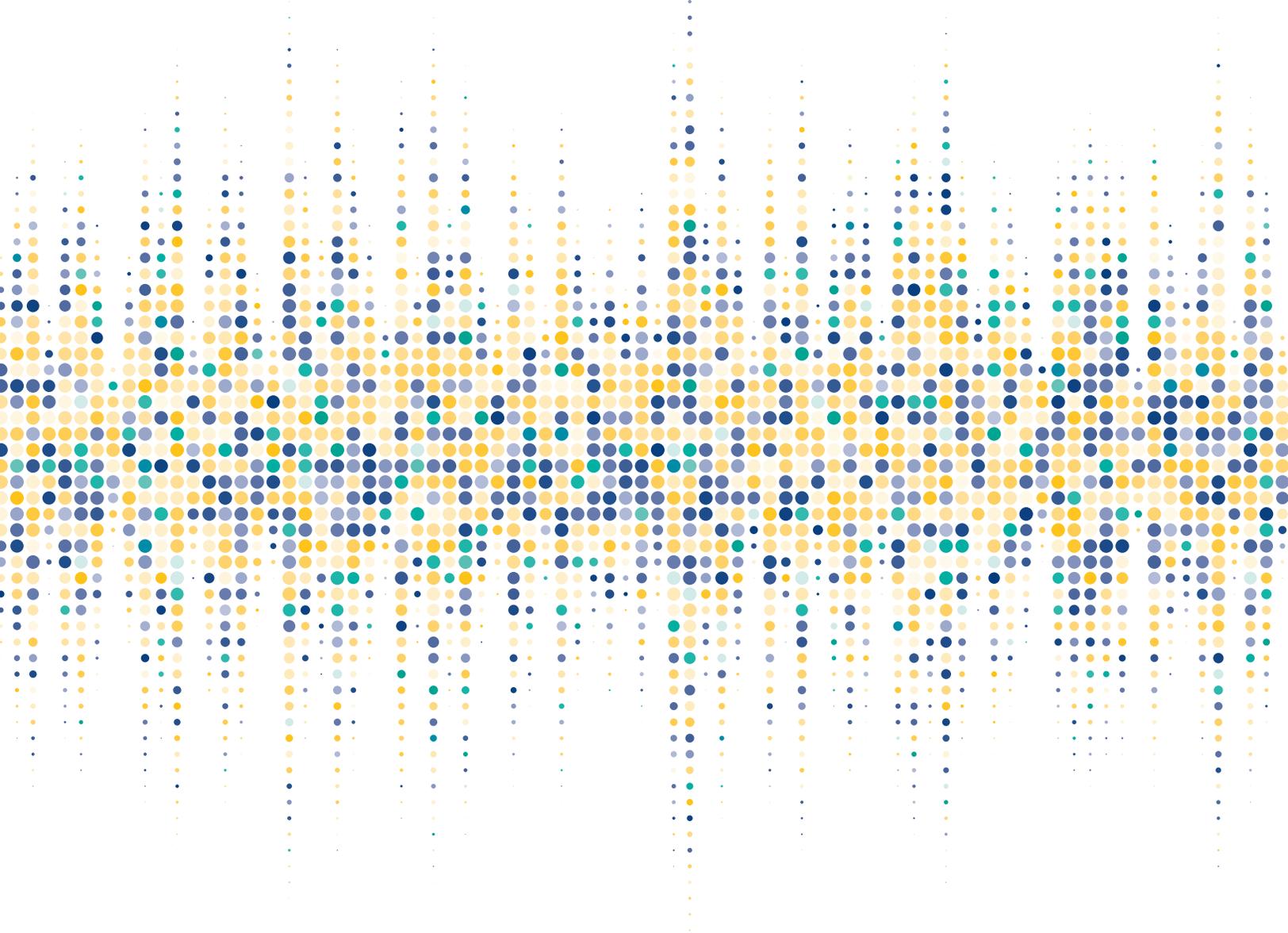


# STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS





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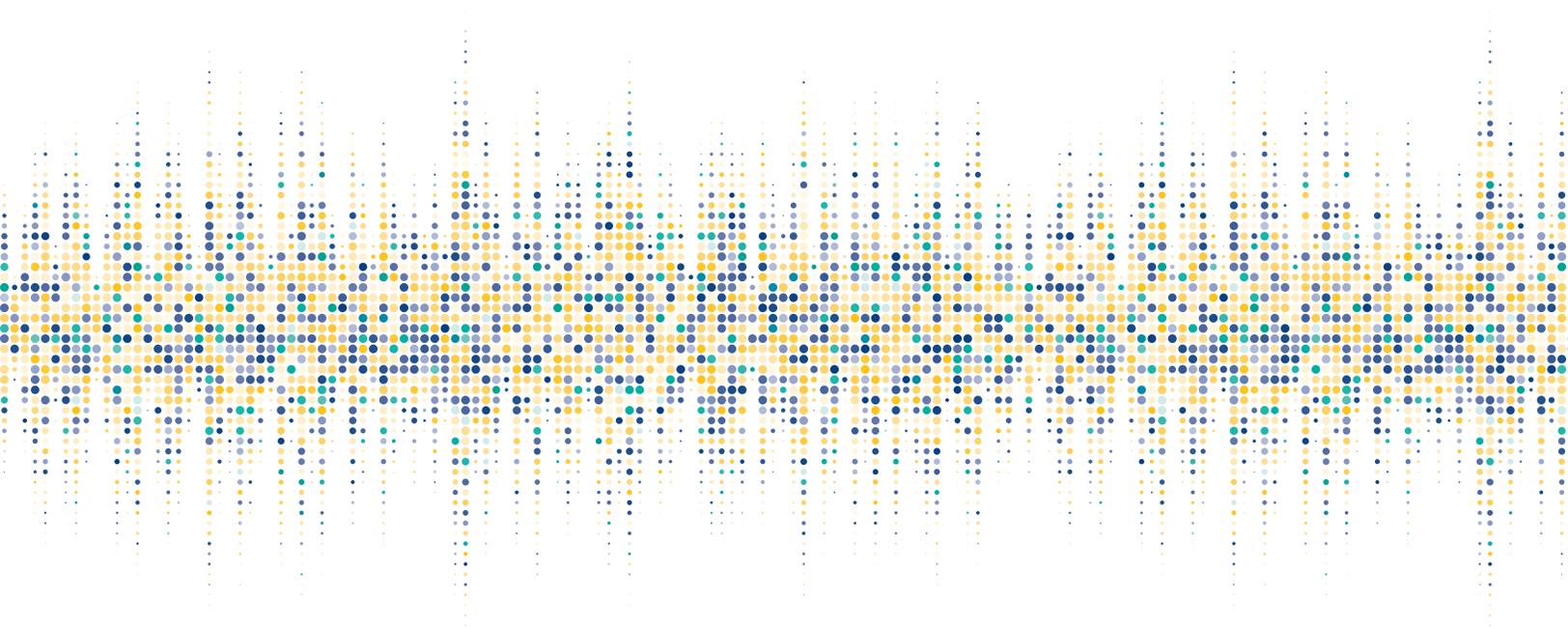


# INTRODUCTION

## 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,<sup>1</sup> 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.



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



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,<sup>2</sup> support student expression of ideas and motivation,<sup>3</sup> and improve critical-thinking skills<sup>4</sup> and overall learning outcomes.<sup>5</sup> 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.

<sup>2</sup>LaPorte, 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.

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

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

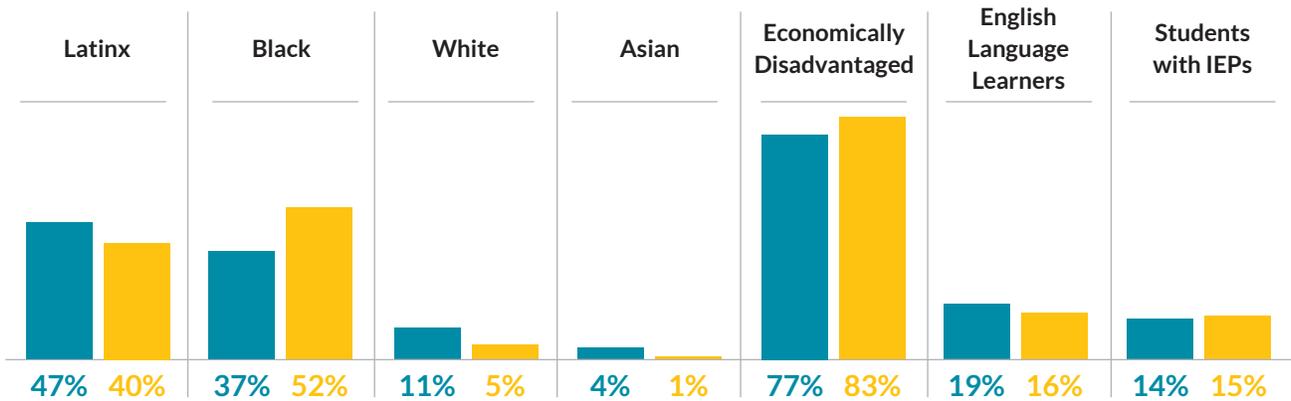
<sup>5</sup>Guhn, M., S.D. Emerson and P. Gouzouasis. (2020). A Population-Level Analysis of Associations Between School Music Participation and Academic Achievement. *Journal of Educational Psychology*, 112(2), 308–328.

## 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*.<sup>®</sup> 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*<sup>®</sup> helps facilitate effective partnerships to identify and fill gaps in arts offerings and/or instruction.

## Who uses *artlook*<sup>®</sup>?

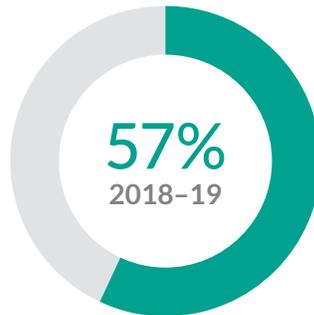
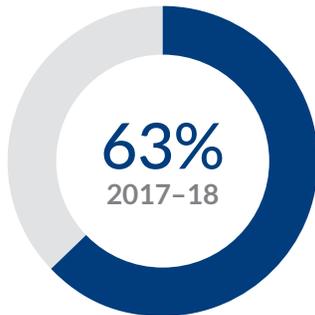
- Teachers and principals searching for arts organizations across disciplines
- Arts teachers seeking to connect with other arts teachers in the District
- Arts organizations searching for school partners
- Parents researching schools with strong arts education programs for their children
- Funders seeking 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](http://chicago.artlookmap.com)



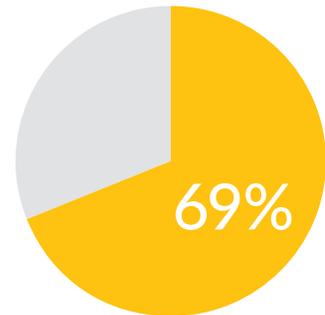
Bringing the arts to every student in CPS is both a shared goal and a shared responsibility. This State of the Arts Report and the Creative Schools Survey on which it is based provide important insights and data to help achieve this goal. But in the end, stakeholders—including principals, instructors, 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%

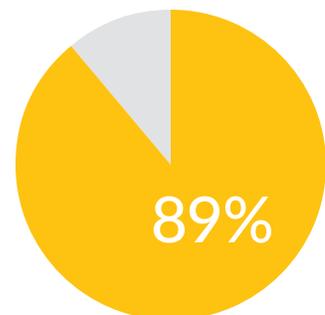
68%



Disciplines and Depth

64%

60%

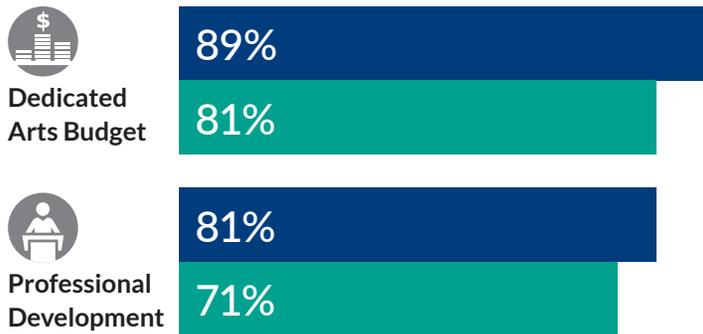


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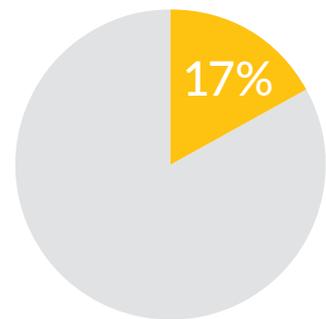
The percentage of elementary schools offering arts classes remains high—this year, **89% reported that 100% of their students have access**.

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

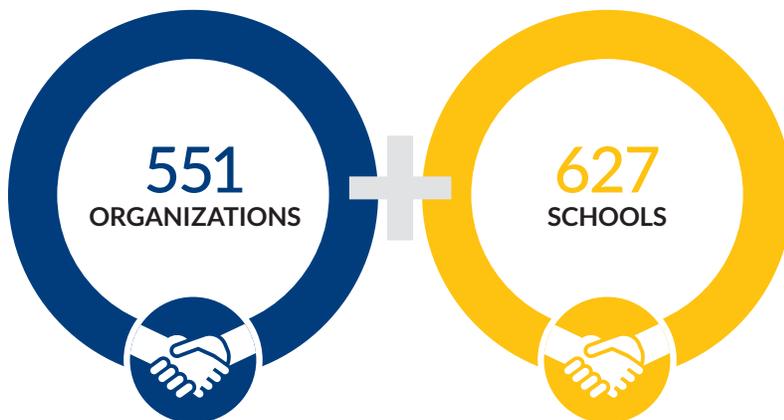
● 2017-18 | ● 2018-19



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



6 **551 community arts organizations** worked with **627 schools**. 49% of these school-organization partnerships continued from the 2017-18 school year.





# 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.<sup>6</sup> 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.

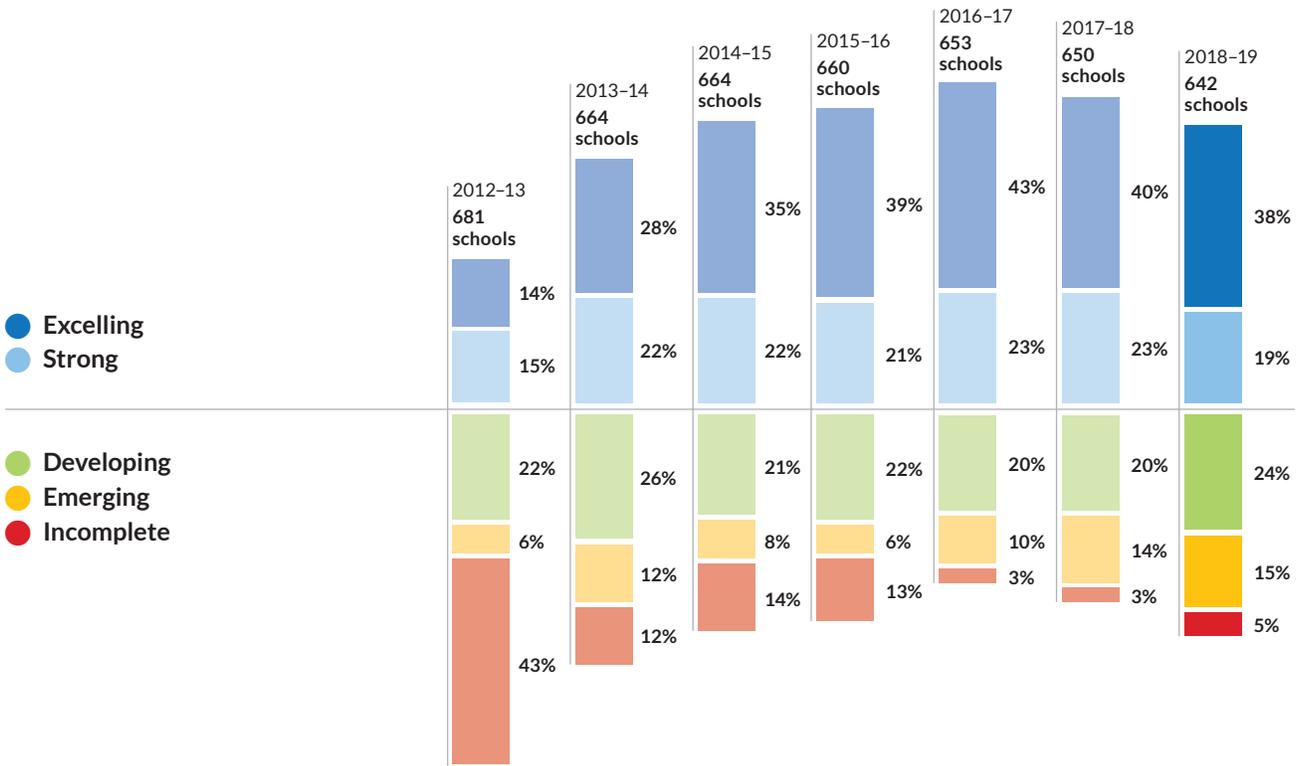
Participation in the Survey has grown substantially from its baseline year in 2012–13, with 57% participation, to a high of 97% in 2016–17. This year, 95% of CPS schools (611 of 642) participated, continuing a trend of high engagement across the District that ensures that we can draw firm conclusions 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 340,000<sup>7</sup> students enrolled in all schools, 65% were in a school rated Strong or Excelling.

## 6% DECLINE IN STRONG/EXCELLING SCHOOLS IN 2018–19<sup>8</sup>



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.

<sup>6</sup> 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.  
<sup>7</sup> 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.  
<sup>8</sup> Note: due to rounding, totals in this and other graphics may not equal 100%.

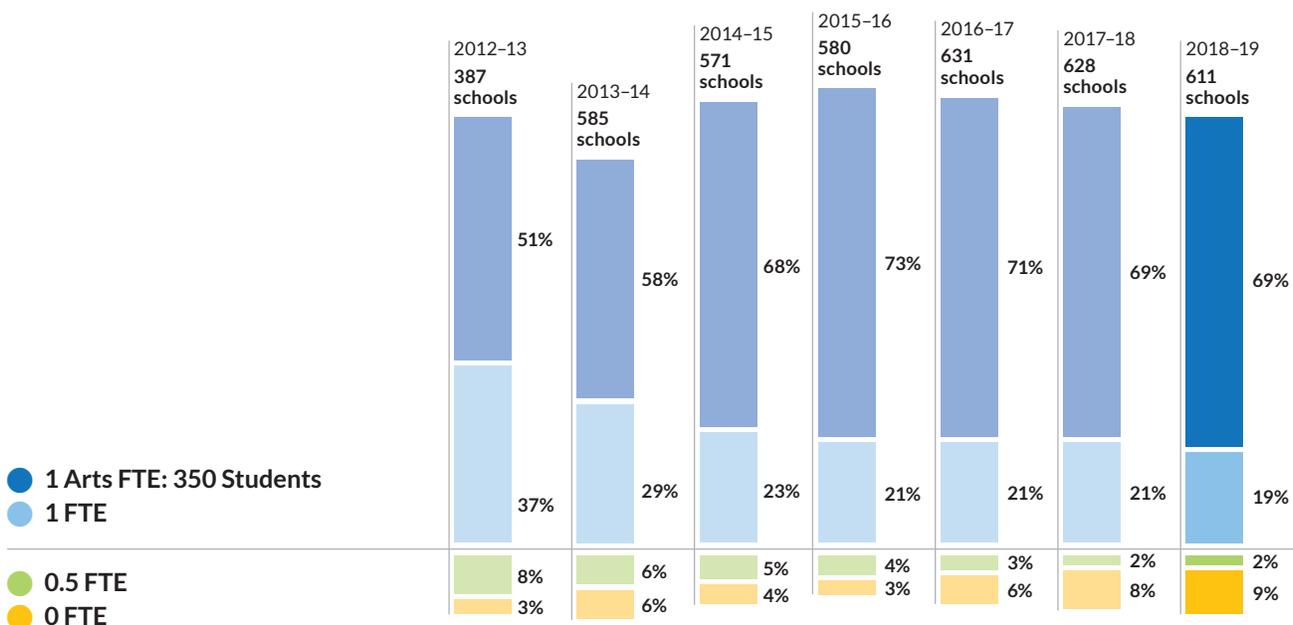


## STAFFING

Licensed<sup>9</sup> 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,<sup>10</sup> 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.



<sup>9</sup> 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.

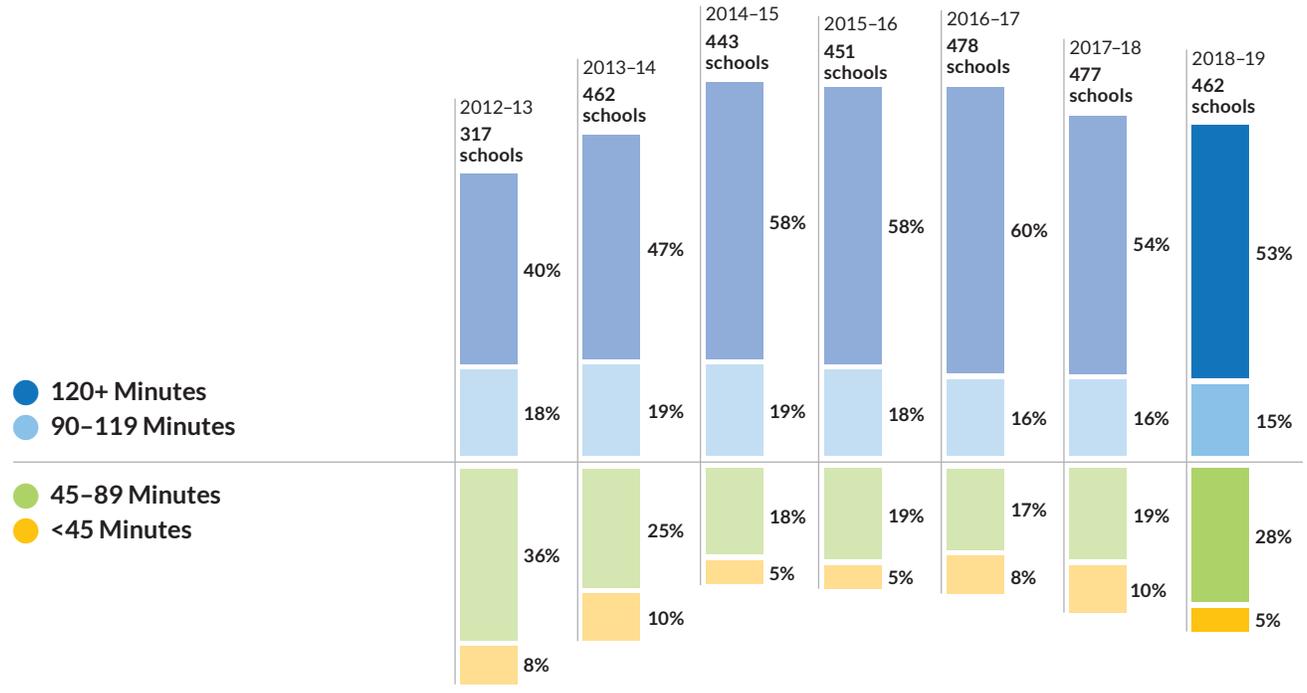
<sup>10</sup> See Data Notes section of the Appendix for more details on the staffing data sets and processes used to identify arts FTEs. The total reported in this section includes some schools that did not respond to the Survey, but whose staffing data was available from the District.



## 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.

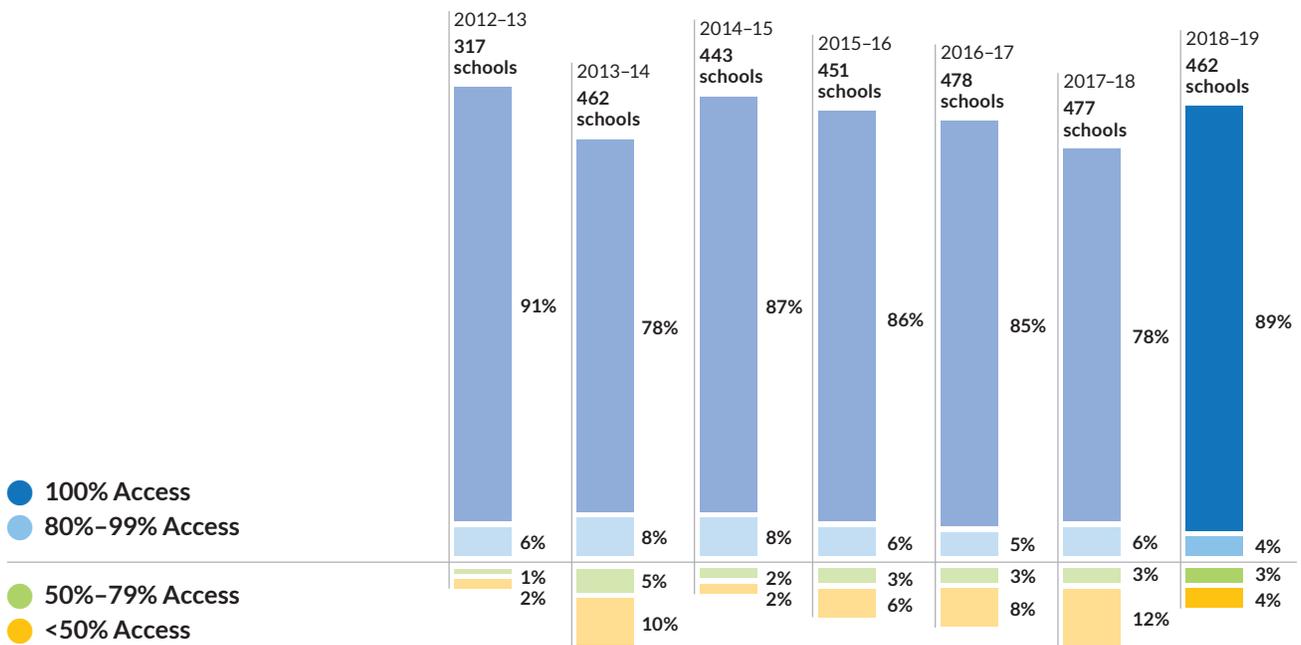




## PERCENT ACCESS

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.

