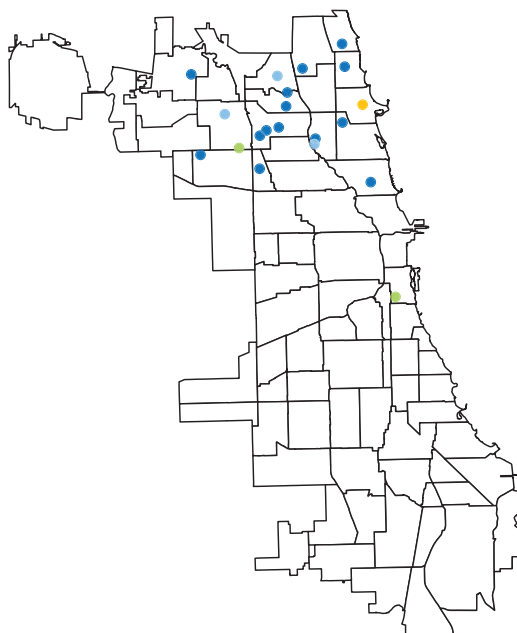
Music and Visual Arts

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 14



DEMOGRAPHICS NETWORK DISTRICT

African-American	13.3%	36.5%
Asian	9.7%	4.2%
Hawaiian	0.3%	0.2%
Hispanic	50.5%	46.8%
Multi-Racial	2.1%	1.2%
Not Available	0.8%	0.3%
Native	0.5%	0.3%
White	22.9%	10.6%
Bilingual	12.7%	18.8%
Diverse Learners	14.7%	14%
Free/Reduced Lunch	68.4%	76.5%

NEIGHBORHOODS IN NETWORK 14

Albany Park | Belmont Cragin | Edgewater | Hermosa | Irving Park | Lake View
Lincoln Park | Near South Side | North Center | North Park | Norwood Park
Portage Park | Rogers Park | Uptown | West Ridge

19 HIGH SCHOOLS AND 1 ELEMENTARY SCHOOL 23,755 STUDENTS ENROLLED

NETWORK 14 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

DISNEY II ES
DISNEY II HS
KELVYN PARK HS
LAKE VIEW HS
LANE TECH HS
LINCOLN PARK HS
MATHER HS

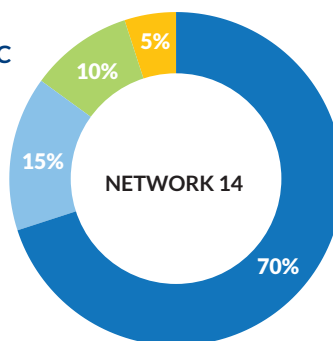
ROOSEVELT HS
SCHURZ HS
SENN HS
STEINMETZ HS
SULLIVAN HS
TAFT HS
VON STEUBEN HS

DEVRY HS
NORTHSIDE LEARNING HS
VAUGHN HS
FOREMAN HS
GRAHAM HS
UPLIFT HS

CREATIVE SCHOOLS CERTIFICATION RUBRIC

■ EXCELLING
■ STRONG
■ DEVELOPING
■ EMERGING

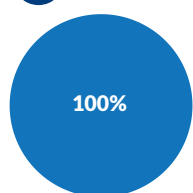
Note: Individual rubric elements are reported only for schools that completed the Survey.



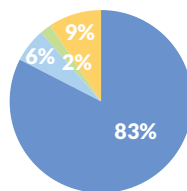
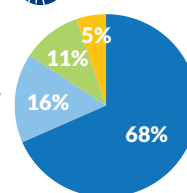
Note: Disney II Magnet Elementary School is a combination school (with Disney II Magnet High School) and is part of this network. It is excluded from the phase 1 elements shown here.



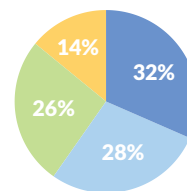
STAFFING



DISCIPLINES



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

90%

Dedicated Arts Budget

100%

Professional Development

95%

Arts Integration

100%

Partnerships

75%

Community Engagement

NETWORK 14 STAFFING

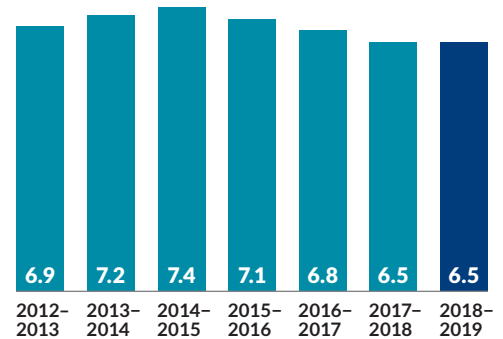
6.5 average FTEs per school

3.5 FTEs District average (high schools)

1 within-network minimum

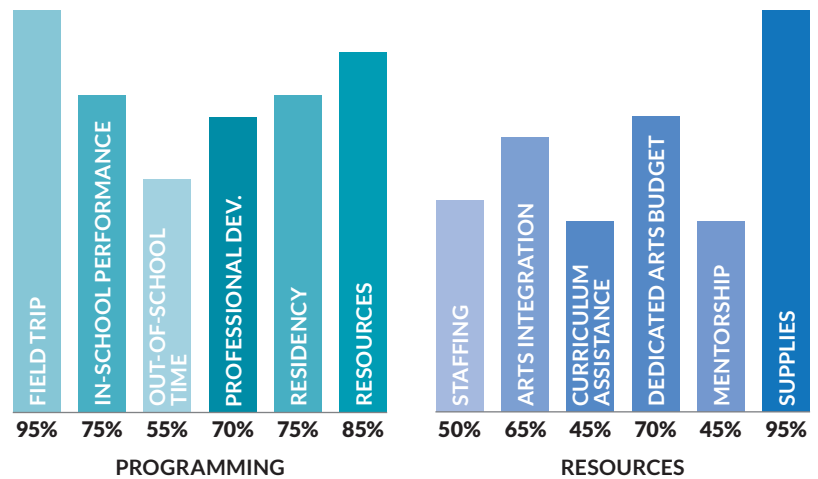
22 within-network maximum

Chart to the right illustrates average FTEs in Network 14



WHAT DO NETWORK 14 SCHOOLS WANT?

CREATIVE MOVEMENT SPOKEN WORD
 STAGE MANAGEMENT
 YEARBOOK CERAMICS
 HIP HOP PHOTOGRAPHY
 FILM ACTING SCULPTURE
 POETRY IMPROV
 PHOTOJOURNALISM ANIMATION
 PERFORMANCE ART GAME DESIGN
 JAZZ BAND / COMBOS



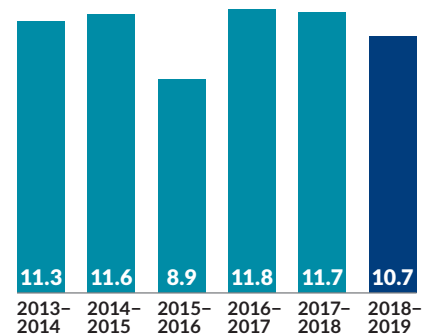
NETWORK 14 PARTNERSHIPS

102 arts partner organizations worked with Network 14 schools

Each school has an average of 10.7 partners

District average: 7.5 partners (high schools)

Chart to the right illustrates average number of partner organizations in Network 14



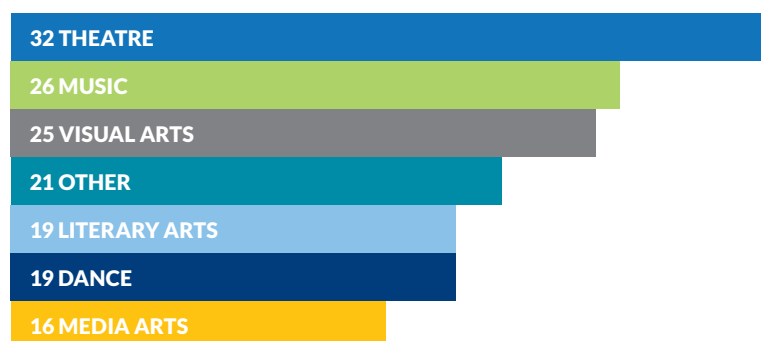
MOST COMMON DISCIPLINES NETWORK 14

Theatre and Music

MOST COMMON DISCIPLINES DISTRICT-WIDE

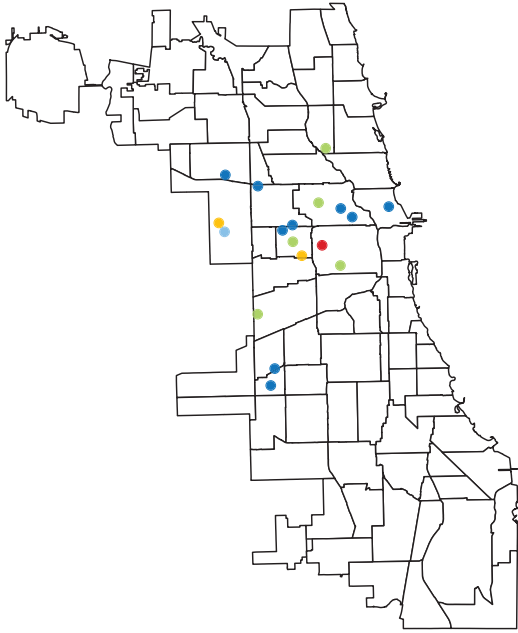
Music and Visual Arts

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 15



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	30.6%	36.5%
Asian	2.2%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	60.2%	46.8%
Multi-Racial	0.9%	1.2%
Not Available	0.3%	0.3%
Native	0.3%	0.3%
White	5.5%	10.6%
Bilingual	10%	18.8%
Diverse Learners	14.1%	14%
Free/Reduced Lunch	84.6%	76.5%

NEIGHBORHOODS IN NETWORK 15

Archer Heights | Austin | Belmont Cragin | East Garfield Park | Humboldt Park
Near North Side | Near West Side | North Center | South Lawndale | West Elsdon
West Town

19 HIGH SCHOOLS AND 1 ELEMENTARY SCHOOL 13,056 STUDENTS ENROLLED

NETWORK 15 SCHOOLS

Font color indicates Creative Schools Certification in 2018–19

CURIE HS
HANCOCK HS
NORTH-GRAND HS
OGDEN ES
OGDEN HS
PROSSER HS
RABY HS

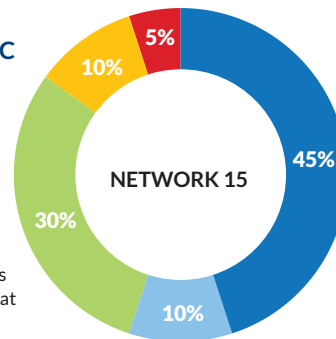
WELLS HS
WESTINGHOUSE HS
AUSTIN CCA HS
WORLD LANGUAGE HS
ALCOTT HS
CLEMENTE HS
MARSHALL HS

MULTICULTURAL HS
SIMPSON HS
SOCIAL JUSTICE HS
DOUGLASS HS
MANLEY HS
CRANE MEDICAL HS

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

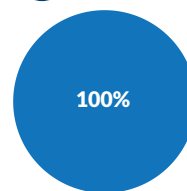
Note: Individual rubric elements are reported only for schools that completed the Survey.



