

STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS

ingenuity

PROGRESS REPORT | 2016–17

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EXECUTIVE SUMMARY

The 2016-17 State of the Arts in Chicago Public Schools (CPS) Progress Report highlights the progress CPS and Chicago's arts education community are making toward fulfilling the goal—and the promise to CPS students—articulated in the 2012 CPS Arts Education Plan: that the arts should be brought to every child, in every grade, in every school.

This year, as in each year since the Arts Education Plan was released, the progress report identifies some important gains. Foremost among these is that a higher percentage of CPS schools than ever before, serving a higher share of CPS students than ever before, are meeting the criteria to be rated as Strong or Excelling in the arts.

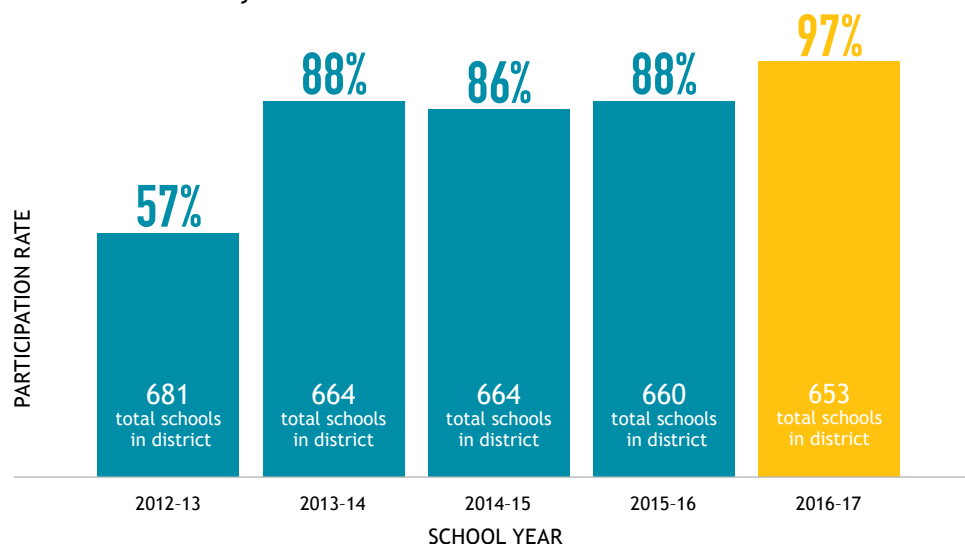
This achievement is particularly encouraging considering the financial challenges the district has faced in recent years. Despite a frequently uncertain and challenging financial climate, and with additional arts gains clearly needed, data reflect that both the district and principals have continued to prioritize arts education in their schools. This report examines these and other positive trends in detail, while also noting areas in which more progress needs to be made.

The report is designed to provide a snapshot of the access CPS students had to arts instruction in the 2016-17 school year. The findings are based on data collected from CPS, the 631 CPS schools that completed the Creative Schools Survey, the 521 community partners that actively supported the arts education opportunities in those CPS schools, 14 Chicago-based foundations and corporations, and Ingenuity's Creative Schools Fund.

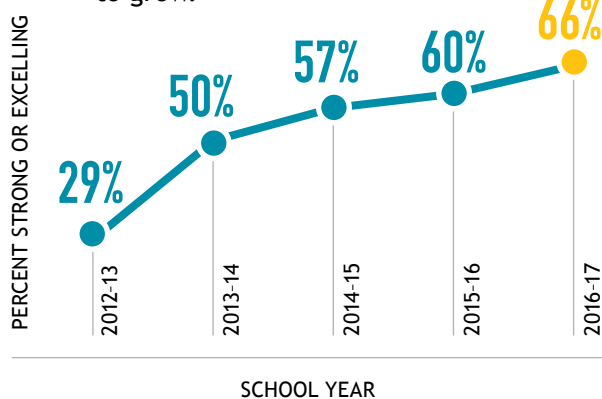
In the same way that each CPS student's arts education is made possible through the collective efforts of a wide range of arts education supporters across the City of Chicago, this report was made possible through the collective effort of hundreds of people in and outside of the arts education community who provided the data that are at the center of the report. While data points alone cannot capture the rich, dynamic, and ever-changing arts education environment in CPS schools, the strength of the information presented here is in its sources: the instructors, agencies and leaders who are in the schools and in the community, working to bring the arts to CPS students every day.

KEY FINDINGS AT A GLANCE

- 1** 97% of CPS schools completed the Creative Schools Survey, the highest survey participation to date.
- 99% of elementary schools and 89% of high schools completed the survey



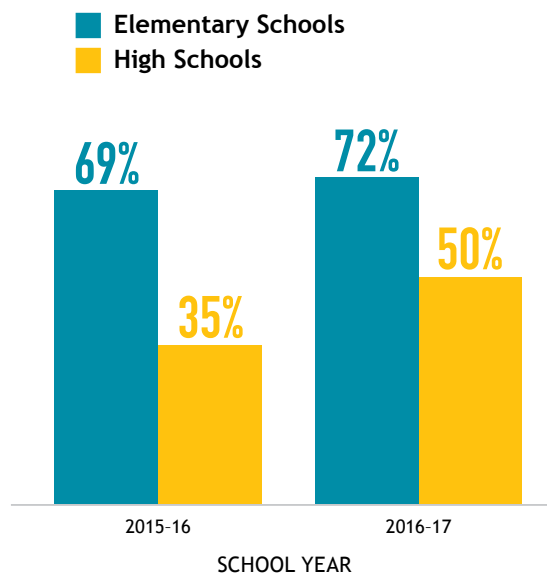
- 2** The percentage of schools certified as Strong or Excelling in the arts continued to grow.



- 66% of schools achieved a score of Strong or Excelling, an increase of 128% since 2012-13
- 73% of CPS students, or more than 250,000 students, attended a school that was rated as Strong or Excelling
- The overall improvement in schools rated Strong or Excelling in 2016-17 came primarily among schools that responded in previous years, not because of high scores received by new responders

- 3** Elementary schools continue to perform better than high schools on the Creative Schools Certification, though the gap between the two is narrowing.