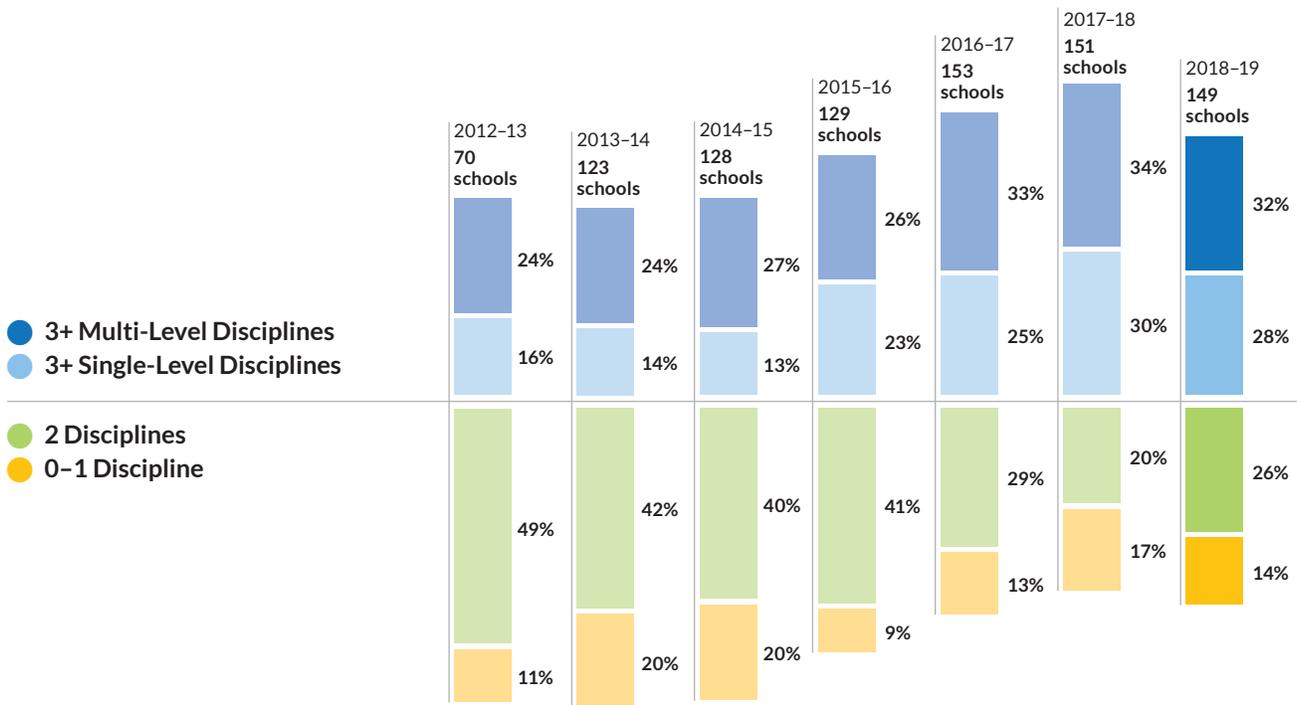




## DISCIPLINES AND DEPTH

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

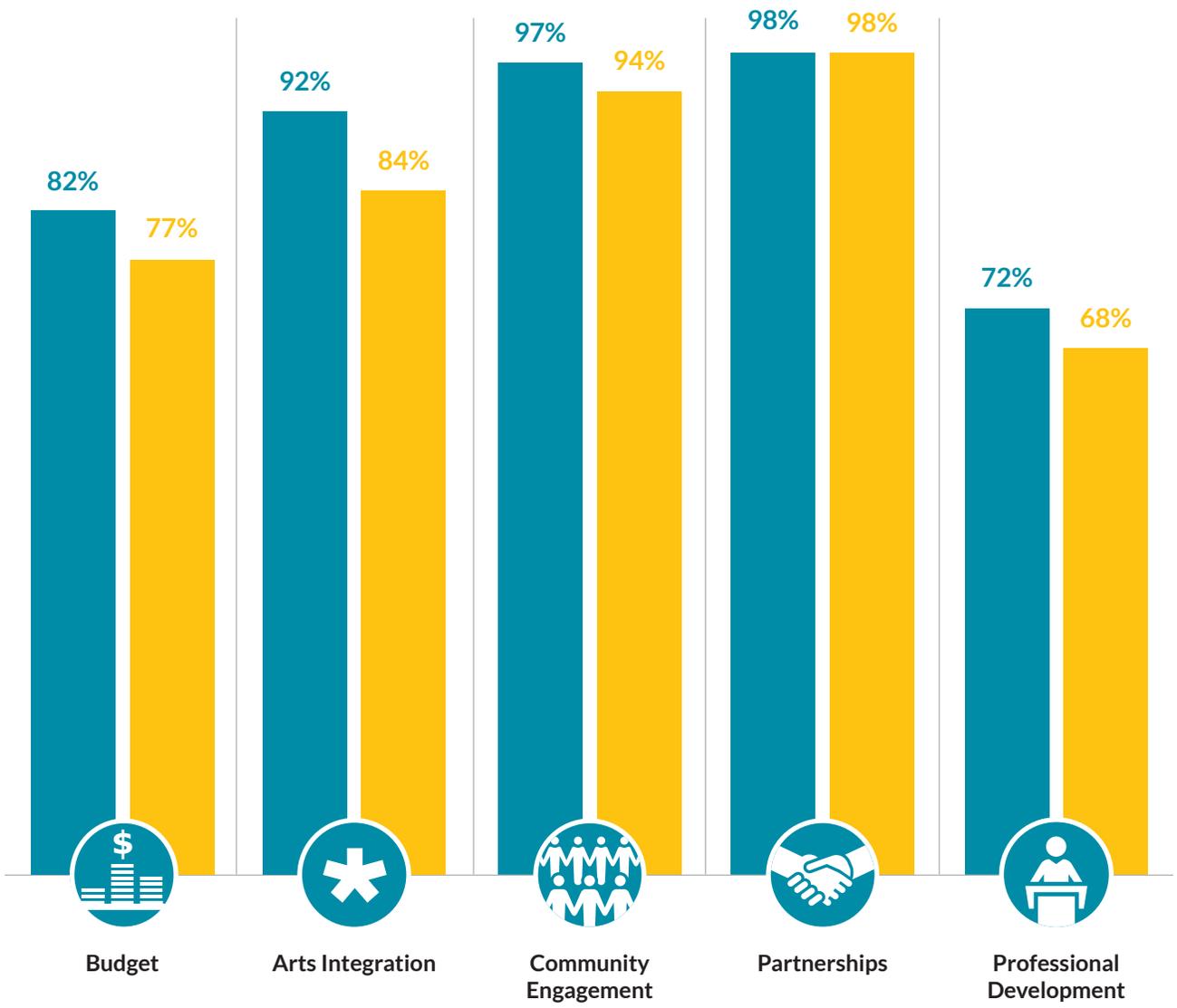


5. Arts-specific professional development



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.



- Elementary Schools
- High Schools

## 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.

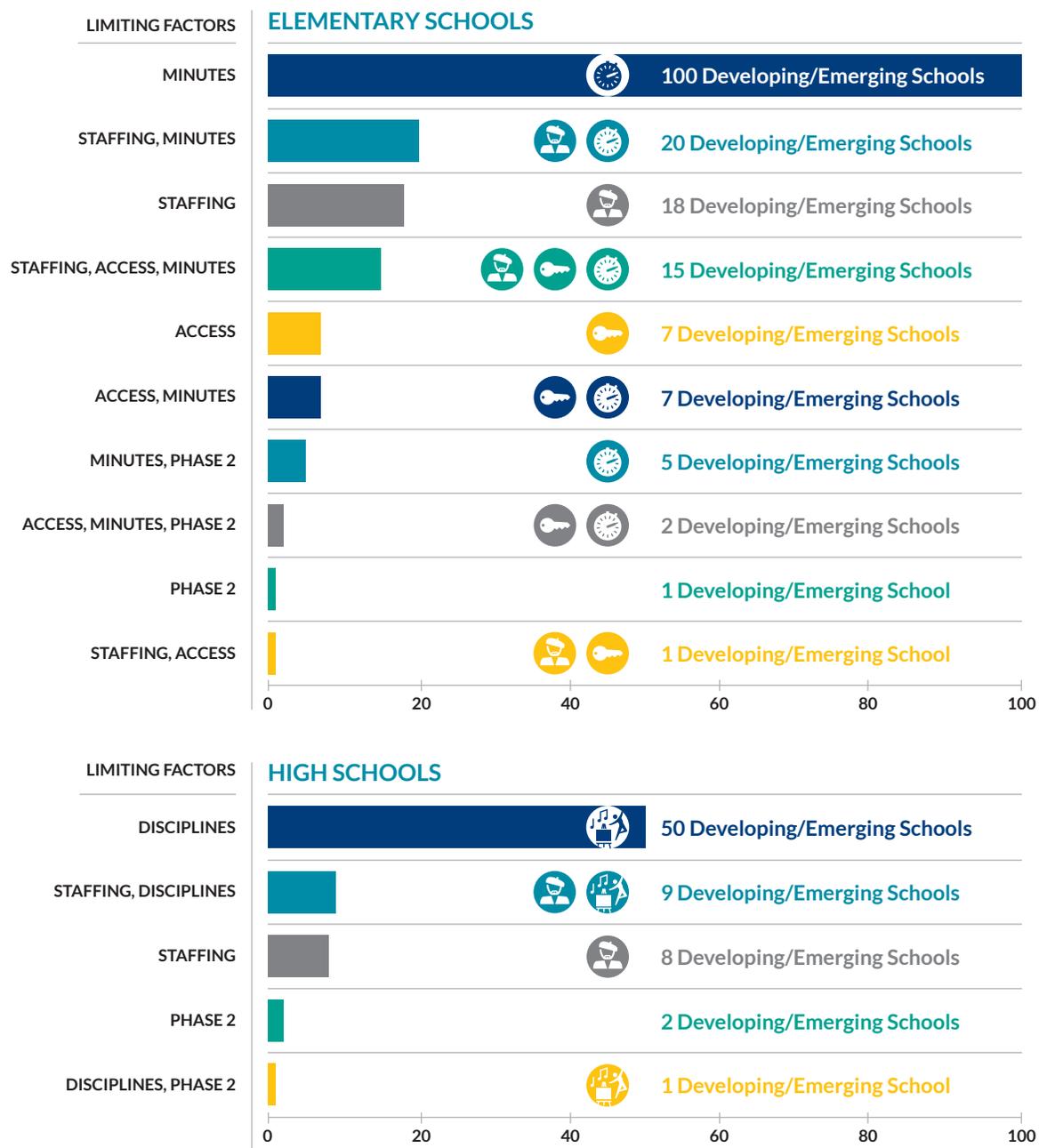
The remaining pages in this section present three additional quantitative analyses that shed light on remaining gaps in arts access in CPS schools: (1) the most challenging components of the Certification, (2) the impact of student enrollment, and (3) stability (or lack thereof) in Certification scores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

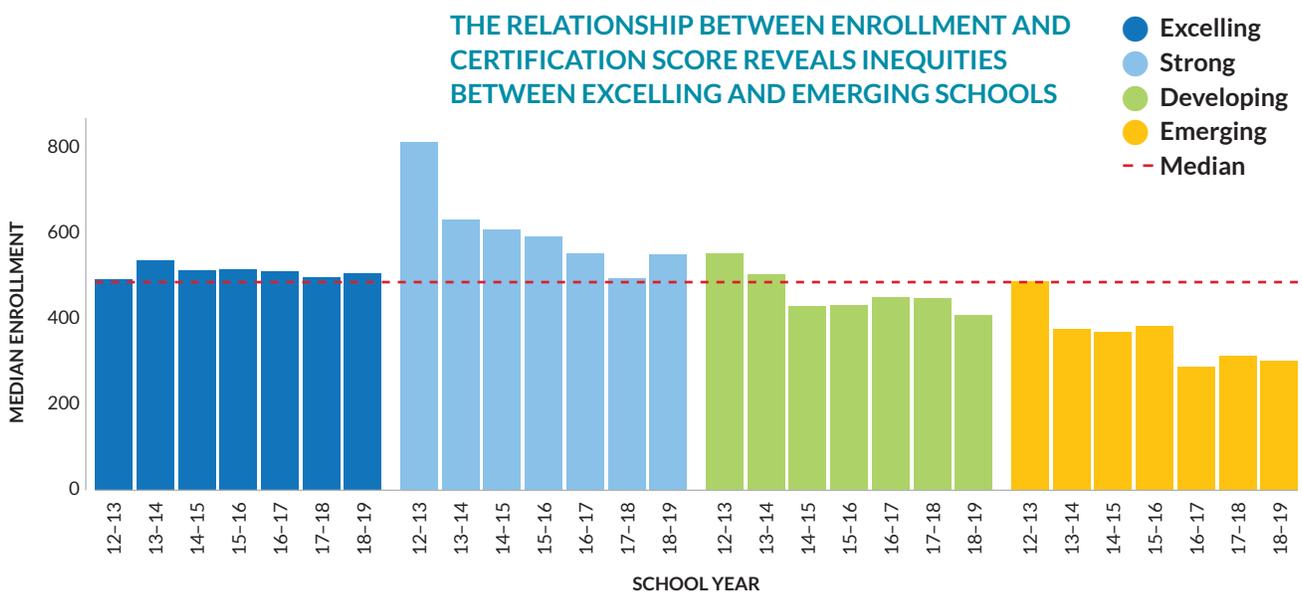


## The Role of Enrollment

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 plots<sup>11</sup> 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.



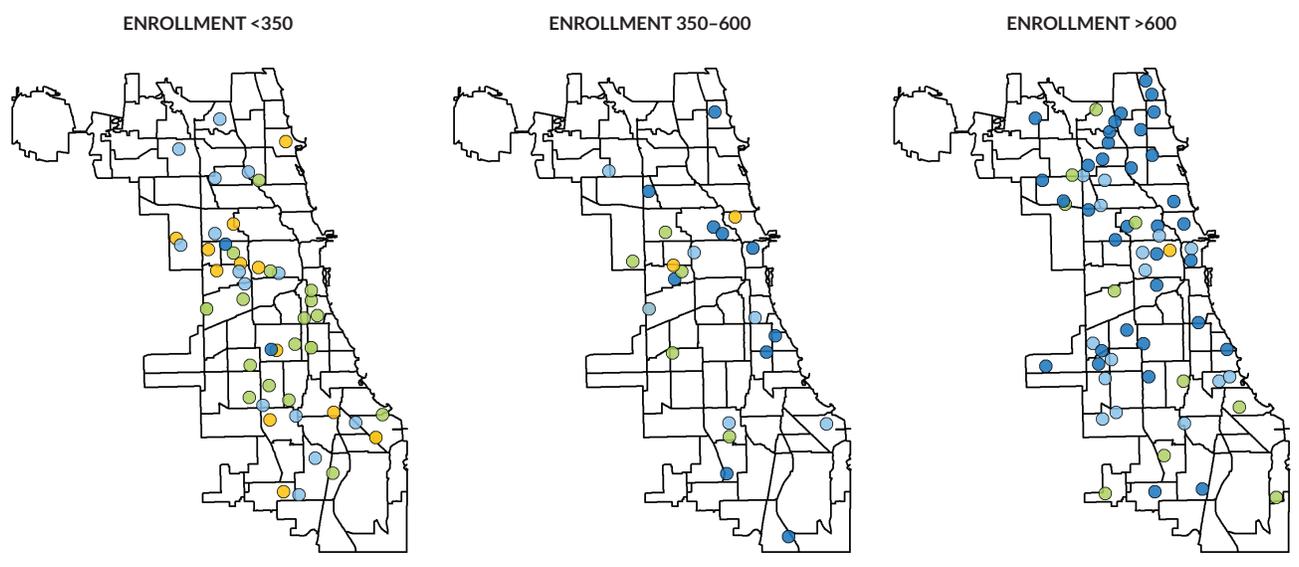
<sup>11</sup> Dotted line shows median enrollment (484 students) across all schools in all years. Error bars show the standard error of the mean.

<sup>12</sup> 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.

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

- Excelling
- Strong
- Developing
- Emerging



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,<sup>12</sup> 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 scores<sup>13</sup> 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

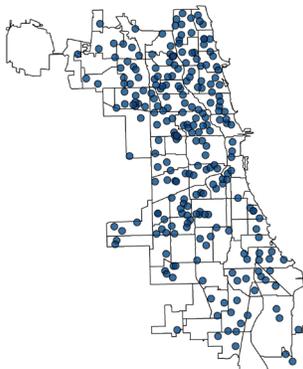
**Enrollment:** Stable Strong/Excelling schools have much larger enrollments on average

#### 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

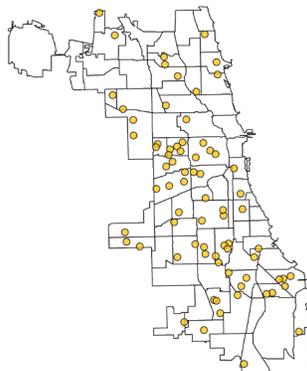
204 elementary schools | 41 high schools

223 District-run | 23 Charter/Contract schools

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

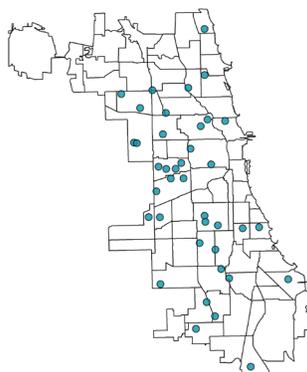
% African-American:	22.1%	% free/reduced lunch:	70.2%
% Latinx:	52.1%	% diverse learners:	12.9%
		% bilingual:	21.5%

<sup>13</sup> 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.



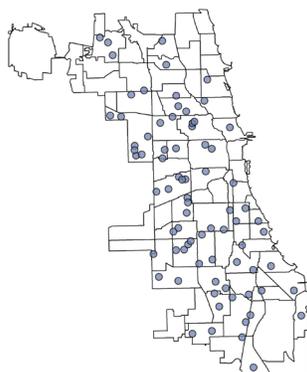
**2. STABLE DEVELOPING/EMERGING**  
**56 elementary schools | 18 high schools**  
 64 District-run | 10 Charter/Contract schools

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%



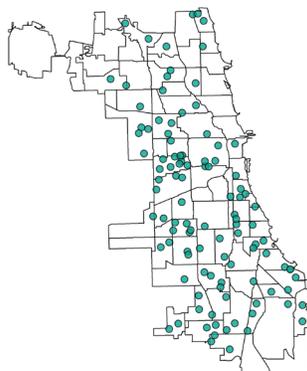
**3. TRENDING UP**  
**22 elementary schools | 17 high schools**  
 33 District-run | 6 Charter/Contract schools

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.

<p><b>551</b> partner organizations</p>	<p><b>627</b> schools with at least one partner (98%<sup>14</sup> of all schools)</p>	<p><b>2</b> median number of schools partnering with each organization</p>	<p><b>5</b> median number of organizations working with each school</p>
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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.

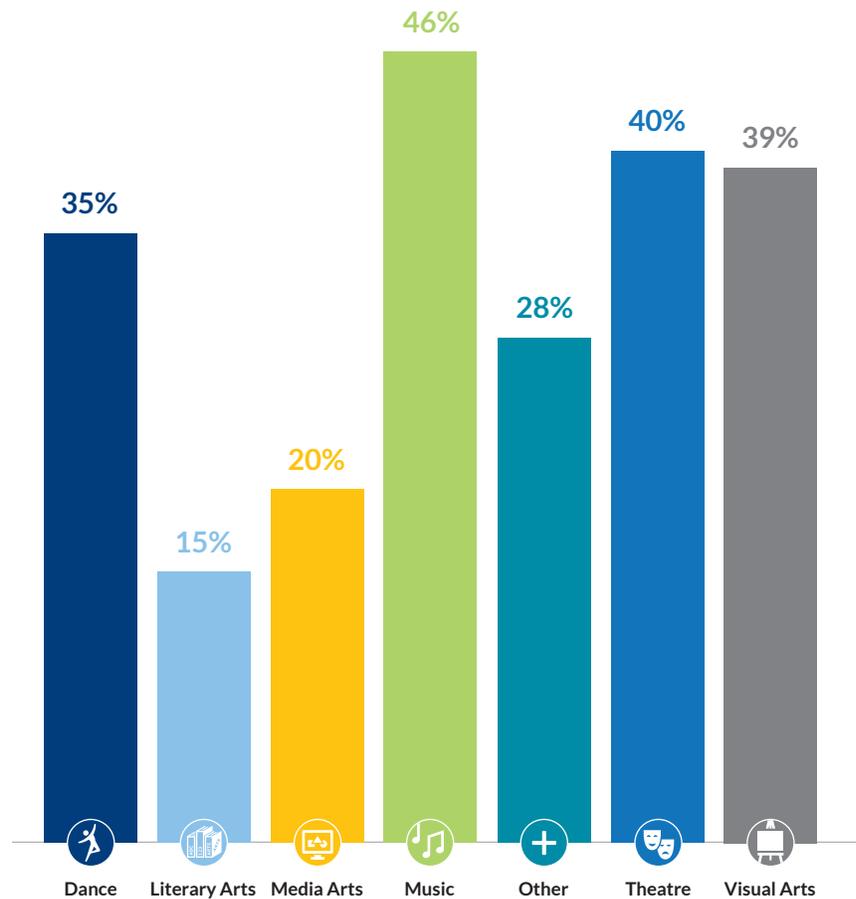


<sup>14</sup> This count includes some schools that did not complete the Creative Schools Survey, as partner organizations are also able to report partnerships.

## 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 ORGANIZATIONS<sup>15</sup>



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%.

<sup>15</sup> 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

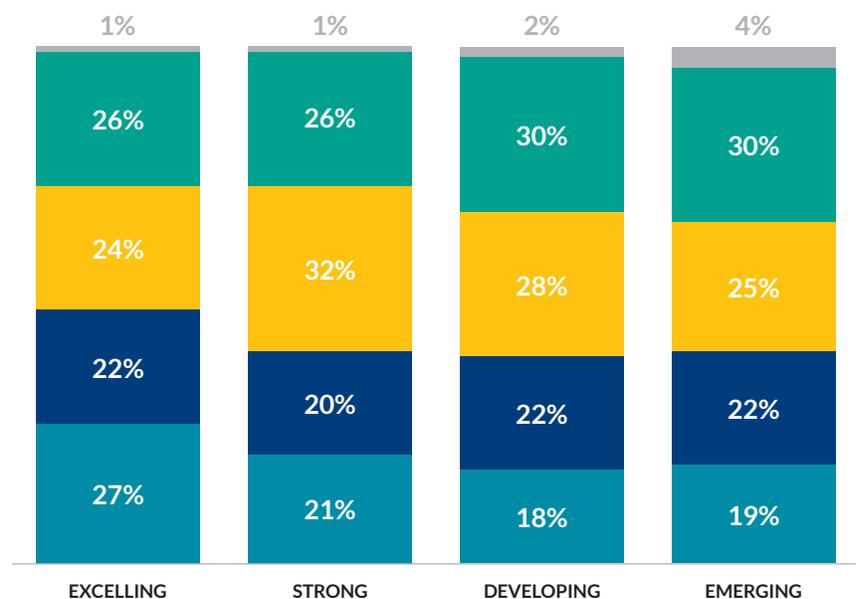
Partner count—the number of arts organizations that work with a school—is not the only measure of partnership equity. But it does capture a basic level of engagement and diversity of programming available to students in a school. To account for differing enrollments, a balanced measure of partner count 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 students<sup>16</sup> 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

- No Partners
- 125+
- <125
- <75
- <50

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



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

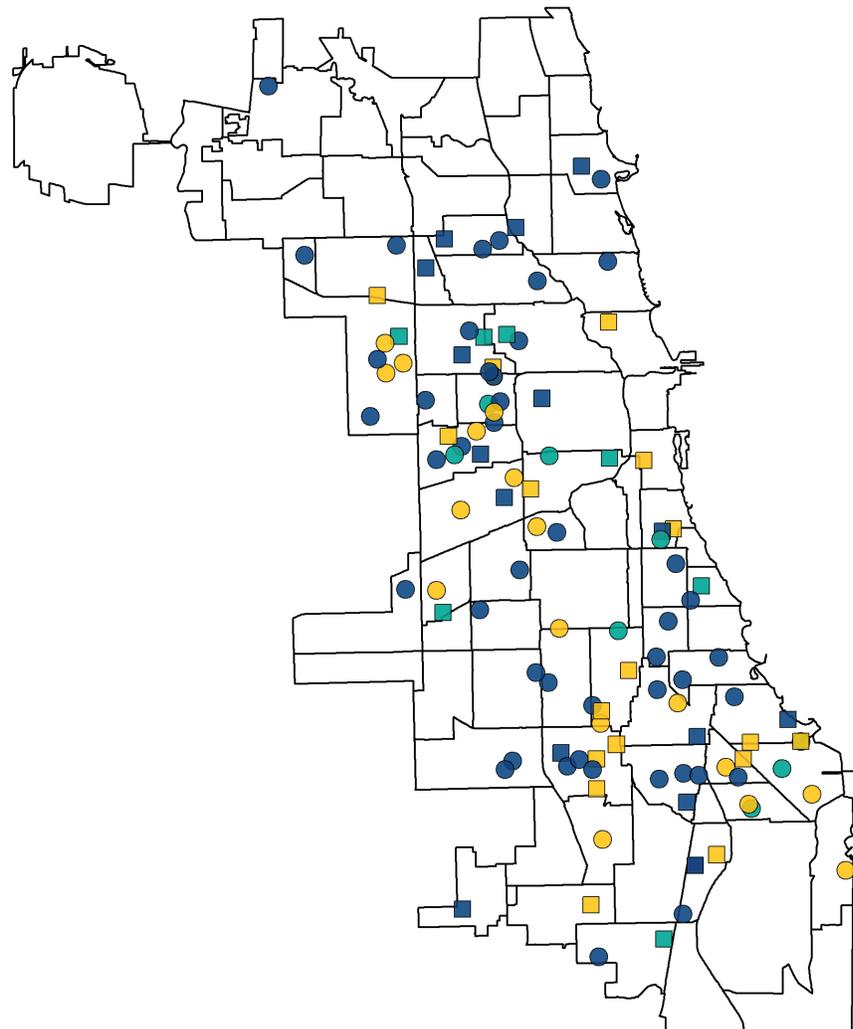
## Schools with Few Partners

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 never<sup>17</sup> 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



<sup>17</sup> Data available starting in the 2012-13 school year.

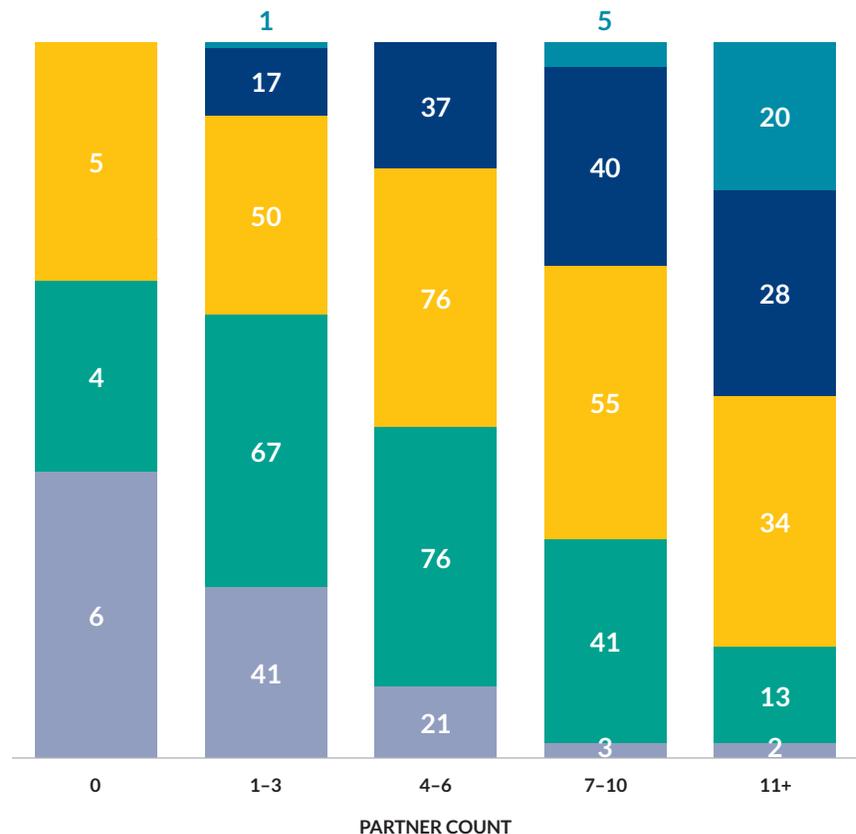
## The Instructor and Partner Team

Instructors and partners work together to provide arts programming to students. Contrary to concerns that partners may replace instructors, there is a positive correlation<sup>18</sup> 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

- >5
- 3-5
- 2-2.5
- 0.5-1.5
- 0

### SCHOOLS WITH MORE ARTS FTES ALSO TEND TO HAVE MORE PARTNERS

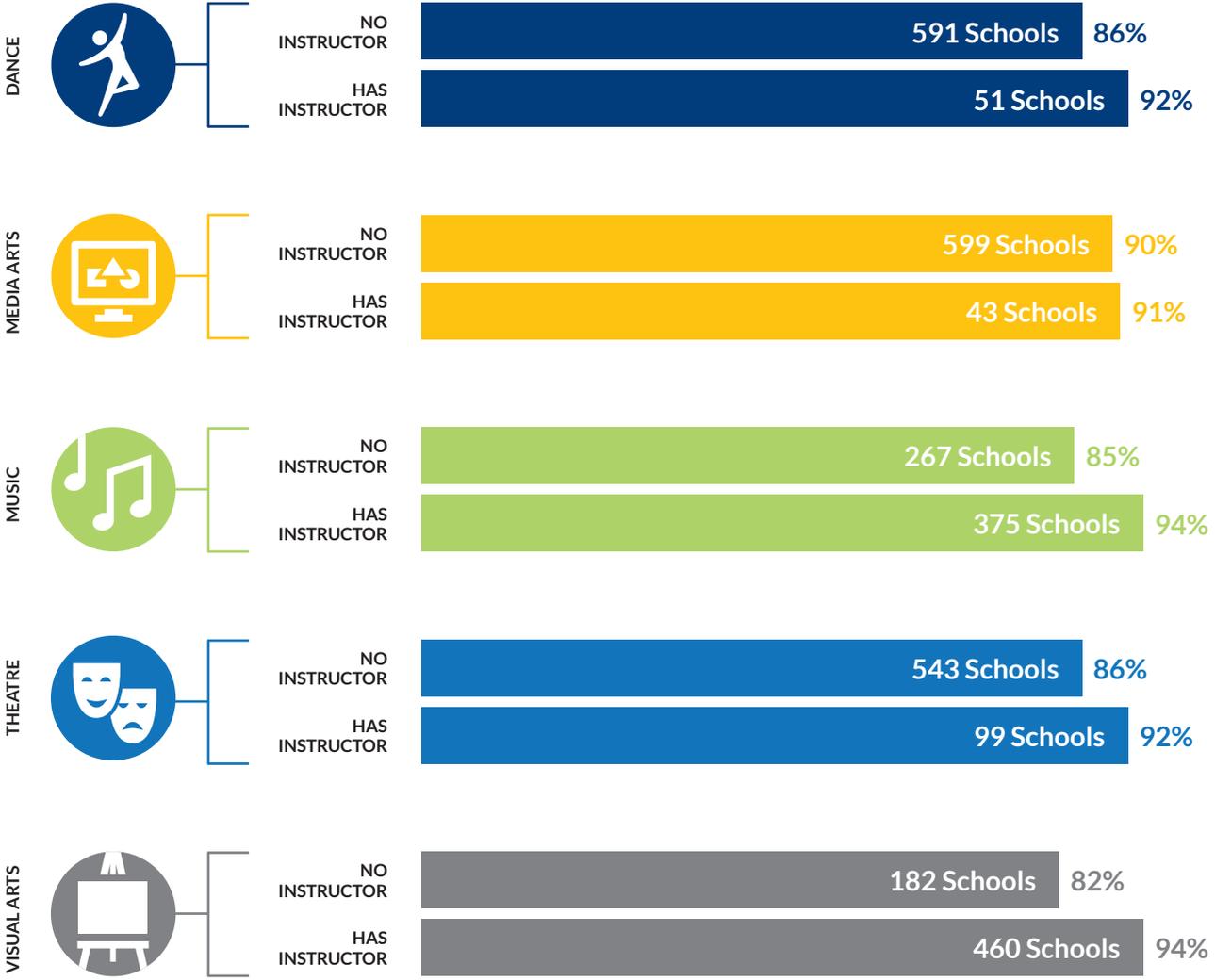


Instructors play an important role in fostering partnerships that introduce students to a wider variety of arts disciplines. While partners often fill gaps in access to disciplines that are not taught during the school day, schools are actually more likely to have a partnership in a given discipline 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.