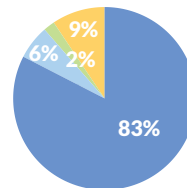
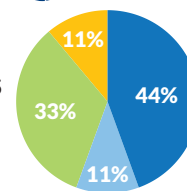
Note: William B. Ogden Elementary School is a combination school (with Ogden International High School) and is part of this network. It is excluded from the phase 1 elements shown here.



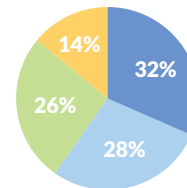
STAFFING



DISCIPLINES



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

73.7%

Dedicated Arts Budget

94.7%

Professional Development

84.2%

Arts Integration

100%

Partnerships

84.2%

Community Engagement

NETWORK 15 STAFFING

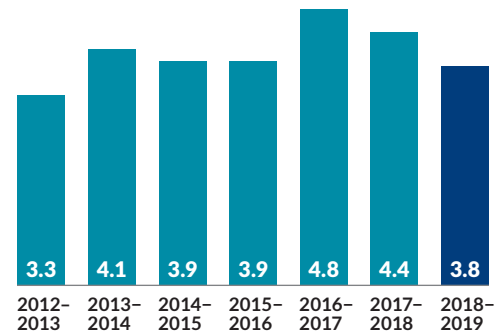
3.8 average FTEs per school

3.5 FTEs District average (high schools)

1 within-network minimum

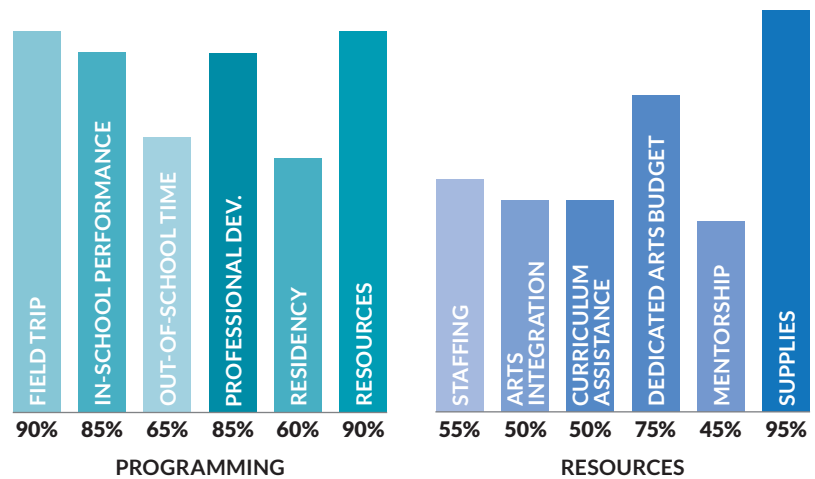
16 within-network maximum

Chart to the right illustrates average FTEs in Network 15



WHAT DO NETWORK 15 SCHOOLS WANT?

THEATRE PRODUCTION
MUSICAL THEATRE
PRINTMAKING
GRAPHIC DESIGN
HIP HOP
FILM
PIANO
GAME DESIGN
ACTING
PHOTOGRAPHY
FASHION / GARMENT DESIGN
AUDIO PRODUCTION / SOUND DESIGN
WEB DESIGN
TECHNICAL THEATRE
COACHING / PRIVATE LESSONS



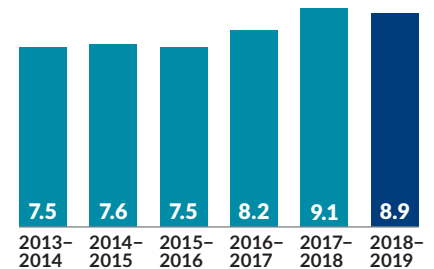
NETWORK 15 PARTNERSHIPS

97 arts partner organizations worked with Network 15 schools

Each school has an average of 8.9 partners

District average: 7.5 partners (high schools)

Chart to the right illustrates average number of partner organizations in Network 15



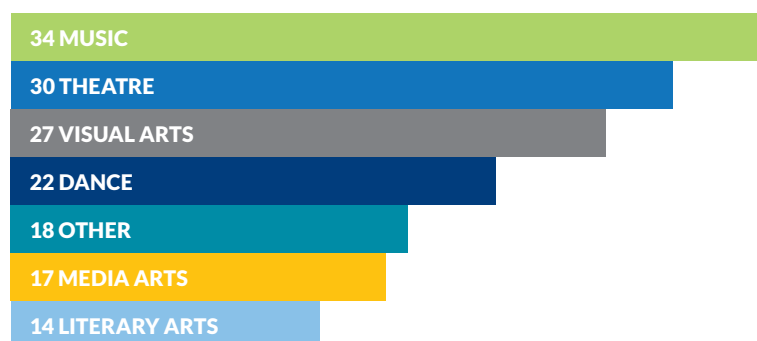
MOST COMMON DISCIPLINES NETWORK 15

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

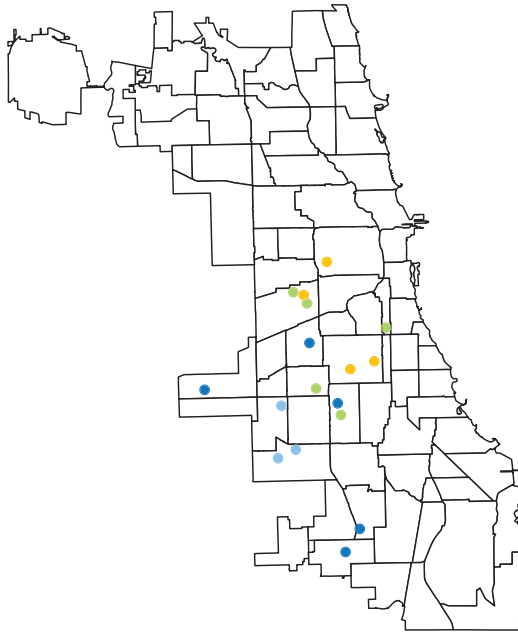
Music and Visual Arts

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 16



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	38%	36.5%
Asian	2.3%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	54.5%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.3%	0.3%
Native	0.3%	0.3%
White	4%	10.6%
Bilingual	13%	18.8%
Diverse Learners	17.6%	14%
Free/Reduced Lunch	86.7%	76.5%

NEIGHBORHOODS IN NETWORK 16

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

17 HIGH SCHOOLS | 12,273 STUDENTS ENROLLED

NETWORK 16 SCHOOLS

JULIAN HS
KELLY HS
KENNEDY HS
LINDBLOM HS
MORGAN PARK HS

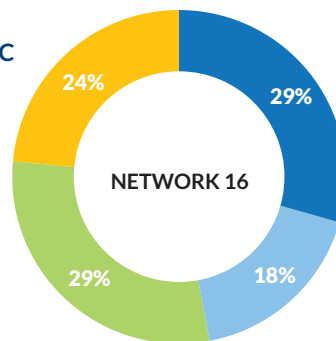
BOGAN HS
GOODE HS
HUBBARD HS
AIR FORCE HS
FARRAGUT HS
GAGE PARK HS
HARPER HS
YORK HS

JEFFERSON HS
RICHARDS HS
SPRY HS
TILDEN HS

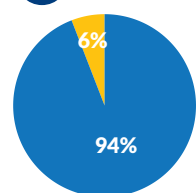
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

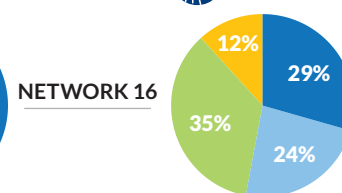
Note: Individual rubric elements are reported only for schools that completed the Survey.



STAFFING



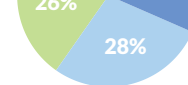
DISCIPLINES



DISTRICT



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

76.5%

Dedicated Arts Budget

94.1%

Professional Development

88.2%

Arts Integration

100%

Partnerships

76.5%

Community Engagement

NETWORK 16 STAFFING

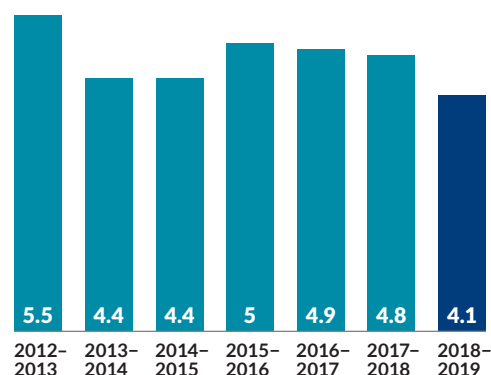
4.1 average FTEs per school

3.5 FTEs District average (high schools)

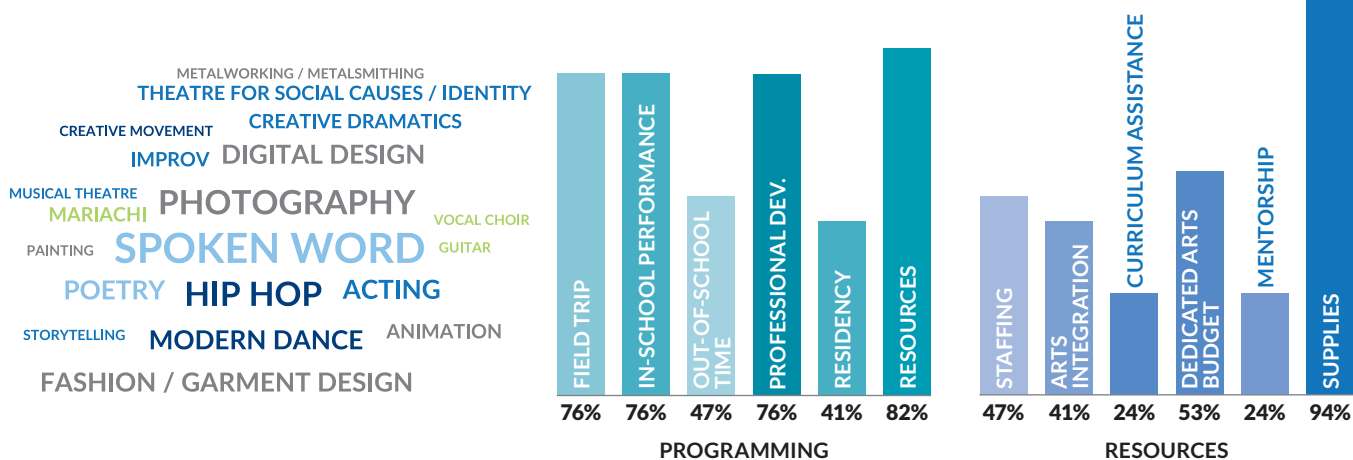
0 within-network minimum

9.5 within-network maximum

Chart to the right illustrates average FTEs in Network 16



WHAT DO NETWORK 16 SCHOOLS WANT?