- 72% of elementary schools and 50% of high schools are Strong or Excelling

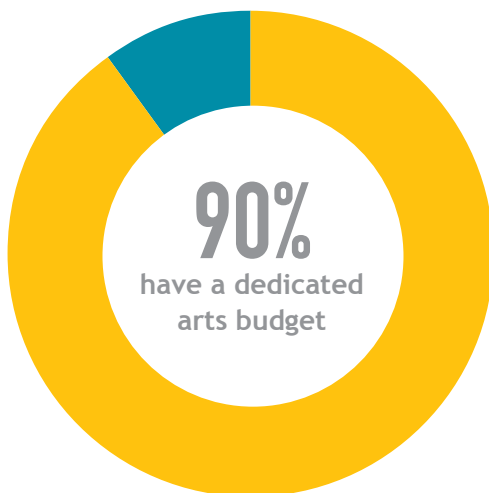


- 4 Known arts staffing continued to increase; this year, 1,491.5 full-time equivalent employees (FTEs) were identified, up from 1,402 in 2015-16.



1,491.5
ARTS INSTRUCTORS

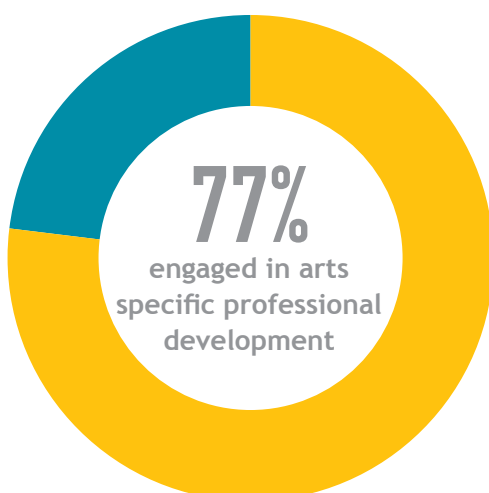
- 5 90% of schools reported having a dedicated arts budget.



- 7 521 community arts partners actively served 97% of schools.



- 6 Administrators and teachers in 77% of all schools, and 67% of high schools, participated in arts-specific professional development, the lowest rate since 2012-13.



- 8 Fourteen Chicago-based foundations and corporations reported supporting arts education by donating \$9,029,955. The addition of \$1,515,755 from Ingenuity's Creative Schools Fund brought the 2016-17 community investment in arts education to more than \$10.5 million.

\$10.5 MILLION



The Chicago Board of Education approved Chicago Public Schools' (CPS) first Arts Education Plan in November 2012. The Plan aimed to bring the arts to every student, elevating the arts to a core subject and specifying many elements of what a quality arts education should look like. In the following year, the Creative Schools Initiative was launched to make the Plan a reality.

As part of the Initiative, Ingenuity published the State of the Arts in Chicago Public Schools: Baseline Report 2012-13 to set the benchmark against which district-wide efforts to expand arts instruction would be measured. This current report provides a snapshot of the CPS arts education landscape for the 2016-17 school year and analyzes the district's progress toward implementing the Plan over the past five years.

HOW TO USE THIS REPORT

The State of the Arts report draws many district-level conclusions; the data behind these conclusions are equally powerful when examined at the school level. When stakeholders, including principals, instructors, arts partners, and parents, can track their school's strengths and opportunities, they can make more strategic choices when planning for the arts, helping move the district closer to its goal of a quality arts education for every CPS student.



SCHOOL LEADERS

- ✓ **Note** trends and changes over time in the district
- ✓ **Compare** your school's Creative Schools Certification (CSC) category to the district's overall results
- ✓ **Create/update** arts education goals for your school year using the CSC as a road map to define progress and make decisions that will grow the arts in your school



COMMUNITY ARTS PARTNERS

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



PARENTS/ADVOCATES

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



FUNDERS

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



This report captures data from the 631 CPS schools that participated in the Creative Schools Survey

The data from the most recent school year were collected from 631 (97 percent) of the 653 schools in CPS, 521 arts organizations and independent teaching artists partnering with schools, and 14 major institutional arts funders. These data describe staffing, instructional minutes and student access, the number of arts disciplines and depth of course offerings in each school, arts assets (including funding for the arts) and partnerships between schools and community arts partners.

Now in its fifth year, the State of the Arts report invites reflection on how far CPS and the City of Chicago have come in providing quality arts education to all students. The report opens by revisiting the timeline presented in the Baseline Report to contextualize the progress made on the Plan and reflect on the significant policy changes and sector achievements that have shaped the arts education landscape in recent years. This report also reviews the six broad goals of the Arts Education Plan and the four interlocking strategies of the Creative Schools Initiative, with a particular focus on the CSC, a scoring rubric that categorizes schools based on their quantity of arts resources.

The analysis of the results of the 2016-17 CSC data begins with survey participation rates which, at 97 percent of schools reporting, were higher than they have ever been. The report then discusses CSC scores for 2016-17, exploring differences across school type and geography. As in previous years, the overall rating for each school is comprised of several components, primary among them certified arts instructor staffing and access to arts instruction. The report examines how schools scored in each component, with consideration given to differences in distribution across the district and how they have changed over time. School-by-school listings of CSC scores are listed in the appendix. Detailed snapshots of each school's arts staffing, programming, partnerships, and resources can be found on artlookmap.com.

In addition, the report discusses findings related to the other elements that comprise a school's arts education environment, including whether a school has a dedicated budget for the arts, professional development for arts instructors, arts integration, opportunities for parents and community engagement, and partnerships with external arts organizations.



Visit artlookmap.com
for a variety of data
on the arts education
environment at
individual schools

As in previous years, the report also presents a picture of funding for arts education. And for the first time this year, the report presents data on specific types of arts discipline offerings, such as band, hip hop dance, photography, and poetry. The report concludes with a review of progress made on the CPS Arts Education Plan.