<sup>18</sup> 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.

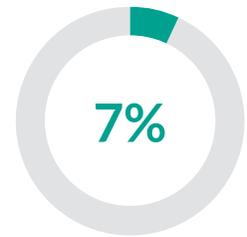
### OF THE 4,161 SCHOOL/ORGANIZATION COMBINATIONS THAT MADE UP THIS YEAR'S PARTNERSHIPS:



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

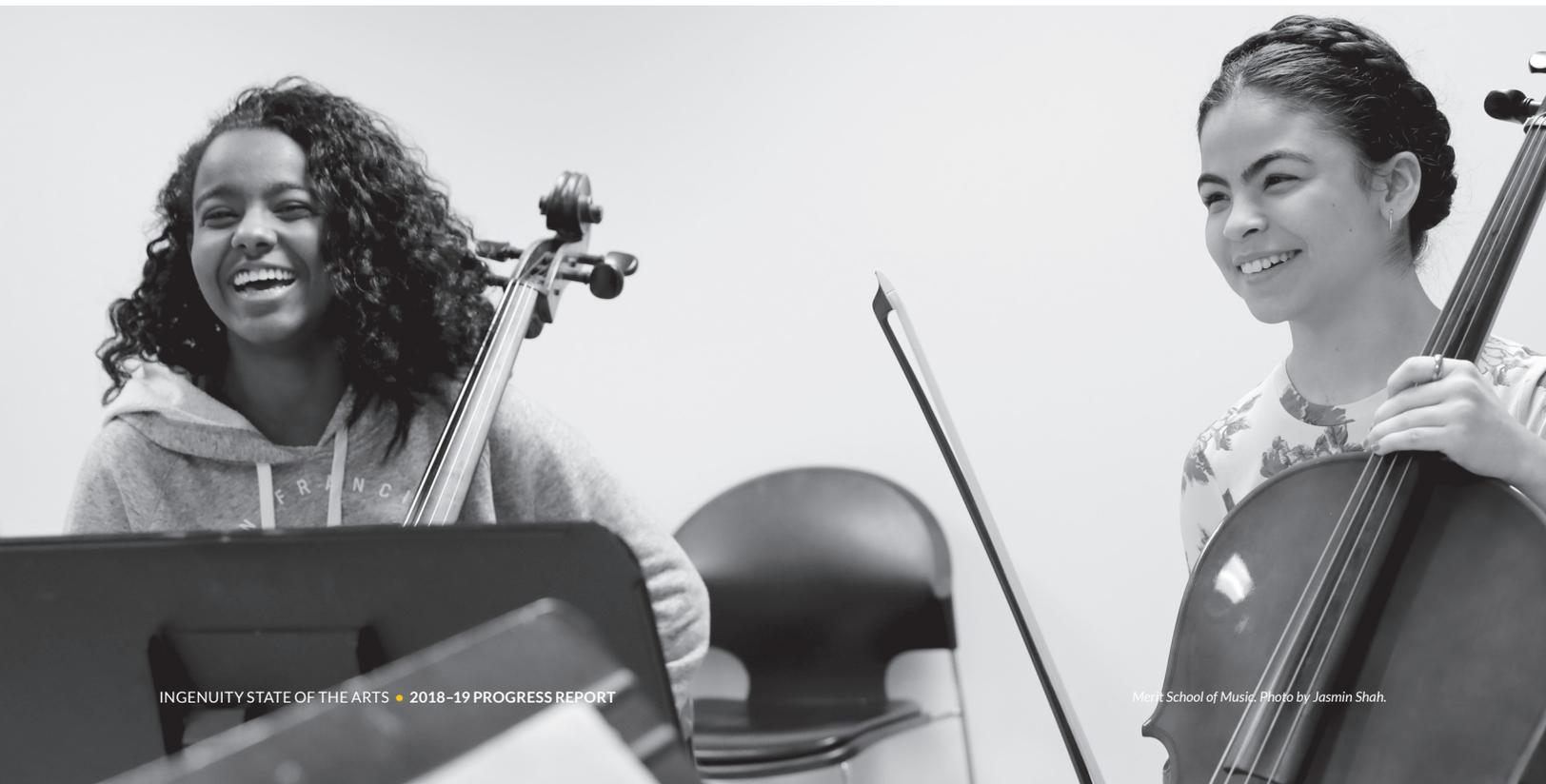


**2,027**  
are sustainable  
partnerships that  
have continued from  
last year



**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.

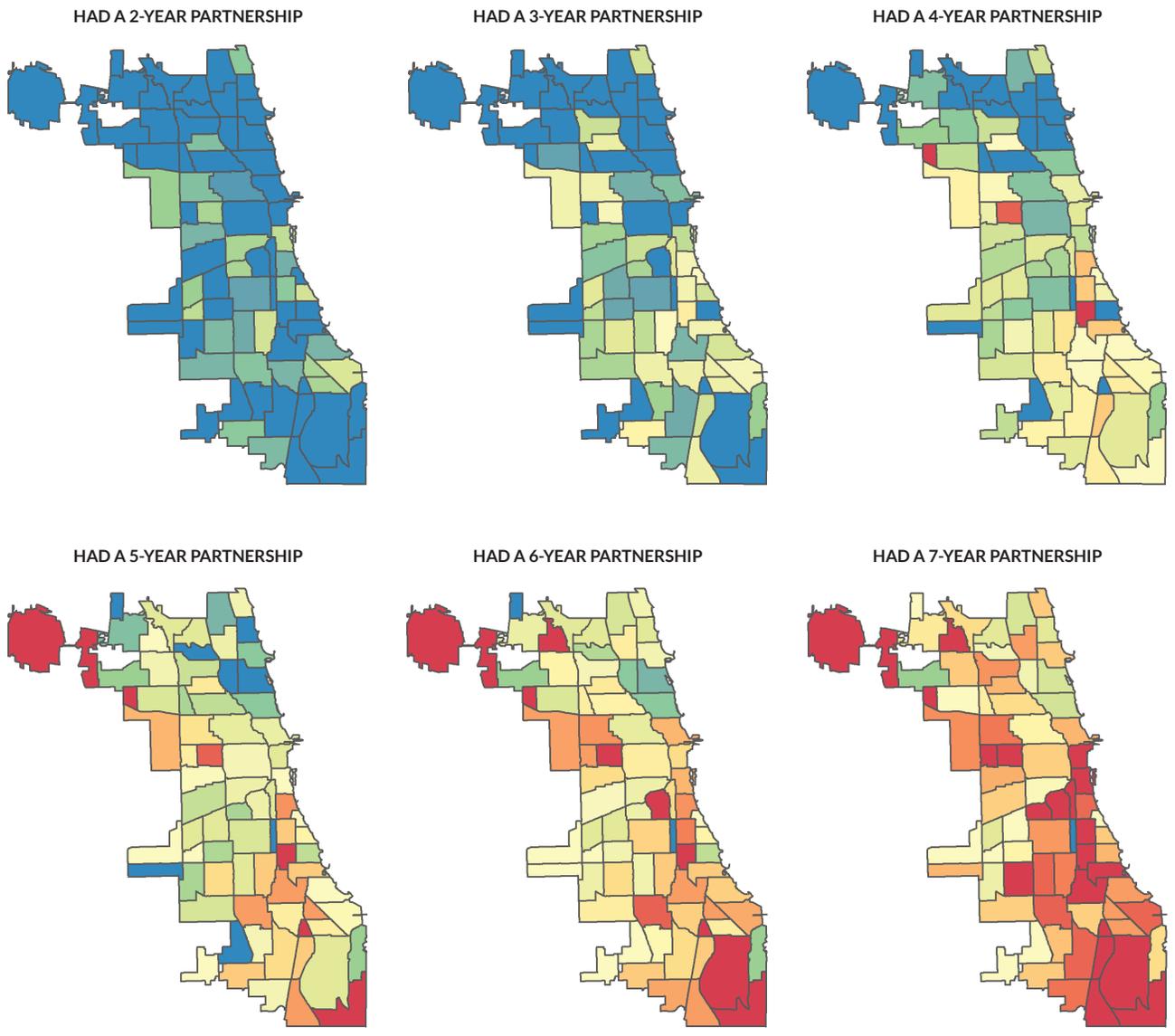


**% OF SCHOOLS IN NEIGHBORHOOD**

0% 25% 50% 75% 100%



**LONG-TERM PARTNERSHIPS ARE MORE COMMON IN NORTH SIDE SCHOOLS**



There is also a relationship<sup>19</sup> 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.**

<sup>19</sup>  $r(625) = 0.51, p < 0.001$ .



# 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.



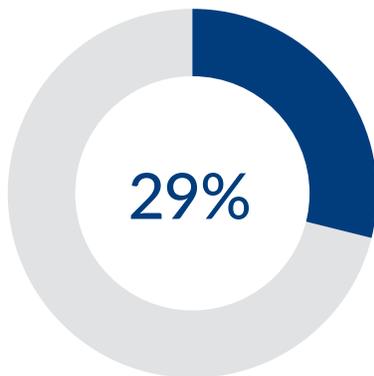
### FUNDERS AND CITY LEADERS:

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.

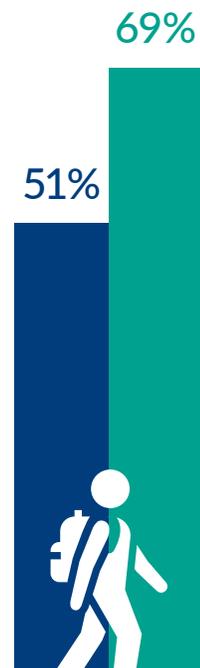
● 2012–13 | ● 2018–19

1 **97% increase** in schools rated Excelling or Strong in the arts

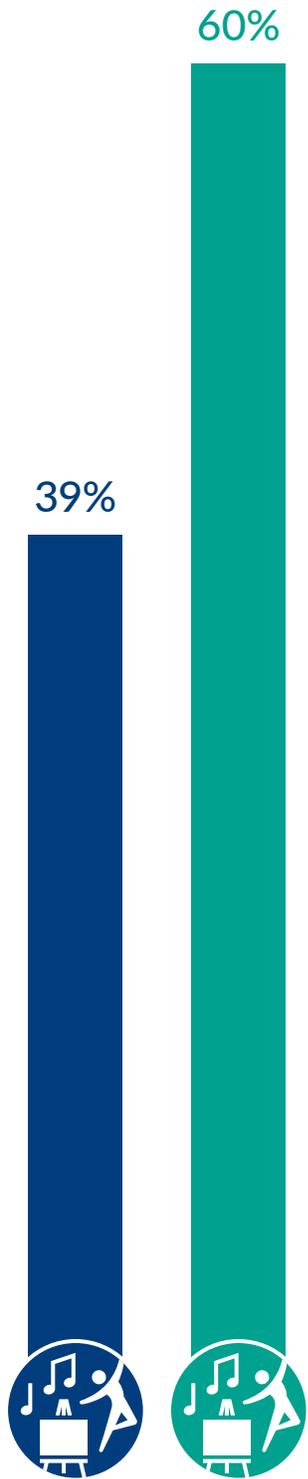


2

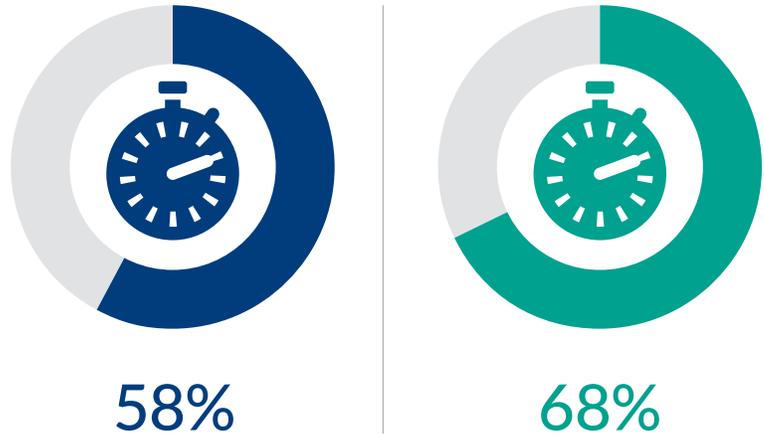
**35% increase** in schools meeting the recommended instructor-to-student ratio of 1:350



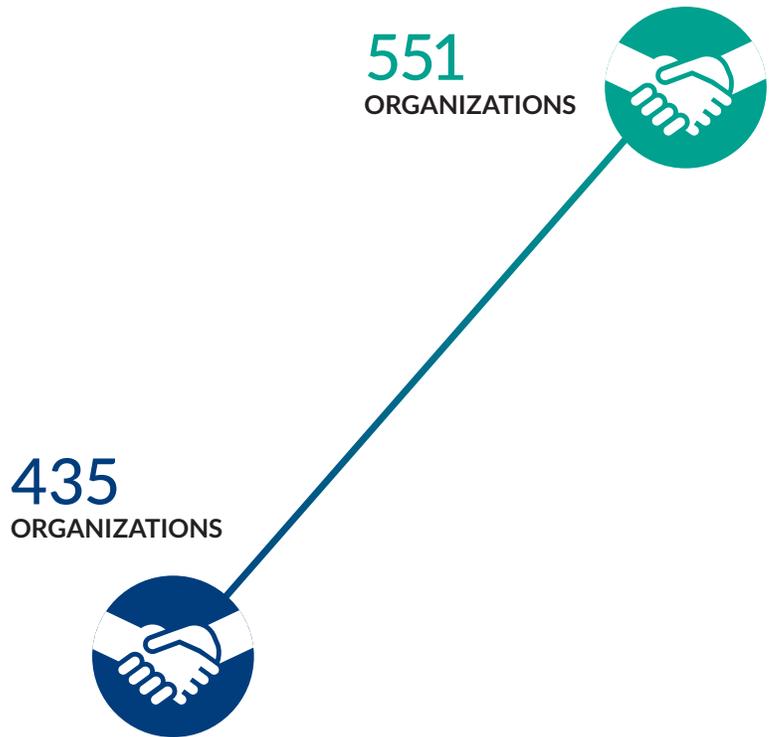
3 **53% increase** in CPS high schools offering three or more arts disciplines



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





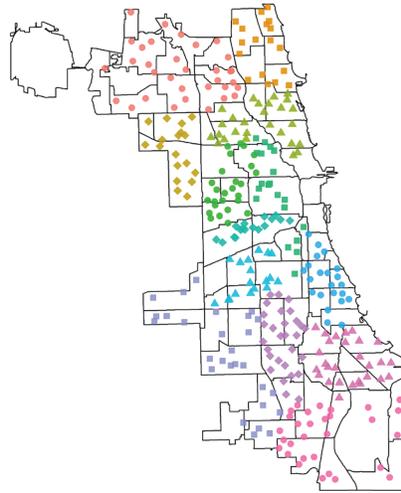
# CPS NETWORKS

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.

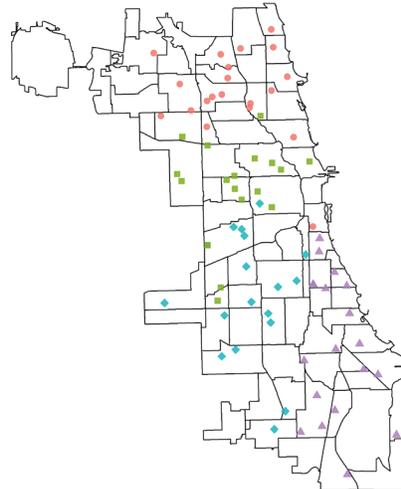
As can be seen in the following pages, successes can be found across the city—from the growth of partnerships in Networks 13 and 16, to the strong staffing in Charter elementary schools and Network 17, to the commitment to arts assets in Networks 7 and 14. Unique challenges also remain in every Network,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

# CPS NETWORKS



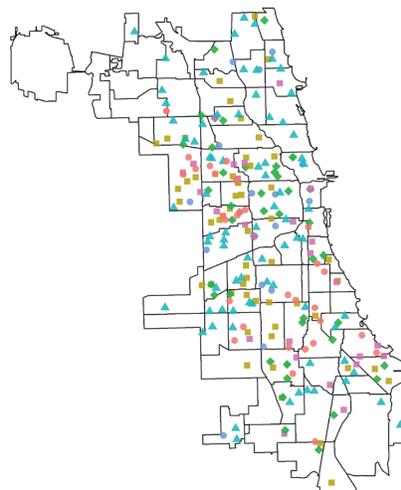
## DISTRICT-RUN ELEMENTARY SCHOOLS

- 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

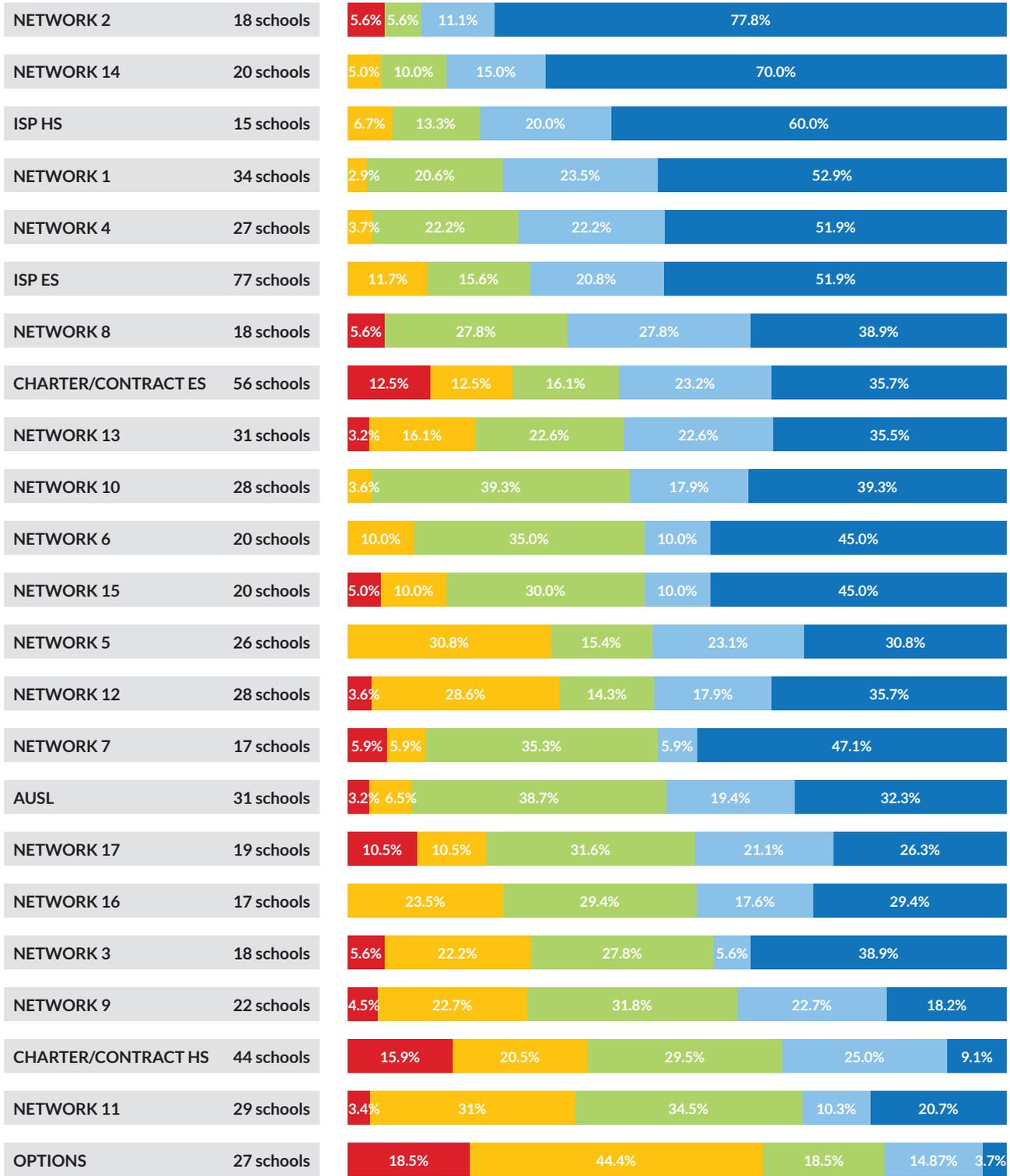
- Network 14
- Network 15
- ◆ Network 16
- ▲ Network 17



## NON-GEOGRAPHIC NETWORK SCHOOLS

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

### CSC SCORES ACROSS CPS NETWORKS



- Excelling
- Strong
- Developing
- Emerging
- Incomplete

# NETWORK 1

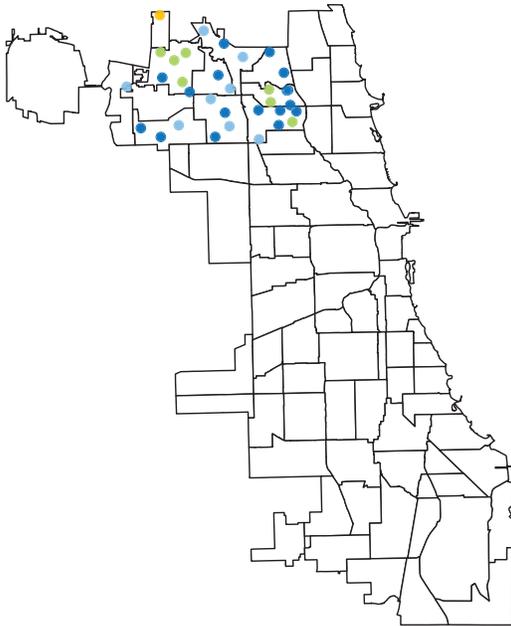
## NEIGHBORHOODS IN NETWORK 1

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

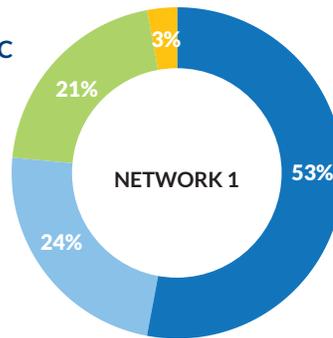
**NETWORK 1 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- |             |              |           |             |
|-------------|--------------|-----------|-------------|
| 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

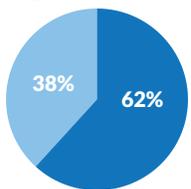
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



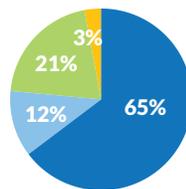
Note: Individual rubric elements are reported only for schools that completed the Survey.

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%

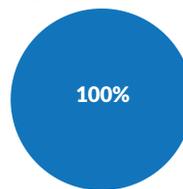
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

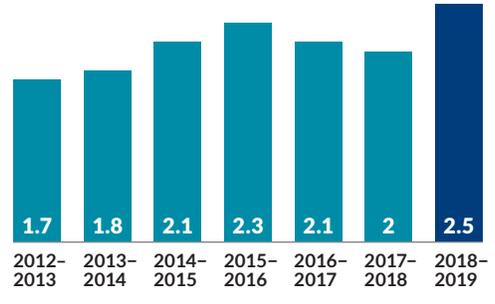
70.6%	100%	88.2%	100%	82.4%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

**NETWORK 1 STAFFING**

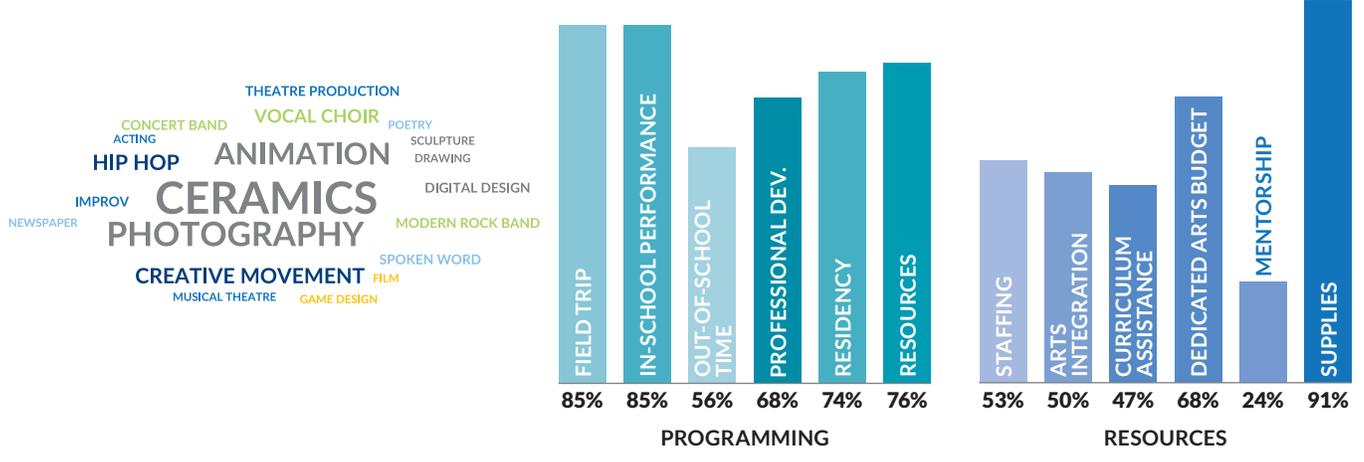
2.5 average FTEs per school  
 1.7 FTEs District average (elementary schools)

1 within-network minimum  
 18 within-network maximum

Chart to the right illustrates average FTEs in Network 1

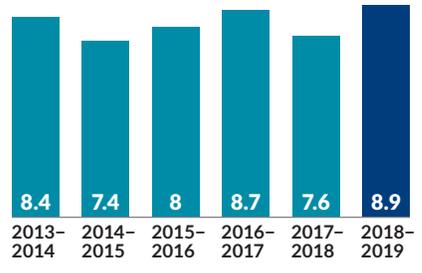


**WHAT DO NETWORK 1 SCHOOLS WANT?**



**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



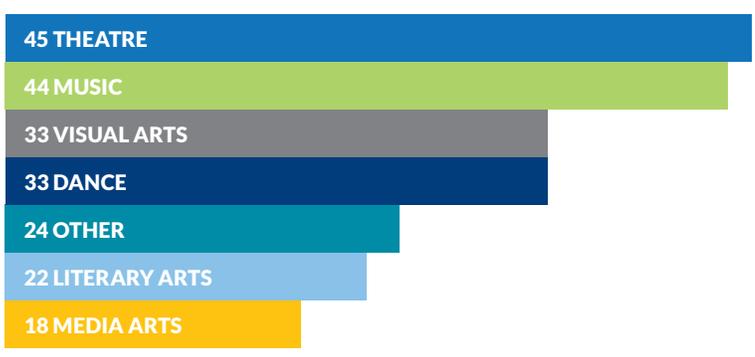
**MOST COMMON DISCIPLINES NETWORK 1**

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

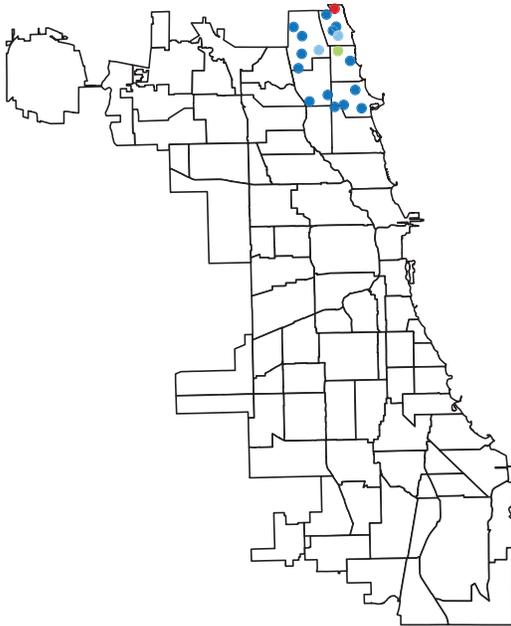
## NEIGHBORHOODS IN NETWORK 2

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

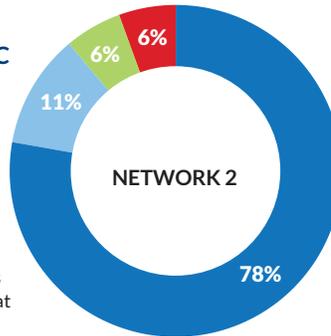
- BOONE
- BRENNEMANN
- CLINTON
- COURTENAY
- DECATUR
- FIELD
- JAMIESON
- JORDAN
- MCCUTCHEON
- MCPHERSON
- NEW FIELD
- RAVENSWOOD
- SWIFT
- WATERS
- KILMER
- STONE
- HAYT
- GALE



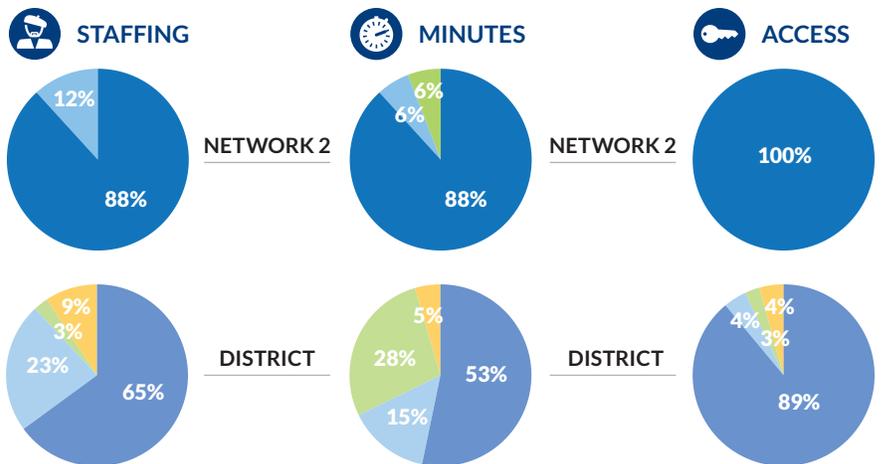
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	20.9%	36.5%
Asian	17.9%	4.2%
Hawaiian	0.2%	0.2%
Hispanic	37.8%	46.8%
Multi-Racial	3.2%	1.2%
Not Available	0.3%	0.3%
Native	0.5%	0.3%
White	19.1%	10.6%
Bilingual	38.1%	18.8%
Diverse Learners	15.1%	14%
Free/Reduced Lunch	70.2%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

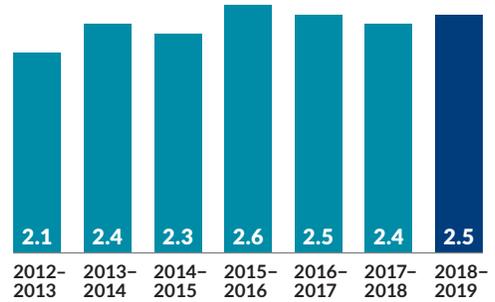
82.4%	100%	94.1%	100%	76.5%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 2 STAFFING

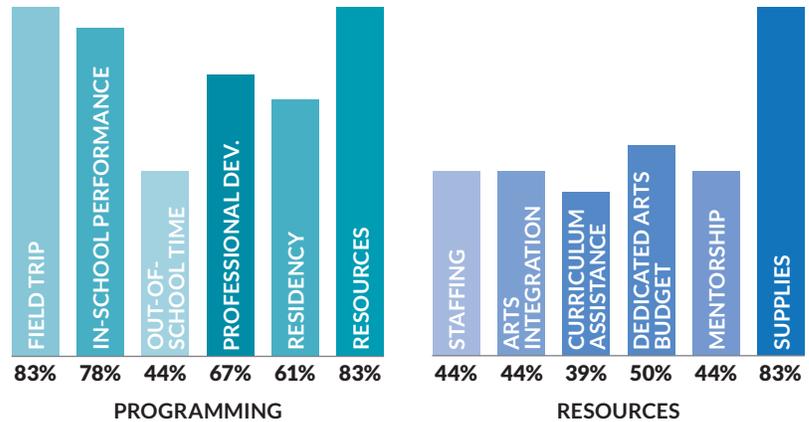
2.5 average FTEs per school  
 1.7 FTEs District average (elementary schools)

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?