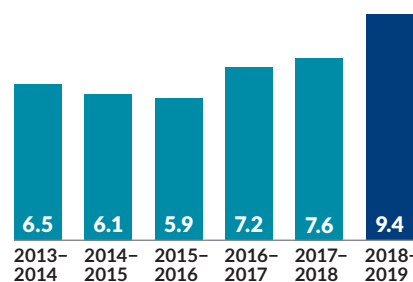
NETWORK 16 PARTNERSHIPS

78 arts partner organizations worked with Network 16 schools

Each school has an average of 9.4 partners

District average: 7.5 partners (high schools)

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



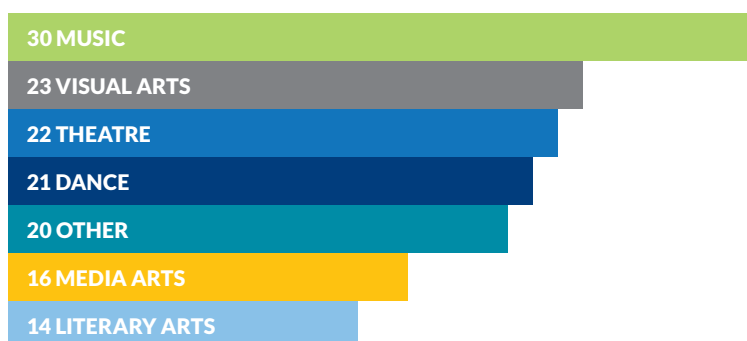
MOST COMMON DISCIPLINES NETWORK 16

Music and Visual Arts

MOST COMMON DISCIPLINES DISTRICT-WIDE

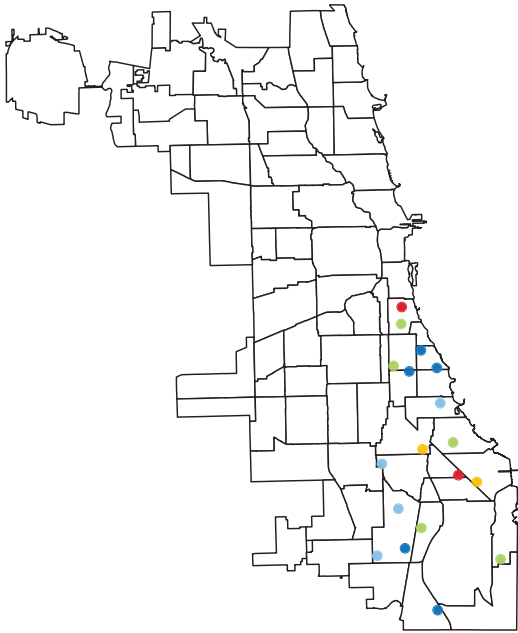
Music and Visual Arts

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 17



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	78.3%	36.5%
Asian	0.5%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	18.3%	46.8%
Multi-Racial	0.8%	1.2%
Not Available	0.1%	0.3%
Native	0.2%	0.3%
White	1.6%	10.6%
Bilingual	3%	18.8%
Diverse Learners	13.9%	14%
Free/Reduced Lunch	84%	76.5%

NEIGHBORHOODS IN NETWORK 17

Avalon Park | Chatham | Douglas | East Side | Grand Boulevard | Greater Grand Crossing
Kenwood | Pullman | Riverdale | Roseland | South Chicago | South Shore
Washington Park | Woodlawn

19 HIGH SCHOOLS | 11,650 STUDENTS ENROLLED

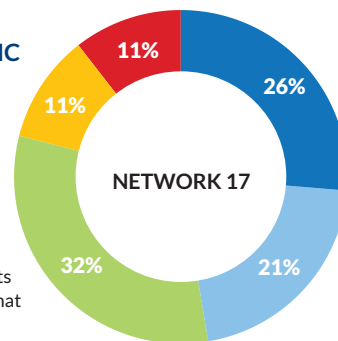
NETWORK 17 SCHOOLS

BROOKS HS	FENGER HS	WASHINGTON HS
CARVER MILITARY HS	HARLAN HS	WILLIAMS HS
DYETT ARTS HS	HYDE PARK HS	BOWEN HS
KENWOOD HS	SIMEON HS	HIRSCH HS
KING HS	BRONZEVILLE HS	CHICAGO VOCATIONAL HS
	CHICAGO MILITARY HS	DUNBAR HS
	CORLISS HS	
	SOUTH SHORE INTL HS	

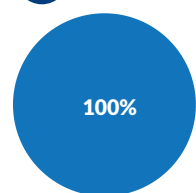
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

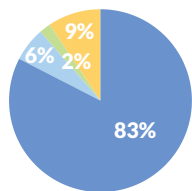
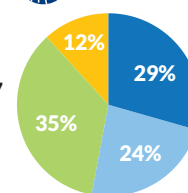
Note: Individual rubric elements are reported only for schools that completed the Survey.



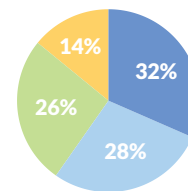
STAFFING



DISCIPLINES



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

58.8%	100%	94.1%	100%	88.2%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

NETWORK 17 STAFFING

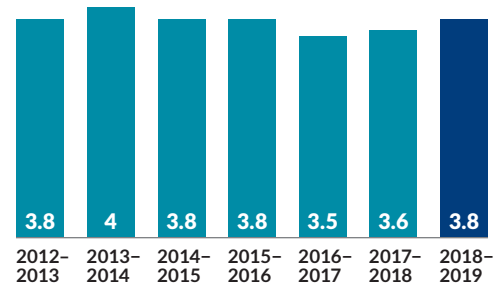
3.8 average FTEs per school

3.5 FTEs District average (high schools)

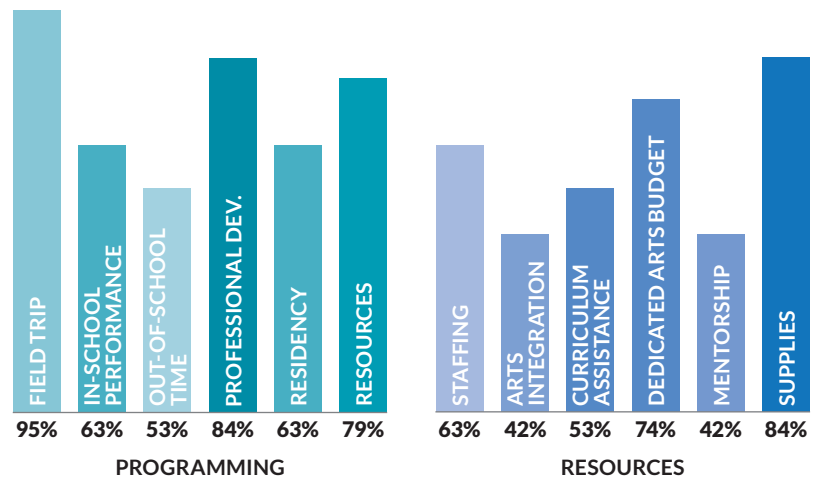
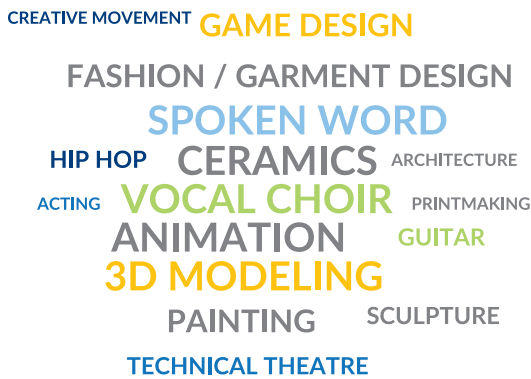
1 within-network minimum

12 within-network maximum

Chart to the right illustrates average FTEs in Network 17



WHAT DO NETWORK 17 SCHOOLS WANT?



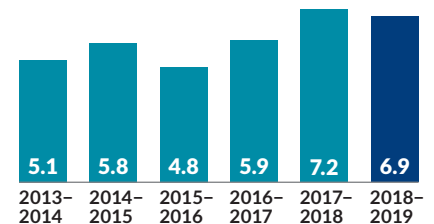
NETWORK 17 PARTNERSHIPS

58 arts partner organizations worked with Network 17 schools

Each school has an average of 6.9 partners

District average: 7.5 partners (high schools)

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



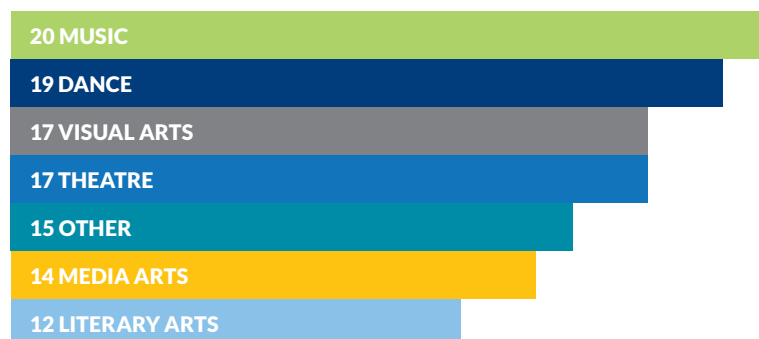
MOST COMMON DISCIPLINES NETWORK 17

Music and Dance

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

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

14,848 STUDENTS ENROLLED

AUSL SCHOOLS Font color indicates Creative Schools Certification in 2018–19

CHICAGO ACADEMY ES
CURTIS
HERZL
LEWIS
MORTON
NATIONAL TEACHERS
OKEEFFE
PHILLIPS HS
PICCOLO
SHERMAN

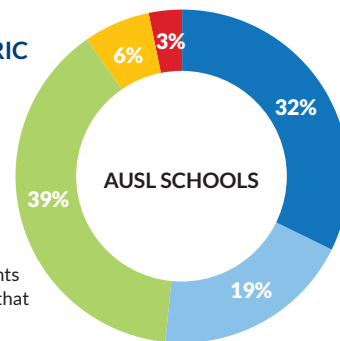
CHICAGO ACADEMY HS
COLLINS HS
JOHNSON
MCNAIR
ORR HS
SOLORIO HS
BRADWELL
CASALS
DENEEN
DEWEY
DULLES