While this report is primarily a review of 2016-17, it also provides an opportunity to look forward. Beginning in 2017-18, Ingenuity will rely more heavily on CPS administrative data and will explore adjustments to the metrics that are at the core of the CSC rubric. Both moves are designed to improve our understanding of the arts education environment in CPS and to make the CSC better at communicating valuable insights about schools' arts programs. By presenting such insights and school-specific data in this report and on artlookmap.com, Ingenuity aims to provide resources to families and students who are seeking high schools with particular opportunities in the arts.

Ingenuity is indebted to the hundreds of Arts Liaisons, CPS instructors, community arts partners, and funders who contribute data to this report and work tirelessly to impact positive change in the field of arts education. This report offers stakeholders the opportunity to reflect on the past five years, identify steps to enact progress toward reaching goals of the Plan, and ultimately recognize the impact of collective work in bringing the arts to every CPS student.



TIMELINE

In the 2012-13 Baseline Report, Ingenuity provided a brief history to contextualize the inaugural report. Now, in the fifth edition of the report, there are changes in the arts education landscape and milestone achievements to add to the story.

CPS shortens the school day. Coupled with increasing pressure to perform in core content areas such as math and literacy, the shortened day leads many district and school leaders to de-emphasize arts education.

1979

With support from the Chicago Community Trust, **CPS launches 17 arts demonstration schools** that share resources and model sequential instruction in visual arts, dance, theatre, and music.

2003

Local foundations fund a revamped CPS Department of Arts Education, signaling the growing importance of the arts to local civic and CPS leaders.

2006

1980

1990

1990s

The rise of **Local School Councils**¹ gives individual schools more authority to determine budgets, curricula, and programming, affording schools with more opportunities to work with teaching artists and arts organizations to develop unique arts programs.

1999

The **Magnet Cluster**² Initiative supports 60 schools in developing school-wide, curriculum-based fine and performing arts programs.

2008

The Wallace Foundation and RAND Corporation publish *Revitalizing Arts Education Through Community-Wide Coordination* on the state of arts education,³ noting that Chicago's public schools remain weak in planning and provision of the arts. In response, **more than 400 representatives from schools, arts organizations, CPS, and local funders participate in the Chicago Arts Learning Initiative (CALI)**, which calls for better coordination of resources to create sustainable access to the arts for Chicago children.

¹ See glossary.

² See glossary.

³ Susan J. Bodilly, Catherine H. Augustine, and Laura Zakaras. *Revitalizing Arts Education through Community-Wide Collaboration*. Santa Monica: RAND Corporation, 2008.

Mayor Rahm Emanuel, the City of Chicago, and the Department of Cultural Affairs and Special Events lead the creation of the **first city-wide Cultural Plan in 25 years**. In town hall sessions, Chicagoans call for more arts in CPS schools. Ingenuity and community leaders help CPS create the Arts Education Plan, and the Chicago Board of Education declares the arts a core subject alongside traditional academic subjects.

● **2012**

Ingenuity is founded to carry out CALI's vision.

● **2011**

CPS recognizes media arts as a discipline and prepares to add it to the Chicago Guide for Teaching and Learning in the Arts. The Guide provides a scope and sequence in the visual and performing arts for principals and instructors and serves as a road map to connect curriculum, instruction, and assessment in the arts.

● **2015**

● **2013**

CPS launches the Creative Schools Initiative. Developed in collaboration with Ingenuity, the Initiative provides incentives, accountability measures, road maps, and technical assistance to help schools grow their arts instruction.

- The Creative Schools Fund, part of the Initiative since 2013, has to date awarded more than \$8.5 million in grants directly to schools.
- The Creative Schools Certification is added to the CPS School Report Card, providing parents and community members a quick look at the state of the arts at individual schools.

● **2017**

Ingenuity publishes the *Arts Partner Standards of Practice* for use by the more than 1,100 arts organizations and teaching artists who work with CPS schools. The *Standards of Practice* includes tools and processes to help arts organizations improve arts program outcomes. The *Standards* also establishes consensus values about how to define, assess, evaluate, and improve the quality of teaching artist instruction.

CPS ARTS EDUCATION PLAN



Download this report
at [ingenuity-inc.org/
cps-arts-education-plan](http://ingenuity-inc.org/cps-arts-education-plan)

The CPS Arts Education Plan was formulated in 2012 with the input of numerous public and private sector stakeholders, including CPS district leaders, principals, instructors, students, parents, and community arts partners, as well as higher education and philanthropic leaders. Incorporating their policy and program recommendations, the Chicago Board of Education passed a resolution adopting the Plan in November 2012.

The Plan is structured as a series of recommendations distributed among six major goals that cover:⁴

- 1 Policy
- 2 Curriculum, Instruction, and Assessment
- 3 Capacity Building
- 4 Partnerships
- 5 Data-Driven Decisions
- 6 Funding

THE CREATIVE SCHOOLS INITIATIVE

As the Plan was launched, stakeholders widely acknowledged that such an ambitious effort would require a broad-based and multi-faceted approach that recognized the complexity of expanding the arts infrastructure in Chicago and bringing the arts to all CPS students. The Creative Schools Initiative was created to help turn the vision outlined in the Plan into a reality. Designed with Ingenuity's support, the Creative Schools Initiative was set in motion to develop strong district-level policy and guidance, as well as school-level technical support, to promote growth in arts instruction.

THE INITIATIVE'S STRATEGIES

The Initiative has four interlocking strategies, each of which responds to a central issue or challenge identified by instructors, community arts partners, and others during the development of the Plan.



SCHOOL LEADERSHIP

The Initiative envisions developing a **solid arts infrastructure** in each CPS school, with each school's Arts Liaison leading that effort. Arts Liaisons help drive each school's budgeting and planning; report progress; and coordinate curricula, programs, and partnerships. Also important are peer-to-peer principal and instructor professional development programs that offer blueprints for school decision-making.