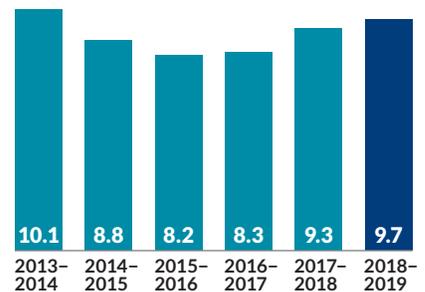
### NETWORK 2 PARTNERSHIPS

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



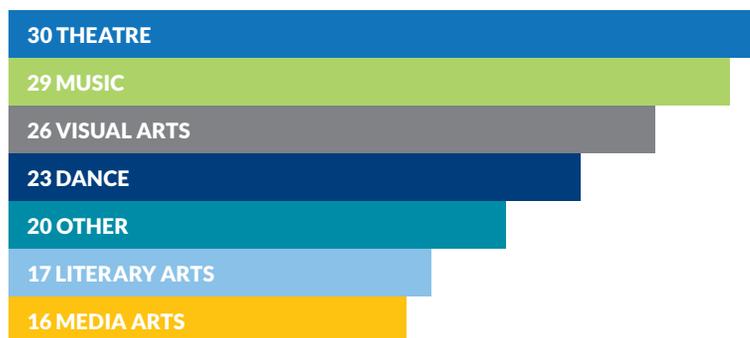
### MOST COMMON DISCIPLINES NETWORK 2

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

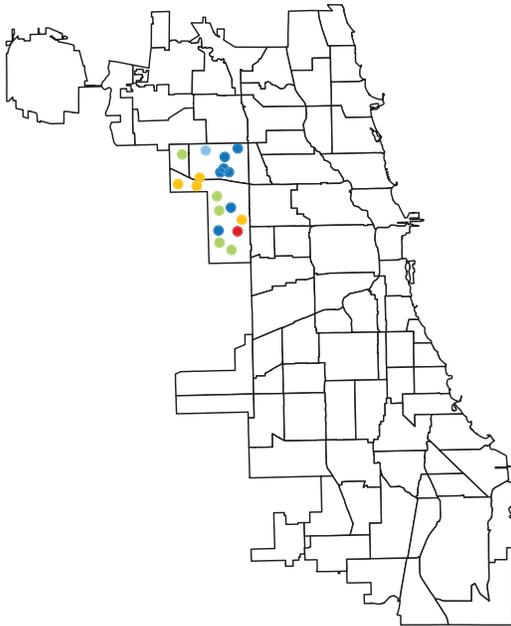
## NEIGHBORHOODS IN NETWORK 3

Austin | Belmont Cragin | Montclare

18 ELEMENTARY SCHOOLS | 11,761 STUDENTS ENROLLED

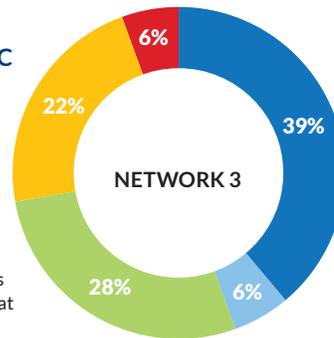
**NETWORK 3 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- ELLINGTON
- LYON
- BURBANK
- SPENCER
- FALCONER
- BRUNSON
- LOVETT
- HANSON PARK
- DEPRIEST
- NASH
- HAY
- LELAND
- SAYRE
- NORTHWEST
- LOCKE J
- PRIETO
- YOUNG ES
- SCHUBERT



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

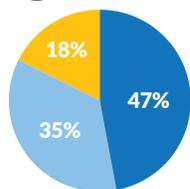
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



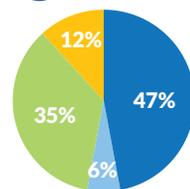
Note: Individual rubric elements are reported only for schools that completed the Survey.

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%

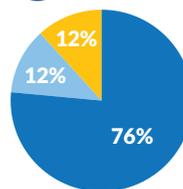
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

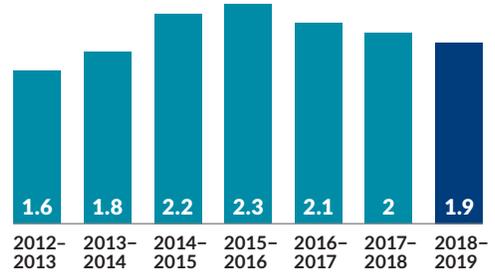
70.6%	82.4%	88.2%	100%	52.9%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 3 STAFFING

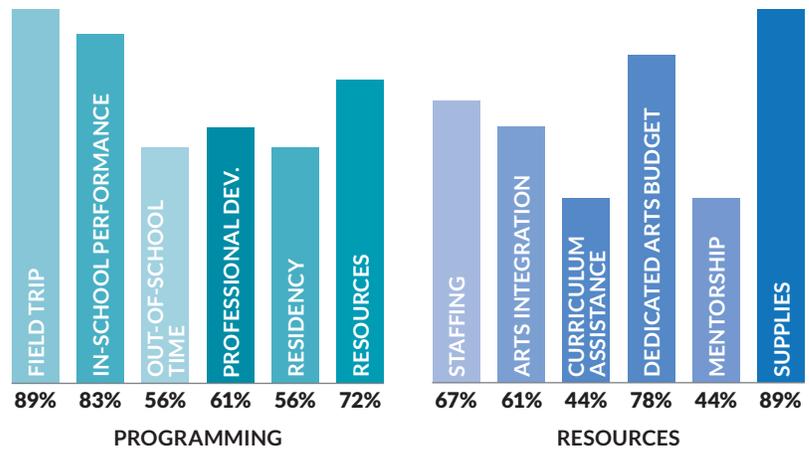
1.9 average FTEs per school  
1.7 FTEs District average (elementary schools)

0 within-network minimum  
4 within-network maximum

Chart to the right illustrates average FTEs in Network 3



### WHAT DO NETWORK 3 SCHOOLS WANT?



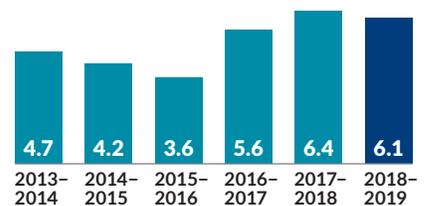
### NETWORK 3 PARTNERSHIPS

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



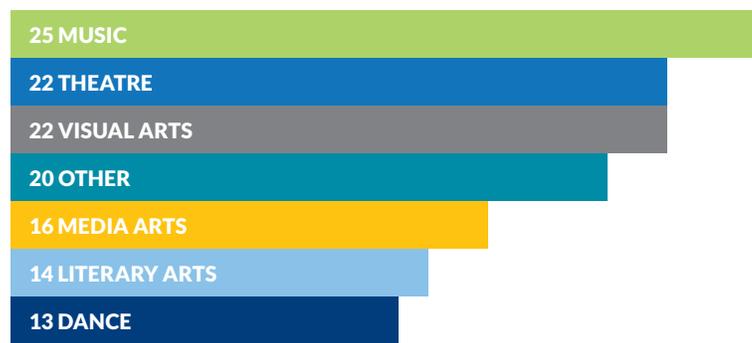
### MOST COMMON DISCIPLINES NETWORK 3

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

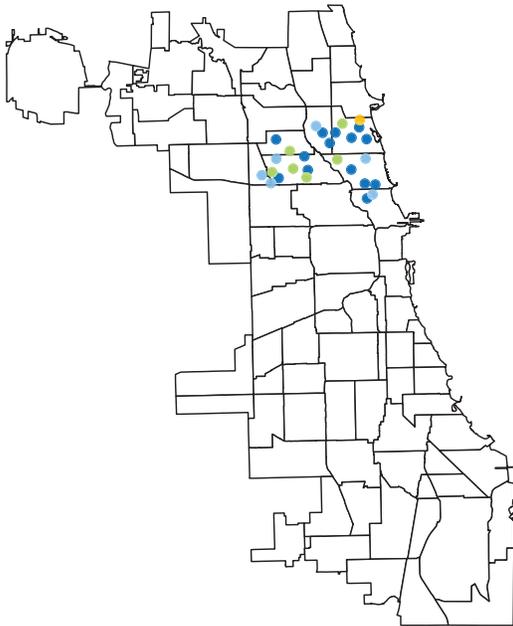
## NEIGHBORHOODS IN NETWORK 4

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

27 ELEMENTARY SCHOOLS | 15,285 STUDENTS ENROLLED

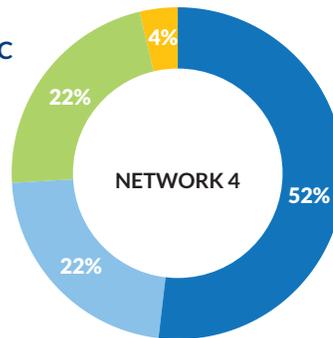
**NETWORK 4 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- AUDUBON
- NETTELHORST
- AVONDALE-
- BRENTANO
- NEWBERRY
- LOGANDALE
- FUNSTON
- REILLY
- BLAINE
- GOETHE
- SKINNER NORTH
- CHASE
- HAMILTON
- ALCOTT ES
- DARWIN
- HAWTHORNE
- BELL
- MOZART
- INTER-AMERICAN
- MANIERRE
- PRESCOTT
- JAHN
- MCAULIFFE
- GREELEY
- LASALLE
- MONROE
- MAYER
- NIXON



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

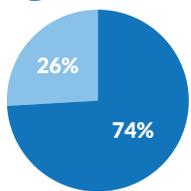
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



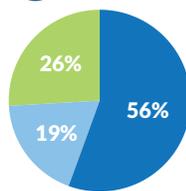
Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	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%

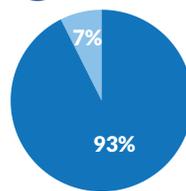
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

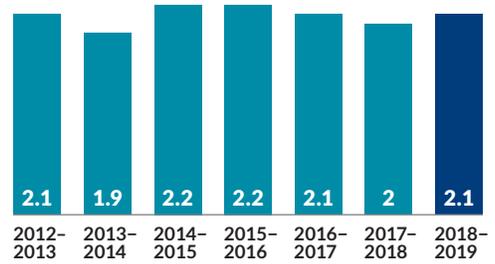
77.8%	100%	92.6%	100%	81.5%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 4 STAFFING

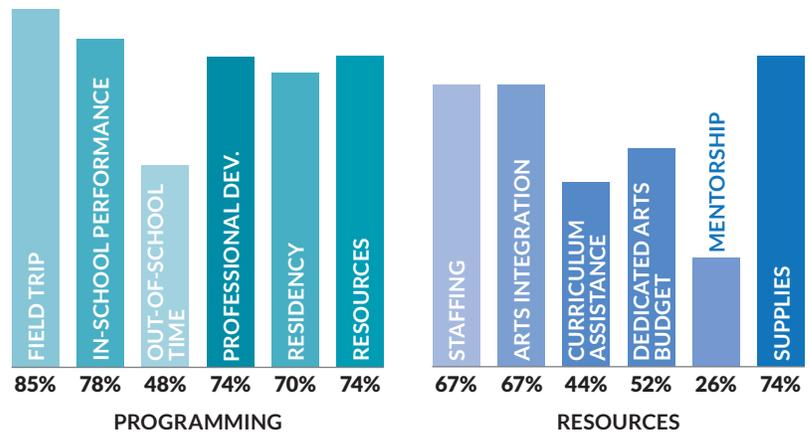
2.1 average FTEs per school  
 1.7 FTEs District average (elementary schools)

1 within-network minimum  
 4 within-network maximum

Chart to the right illustrates average FTEs in Network 4



### WHAT DO NETWORK 4 SCHOOLS WANT?



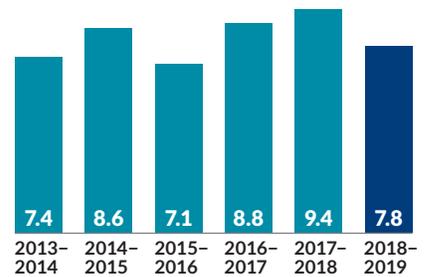
### NETWORK 4 PARTNERSHIPS

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



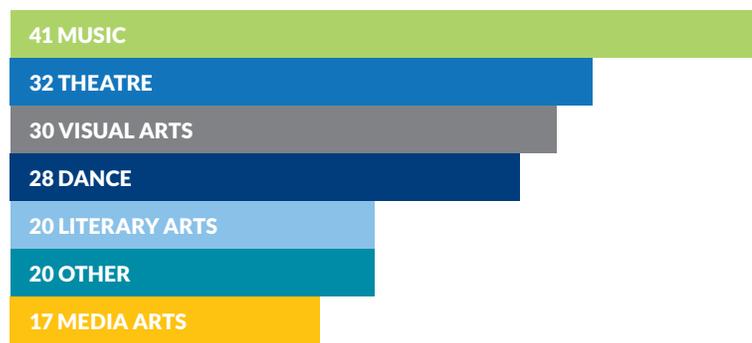
### MOST COMMON DISCIPLINES NETWORK 4

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

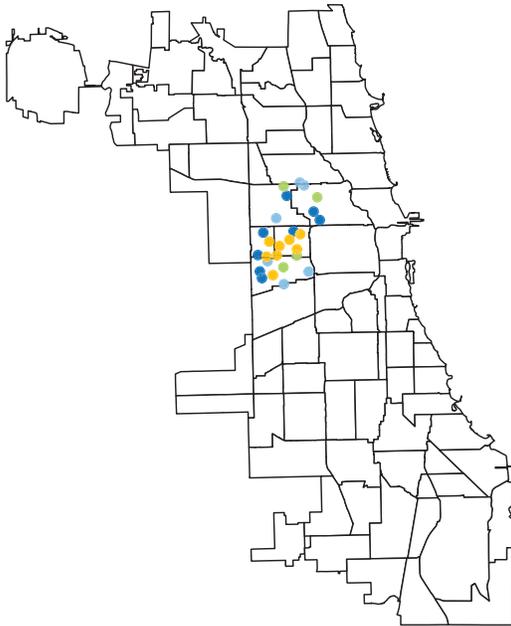
## NEIGHBORHOODS IN NETWORK 5

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

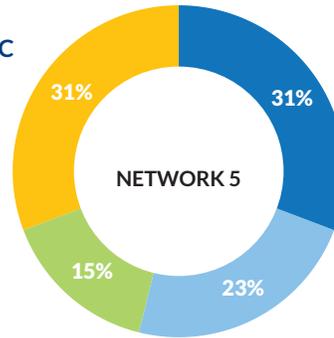
- BEIDLER
- CROWN
- DE DIEGO
- CATHER
- CHOPIN
- FRAZIER
- KELLMAN
- ERICSON
- HUGHES C
- PROSPECTIVE
- LAWNDALE
- FARADAY
- LOWELL
- MOOS
- STOWE
- GREGORY
- MASON
- PLAMONDON
- JENSEN
- MITCHELL
- WARD L
- MELODY
- SUMNER
- YATES
- PENN
- TILTON
- WEBSTER



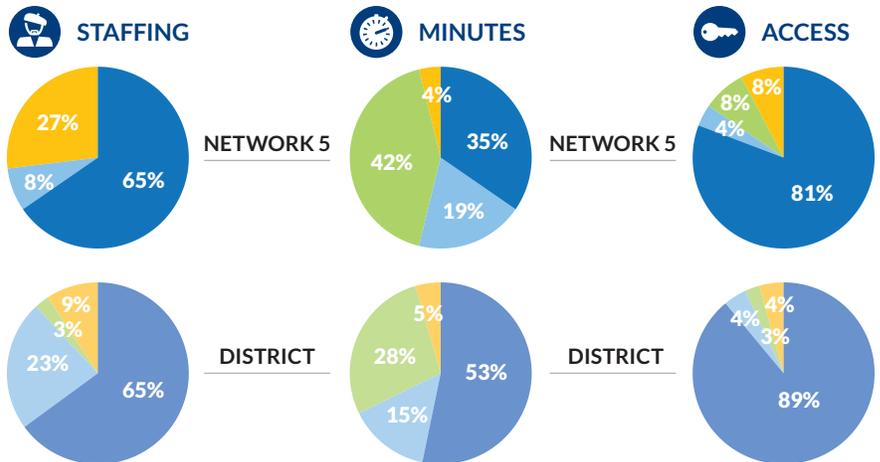
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	67%	36.5%
Asian	0.3%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	28.9%	46.8%
Multi-Racial	0.5%	1.2%
Not Available	0.3%	0.3%
Native	0.2%	0.3%
White	2.8%	10.6%
Bilingual	10.5%	18.8%
Diverse Learners	14.4%	14%
Free/Reduced Lunch	84.4%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

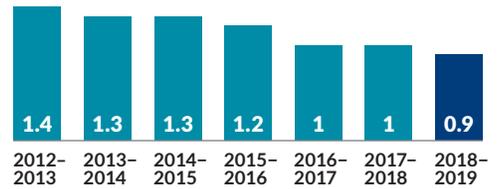
65.4%	92.3%	84.6%	100%	84.6%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 5 STAFFING

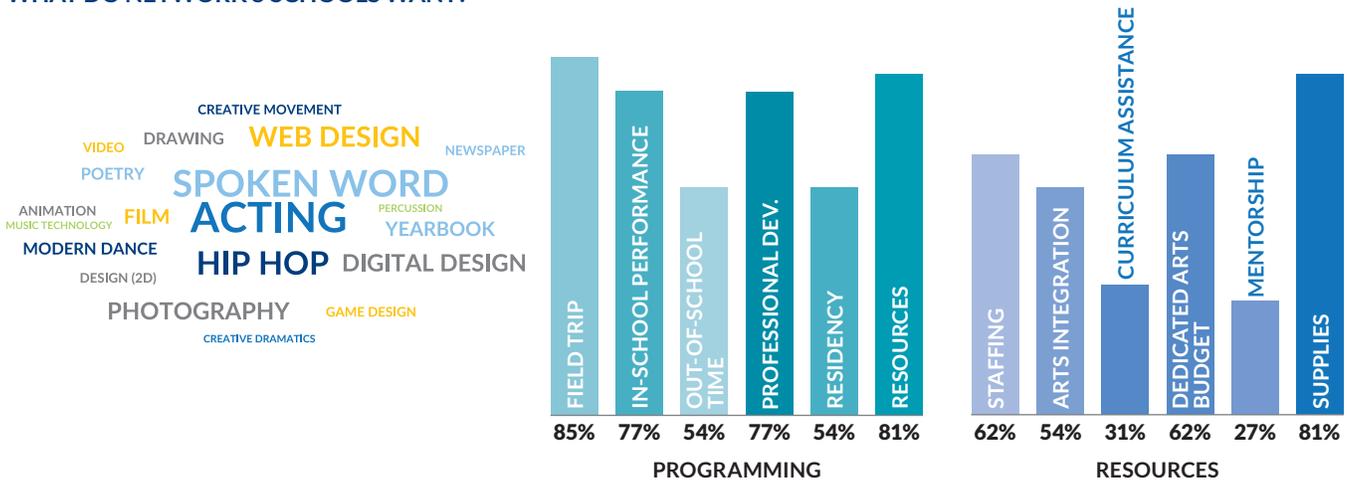
0.9 average FTEs per school  
1.7 FTEs District average (elementary schools)

0 within-network minimum  
2 within-network maximum

Chart to the right illustrates average FTEs in Network 5



### WHAT DO NETWORK 5 SCHOOLS WANT?



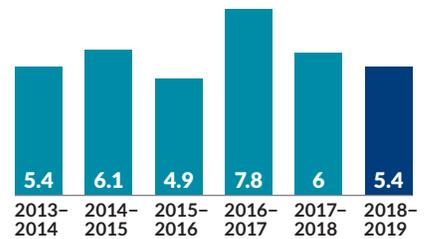
### NETWORK 5 PARTNERSHIPS

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



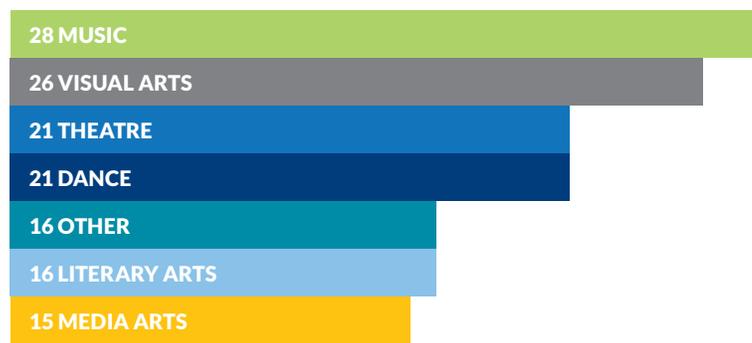
### MOST COMMON DISCIPLINES NETWORK 5

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

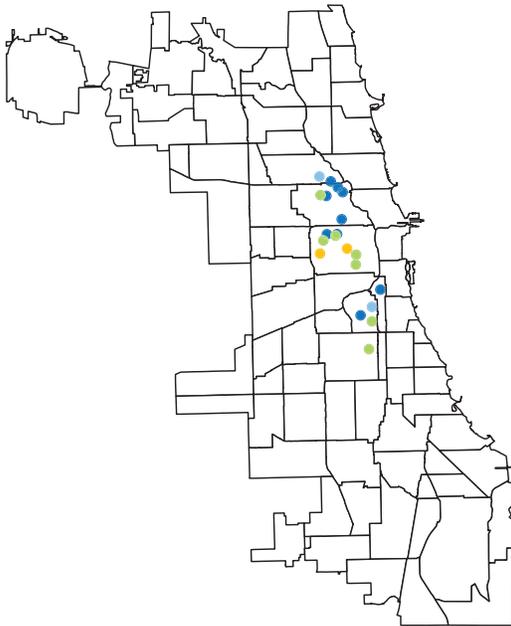
## NEIGHBORHOODS IN NETWORK 6

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

20 ELEMENTARY SCHOOLS | 9,036 STUDENTS ENROLLED

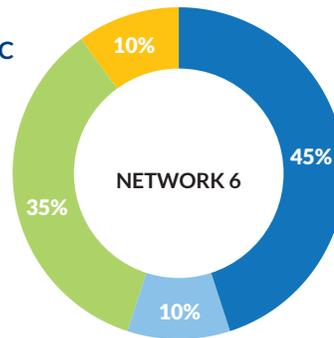
**NETWORK 6 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- ARMOUR
- HEALY
- BROWN W
- IRVING
- BURR
- PULASKI
- DETT
- JACKSON A
- DRUMMOND
- GALILEO
- GRAHAM ES
- MCCLELLAN
- HAINES
- SABIN
- SMYTH
- LOZANO
- OTIS
- PRITZKER
- RUDOLPH
- SUDER



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

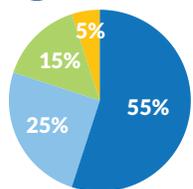
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



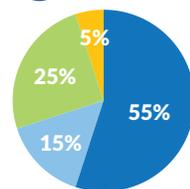
Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	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%

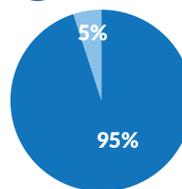
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

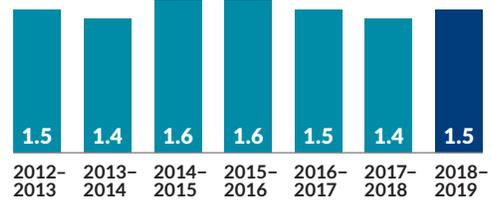
65%	100%	95%	100%	85%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

**NETWORK 6 STAFFING**

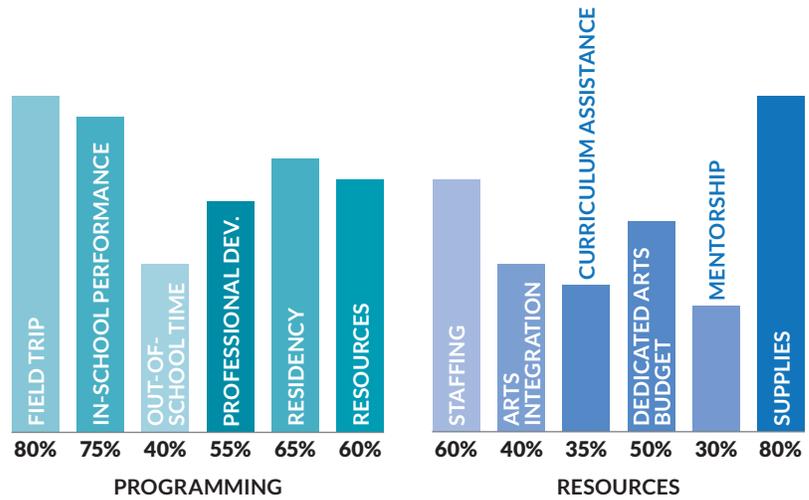
1.5 average FTEs per school  
 1.7 FTEs District average (elementary schools)

0 within-network minimum  
 3 within-network maximum

Chart to the right illustrates average FTEs in Network 6



**WHAT DO NETWORK 6 SCHOOLS WANT?**



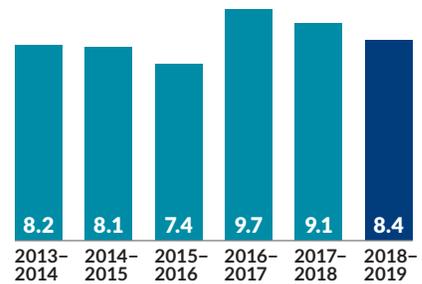
**NETWORK 6 PARTNERSHIPS**

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



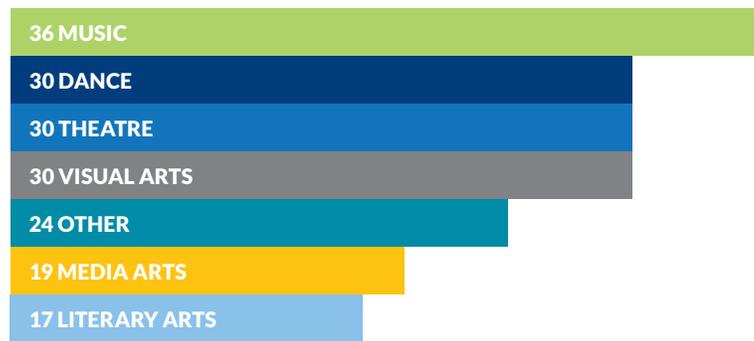
**MOST COMMON DISCIPLINES NETWORK 6**

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

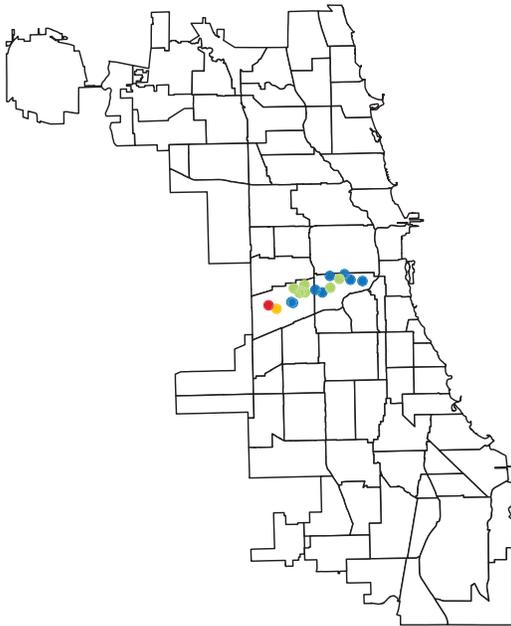
## NEIGHBORHOODS IN NETWORK 7

Lower West Side | South Lawndale

17 ELEMENTARY SCHOOLS | 8,038 STUDENTS ENROLLED

**NETWORK 7 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

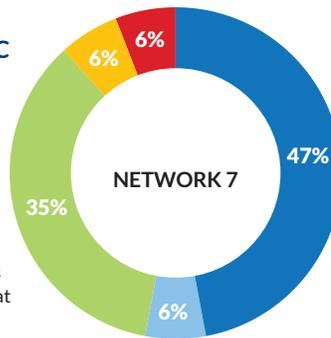
- FINKL
- SAUCEDO
- COOPER
- GARY
- MADERO
- HAMMOND
- WHITNEY
- MCCORMICK
- KANOON
- SPRY ES
- TELPOCHCALLI
- OROZCO
- WHITTIER
- PEREZ
- PILSEN
- RUIZ
- WALSH



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%

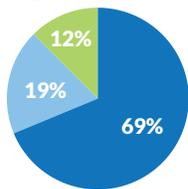
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

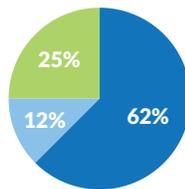


Note: Individual rubric elements are reported only for schools that completed the Survey.