DVORAK
FULLER
GRESHAM
HARVARD
HOWE
MARQUETTE
TARKINGTON
CARTER
STAGG
CHALMERS

CREATIVE SCHOOLS CERTIFICATION RUBRIC

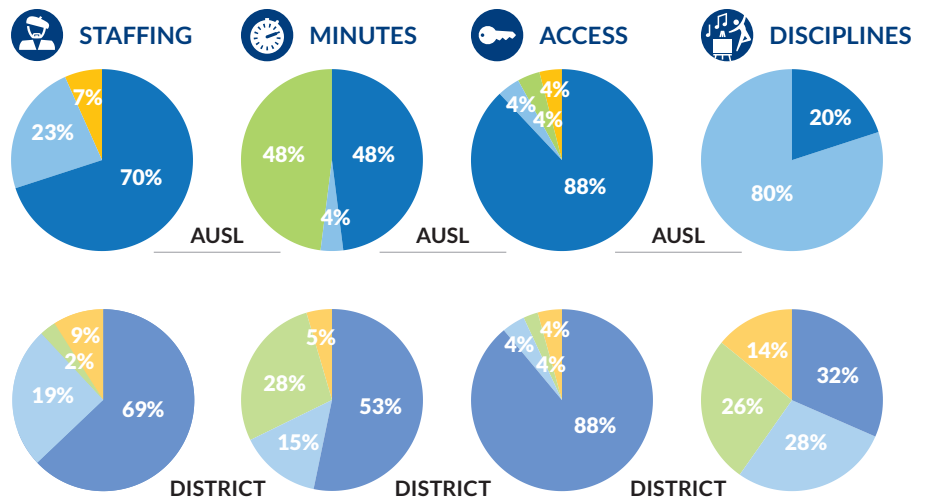
■ EXCELLING
■ STRONG
■ DEVELOPING
■ EMERGING
■ INCOMPLETE DATA

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



DEMOGRAPHICS NETWORK DISTRICT

African-American	68.6%	36.5%
Asian	0.6%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	27.7%	46.8%
Multi-Racial	0.6%	1.2%
Not Available	0.1%	0.3%
Native	0.2%	0.3%
White	2.2%	10.6%
Bilingual	9.9%	18.8%
Diverse Learners	13.5%	14.0%
Free/Reduced Lunch	87.9%	76.5%



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

73.3%	100%	90%	100%	76.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

AUSL SCHOOLS STAFFING

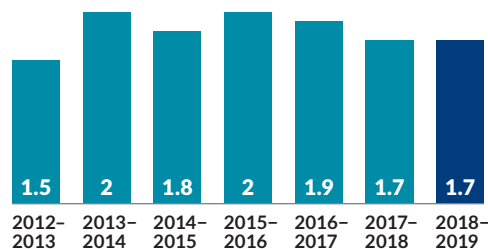
1.7 average FTEs per school

2.1 FTEs District average

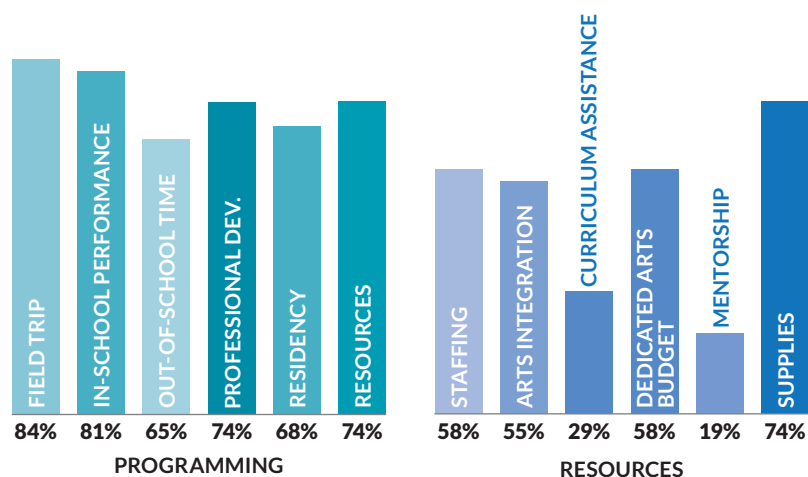
0 within-network minimum

4 within-network maximum

Chart to the right illustrates average FTEs in AUSL schools



WHAT DO AUSL SCHOOLS WANT?



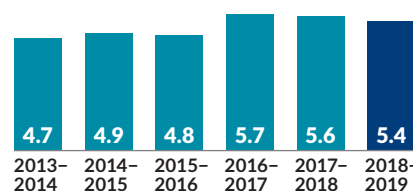
AUSL SCHOOLS PARTNERSHIPS

72 arts partner organizations worked with AUSL schools

Each school has an average of 5.4 partners

District average (schools): 6.9 partners

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



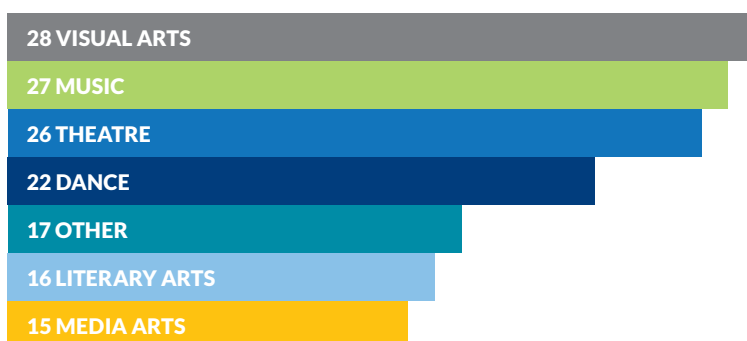
MOST COMMON DISCIPLINES IN AUSL SCHOOLS

Visual Arts and Music

MOST COMMON DISCIPLINES DISTRICT-WIDE

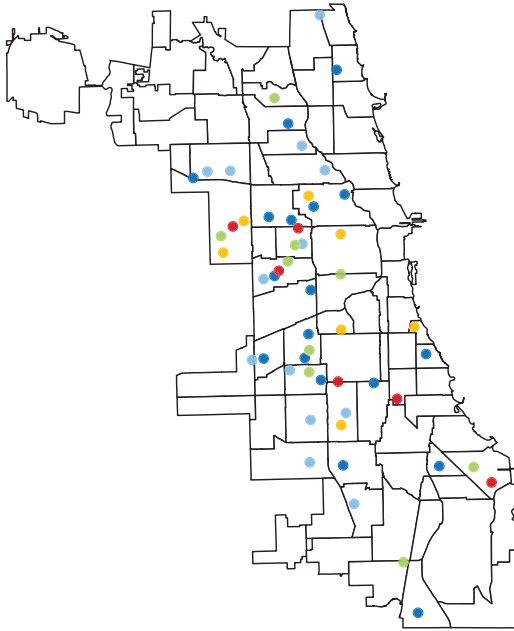
Music and Visual Arts

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



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	53.8%	36.5%
Asian	0.5%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	43%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.7%	0.3%
Native	0.2%	0.3%
White	1.2%	10.6%
Bilingual	20.5%	18.8%
Diverse Learners	11.8%	14%
Free/Reduced Lunch	84.8%	76.5%

56 ELEMENTARY SCHOOLS | 26,157 STUDENTS ENROLLED

CHARTER/CONTRACT ELEMENTARY SCHOOLS

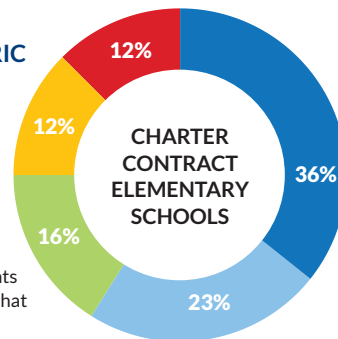
Font color indicates Creative Schools Certification in 2018–19

ACERO-CISNEROS | ACERO-CLEMENTE | ACERO-MARQUEZ | ACERO-PAZ
 ACERO-SANTIAGO | ACERO-TORRES | ACERO-ZIZUMBO | AHS-PASSAGES
 CICS-AVALON/SOUTH SHORE | CICS-BOND | CICS-IRVING PARK
 HORIZON-SOUTHWEST | KIPP | KIPP-ASCEND | KIPP CHICAGO-BLOOM
 LEARN-7 | LEARN-PERKINS | POLARIS | ROWE | U OF C-NKO
 ACERO-DE LA CRUZ | ACERO-FUENTES | ACERO-IDAR | CATALYST-MARIA ES
 CHRISTOPHER HOUSE | CICS-BUCKTOWN | CICS-LOOMIS
 CICS-WEST BELDEN | CICS-WRIGHTWOOD | GLOBAL CITIZENSHIP
 LEARN-CAMPBELL | LEGACY | PROVIDENCE ENGLEWOOD
 ACERO-BRIGHTON PARK | ACERO-DE LAS CASAS | ACERO-TAMAYO
 ASPIRA-HAUGAN | CATALYST-CIRCLE ROCK | CICS-PRAIRIE | GREAT LAKES
 LEARN-BUTLER | LOCKE A | ERIE | HOPE INSTITUTE | KIPP-ACADEMY
 MONTESSORI ENGLEWOOD | NAMASTE | PLATO | U OF C-DONOGHUE
 CICS-BASIL | CICS-WASHINGTON PARK | FRAZIER CHARTER | LEARN-EXCEL
 LEARN-MIDDLE | LEARN-SOUTH CHICAGO | MOVING EVEREST

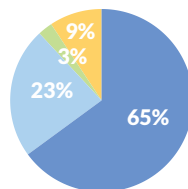
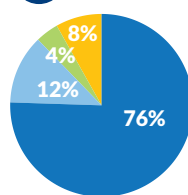
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

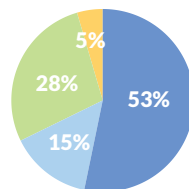
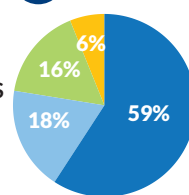
Note: Individual rubric elements are reported only for schools that completed the Survey.



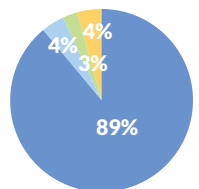
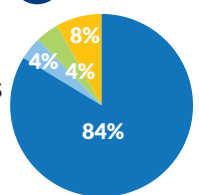
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

73.5%

Dedicated Arts Budget

100%

Professional Development

91.8%

Arts Integration

91.8%

Partnerships

87.8%

Community Engagement

CHARTER/CONTRACT ELEMENTARY SCHOOLS STAFFING

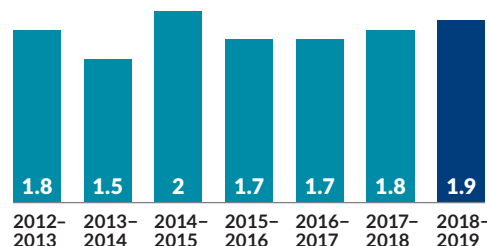
1.9 average FTEs per school

1.7 FTEs District average (elementary schools)

0 within-network minimum

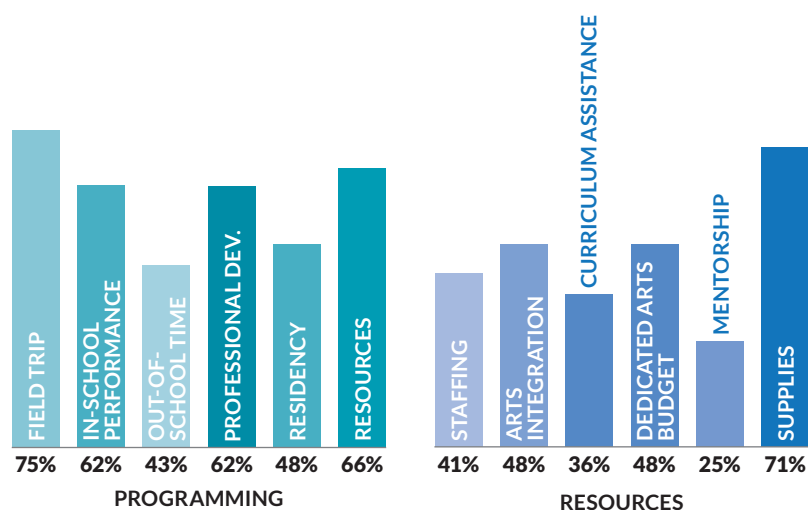
4.5 within-network maximum

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



WHAT DO CHARTER/CONTRACT ELEMENTARY SCHOOLS WANT?