DATA

To develop their arts programs, schools must first recognize the existing infrastructure on which to build. Ingenuity's *artlook*® collects detailed information on arts instruction in every school. The goal is to **identify student needs** for each school, including additional staffing, minutes of instruction, disciplines taught, and partnerships.



THE CREATIVE SCHOOLS CERTIFICATION

Based on data collected from CPS and through the Creative Schools Survey, each school is identified along the CSC continuum; that ranking is then placed on each CPS School Report Card. The Certification's five categories create a road map for improving quality and access. The Certification is a tool to **support principals' decisions to grow arts instruction** in their school.



THE CREATIVE SCHOOLS FUND

The Creative Schools Fund **provides modest grants** directly to schools **based on need**. Grants made by the Fund support instructor-designed arts programs that would otherwise go unfunded. The Fund exclusively supports programs involving school-based, credentialed arts instructors.






THE CREATIVE SCHOOLS CERTIFICATION

The CSC is at the core of the CPS Arts Education Plan and the Creative Schools Initiative. The CSC is a summary measure of the quantity of arts education available in each school, and therefore functions as a decision-making road map for principals and teachers working to expand the arts in their schools. At the core of the CSC is a scoring rubric that was crafted with input from CPS leaders, principals, instructors, community arts partners, higher education officials, and philanthropic leaders. It was also approved by the 40-member CPS Arts Education Plan advisory committee.




The rubric is based on data collected from Arts Liaisons in every participating school as well as administrative data provided by the district. Arts Liaisons submit their arts education data via the Creative Schools Survey. This survey inventories school-level arts education assets such as levels of arts instruction, access to certified arts instructors, professional development, arts integration efforts, partnerships, and parent/community engagement. Each school then is scored along a five-category continuum based on the data they submit.

PHASE 1

*Phase 1 holds more weight than Phase 2

Elementary schools are categorized based on			High schools are categorized based on	
				
Staffing	Access	Minutes of instruction	Staffing	Disciplines and depth

PHASE 2

Elementary and high schools are categorized based on				
				
Budget	Arts integration	Partnerships	Professional development	Parent/community engagement

SCHOOL CATEGORY RATING



Category 1: Excelling
meets CPS arts education goals for arts instruction



Category 2: Strong
nearly meets goals



Category 3: Developing
occasionally meets goals



Category 4: Emerging
rarely meets goals



Category 5: Incomplete data
schools that have either not responded completely or have not responded at all





SURVEY PARTICIPATION

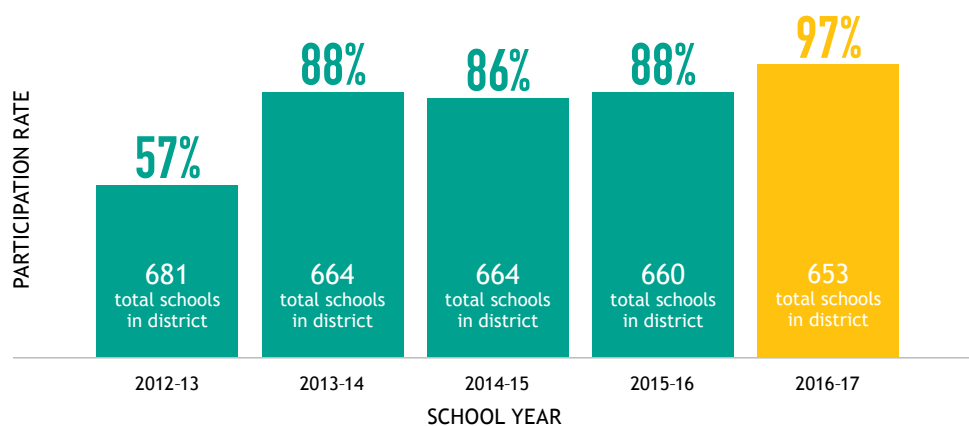
CPS served more than 350,000 students at 653 schools in 2016-17, making it the third-largest school district in the nation. Of those 653 schools, 631 (97 percent) completed this year's Creative Schools Survey. This is the highest participation rate in the five years of the survey. In 2012-13, the initial year of reporting, 57 percent of schools responded. From 2013 to 2016, the participation rate hovered around 87 percent.

97% of schools participated in the Creative Schools Survey. This is the highest participation in the five years of the survey.

Increased participation in the survey is, in part, a reflection of schools placing a higher priority on arts education. To complete the survey, a principal must nominate a faculty or staff member to act as the school's Arts Liaison. These on-site arts champions lead arts programming for their school communities, coordinate with community arts partners, inspire their school toward high-quality engagement with the arts, and complete their school's survey. A commitment to completing the survey is a signal in and of itself of the school's prioritization of arts education.