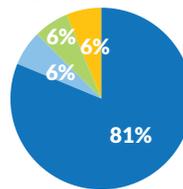
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

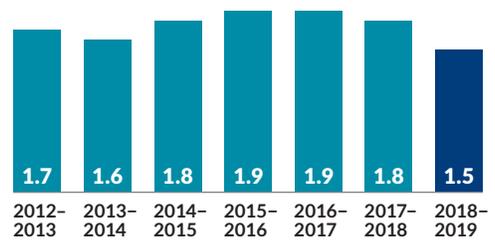
93.8%	100%	93.8%	93.8%	93.8%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 7 STAFFING

1.5 average FTEs per school  
1.7 FTEs District average (elementary schools)

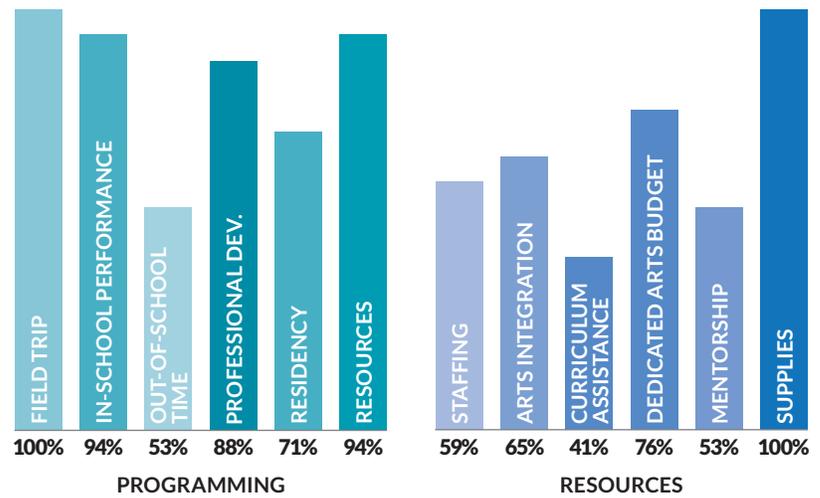
0.5 within-network minimum  
3 within-network maximum

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
- FOLKLORIC
- CREATIVE MOVEMENT
- 3D MODELING
- DIGITAL DESIGN



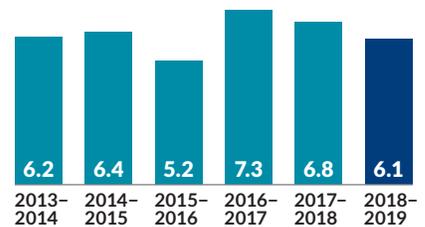
### NETWORK 7 PARTNERSHIPS

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



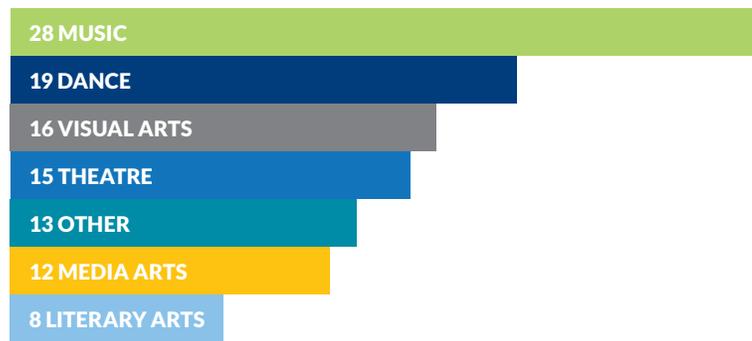
### MOST COMMON DISCIPLINES NETWORK 7

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

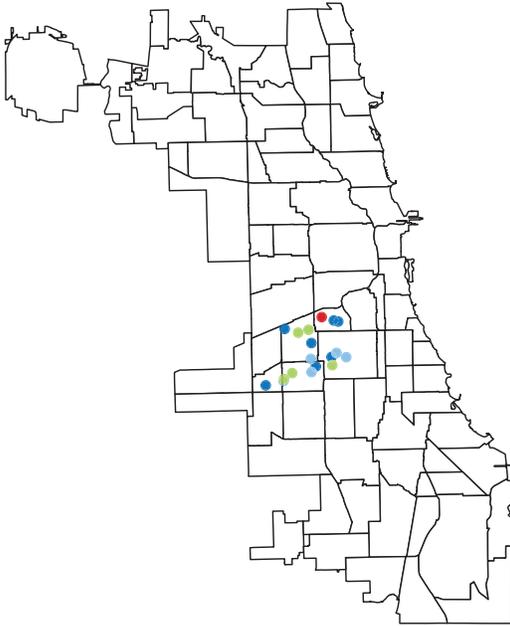
## NEIGHBORHOODS IN NETWORK 8

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

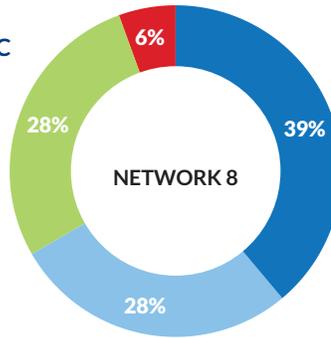
- CALMECA
- CHRISTOPHER
- EVERGREEN
- GREENE
- HEDGES
- SHIELDS
- SOR JUANA
- HAMLIN
- NIGHTINGALE
- SANDOVAL
- SEWARD
- SHIELDS MIDDLE
- BRIGHTON PARK
- DALEY
- DAVIS N
- HERNANDEZ
- SAWYER
- EVERETT



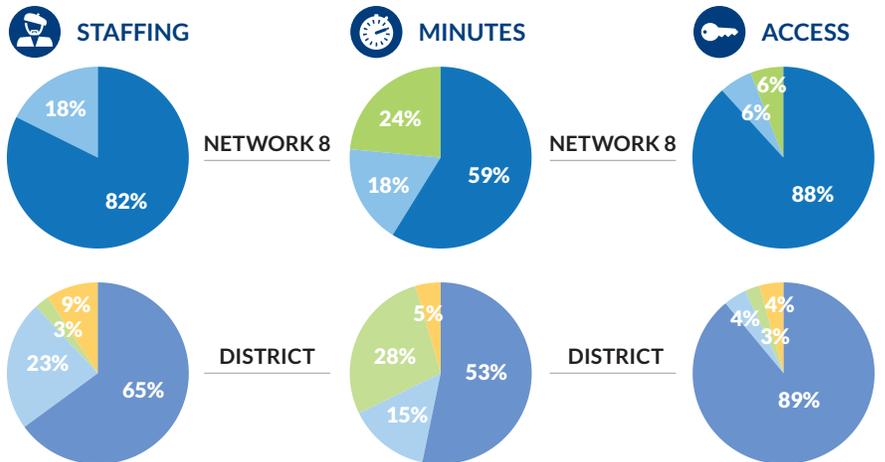
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	2.5%	36.5%
Asian	0.4%	4.2%
Hawaiian	0%	0.2%
Hispanic	94.6%	46.8%
Multi-Racial	0.2%	1.2%
Not Available	0.4%	0.3%
Native	0.2%	0.3%
White	1.5%	10.6%
Bilingual	44.7%	18.8%
Diverse Learners	13.7%	14%
Free/Reduced Lunch	89.1%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- INCOMPLETE DATA



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

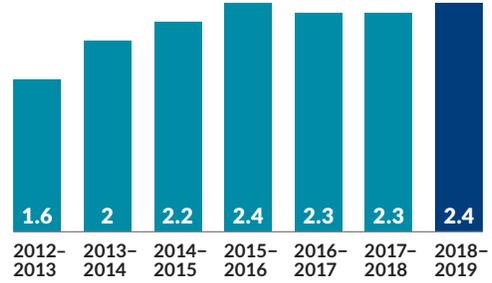
76.5%	100%	82.4%	100%	82.4%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

**NETWORK 8 STAFFING**

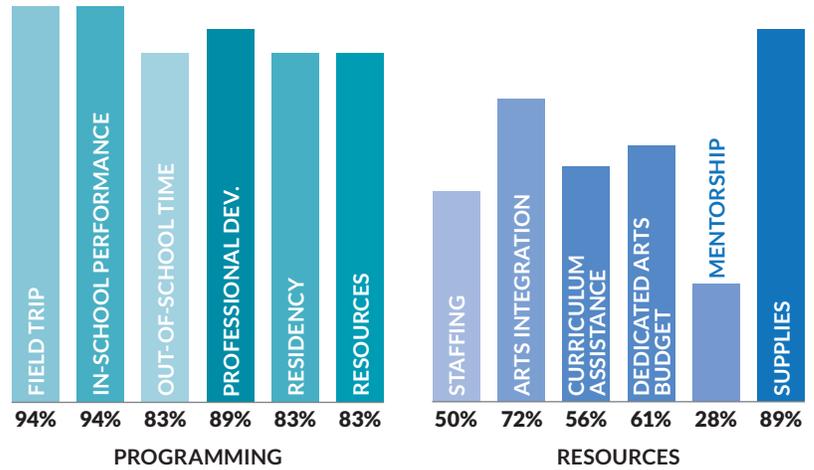
2.4 average FTEs per school  
 1.7 FTEs District average (elementary schools)

1 within-network minimum  
 5 within-network maximum

Chart to the right illustrates average FTEs in Network 8



**WHAT DO NETWORK 8 SCHOOLS WANT?**



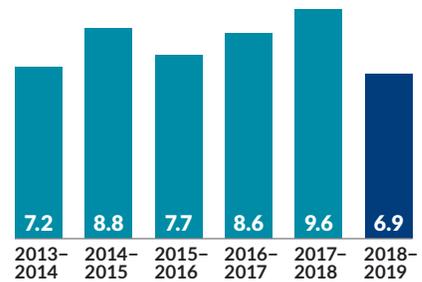
**NETWORK 8 PARTNERSHIPS**

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



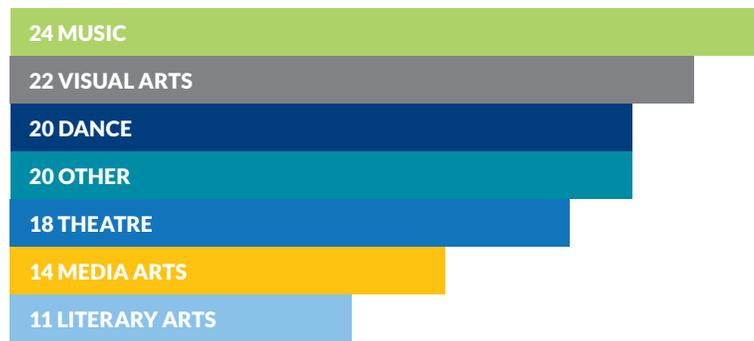
**MOST COMMON DISCIPLINES NETWORK 8**

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

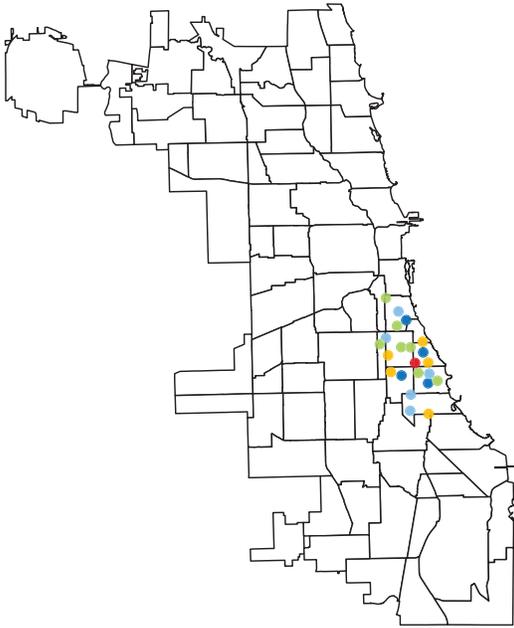
## NEIGHBORHOODS IN NETWORK 9

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

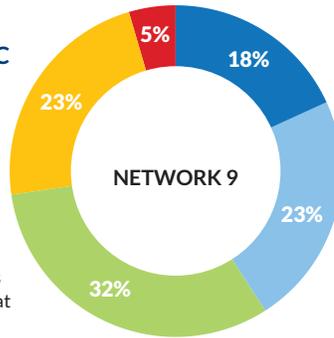
- ARIEL
- BRONZEVILLE
- DRAKE
- BEASLEY
- BURKE
- CLASSICAL
- HARTE
- BEETHOVEN
- DOOLITTLE
- FISKE
- HENDRICKS
- ROBINSON
- RAY
- MURRAY
- KOZMINSKI
- SHOESMITH
- PERSHING
- MOLLISON
- WOODLAWN
- TILL
- WELLS ES
- REAVIS
- WOODSON



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%

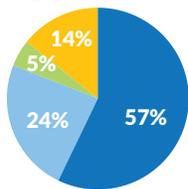
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

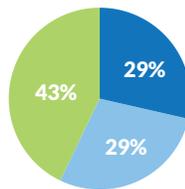


Note: Individual rubric elements are reported only for schools that completed the Survey.

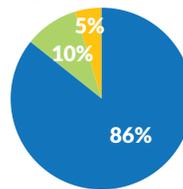
### STAFFING



### MINUTES



### ACCESS



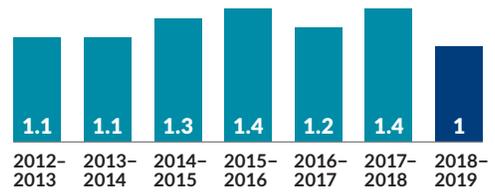
### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

76.2%	95.2%	85.7%	95.2%	85.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

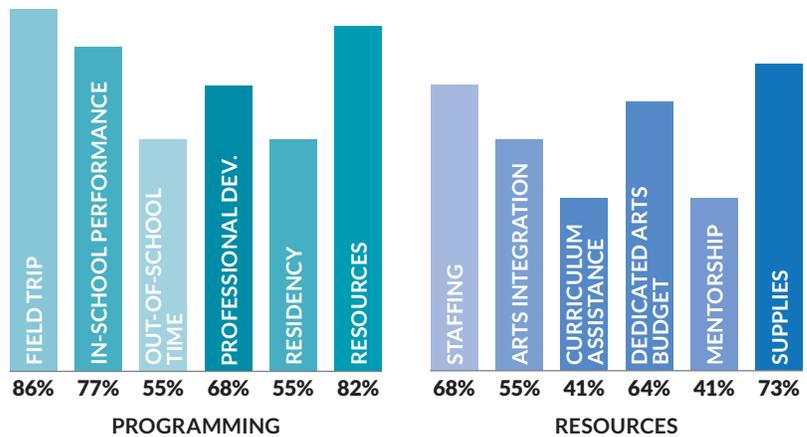
### NETWORK 9 STAFFING

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

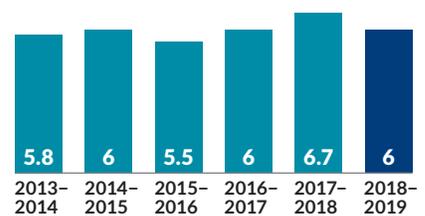


### WHAT DO NETWORK 9 SCHOOLS WANT?



### 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



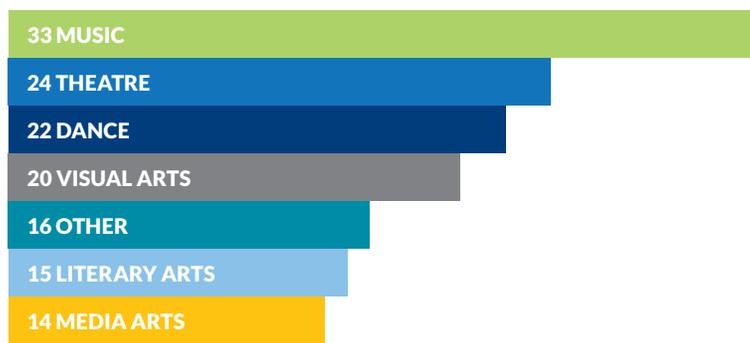
### MOST COMMON DISCIPLINES NETWORK 9

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

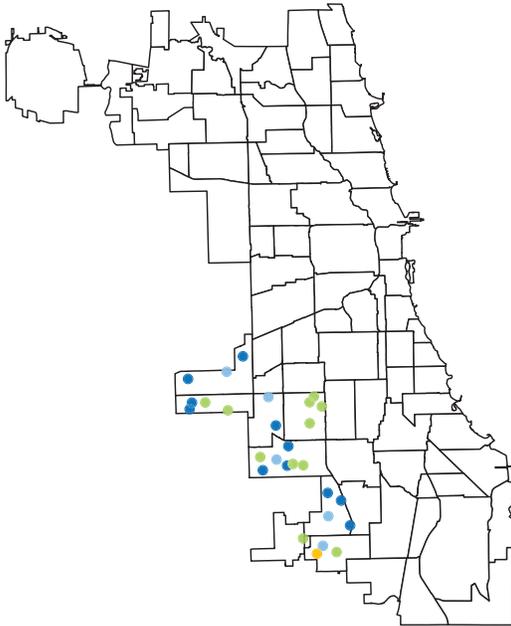
Ashburn | Beverly | Chicago Lawn | Clearing | Garfield Ridge | Morgan Park  
Mount Greenwood | West Lawn

28 ELEMENTARY SCHOOLS | 15,264 STUDENTS ENROLLED

### NETWORK 10 SCHOOLS

Font color indicates Creative Schools Certification in 2018-19

- |             |            |           |           |
|-------------|------------|-----------|-----------|
| ASHBURN     | HURLEY     | CARROLL   | MORRILL   |
| BARNARD     | KELLOGG    | CLAREMONT | OWEN      |
| BLAIR       | VANDERPOEL | ESMOND    | STEVENSON |
| BYRNE       | CLISSOLD   | FAIRFIELD | VICK      |
| DORE        | DAWES      | GRIMES    |           |
| DURKIN PARK | RICHARDSON | HALE      |           |
| HAMPTON     | SUTHERLAND | KELLER    |           |
| HEARST      | TWAIN      | MCKAY     |           |

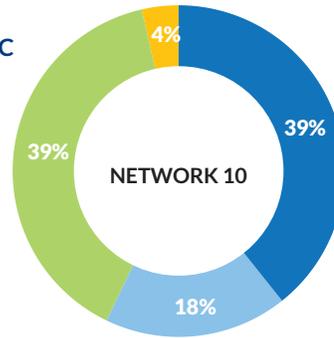


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	31.1%	36.5%
Asian	0.6%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	57.9%	46.8%
Multi-Racial	0.6%	1.2%
Not Available	0.3%	0.3%
Native	0.2%	0.3%
White	9.2%	10.6%
Bilingual	20.2%	18.8%
Diverse Learners	15.5%	14%
Free/Reduced Lunch	72.6%	76.5%

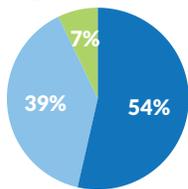
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

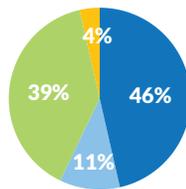
Note: Individual rubric elements are reported only for schools that completed the Survey.



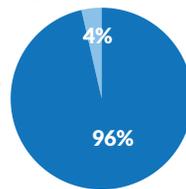
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

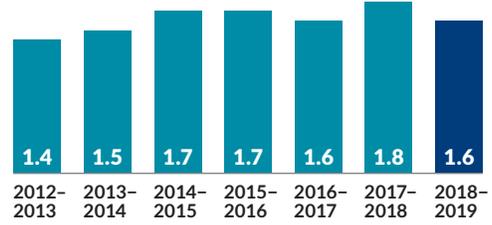
71.4%	100%	100%	100%	96.4%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

**NETWORK 10 STAFFING**

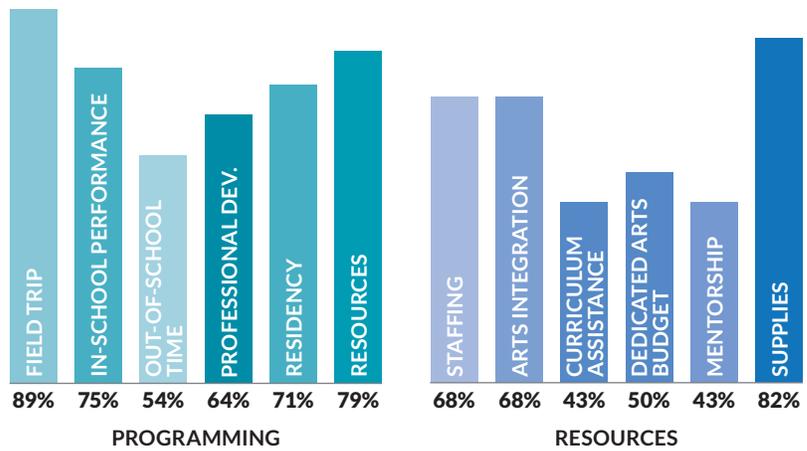
1.6 average FTEs per school  
 1.7 FTEs District average (elementary schools)

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?**



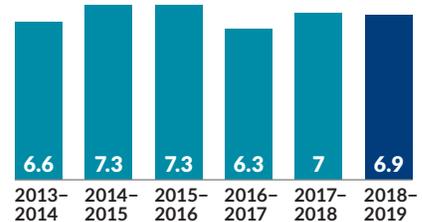
**NETWORK 10 PARTNERSHIPS**

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



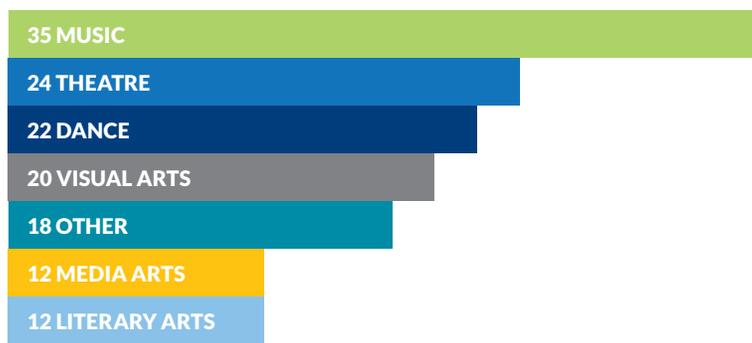
**MOST COMMON DISCIPLINES NETWORK 10**

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

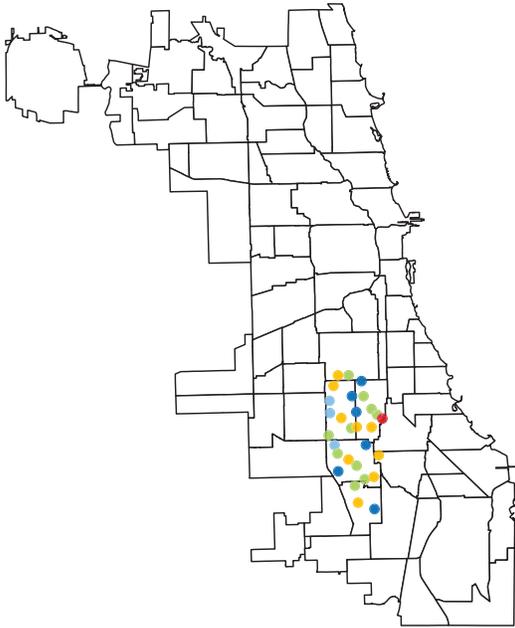
## NEIGHBORHOODS IN NETWORK 11

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

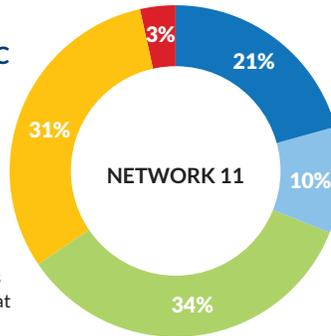
- BASS
- EVERS
- FOSTER PARK
- HOLMES
- LANGFORD
- OGLESBY
- BARTON
- EARLE
- OTOOLE
- CUFFE
- FORT
- DEARBORN
- JACKSON M
- JOPLIN
- KERSHAW
- LIBBY
- MAYS
- NICHOLSON
- RANDOLPH
- WENTWORTH
- BOND
- COOK
- DAVIS M
- FULTON
- GREEN
- HENDERSON
- KING ES
- RYDER
- WESTCOTT
- PARKER



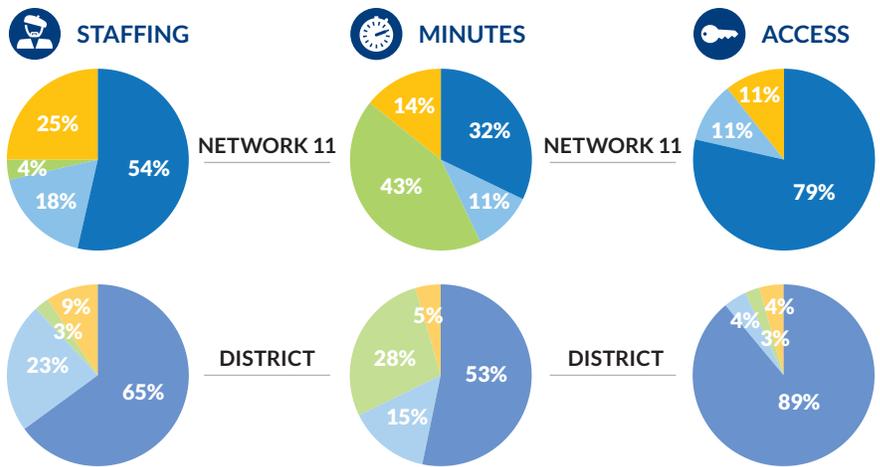
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	92.7%	36.5%
Asian	0%	4.2%
Hawaiian	0%	0.2%
Hispanic	6.4%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.1%	0.3%
Native	0.1%	0.3%
White	0.2%	10.6%
Bilingual	3.1%	18.8%
Diverse Learners	15.6%	14%
Free/Reduced Lunch	85.3%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