CREATIVE MOVEMENT MUSICAL THEATRE
PAINTING SPOKEN WORD CERAMICS IMPROV
VIDEO ANIMATION YEARBOOK
FILM HIP HOP GAME DESIGN
POETRY PHOTOGRAPHY ACTING
SCULPTURE GRAPHIC DESIGN DIGITAL DESIGN
FASHION / GARMENT DESIGN
CREATIVE WRITING (FICTION, CREATIVE NONFICTION)



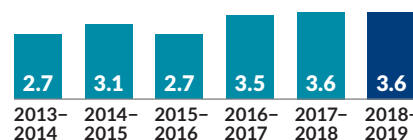
CHARTER/CONTRACT ELEMENTARY SCHOOLS PARTNERSHIPS

70 arts partner organizations worked with Charter/Contract elementary schools

Each school has an average of 3.6 partners

District average: 6.7 partners (elementary schools)

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



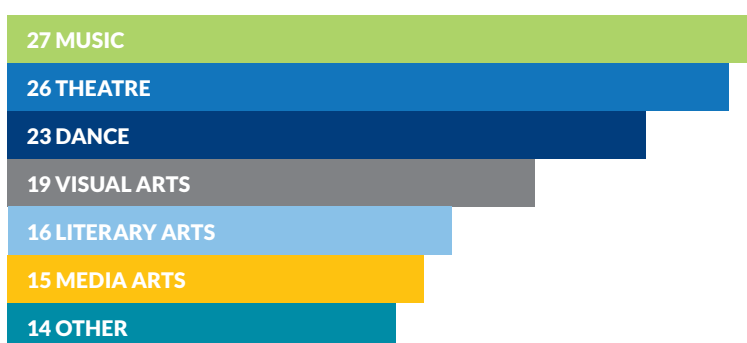
MOST COMMON DISCIPLINES IN CHARTER/CONTRACT ELEMENTARY SCHOOLS

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

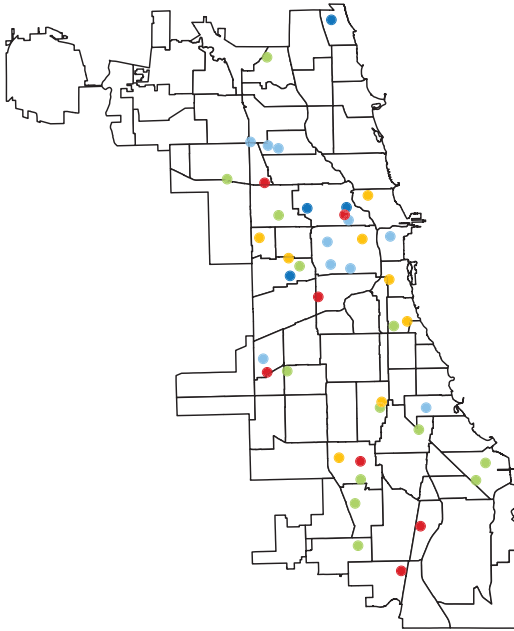
Music and Visual Arts

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



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	50.3%	36.5%
Asian	1.5%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	44.8%	46.8%
Multi-Racial	0.5%	1.2%
Not Available	0.4%	0.3%
Native	0.2%	0.3%
White	2.1%	10.6%
Bilingual	9.2%	18.8%
Diverse Learners	17.7%	14%
Free/Reduced Lunch	88.7%	76.5%

44 HIGH SCHOOLS | 26,181 STUDENTS ENROLLED

CHARTER/CONTRACT HIGH SCHOOLS

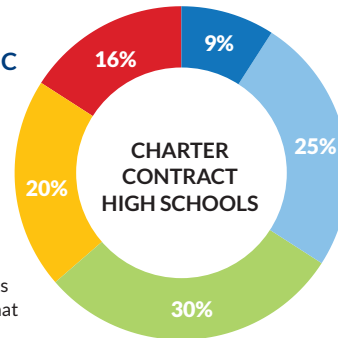
Font color indicates Creative Schools Certification in 2018–19

CHICAGO ARTS HS | CHICAGO MATH & SCIENCE HS | NOBLE-NOBLE HS
 NORTH LAWDALE-CHRISTIANA HS | ACERO-GARCIA HS
 ASPIRA-BUSINESS & FINANCE HS | ASPIRA-EARLY COLLEGE HS
 CHICAGO TECH HS | INTRINSIC HS | NOBLE-BULLS HS | NOBLE-MUCHIN HS
 NOBLE-RAUNER HS | NOBLE-UIC HS | PERSPECTIVES-LEADERSHIP HS
 U OF C-WOODLAWN HS | ACERO-SOTO HS | CICS-LONGWOOD
 CICS-NORTHTOWN HS | EPIC HS | FOUNDATIONS | NOBLE-BAKER HS
 NOBLE-COMER | NOBLE-HANSBERRY HS | NOBLE-ITW SPEER HS
 NOBLE-JOHNSON HS | NOBLE-ROWE CLARK HS
 NORTH LAWDALE-COLLINS HS | PERSPECTIVES-MATH & SCI HS
 CHICAGO VIRTUAL | CICS-CHICAGOQUEST HS | CICS-ELLISON HS
 LEGAL PREP HS | NOBLE-ACADEMY HS | NOBLE-DRW HS
 PERSPECTIVES-JOSLIN HS | URBAN PREP-BRONZEVILLE HS
 URBAN PREP-ENGLEWOOD HS | CHICAGO COLLEGIATE
 INSTITUTO-HEALTH | MANSUETO | NOBLE-BUTLER HS
 NOBLE-GOLDER HS | NOBLE-PRITZKER HS | PERSPECTIVES-TECH HS

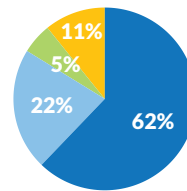
CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

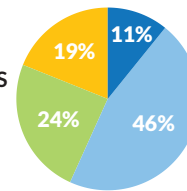
Note: Individual rubric elements are reported only for schools that completed the Survey.



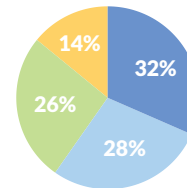
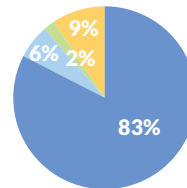
STAFFING



DISCIPLINES



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

64.9%

Dedicated Arts Budget

91.9%

Professional Development

59.5%

Arts Integration

100%

Partnerships

75.7%

Community Engagement

CHARTER/CONTRACT HIGH SCHOOLS STAFFING

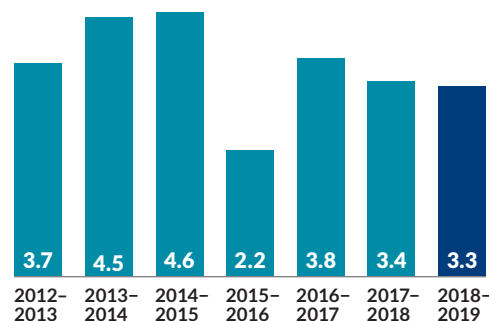
3.3 average FTEs per school

3.5 FTEs District average (high schools)

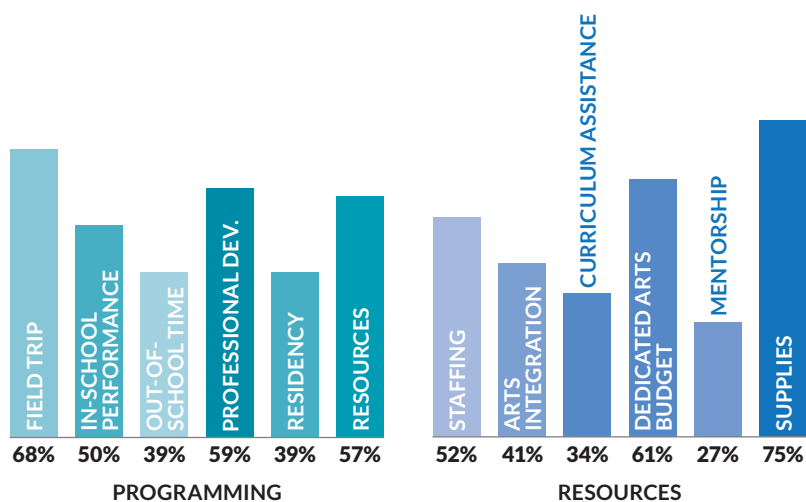
0 within-network minimum

54.5 within-network maximum

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



WHAT DO CHARTER/CONTRACT HIGH SCHOOLS WANT?



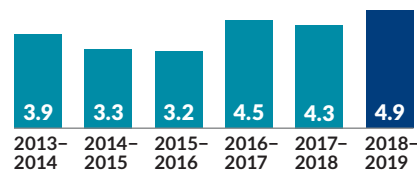
CHARTER/CONTRACT HIGH SCHOOLS PARTNERSHIPS

92 arts partner organizations worked with Charter/Contract high schools

Each school has an average of 4.9 partners

District average: 7.5 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

Music and Visual Arts

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.