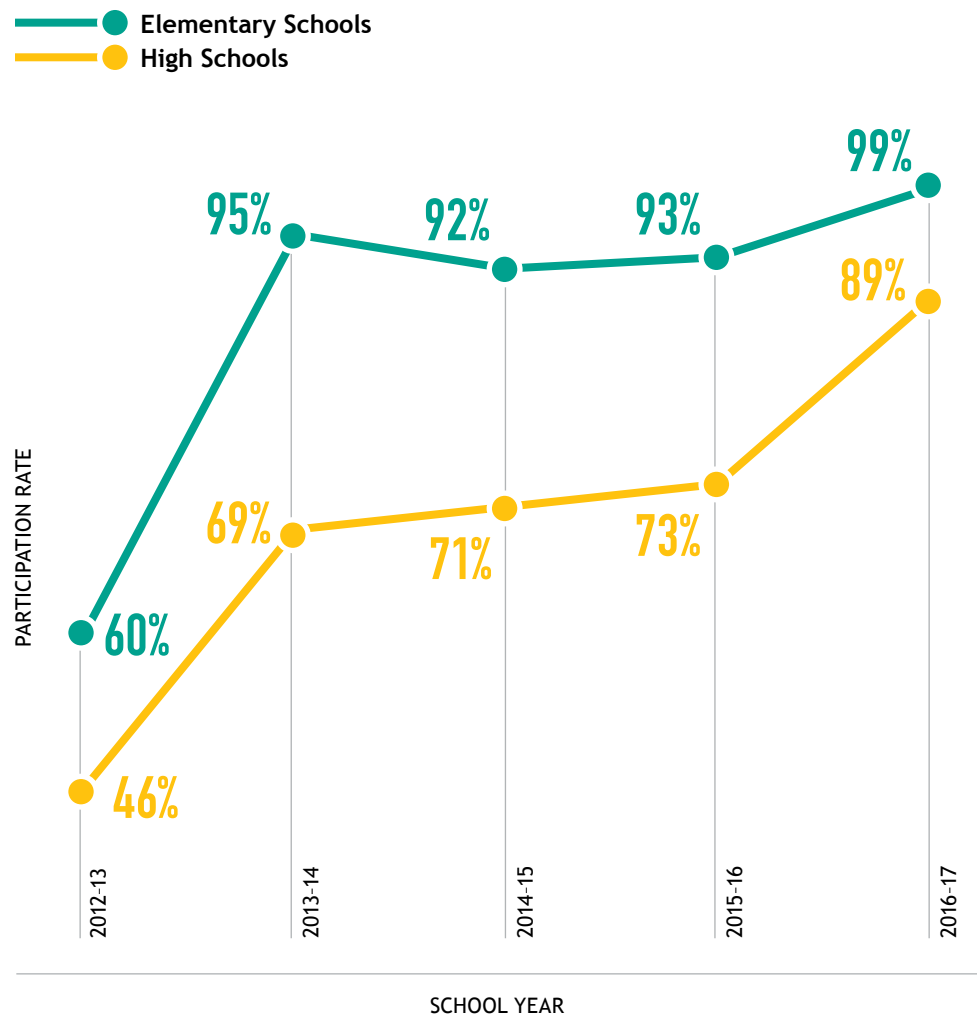
Increased survey participation rates are significant for several reasons. Most importantly, increased participation means more schools are able to reap the benefits of the Creative Schools Initiative, including connections to community arts partners, additional funding for programs and resources, peer-to-peer knowledge sharing, access to professional development opportunities, and planning and decision-making support. Increased participation rates have important systems-level benefits as well. For example, for every additional CPS school that participates, the value of the data increases for others that rely on them to make informed decisions, including community arts partners, school and district leadership, teachers, funders, and parents. Furthermore, a rich data set allows Ingenuity to engender a powerful advocacy and policy dialogue on behalf of individual schools and arts education at large.

DISTRICT-WIDE SURVEY PARTICIPATION INCREASED SIGNIFICANTLY



The gap between elementary and high schools in survey participation rates narrowed from 20 percentage points in 2015-16 to 10 percentage points in 2016-17. In 2016-17, 99 percent of elementary schools completed the survey, a six-percentage-point increase from 2015-16. High school participation increased even more, up 16 percentage points to 89 percent participation in 2016-17.

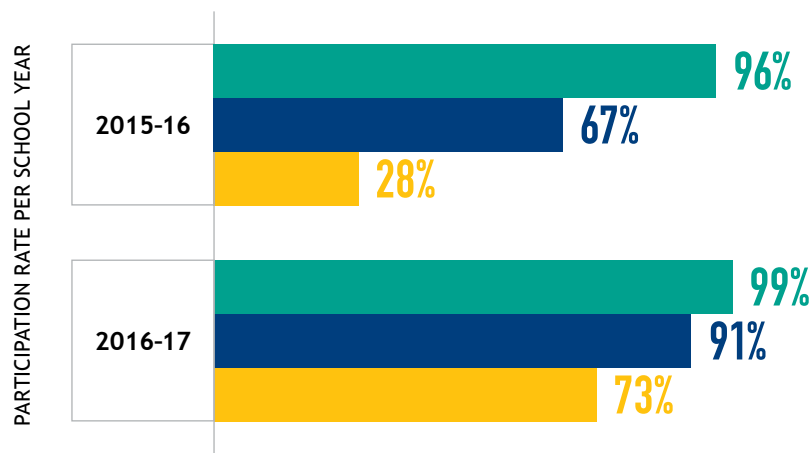
HIGH SCHOOL RESPONSE RATE INCREASED 16 PERCENTAGE POINTS FROM LAST YEAR



The increase in high school participation in 2016-17 can be attributed in significant part to the increase in charter, contract, and Options school participation. Charter, contract, and Options schools are both more likely to be high schools and less likely to complete a Creative Schools Survey than are district-run schools. This year, increases in participation among charter, contract, and Options schools outpaced increases in participation among district-run schools. In 2016-17, 91 percent of charter and contract schools participated, up from 67 percent in 2015-16. Options school participation increased from 28 percent in 2015-16 to 73 percent in the most recent year.

THERE WAS SIGNIFICANT GROWTH IN PARTICIPATION AMONG CHARTER, CONTRACT, AND OPTIONS SCHOOLS IN 2016–17

■ District-Run Schools
■ Charter & Contract Schools
■ Options Schools



While the high rate of participation in the Creative Schools Survey is a mark of progress, Ingenuity aims to continue increasing survey participation until all students at all schools are represented in the data. As more schools participate, those individual schools will receive the benefits of completing the survey and stakeholders will have the detailed picture of the arts education landscape they need to best support schools in providing a quality arts education to every CPS student.