57.1%	89.3%	89.3%	100%	78.6%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	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

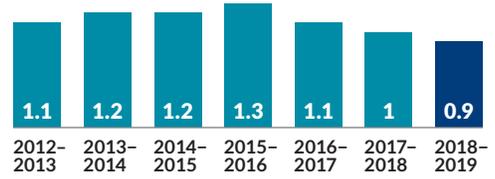
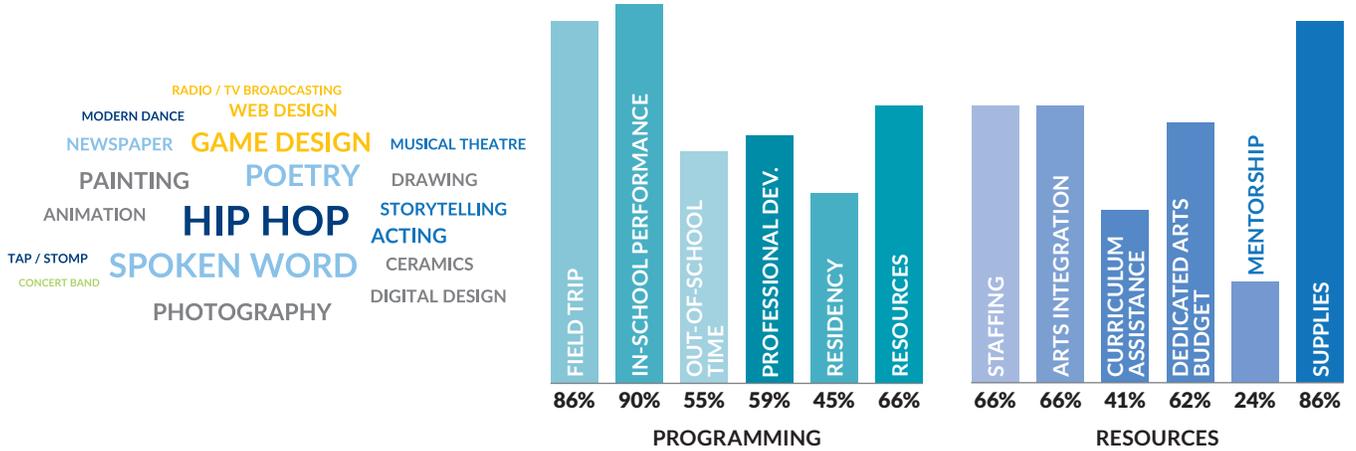


Chart to the right illustrates average FTEs in Network 11

### WHAT DO NETWORK 11 SCHOOLS WANT?



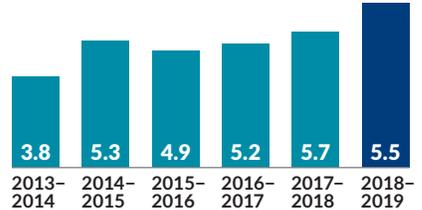
### NETWORK 11 PARTNERSHIPS

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



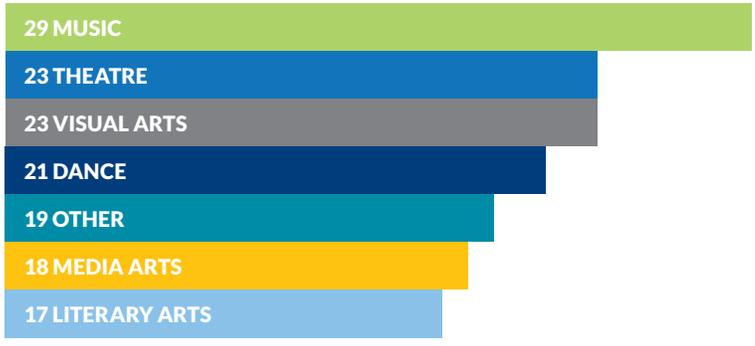
### MOST COMMON DISCIPLINES NETWORK 11

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

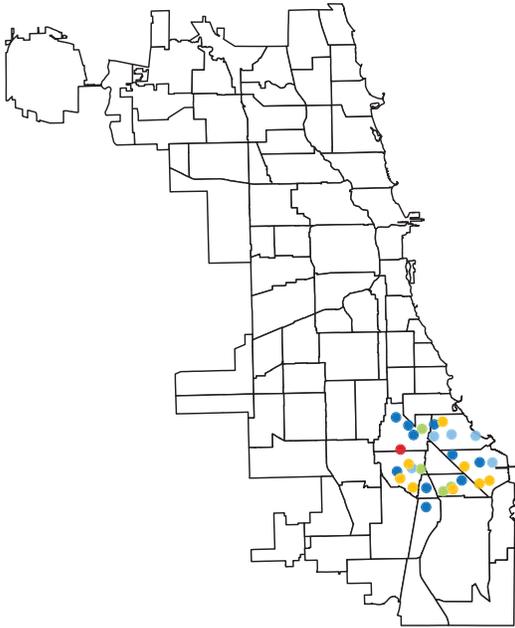
## NEIGHBORHOODS IN NETWORK 12

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

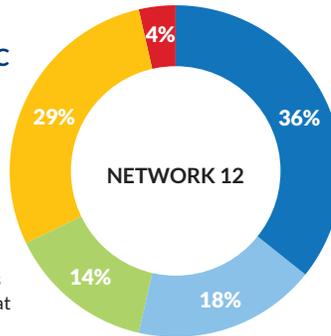
- BROWNELL
- BOUCHET
- BURNSIDE
- HOYNE
- MADISON
- COLES
- MANN
- NEW SULLIVAN
- DIXON
- NEIL
- PIRIE
- MCDADE
- NINOS HEROES
- POWELL
- MIRELES
- PARK MANOR
- ASHE
- PARKSIDE
- SCHMID
- BLACK
- THORP J
- SOUTH SHORE ES
- EARHART
- WARREN
- TANNER
- REVERE
- RUGGLES
- WASHINGTON H ES



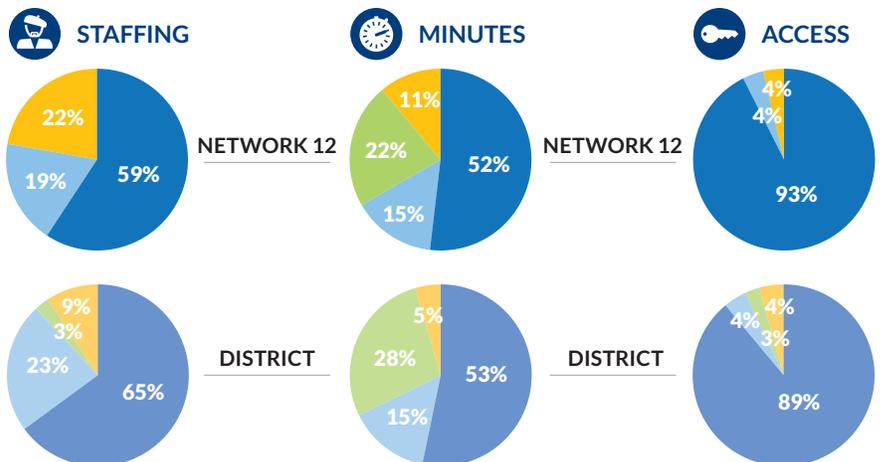
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	92.7%	36.5%
Asian	0.1%	4.2%
Hawaiian	0%	0.2%
Hispanic	6.1%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.2%	0.3%
Native	0.1%	0.3%
White	0.4%	10.6%
Bilingual	4%	18.8%
Diverse Learners	13.9%	14%
Free/Reduced Lunch	83.3%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

66.7%	96.3%	96.3%	96.3%	74.1%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	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

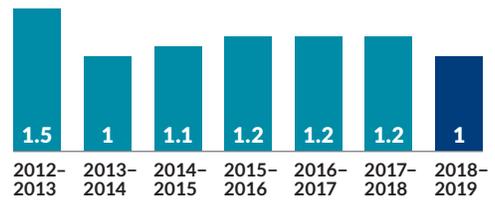
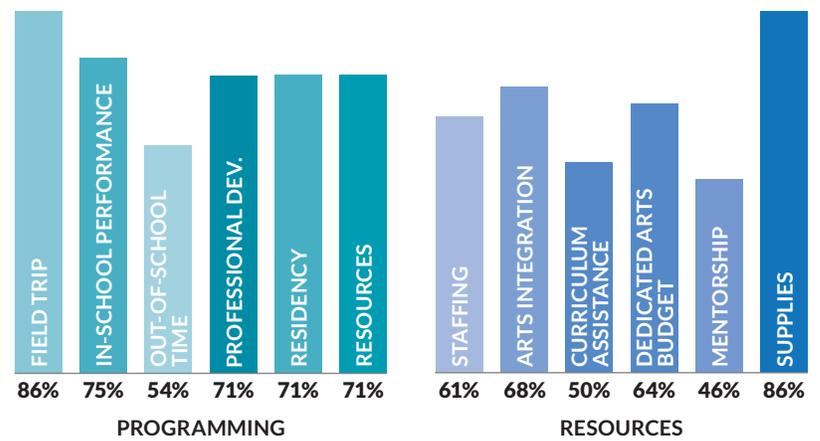


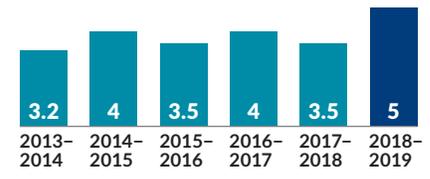
Chart to the right illustrates average FTEs in Network 12

**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



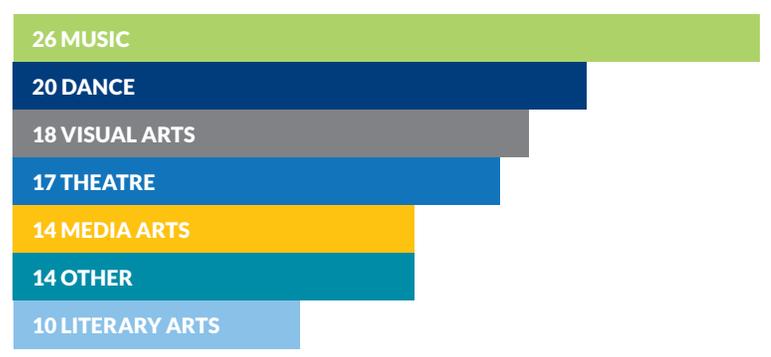
**MOST COMMON DISCIPLINES NETWORK 12**

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

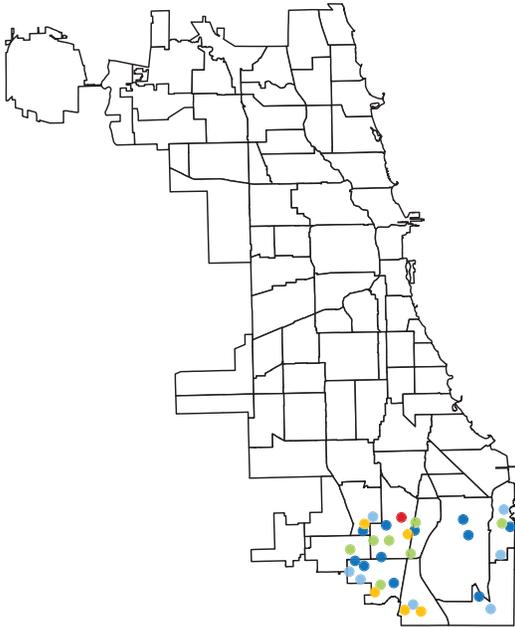
## NEIGHBORHOODS IN NETWORK 13

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

## 31 ELEMENTARY SCHOOLS | 10,459 STUDENTS ENROLLED

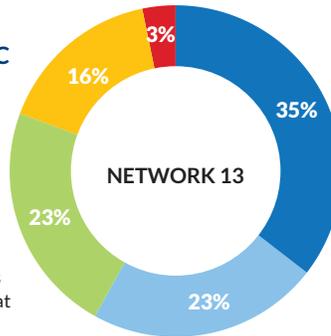
**NETWORK 13 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- BRIGHT
- ALDRIDGE
- PULLMAN
- BURNHAM
- CLAY
- SHOOP
- GRISSOM
- COLEMON
- SMITH
- HALEY
- FERNWOOD
- BROWN R
- HIGGINS
- TAYLOR
- CARVER G
- HUGHES L
- WASHINGTON G ES
- CULLEN
- MOUNT VERNON
- WHITE
- DUBOIS
- OWENS
- DUNNE
- GARVEY
- POE
- GALLISTEL
- BENNETT
- SADLOWSKI
- LAVIZZO
- WHISTLER
- METCALFE



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

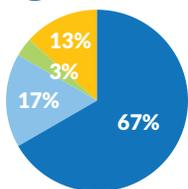
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



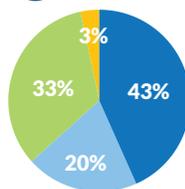
Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	68%	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%

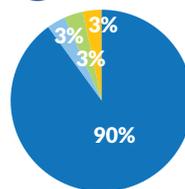
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

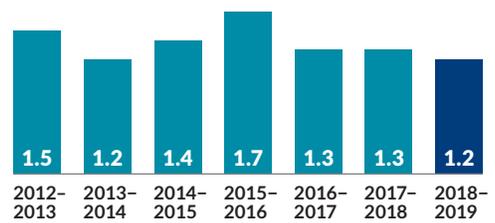
56.7%	96.7%	93.3%	100%	76.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 13 STAFFING

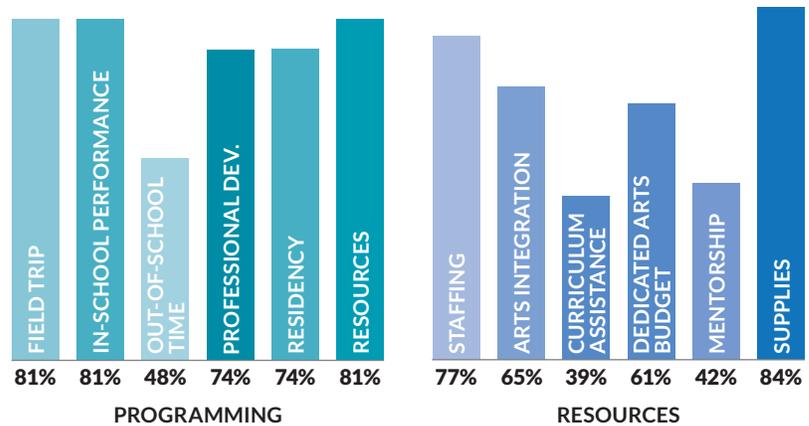
1.2 average FTEs per school  
1.7 FTEs District average (elementary schools)

0 within-network minimum  
2 within-network maximum

Chart to the right illustrates average FTEs in Network 13



### WHAT DO NETWORK 13 SCHOOLS WANT?



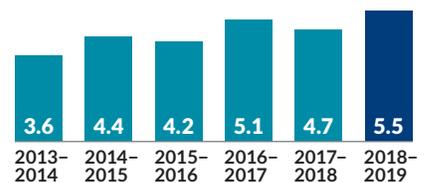
### NETWORK 13 PARTNERSHIPS

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



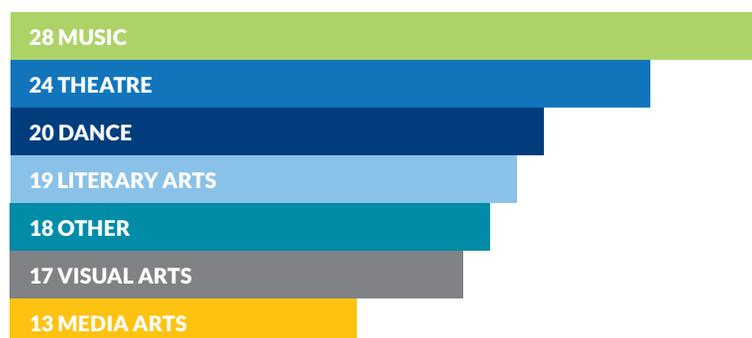
### MOST COMMON DISCIPLINES NETWORK 13

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

## 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

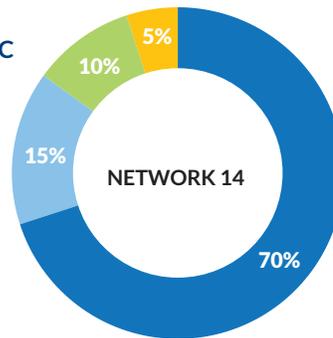
## 19 HIGH SCHOOLS AND 1 ELEMENTARY SCHOOL 23,755 STUDENTS ENROLLED

### NETWORK 14 SCHOOLS Font color indicates Creative Schools Certification in 2018-19

- DISNEY II ES
- ROOSEVELT HS
- DEVRY HS
- DISNEY II HS
- SCHURZ HS
- NORTHSIDE LEARNING HS
- KELVYN PARK HS
- SENN HS
- VAUGHN HS
- LAKE VIEW HS
- STEINMETZ HS
- FOREMAN HS
- LANE TECH HS
- SULLIVAN HS
- GRAHAM HS
- LINCOLN PARK HS
- TAFT HS
- UPLIFT HS
- MATHER HS
- VON STEUBEN HS

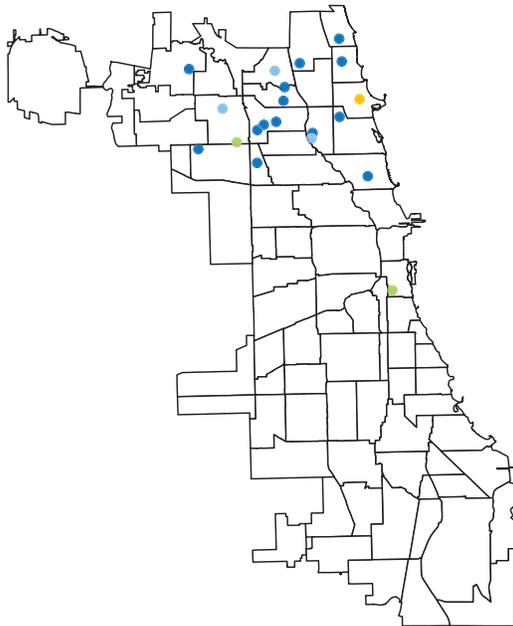
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

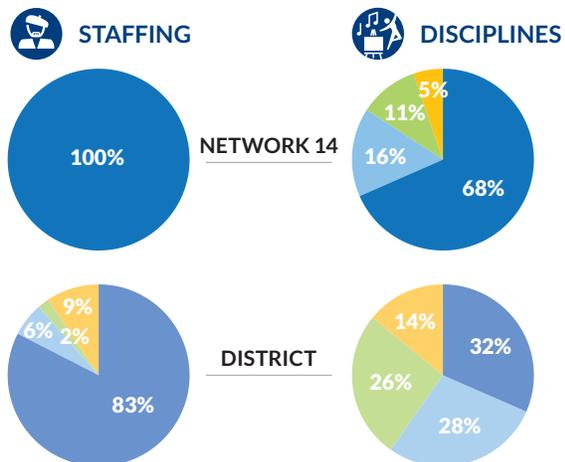


Note: Disney II Magnet Elementary School is a combination school (with Disney II Magnet High School) and is part of this network. It is excluded from the phase 1 elements shown here.

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



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%



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

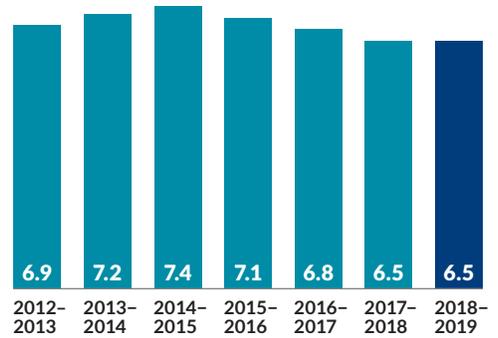
90%	100%	95%	100%	75%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 14 STAFFING

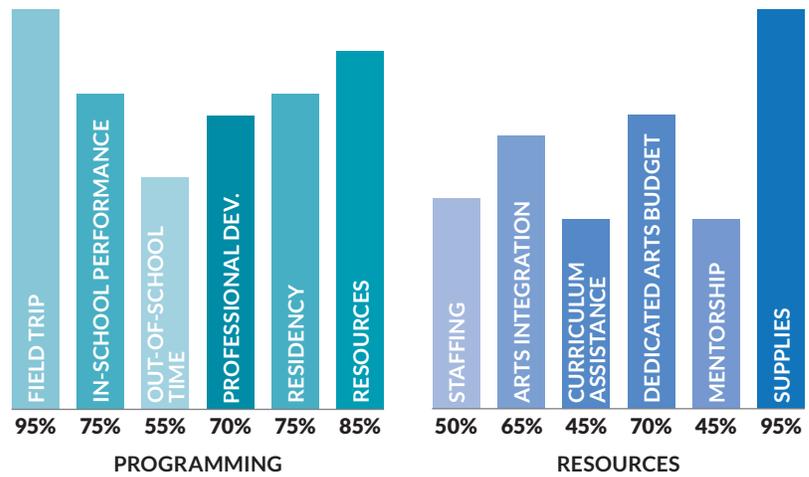
6.5 average FTEs per school  
3.5 FTEs District average (high schools)

1 within-network minimum  
22 within-network maximum

Chart to the right illustrates average FTEs in Network 14



### WHAT DO NETWORK 14 SCHOOLS WANT?



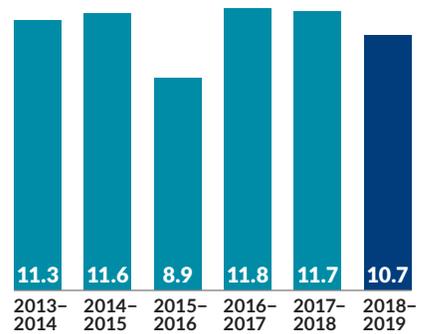
### NETWORK 14 PARTNERSHIPS

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



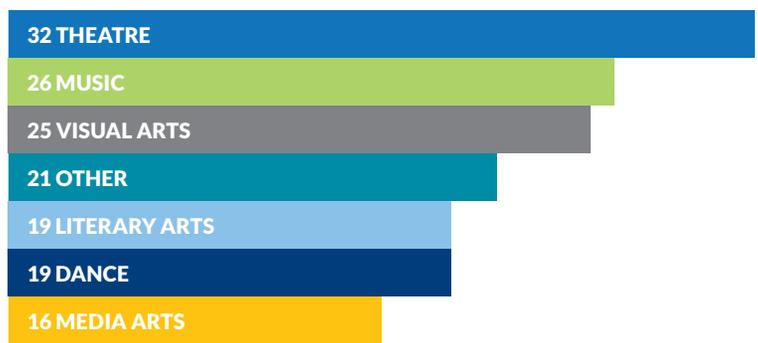
### MOST COMMON DISCIPLINES NETWORK 14

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

## NEIGHBORHOODS IN NETWORK 15

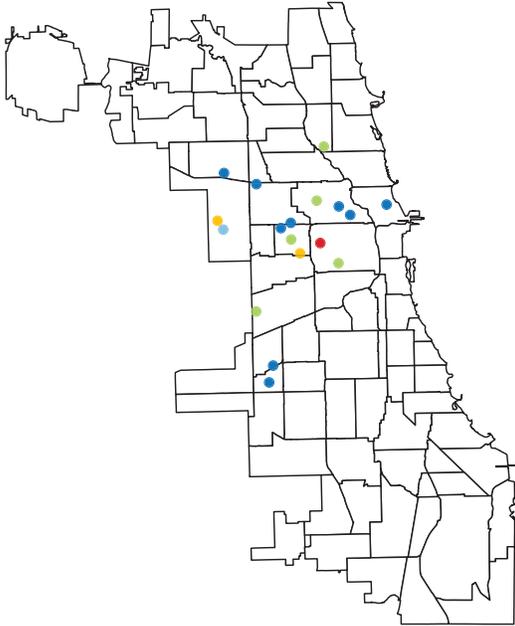
Archer Heights | Austin | Belmont Cragin | East Garfield Park | Humboldt Park  
 Near North Side | Near West Side | North Center | South Lawndale | West Elsdon  
 West Town

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

### NETWORK 15 SCHOOLS

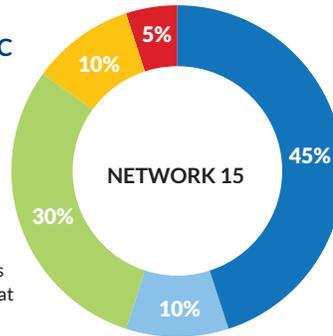
Font color indicates Creative Schools Certification in 2018-19

- CURIE HS
- WELLS HS
- MULTICULTURAL HS
- HANCOCK HS
- WESTINGHOUSE HS
- SIMPSON HS
- NORTH-GRAND HS
- AUSTIN CCA HS
- SOCIAL JUSTICE HS
- OGDEN ES
- WORLD LANGUAGE HS
- DOUGLASS HS
- OGDEN HS
- ALCOTT HS
- MANLEY HS
- PROSSER HS
- CLEMENTE HS
- CRANE MEDICAL HS
- RABY HS
- MARSHALL HS



### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

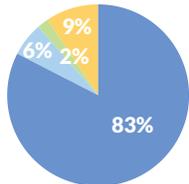
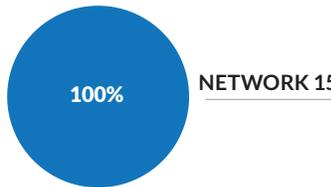


Note: William B. Ogden Elementary School is a combination school (with Ogden International High School) and is part of this network. It is excluded from the phase 1 elements shown here.

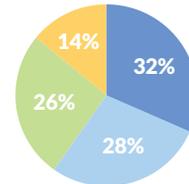
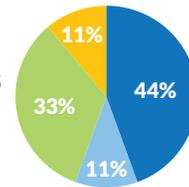
Note: Individual rubric elements are reported only for schools that completed the Survey.