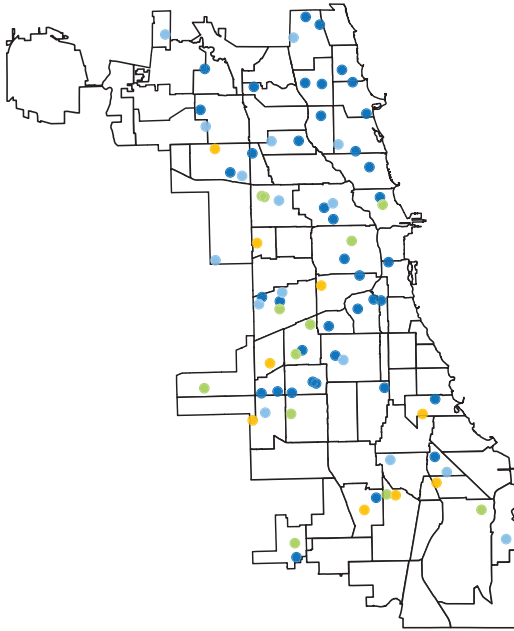
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

ISP ES

77 ELEMENTARY SCHOOLS | 47,792 STUDENTS ENROLLED

ISP ELEMENTARY SCHOOLS Font color indicates Creative Schools Certification in 2018–19

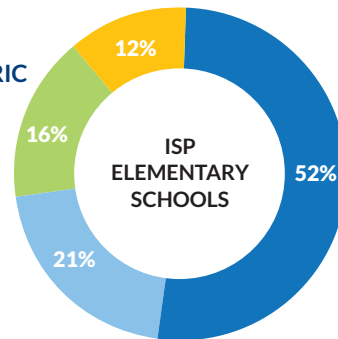
AGASSIZ | ARMSTRONG G | AVALON PARK | BARRY | BELMONT-CRAGIN
 BUDLONG | CARNEGIE | CARSON | CASSELL | CHAPPELL | COLUMBUS
 COONLEY | CORKERY | DISNEY | FRANKLIN | GOUDY | GUNSAULUS
 HITCH | HOLDEN | JUNGMAN | KIPLING | LARA | LINCOLN | LITTLE VILLAGE
 PALMER | PASTEUR | PECK | PEIRCE | ROGERS | SHERIDAN | SHERWOOD
 SMYSER | SOUTH LOOP | STEM | TALCOTT | TALMAN | THOMAS | TONTI
 VON LINNE | WARD J | ADDAMS | BURLEY | CALDWELL | CAMERON
 CARDENAS | CHAVEZ | CLARK ES | EBINGER | LASALLE II | LEE | LENART
 LLOYD | LORCA | THORP O | WEST RIDGE | ZAPATA | **BURROUGHS**
COLUMBIA EXPLORERS | EBERHART | KINZIE | MARSH
 MOUNT GREENWOOD | NOBEL | ORTIZ DE DOMINGUEZ | SALAZAR
 SKINNER | TURNER-DREW | WEST PARK | **AZUELA** | **CAMRAS** | **EDWARDS**
GILLESPIE | **HEFFERAN** | **MCDOWELL** | **PICKARD** | **WACKER** | **WADSWORTH**



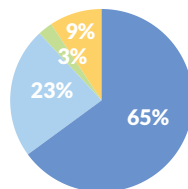
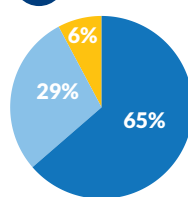
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	16.3%	36.5%
Asian	6.4%	4.2%
Hawaiian	0.2%	0.2%
Hispanic	58.8%	46.8%
Multi-Racial	1.6%	1.2%
Not Available	0.4%	0.3%
Native	0.3%	0.3%
White	16%	10.6%
Bilingual	29.3%	18.8%
Diverse Learners	12%	14%
Free/Reduced Lunch	68.8%	76.5%

CREATIVE SCHOOLS
CERTIFICATION RUBRIC

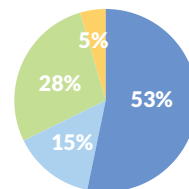
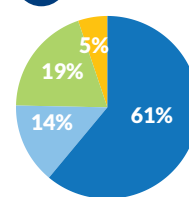
Note: Individual rubric elements are reported only for schools that completed the Survey.



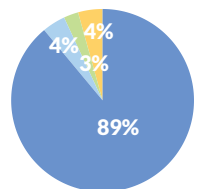
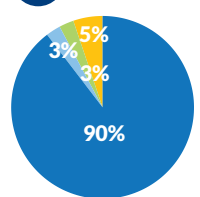
STAFFING



MINUTES



ACCESS



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

74%

Dedicated Arts Budget

97.4%

Professional Development

94.8%

Arts Integration

100%

Partnerships

84.4%

Community Engagement

ISP ELEMENTARY SCHOOLS STAFFING

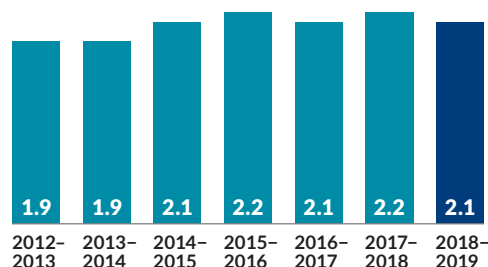
2.1 average FTEs per school

1.7 FTEs District average (elementary schools)

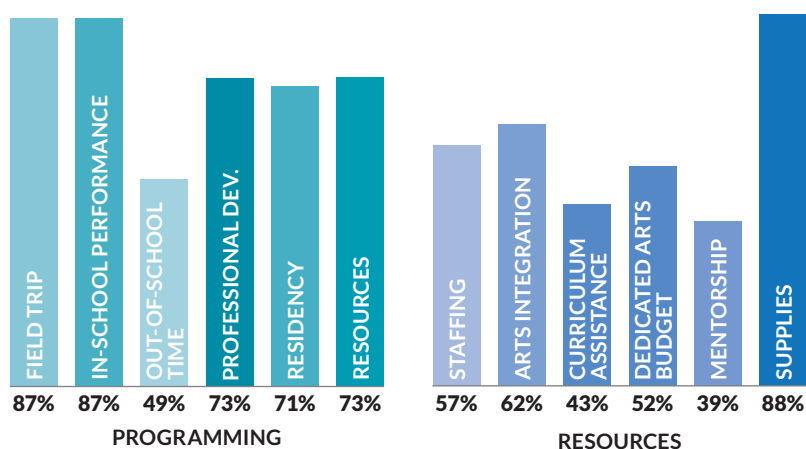
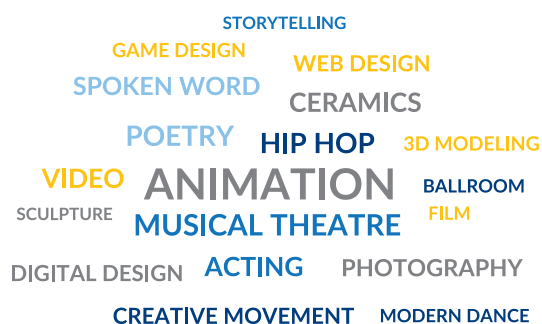
0 within-network minimum

5 within-network maximum

Chart to the right illustrates average FTEs in ISP elementary schools



WHAT DO ISP ELEMENTARY SCHOOLS WANT?



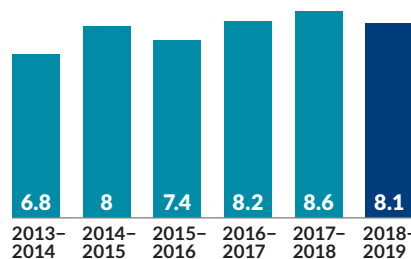
ISP ELEMENTARY SCHOOLS PARTNERSHIPS

185 arts partner organizations worked with ISP elementary schools

Each school has an average of 8.1 partners

District average: 6.7 partners (elementary schools)

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



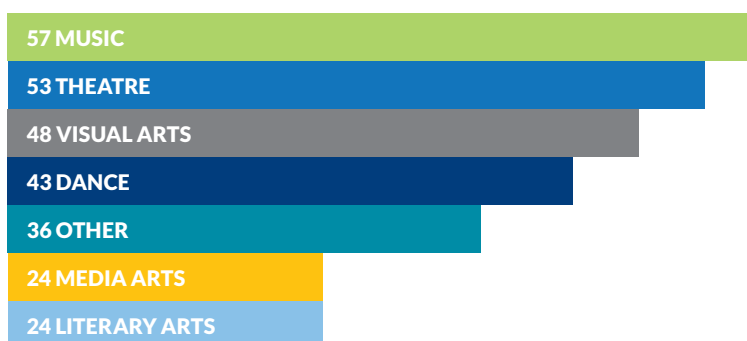
MOST COMMON DISCIPLINES IN ISP ELEMENTARY SCHOOLS

Music and Theatre

MOST COMMON DISCIPLINES DISTRICT-WIDE

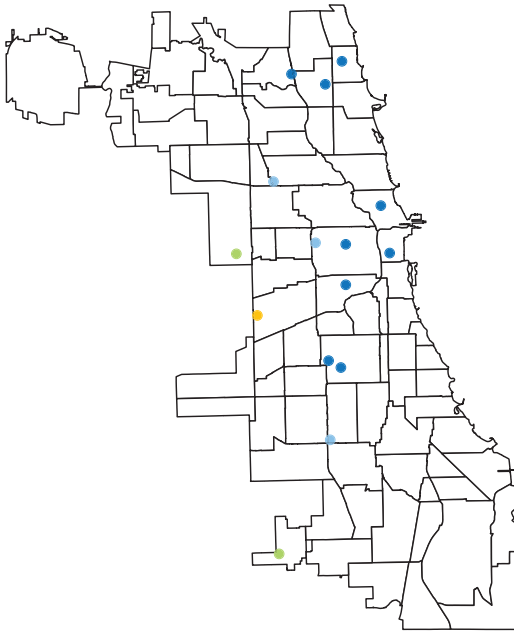
Music and Visual Arts

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



DEMOGRAPHICS	NETWORK	DISTRICT
African-American	16.3%	36.5%
Asian	9.1%	4.2%
Hawaiian	0.3%	0.2%
Hispanic	51.6%	46.8%
Multi-Racial	2.2%	1.2%
Not Available	1%	0.3%
Native	0.3%	0.3%
White	19%	10.6%
Bilingual	6.8%	18.8%
Diverse Learners	11.8%	14%
Free/Reduced Lunch	65.1%	76.5%

15 HIGH SCHOOLS | 14,401 STUDENTS ENROLLED

ISP HIGH SCHOOLS Font color indicates Creative Schools Certification in 2018–19

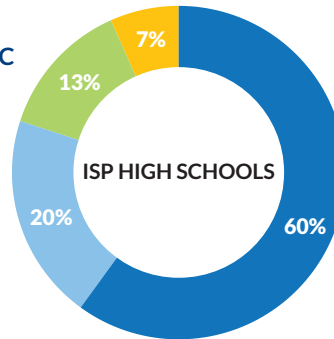
AMUNDSEN HS
 BACK OF THE YARDS HS
 JONES HS
 JUAREZ HS
 NORTHSIDE PREP HS
 PAYTON HS
 PEACE AND EDUCATION HS
 RICKOVER MILITARY HS
 YOUNG HS

MARINE LEADERSHIP AT AMES HS
 PHOENIX MILITARY HS
 SOUTHSIDE HS
 CHICAGO AGRICULTURE HS
 CLARK HS
 INFINITY HS

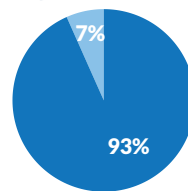
CREATIVE SCHOOLS
CERTIFICATION RUBRIC

■ EXCELLING
 ■ STRONG
 ■ DEVELOPING
 ■ EMERGING

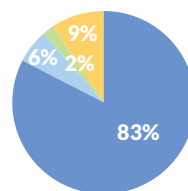
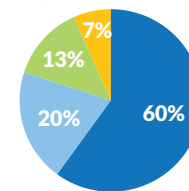
Note: Individual rubric elements are reported only for schools that completed the Survey.