Table 1

Table 2

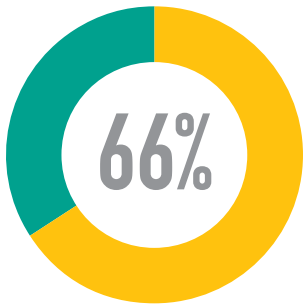
Table 3

Table 5

Table 6

THE ARTS IN CPS

CREATIVE SCHOOLS CERTIFICATION

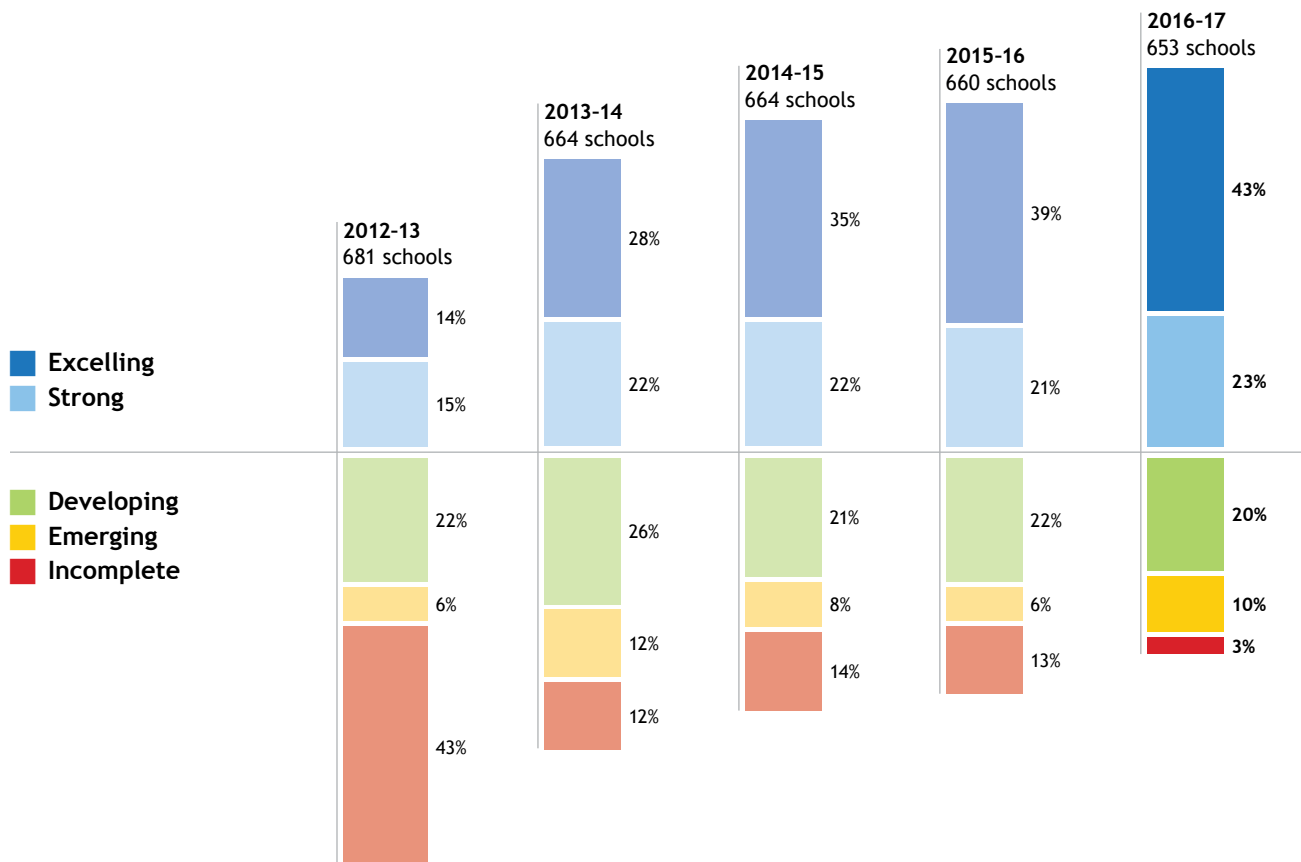


Percentage of CPS schools categorized as Strong or Excelling in 2016-17

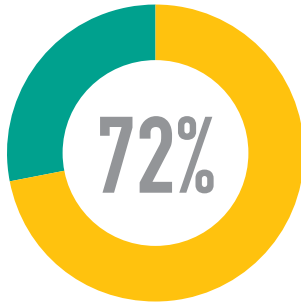
The data from the 2016-17 CSC show continued improvement in arts education access for students across CPS. Whereas the three-year trend of steady improvements slowed in 2015-16, large district-wide improvements reappeared in 2016-17. The continued district-wide improvement is especially encouraging given the fiscal uncertainty CPS and the state of Illinois have faced in recent years. Even in the face of these challenges, school leaders have, it seems, continued to see the benefits of prioritizing arts education for their students.

The percentage of schools rated Strong or Excelling has increased every year, with 66 percent of 653 schools achieving those top category rankings in 2016-17. This is an increase from 60 percent in 2015-16, 57 percent in 2014-15, 50 percent in 2013-14, and 29 percent in 2012-13. The 434 schools categorized as Strong or Excelling is an increase of 38 schools over the number that received one of those ratings in 2015-16. **These Strong and Excelling schools enrolled 260,225 students, or 73 percent of the total enrollment in the district, an increase of almost 10,000 students from the number enrolled in such arts-rich schools last year.**