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%

### STAFFING



### DISCIPLINES



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

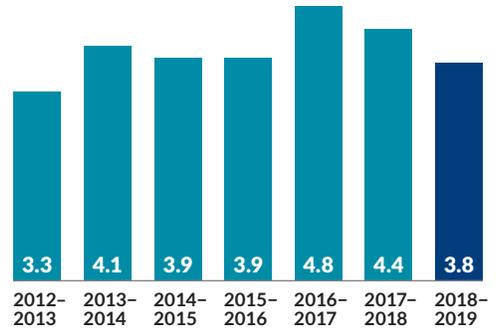
73.7%	94.7%	84.2%	100%	84.2%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 15 STAFFING

3.8 average FTEs per school  
3.5 FTEs District average (high schools)

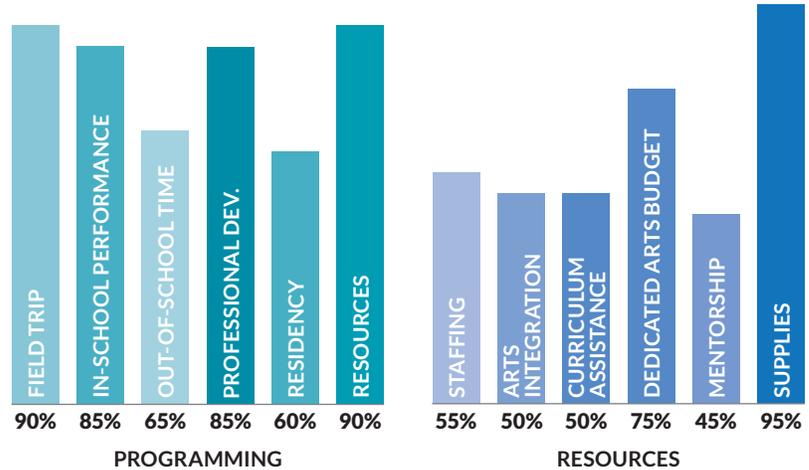
1 within-network minimum  
16 within-network maximum

Chart to the right illustrates average FTEs in Network 15



### WHAT DO NETWORK 15 SCHOOLS WANT?

THEATRE PRODUCTION  
MUSICAL THEATRE      SPOKEN WORD  
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



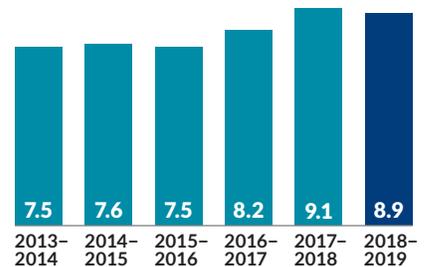
### NETWORK 15 PARTNERSHIPS

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



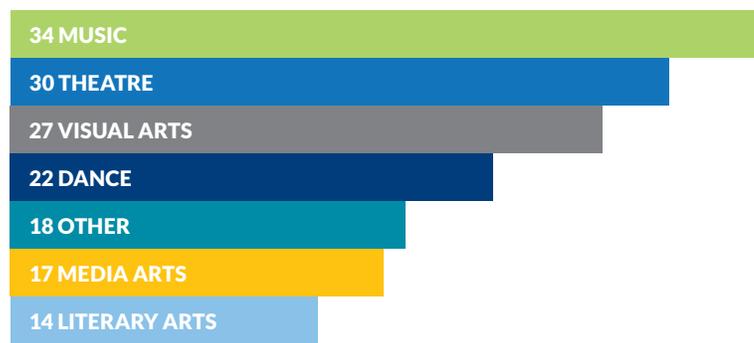
### MOST COMMON DISCIPLINES NETWORK 15

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

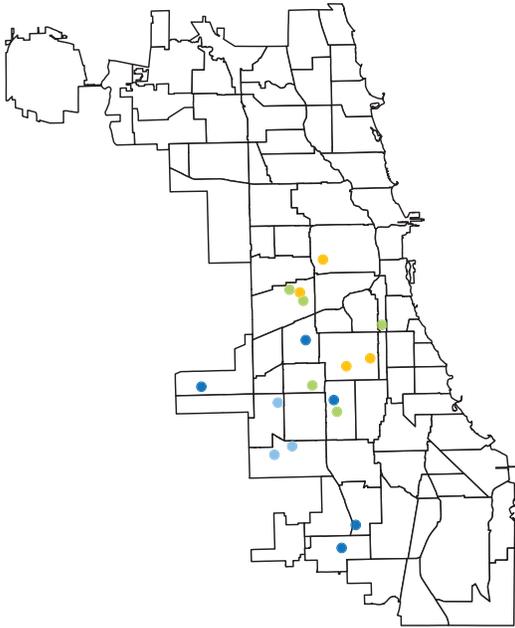
## NEIGHBORHOODS IN NETWORK 16

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**

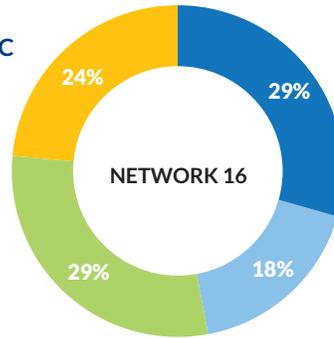
**NETWORK 16 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- JULIAN HS
- BOGAN HS
- JEFFERSON HS
- KELLY HS
- GOODE HS
- RICHARDS HS
- KENNEDY HS
- HUBBARD HS
- SPRY HS
- LINDBLOM HS
- AIR FORCE HS
- TILDEN HS
- MORGAN PARK HS
- FARRAGUT HS
- GAGE PARK HS
- HARPER HS
- YORK HS



## CREATIVE SCHOOLS CERTIFICATION RUBRIC

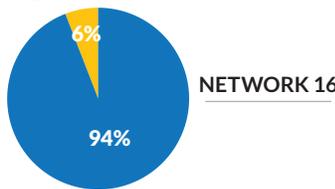
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



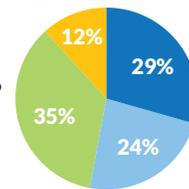
Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	38%	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%

## STAFFING



## DISCIPLINES



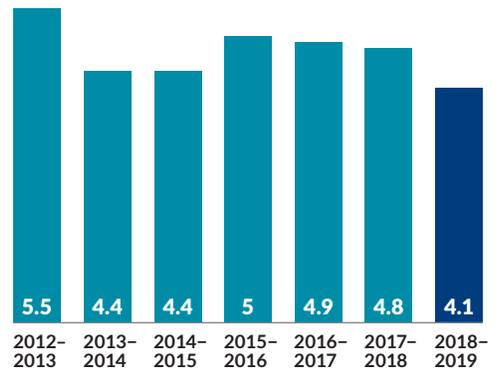
## PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

<b>76.5%</b>	<b>94.1%</b>	<b>88.2%</b>	<b>100%</b>	<b>76.5%</b>
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

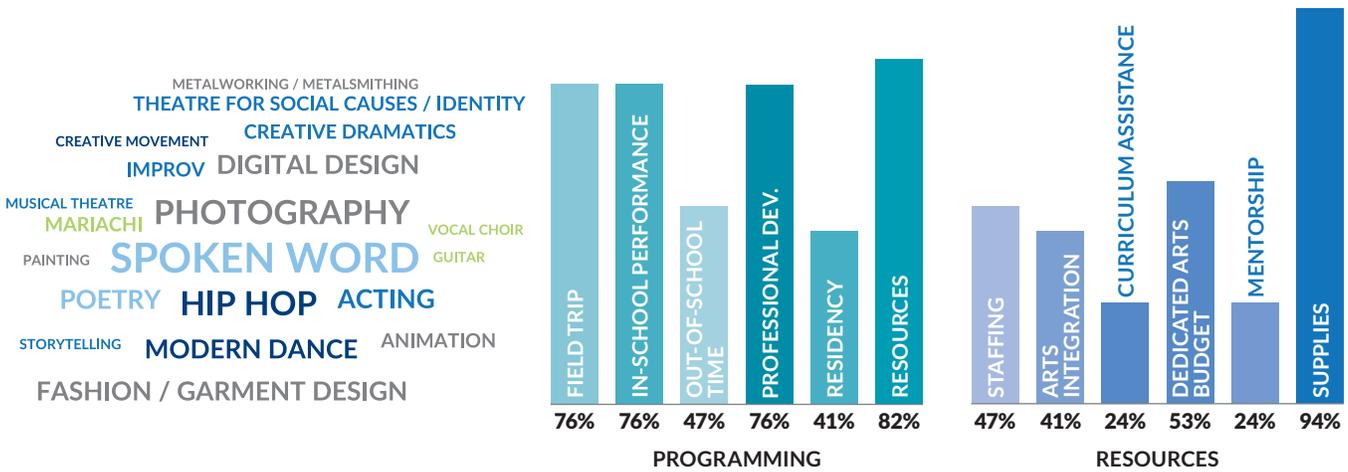
**NETWORK 16 STAFFING**

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

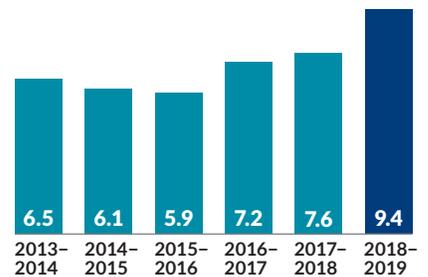


**WHAT DO NETWORK 16 SCHOOLS WANT?**



**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



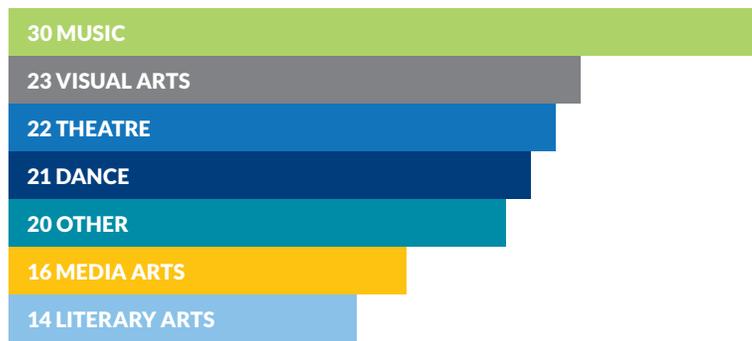
**MOST COMMON DISCIPLINES NETWORK 16**

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

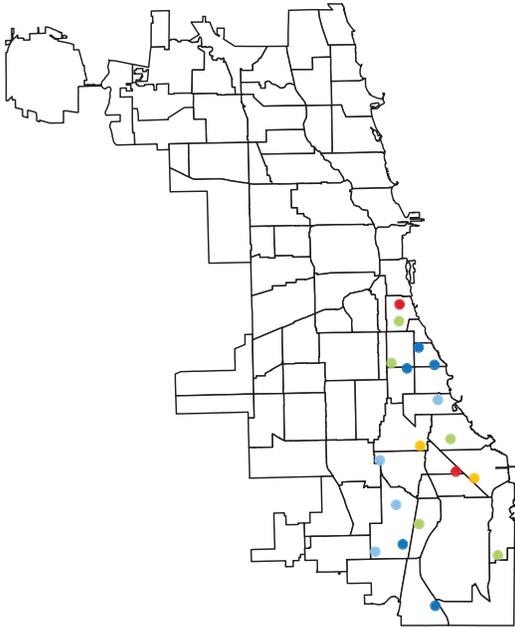
## NEIGHBORHOODS IN NETWORK 17

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

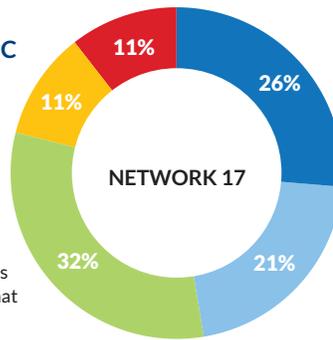
**NETWORK 17 SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- 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 MILITARY HS
- CHICAGO
- CORLISS HS
- VOCATIONAL HS
- SOUTH SHORE INTL HS
- DUNBAR HS



## CREATIVE SCHOOLS CERTIFICATION RUBRIC

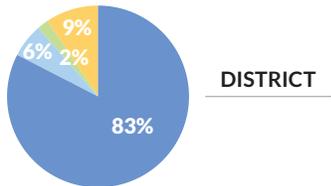
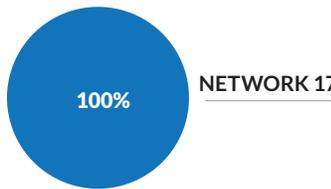
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



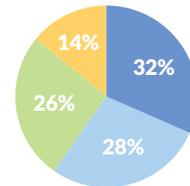
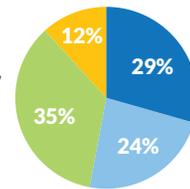
Note: Individual rubric elements are reported only for schools that completed the Survey.

DEMOGRAPHICS	NETWORK	DISTRICT
African-American	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%

## STAFFING



## DISCIPLINES



## PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

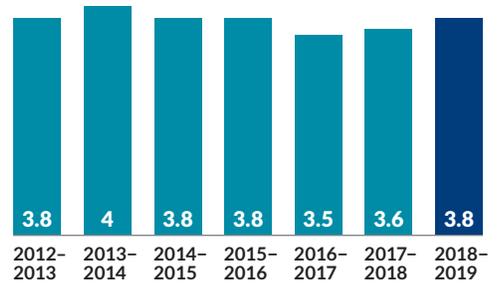
58.8%	100%	94.1%	100%	88.2%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### NETWORK 17 STAFFING

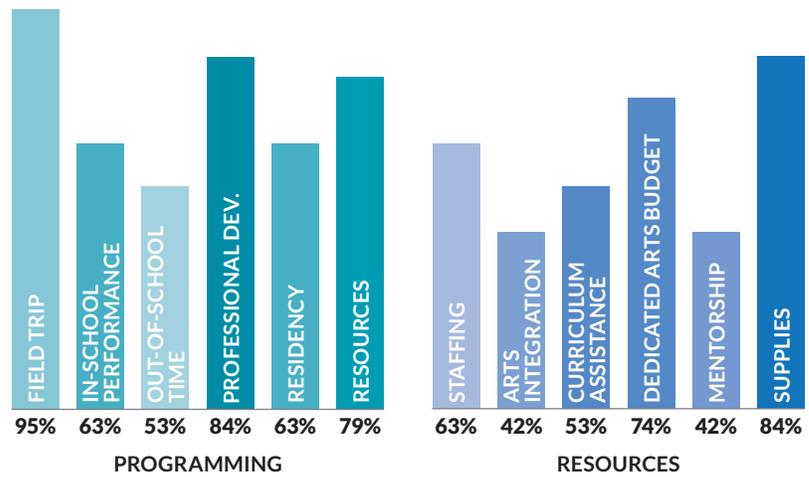
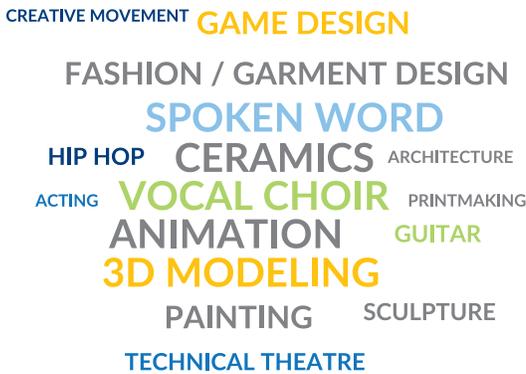
3.8 average FTEs per school  
3.5 FTEs District average (high schools)

1 within-network minimum  
12 within-network maximum

Chart to the right illustrates average FTEs in Network 17



### WHAT DO NETWORK 17 SCHOOLS WANT?



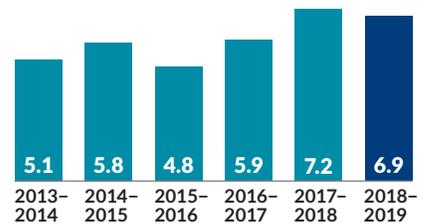
### NETWORK 17 PARTNERSHIPS

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



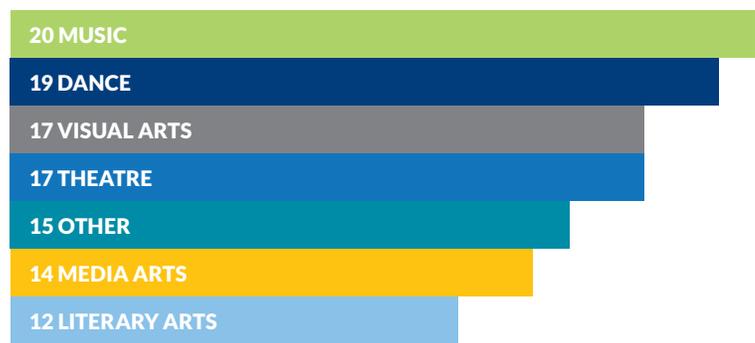
### MOST COMMON DISCIPLINES NETWORK 17

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.



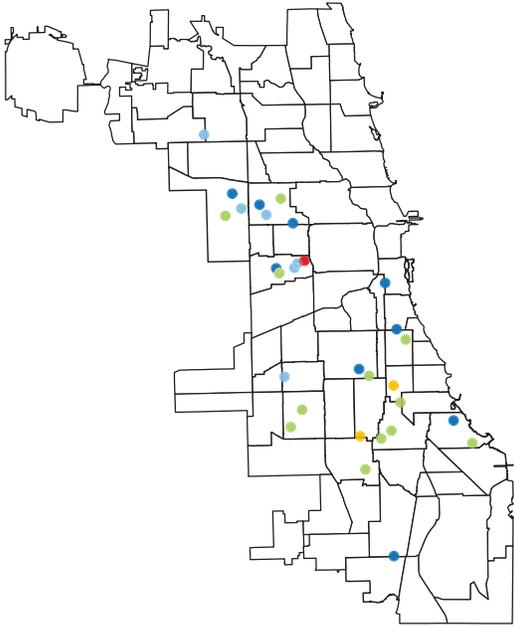
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# AUSL

**26 ELEMENTARY SCHOOLS | 5 HIGH SCHOOLS**  
**14,848 STUDENTS ENROLLED**

**AUSL SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

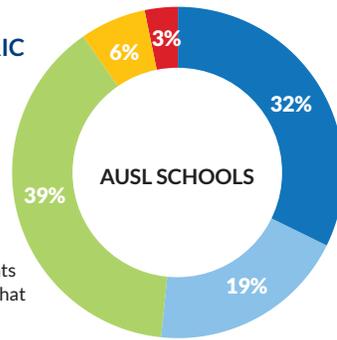
- CHICAGO ACADEMY ES
- CHICAGO ACADEMY HS
- DVORAK
- CURTIS
- COLLINS HS
- FULLER
- HERZL
- JOHNSON
- GRESHAM
- LEWIS
- MCNAIR
- HARVARD
- MORTON
- ORR HS
- HOWE
- NATIONAL TEACHERS
- SOLORIO HS
- MARQUETTE
- OKEEFFE
- BRADWELL
- TARKINGTON
- PHILLIPS HS
- CASALS
- CARTER
- PICCOLO
- DENEEN
- STAGG
- SHERMAN
- DEWEY
- CHALMERS
- DULLES



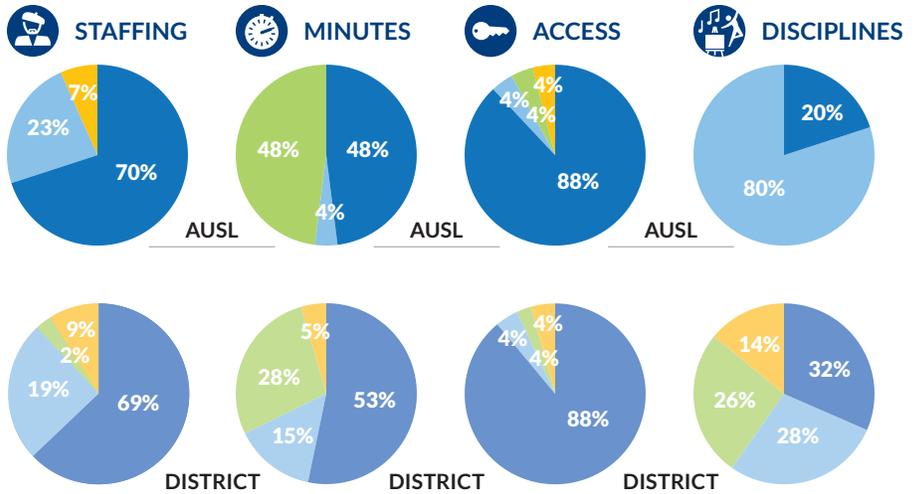
DEMOGRAPHICS	NETWORK	DISTRICT
African-American	68.6%	36.5%
Asian	0.6%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	27.7%	46.8%
Multi-Racial	0.6%	1.2%
Not Available	0.1%	0.3%
Native	0.2%	0.3%
White	2.2%	10.6%
Bilingual	9.9%	18.8%
Diverse Learners	13.5%	14.0%
Free/Reduced Lunch	87.9%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



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



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

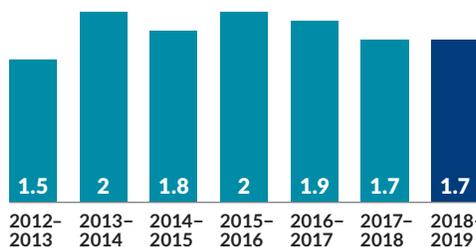
73.3%	100%	90%	100%	76.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### AUSL SCHOOLS STAFFING

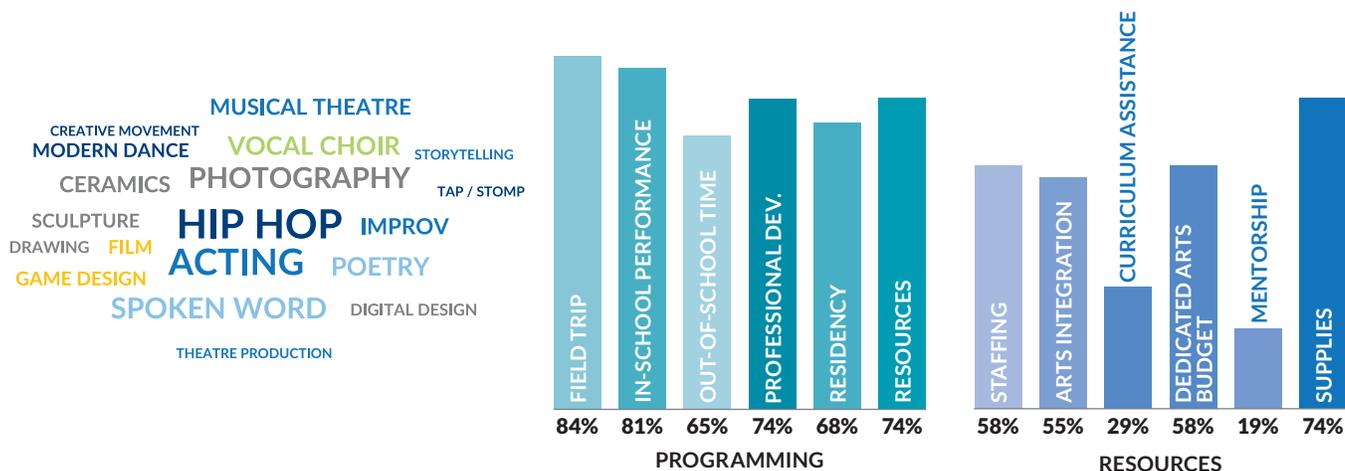
1.7 average FTEs per school  
2.1 FTEs District average

0 within-network minimum  
4 within-network maximum

Chart to the right illustrates average FTEs in AUSL schools



### WHAT DO AUSL SCHOOLS WANT?



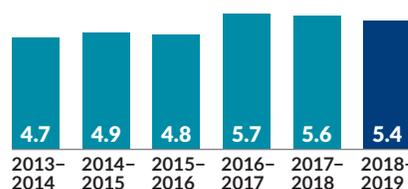
### AUSL SCHOOLS PARTNERSHIPS

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



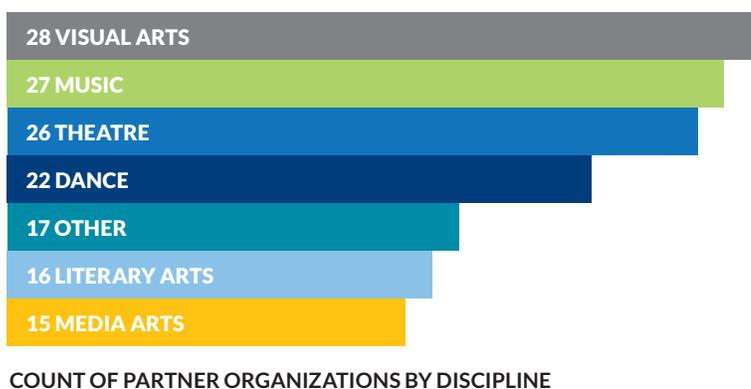
### MOST COMMON DISCIPLINES IN AUSL SCHOOLS

Visual Arts and Music

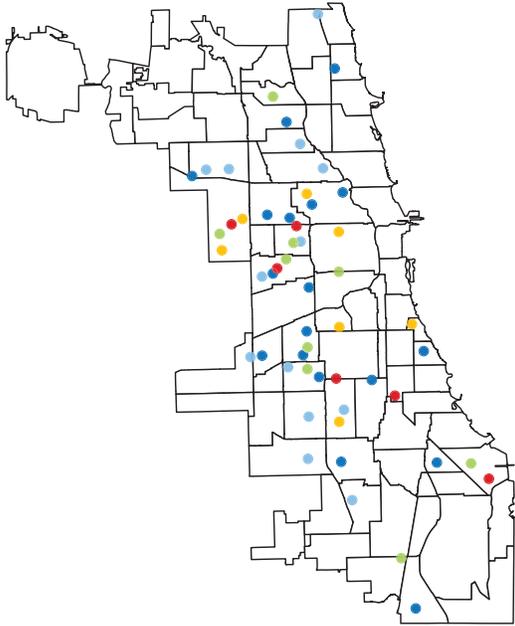
### MOST COMMON DISCIPLINES DISTRICT-WIDE

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.



# CHARTER/ CONTRACT ES



## 56 ELEMENTARY SCHOOLS | 26,157 STUDENTS ENROLLED

### CHARTER/CONTRACT ELEMENTARY SCHOOLS

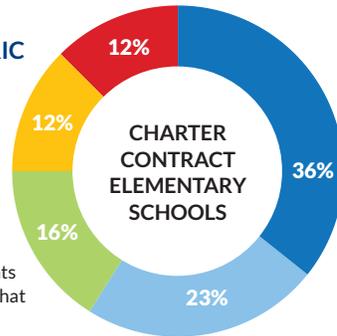
Font color indicates Creative Schools Certification in 2018-19

- 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

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%

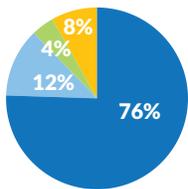
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

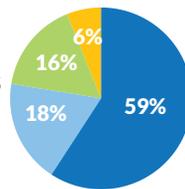


Note: Individual rubric elements are reported only for schools that completed the Survey.

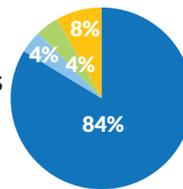
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

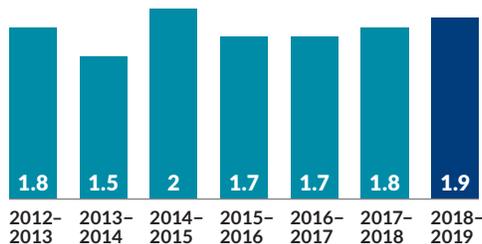
73.5%	100%	91.8%	91.8%	87.8%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### CHARTER/CONTRACT ELEMENTARY SCHOOLS STAFFING

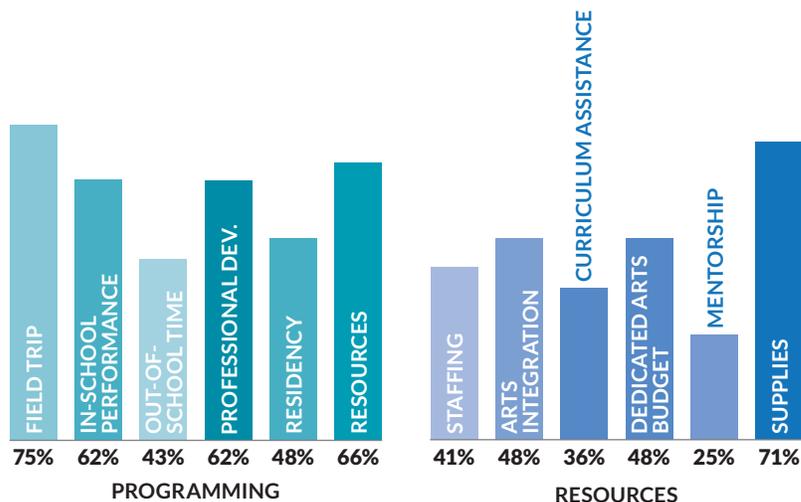
1.9 average FTEs per school  
 1.7 FTEs District average (elementary schools)

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?



### 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



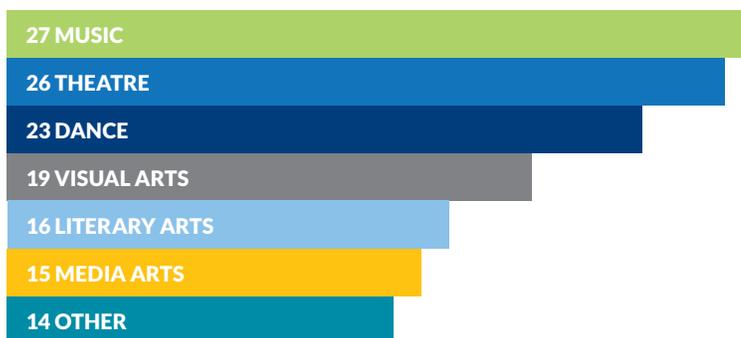
### MOST COMMON DISCIPLINES IN CHARTER/CONTRACT ELEMENTARY SCHOOLS

Music and Theatre

### MOST COMMON DISCIPLINES DISTRICT-WIDE

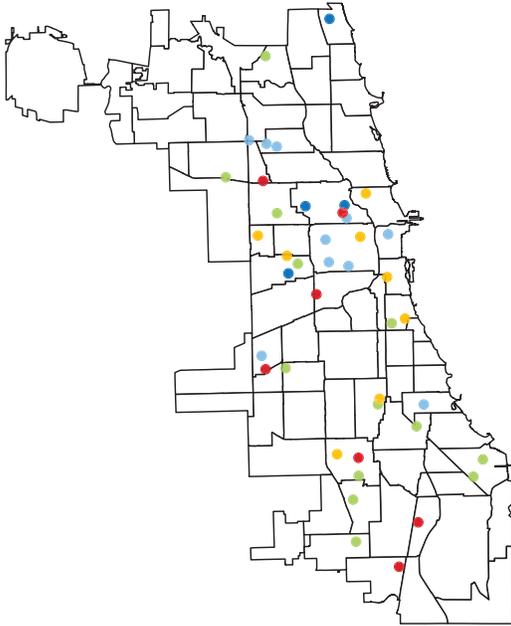
Music and Visual Arts

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



## 44 HIGH SCHOOLS | 26,181 STUDENTS ENROLLED

### CHARTER/CONTRACT HIGH SCHOOLS

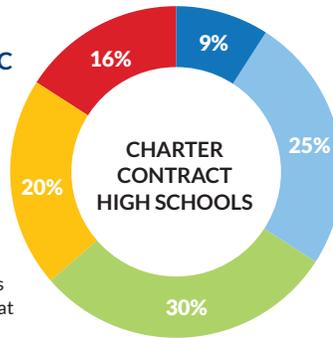
Font color indicates Creative Schools Certification in 2018-19

- 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

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%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

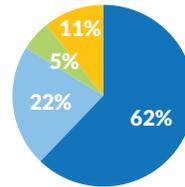
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA



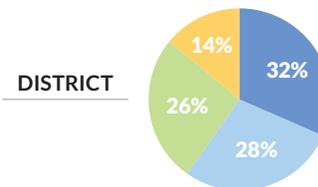
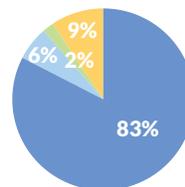
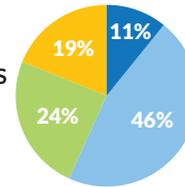
Note: Individual rubric elements are reported only for schools that completed the Survey.