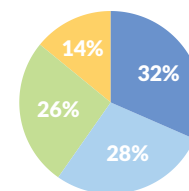
STAFFING



DISCIPLINES



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

86.7%

Dedicated Arts Budget

100%

Professional Development

93.3%

Arts Integration

100%

Partnerships

86.7%

Community Engagement

ISP HIGH SCHOOLS STAFFING

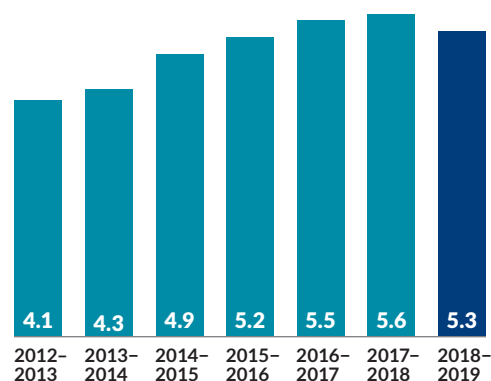
5.3 average FTEs per school

3.5 FTEs District average (high schools)

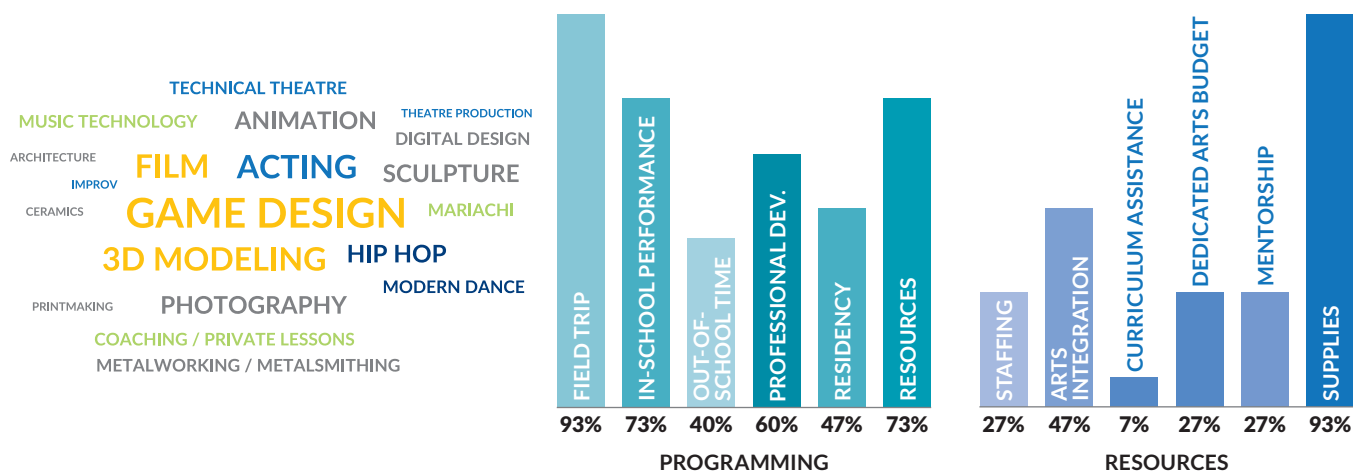
2 within-network minimum

12 within-network maximum

Chart to the right illustrates average FTEs in ISP high schools



WHAT DO ISP HIGH SCHOOLS WANT?



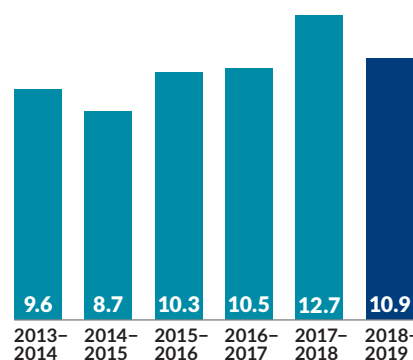
ISP HIGH SCHOOLS PARTNERSHIPS

88 arts partner organizations worked with ISP high schools

Each school has an average of 10.9 partners

District average: 7.5 partners (high schools)

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



MOST COMMON DISCIPLINES IN ISP HIGH SCHOOLS

Dance and Music

MOST COMMON DISCIPLINES DISTRICT-WIDE

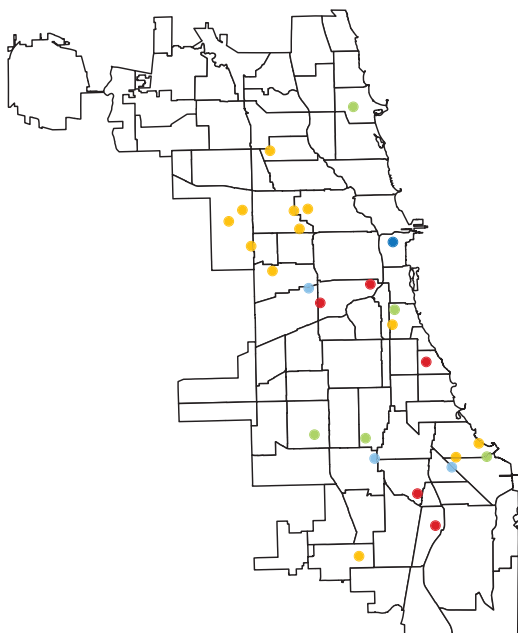
Music and Visual Arts

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



DEMOGRAPHICS NETWORK DISTRICT

African-American	72.8%	36.5%
Asian	0.4%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	24.9%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.1%	0.3%
Native	0.3%	0.3%
White	1%	10.6%
Bilingual	4.9%	18.8%
Diverse Learners	21.5%	14%
Free/Reduced Lunch	93.2%	76.5%

26 HIGH SCHOOLS AND 1 ELEMENTARY SCHOOL 4,748 STUDENTS ENROLLED

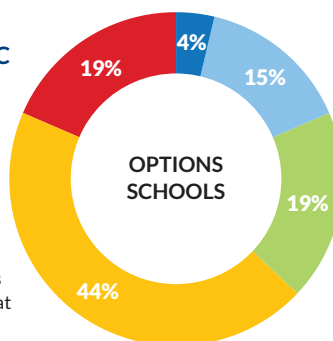
OPTIONS SCHOOLS Font color indicates Creative Schools Certification in 2018-19

YCCS-INNOVATIONS | CAMELOT SAFE ES | YCCS-LATINO YOUTH
YCCS-SULLIVAN | YCCS-YOUTH DEVELOPMENT
CAMELOT-EXCEL ENGLEWOOD HS | CAMELOT-EXCEL SOUTHWEST HS
CAMELOT SAFE HS | YCCS-MCKINLEY | YCCS-TRUMAN
CAMELOT-CHICAGO EXCEL HS | CAMELOT-EXCEL WOODLAWN HS
YCCS-ASPIRA PANTOJA | YCCS-ASSOCIATION HOUSE
YCCS-AUSTIN CAREER | YCCS-CAMPOS | YCCS-CCA ACADEMY
YCCS-PROGRESSIVE LEADERSHIP | YCCS-SCHOLASTIC ACHIEVEMENT
YCCS-WEST TOWN | YCCS-WESTSIDE HOLISTIC
YCCS-YOUTH CONNECTION
INSTITUTO-LOZANO HS | LITTLE BLACK PEARL HS | YCCS-ADDAMS
YCCS-CHATHAM | YCCS-OLIVE HARVEY

CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

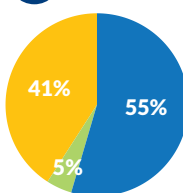
Note: Individual rubric elements are reported only for schools that completed the Survey.



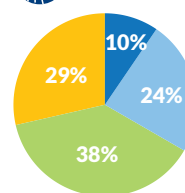
Note: Camelot Safe Elementary School is part of this network. It is excluded from the phase 1 elements shown below.



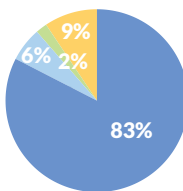
STAFFING



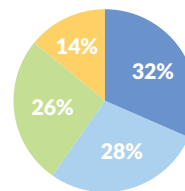
DISCIPLINES



OPTIONS



DISTRICT



PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

40.9%

Dedicated Arts Budget

77.3%

Professional Development

95.5%

Arts Integration

81.8%

Partnerships

54.5%

Community Engagement

OPTIONS SCHOOLS STAFFING

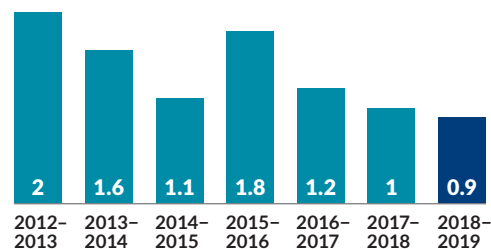
0.9 average FTEs per school

3.5 FTEs District average (high schools)

0 within-network minimum

3 within-network maximum

Chart to the right illustrates average FTEs in Options schools



WHAT DO OPTIONS SCHOOLS WANT?

RADIO / TV BROADCASTING PHOTOJOURNALISM

DIGITAL DESIGN

GAME DESIGN

GRAPHIC DESIGN

PHOTOGRAPHY

ACTING

3D MODELING

DRAWING

SPOKEN WORD

VIDEO

FILM

HIP HOP

POETRY

WEB DESIGN

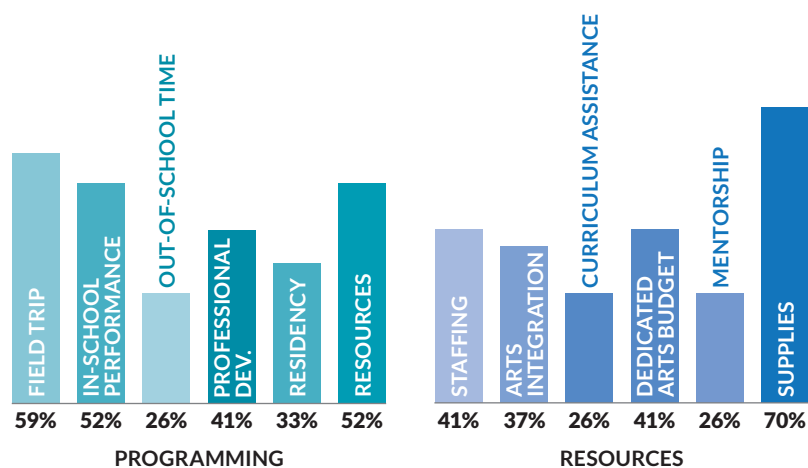
ANIMATION

YEARBOOK

PAINTING

NEWSPAPER

AUDIO PRODUCTION / SOUND DESIGN



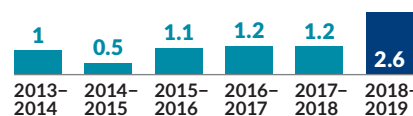
OPTIONS SCHOOLS PARTNERSHIPS

32 arts partner organizations worked with Options schools

Each school has an average of 2.6 partners

District average: 7.5 partners (high schools)