THE PERCENTAGE OF EXCELLING SCHOOLS CONTINUES TO INCREASE



Elementary Schools

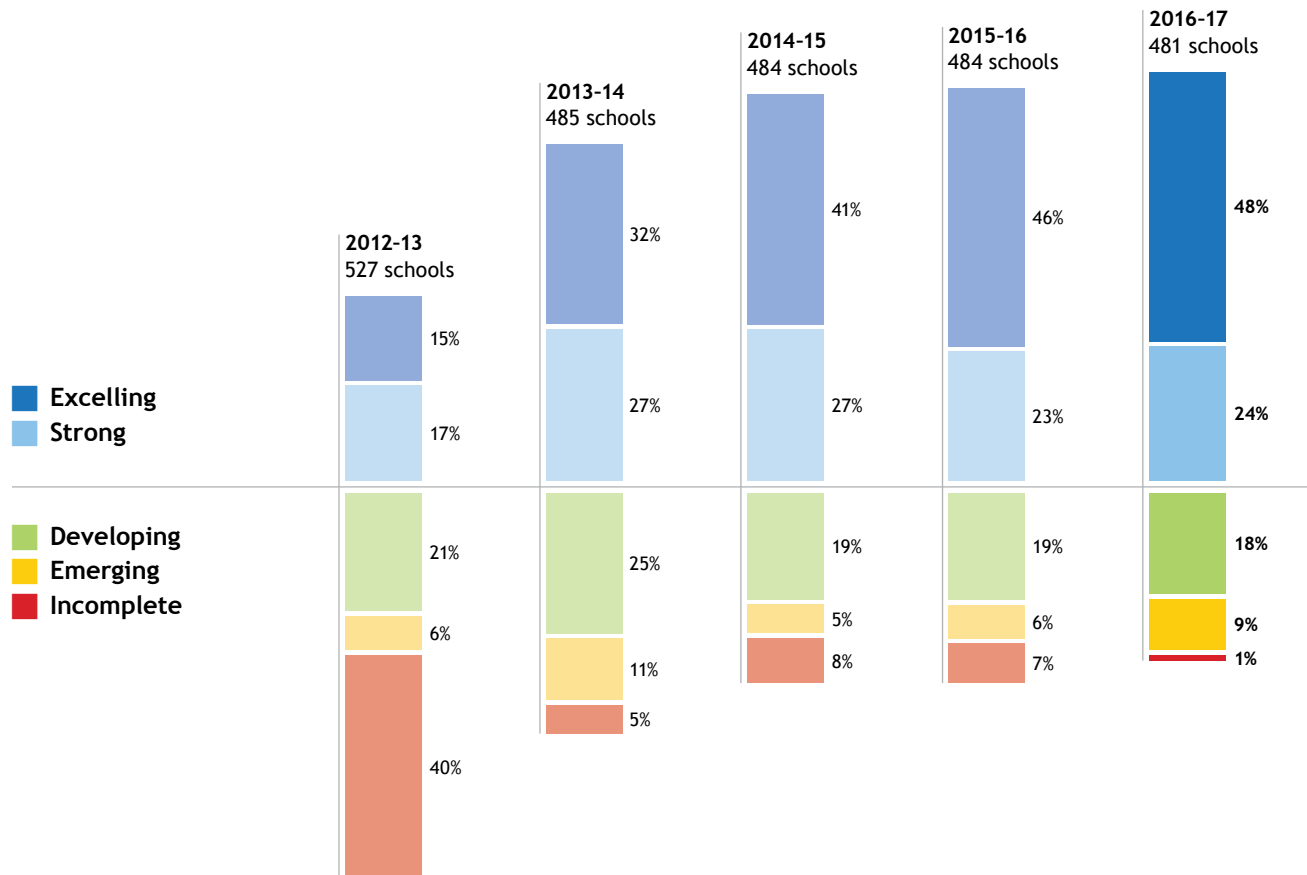


Percentage of elementary schools categorized as Strong or Excelling in 2016-17

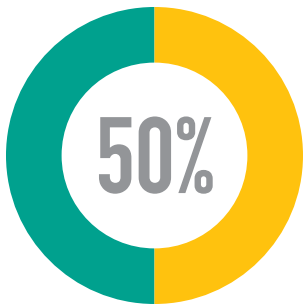
Arts instruction allows elementary students to explore new disciplines, expand their ability to creatively communicate, and form connections across content areas.

The number of elementary schools that received scores of Strong or Excelling has grown steadily over the past five years, while the number rated as Developing or Emerging has decreased. And this year, the number of schools that did not receive a score due to incomplete data shrunk to almost none.

In 2016-17, 72 percent of elementary schools received scores of Strong or Excelling, an increase of 40 percentage points since 2012-13. The low share of elementary schools rated as Strong or Excelling in the 2012-13 Baseline Report may have been driven by the survey participation rate. More than 90 percent of elementary schools have participated in the survey in each year since, with 99 percent responding in 2016-17. The consistently high participation rate, matched with the continued increase in schools rated as Strong or Excelling, points to continued district-wide improvements in arts instruction opportunities being provided to CPS elementary students.