#### STAFFING



#### DISCIPLINES



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

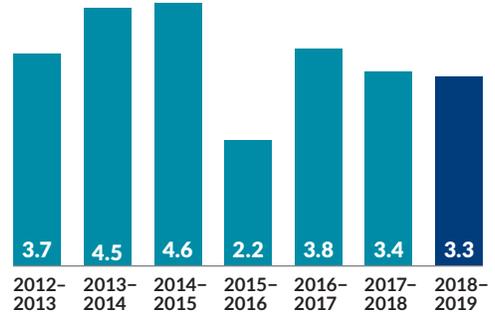
64.9%	91.9%	59.5%	100%	75.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### CHARTER/CONTRACT HIGH SCHOOLS STAFFING

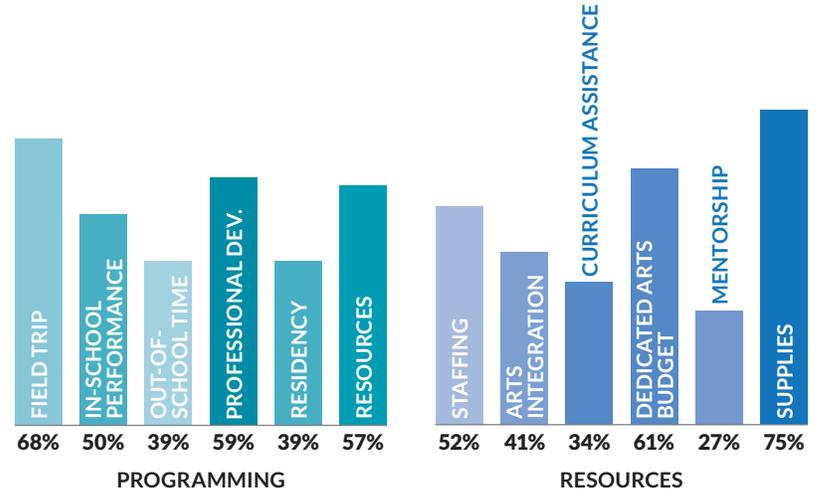
3.3 average FTEs per school  
 3.5 FTEs District average (high schools)

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?



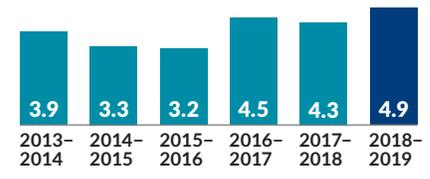
### CHARTER/CONTRACT HIGH SCHOOLS PARTNERSHIPS

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



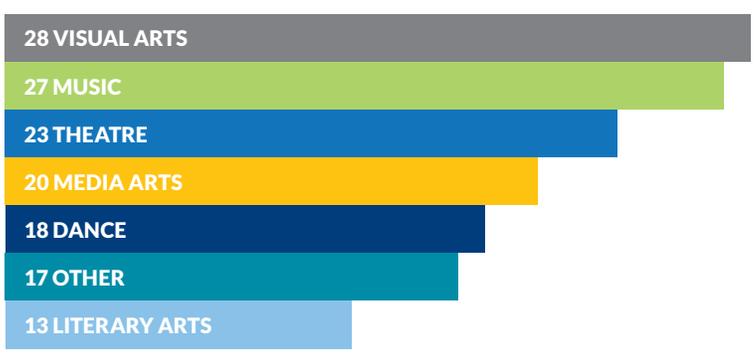
### MOST COMMON DISCIPLINES IN CHARTER/CONTRACT HIGH SCHOOLS

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.



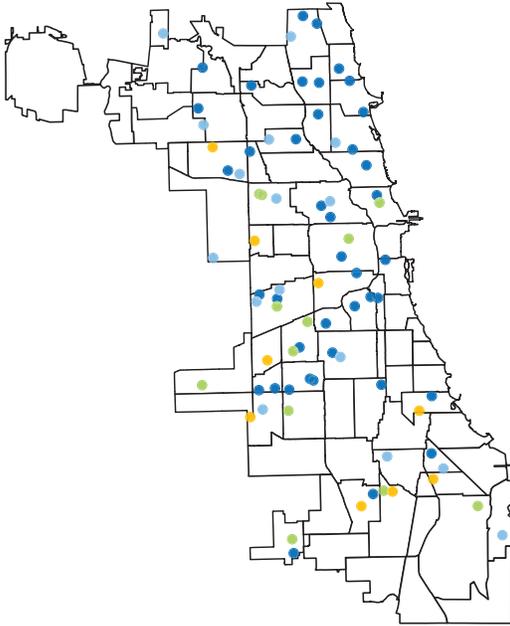
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# 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**

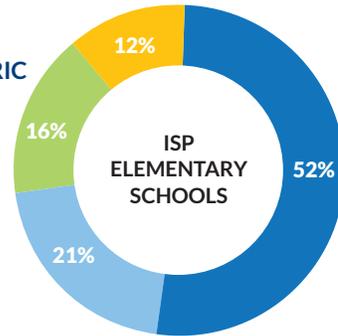


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	16.3%	36.5%
Asian	6.4%	4.2%
Hawaiian	0.2%	0.2%
Hispanic	58.8%	46.8%
Multi-Racial	1.6%	1.2%
Not Available	0.4%	0.3%
Native	0.3%	0.3%
White	16%	10.6%
Bilingual	29.3%	18.8%
Diverse Learners	12%	14%
Free/Reduced Lunch	68.8%	76.5%

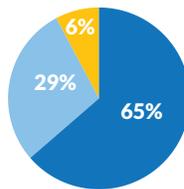
### CREATIVE SCHOOLS CERTIFICATION RUBRIC

- EXCELLING
- STRONG
- DEVELOPING
- EMERGING

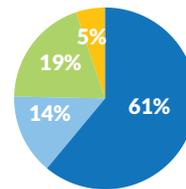
Note: Individual rubric elements are reported only for schools that completed the Survey.



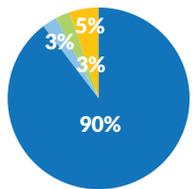
### STAFFING



### MINUTES



### ACCESS



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

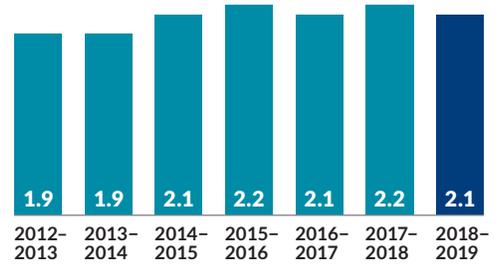
74%	97.4%	94.8%	100%	84.4%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### ISP ELEMENTARY SCHOOLS STAFFING

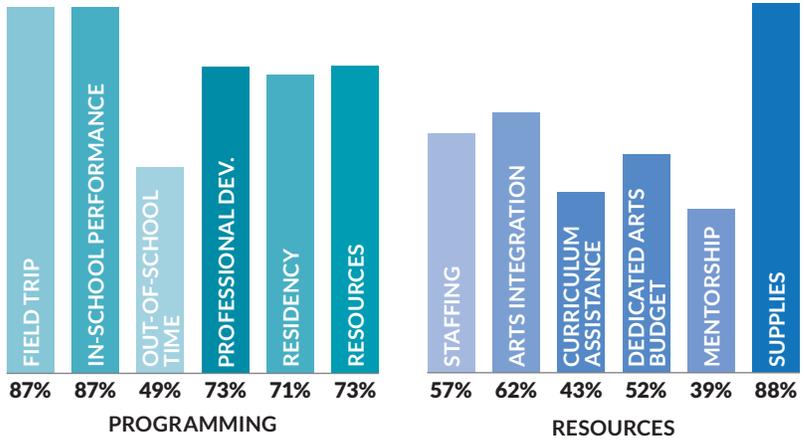
2.1 average FTEs per school  
 1.7 FTEs District average (elementary schools)

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?



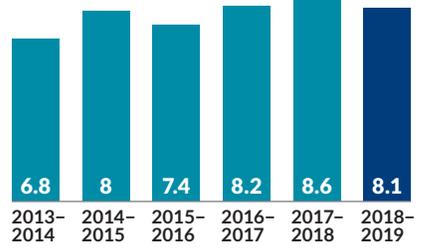
### ISP ELEMENTARY SCHOOLS PARTNERSHIPS

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



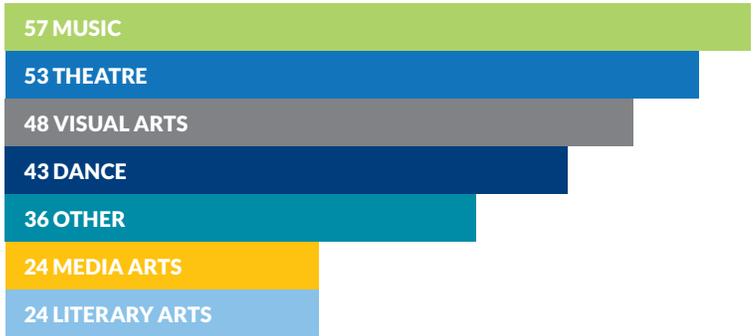
### MOST COMMON DISCIPLINES IN ISP ELEMENTARY SCHOOLS

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.



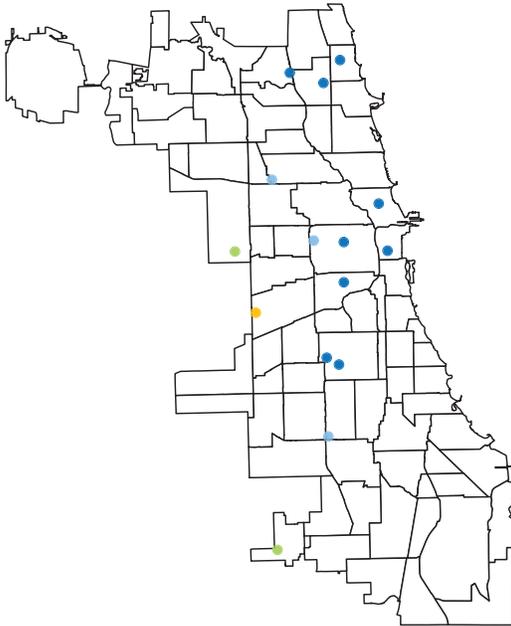
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# ISP HS

15 HIGH SCHOOLS | 14,401 STUDENTS ENROLLED

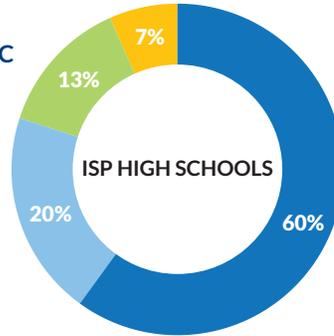
**ISP HIGH SCHOOLS** Font color indicates Creative Schools Certification in 2018-19

- 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

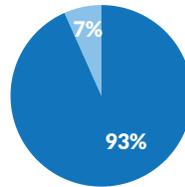
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING



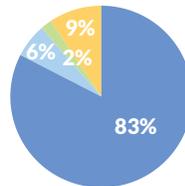
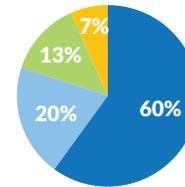
Note: Individual rubric elements are reported only for schools that completed the Survey.

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%

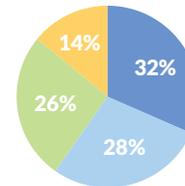
### STAFFING



### DISCIPLINES



### DISTRICT



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

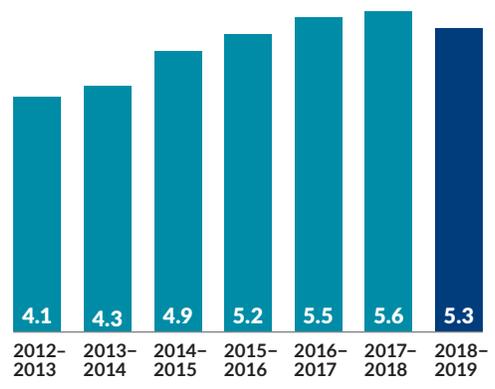
86.7%	100%	93.3%	100%	86.7%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### ISP HIGH SCHOOLS STAFFING

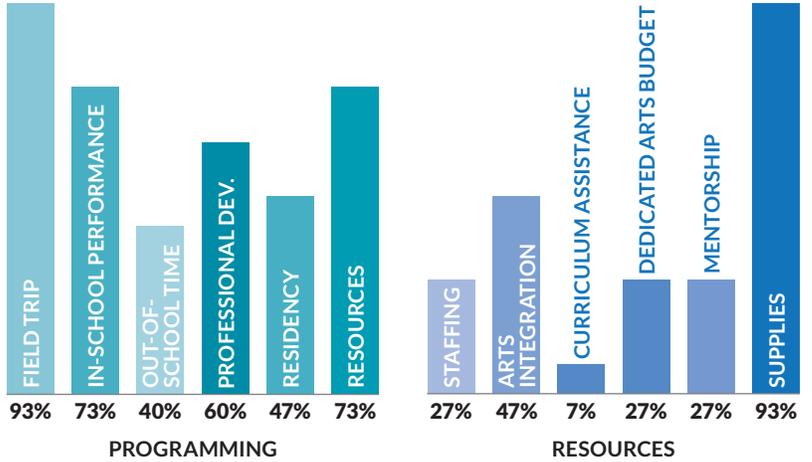
5.3 average FTEs per school  
 3.5 FTEs District average (high schools)

2 within-network minimum  
 12 within-network maximum

Chart to the right illustrates average FTEs in ISP high schools



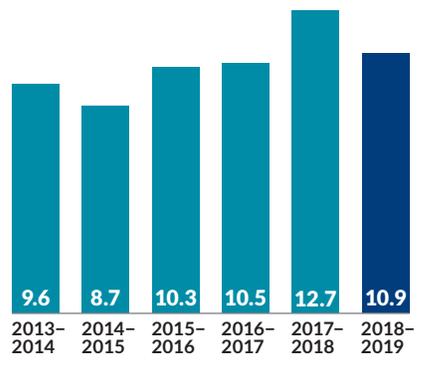
### WHAT DO ISP HIGH SCHOOLS WANT?



### 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



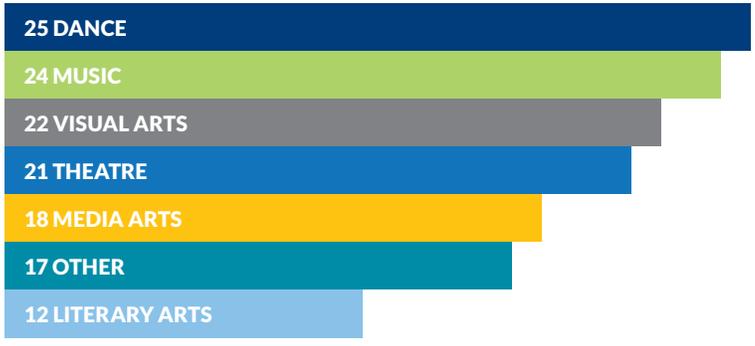
### MOST COMMON DISCIPLINES IN ISP HIGH SCHOOLS

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.



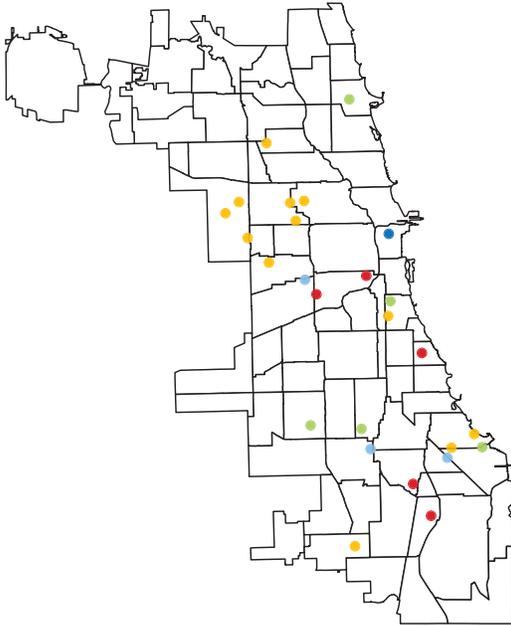
COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE

# OPTIONS

## 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

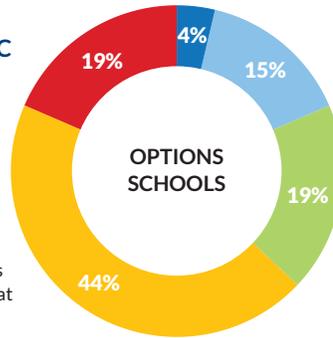


DEMOGRAPHICS	NETWORK	DISTRICT
African-American	72.8%	36.5%
Asian	0.4%	4.2%
Hawaiian	0.1%	0.2%
Hispanic	24.9%	46.8%
Multi-Racial	0.4%	1.2%
Not Available	0.1%	0.3%
Native	0.3%	0.3%
White	1%	10.6%
Bilingual	4.9%	18.8%
Diverse Learners	21.5%	14%
Free/Reduced Lunch	93.2%	76.5%

### CREATIVE SCHOOLS CERTIFICATION RUBRIC

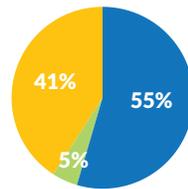
- EXCELLING
- STRONG
- DEVELOPING
- EMERGING
- INCOMPLETE DATA

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

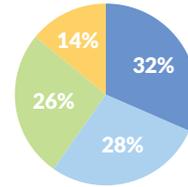
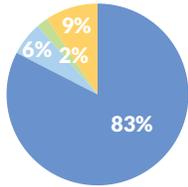
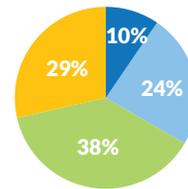


Note: Camelot Safe Elementary School is part of this network. It is excluded from the phase 1 elements shown below.

### STAFFING



### DISCIPLINES



### PERCENT OF SCHOOLS THAT HAVE CSC ARTS ASSETS

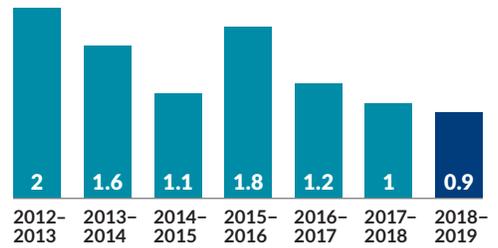
40.9%	77.3%	95.5%	81.8%	54.5%
Dedicated Arts Budget	Professional Development	Arts Integration	Partnerships	Community Engagement

### OPTIONS SCHOOLS STAFFING

0.9 average FTEs per school  
 3.5 FTEs District average (high schools)

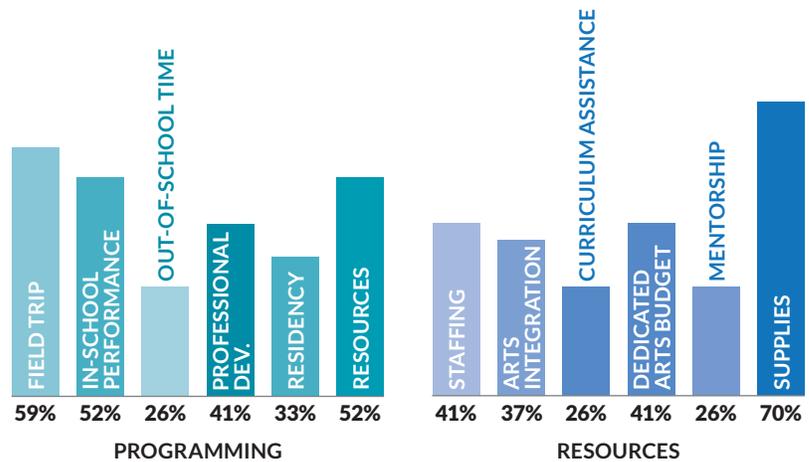
0 within-network minimum  
 3 within-network maximum

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

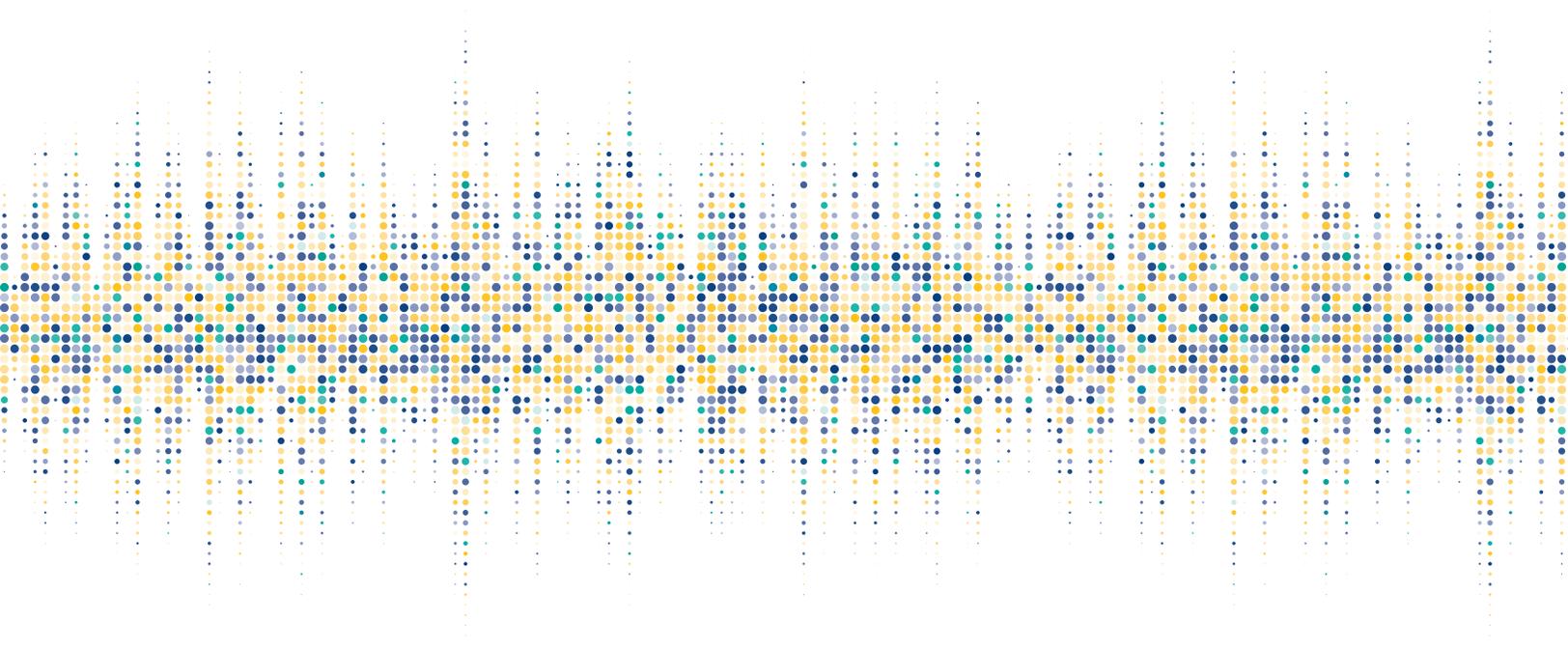
Note that discipline totals may be greater than the number of partner organizations, as partners are able to identify with more than one arts discipline.



COUNT OF PARTNER ORGANIZATIONS BY DISCIPLINE



# APPENDIX



## REFERENCES

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*State of the Arts in Chicago Public Schools: Progress Report 2017–18.*  
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## 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](http://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*<sup>®</sup> 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*<sup>®</sup> Map is populated by the data entered by both partners and schools, as mentioned above. This website provides another opportunity for review by schools and partners, as well as the opportunity for public scrutiny.

## GLOSSARY

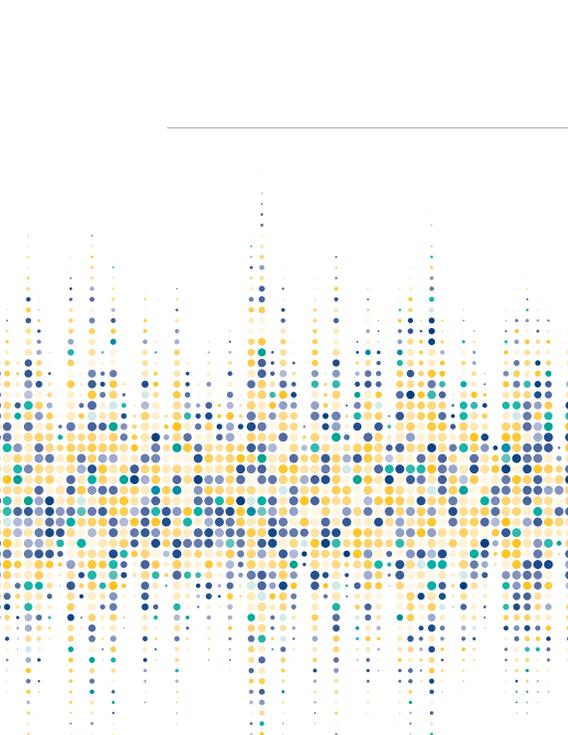
**Academy for Urban School Leadership (AUSL):** AUSL is a nonprofit teacher training and school management organization that currently operates 31 CPS schools. By training highly effective teachers, developing new curricula, implementing additional after-school programs, and renovating facilities, AUSL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

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

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

**Arts Liaison:** A school staff member nominated by the principal to serve as the school's voluntary arts leader and champion. Arts Liaisons help coordinate and plan all school arts instruction and share information via *artlook*<sup>®</sup> on community arts partners, school budgets, arts staffing, planning, and resources.

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



**artlook®:** 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.

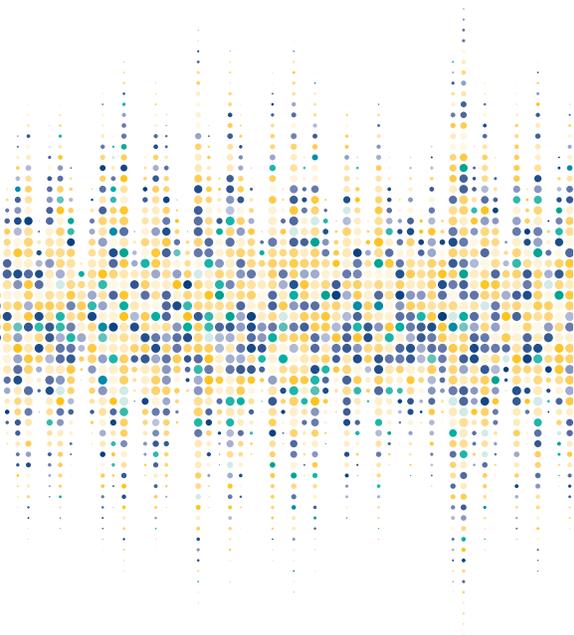
**Local School Council:** The body which has been established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of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

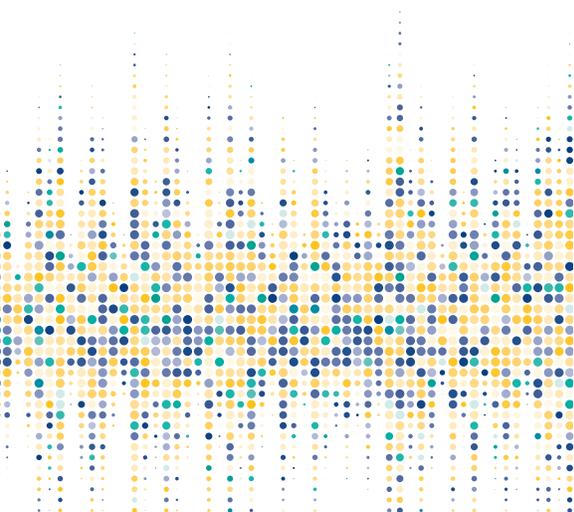
**Student-Based Budgeting:** The practice of assigning dollars to schools based on a per-student formula. This is a shift from traditional budgeting, which assigns dollars to schools in the form of numbers of instructor positions on the basis of student enrollment. Under student-based budgeting, schools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



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