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



MOST COMMON DISCIPLINES IN OPTIONS SCHOOLS

Theatre and Literary Arts

MOST COMMON DISCIPLINES DISTRICT-WIDE

Music and Visual Arts

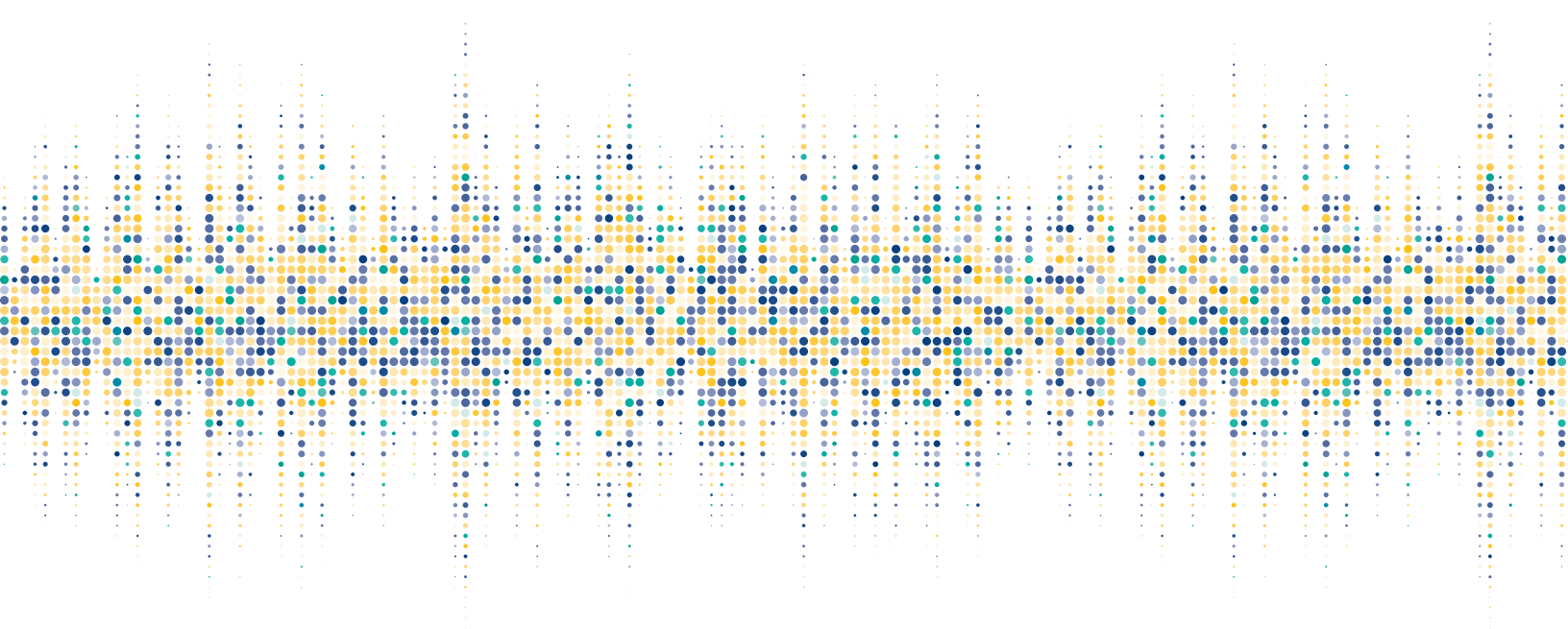
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE



APPENDIX



REFERENCES

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State of the Arts in Chicago Public Schools: Progress Report 2015–16.
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State of the Arts in Chicago Public Schools: Progress Report 2016–17.
Chicago: Ingenuity, 2017.

State of the Arts in Chicago Public Schools: Progress Report 2017–18.
Chicago: Ingenuity, 2019.

DATA NOTES

This report utilized multiple data sources to examine the 2018–19 school year. The lead data source was Ingenuity's *artlook*®—a system that collects and tracks information on CPS instructor-based and community arts partner-provided arts programming across CPS. *artlook*® 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 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 on their annual, publicly available report card.

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

Survey Administration

The Creative Schools Survey is administered annually in the spring of each school year. In 2018–19, the Survey was updated to capture more detail on the specific arts courses offered, the individuals teaching arts courses, and the number of students receiving instruction in each course. In order to ensure that the data collected in 2018–19 was comparable to previous years, a brief Supplemental Survey was administered in the fall of 2019, which re-surveyed schools on a few topics key to the Certification (Minutes of Instruction, Percent Access, and Disciplines and Depth). Because of the timing of the Supplemental Survey, nine schools (four Charter schools, one District-run school, and four ALOP programs) that closed at the end of the 2018–19 school year were unable to participate; they are excluded from the analyses in this report.

School Count

While this report describes arts access at 642 CPS schools, Ingenuity issued 661 Creative Schools Surveys to schools in the 2018–19 school year. This number includes four K–12 Charter schools which are counted as a single campus by the District, but are administered two Surveys (to account for distinct Certification elements at the elementary and high school level). To bring the school count in accordance with the District, one Survey from each of these combination schools is excluded from the report. The report also excludes five Alternative Opportunity Learning Programs (ALOPs). An additional nine schools are excluded because they closed at the end of the 2018–19 school year and could not be administered the Supplemental Creative Schools Survey in fall 2019.

Data Review Process

Administrative Data

Ingenuity collects administrative data on demographics from the CPS District office, as well as school staffing and arts course offerings (for District-run schools only).

CPS Arts Liaisons

Administrative data is pre-populated on Ingenuity's *artlook*® Arts Liaisons then log into *artlook*® to update pre-populated fields, as appropriate, and enter additional data on their school's arts assets.

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 receives quarterly data on arts courses taught in District-run schools and uses them to identify instructors teaching arts courses. Ingenuity then requests data from the CPS Talent office to provide additional information on instructors, including their status (full- or part-time) and the positions they are staffed into. This information is used to pre-populate schools' Surveys. Liaisons can add to or change the staff list on the Survey; Ingenuity then reviews these changes. For the vast majority of entries, the instructor lists align across the administrative and Survey data sources. If CPS identifies an arts instructor from a school that did not complete the Survey, Ingenuity includes that instructor in the total count of arts FTEs. Arts instructors identified only in the Survey data set, but not on file with CPS, are researched further and included if they can be confirmed to be arts instructors. All instructors at Charter and Contract schools are self-reported by Arts Liaisons.

To help verify teachers not present in District data, Ingenuity may also compare the instructor list 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 arts disciplines these instructors were credentialed to teach. Note that ISBE does not offer certifications for Media Arts, so teachers listed in this discipline were not required to be licensed in order to be included in a school's FTE count.

Two key changes were made to the Staffing data process in the 2018–19 school year.

1. Literary arts teachers were not included, due to challenges in identifying them as distinct from Language Arts or English instructors. (Instructors in this discipline were counted only in the 2016–17 and 2017–18 school years, and accounted for 53.5 and 47.2 FTEs, respectively.)
2. In prior years, Ingenuity received the full list of individuals staffed into arts positions. This year, District data began with the full list of instructors teaching arts courses. Those that were staffed into arts positions were labeled as arts teachers; those staffed into a non-arts role were labeled as classroom/non-arts teachers teaching arts. Only arts teachers were counted toward the total FTE count and toward a school's Staffing score.

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 is 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

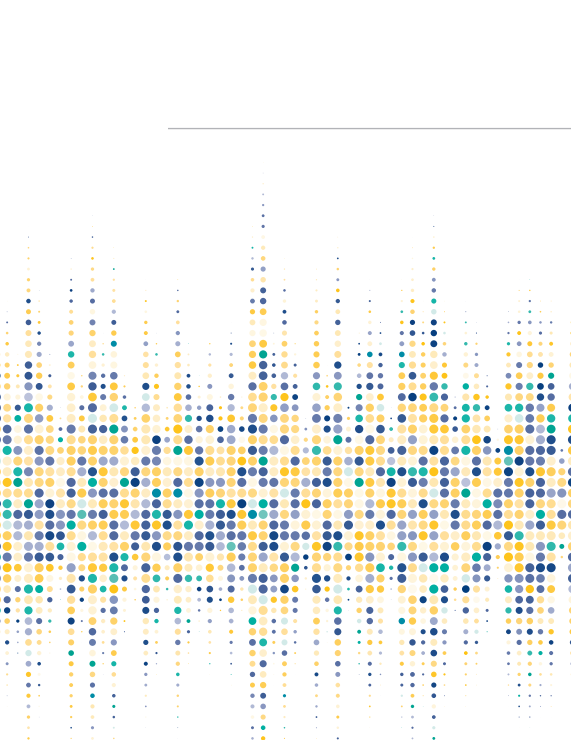
Academy for Urban School Leadership (AUSL): AUSL is a nonprofit teacher training and school management organization that currently operates 31 CPS schools. By training highly effective teachers, developing new curricula, implementing additional after-school programs, and renovating facilities, AUSL aims 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*® 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®: The Ingenuity-created data platform collects and disseminates key information about arts education in CPS. *artlook®* 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 Charter schools 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, Access, Disciplines, 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.

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.

Licensed 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.

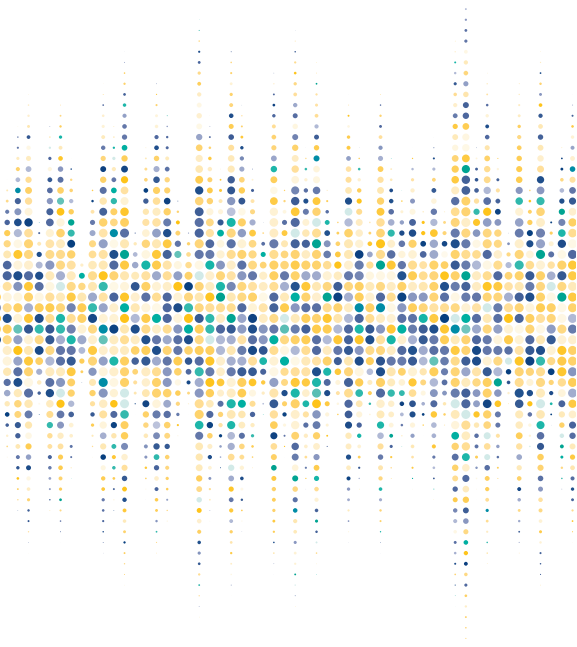
Local School Council: The body which has been established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of parents,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

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

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

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

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.

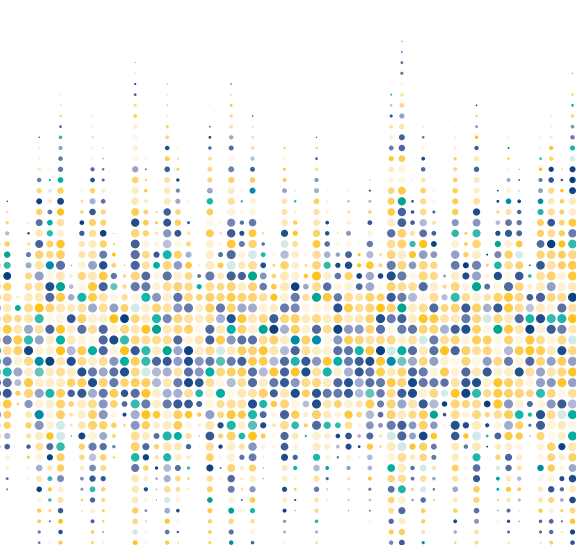
Student-Based Budgeting: The practice of assigning dollars to schools based on a per-student formula. This is a shift from traditional budgeting, which assigns dollars to schools in the form of numbers of instructor positions on the basis of student enrollment. Under student-based budgeting, schools 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.



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[∞] deceased



THE THINKING BEHIND ARTS LEARNING

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