High Schools

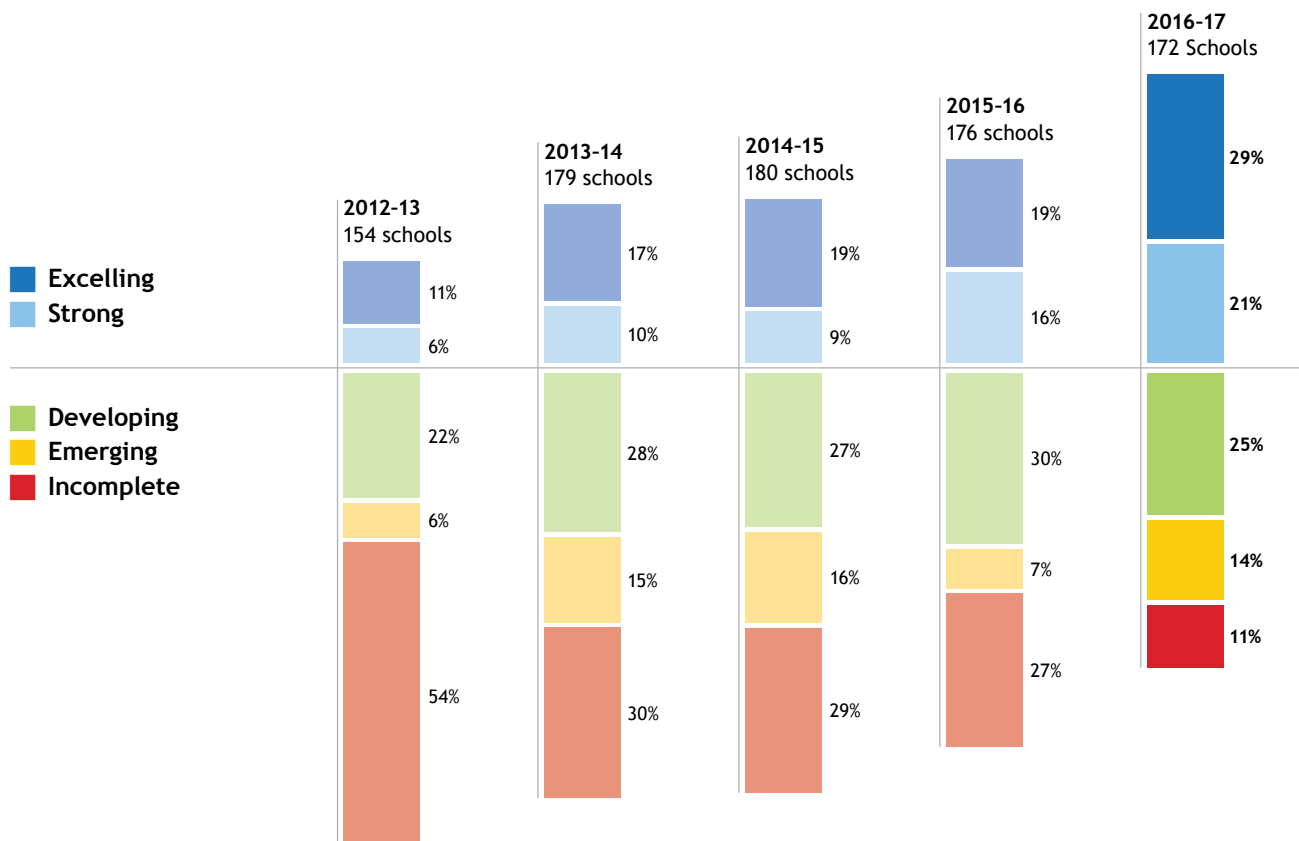


Percentage of high schools categorized as Strong or Excelling in 2016-17

Beyond meeting CPS graduation requirements and providing opportunities for students to think and express themselves in ways that other subject areas do not allow, arts instruction provides a host of benefits to high school students. Arts education in high school gives students the opportunity to dive deeper into the arts disciplines that interest them, to find and develop new ways to contribute their voices to their communities, and to connect the arts to their college or career plans.

The share of high schools rated as Strong or Excelling leapt from 35 percent in 2015-16 to 50 percent in 2016-17. This 15-percentage-point improvement is the largest single-year gain for high schools in all the years the survey has been conducted. In fact, 2016-17 was the first year in which the share of high schools rated Strong or Excelling was larger than the share rated Developing or Emerging.

At the same time, the data from this year's survey continued the historical trend of high schools receiving lower ratings than elementary schools across the district. From the first year of data collection, the share of elementary schools categorized as Strong or Excelling has always been higher than the share of high schools that received that rating. While a gap remains, the notable improvement in 2016-17 high school ratings is a promising sign that an increasing number of CPS high schools are offering students a rich arts education experience.



District-wide Distribution

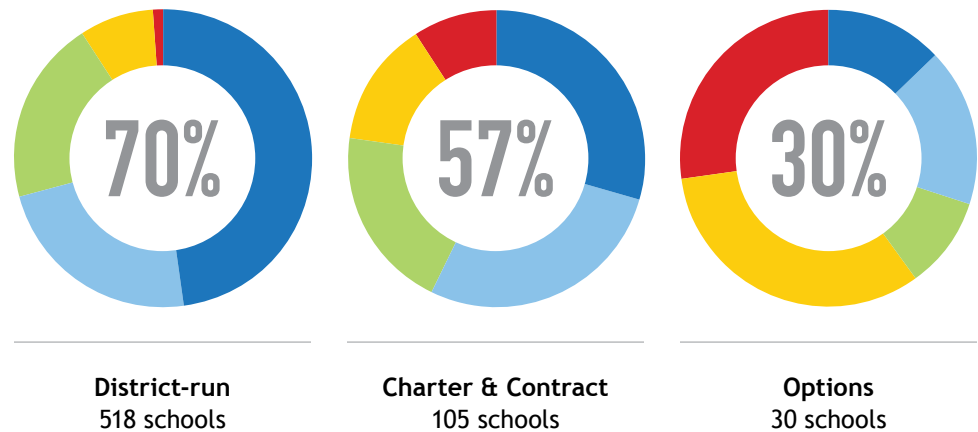
A more complete picture of the arts education landscape in CPS requires an understanding of how access to arts education is distributed across the city. The CSC helps provide that understanding while offering stakeholders a road map to excellent arts programming for all types of schools: district-run (including AUSL, ISP, and Service Leadership Academies schools), charter, contract, and Options schools⁵ from all parts of the city.

School Type

On the whole, district-run schools received higher ratings than other types of schools. However, increases in the percentage rated Strong or Excelling occurred in all three types of schools in 2016-17. This increase was modest in the case of district-run schools, from 67 percent in 2015-16 to 70 percent in 2016-17. The increase in the share of charter and contract schools rated Strong or Excelling was considerably larger at 18 percentage points, from 39 percent in 2015-16 to 57 percent in 2016-17. And among Options schools, the increase was 17 percentage points, from 13 percent in 2015-16 to 30 percent in 2016-17.⁶

A HIGHER PERCENTAGE OF DISTRICT-RUN SCHOOLS WERE CATEGORIZED AS STRONG OR EXCELLING THAN OTHER TYPES OF SCHOOLS

■ Excelling
■ Strong
■ Developing
■ Emerging
■ Incomplete



⁵ See glossary for definitions of all school types.

⁶ The low scores of Options schools merit a closer evaluation in the coming year to determine if the current way of calculating ratings accurately captures the arts education landscape in these specially focused schools. These data may suggest that there is a better way to think about the arts in the context of Options schools.

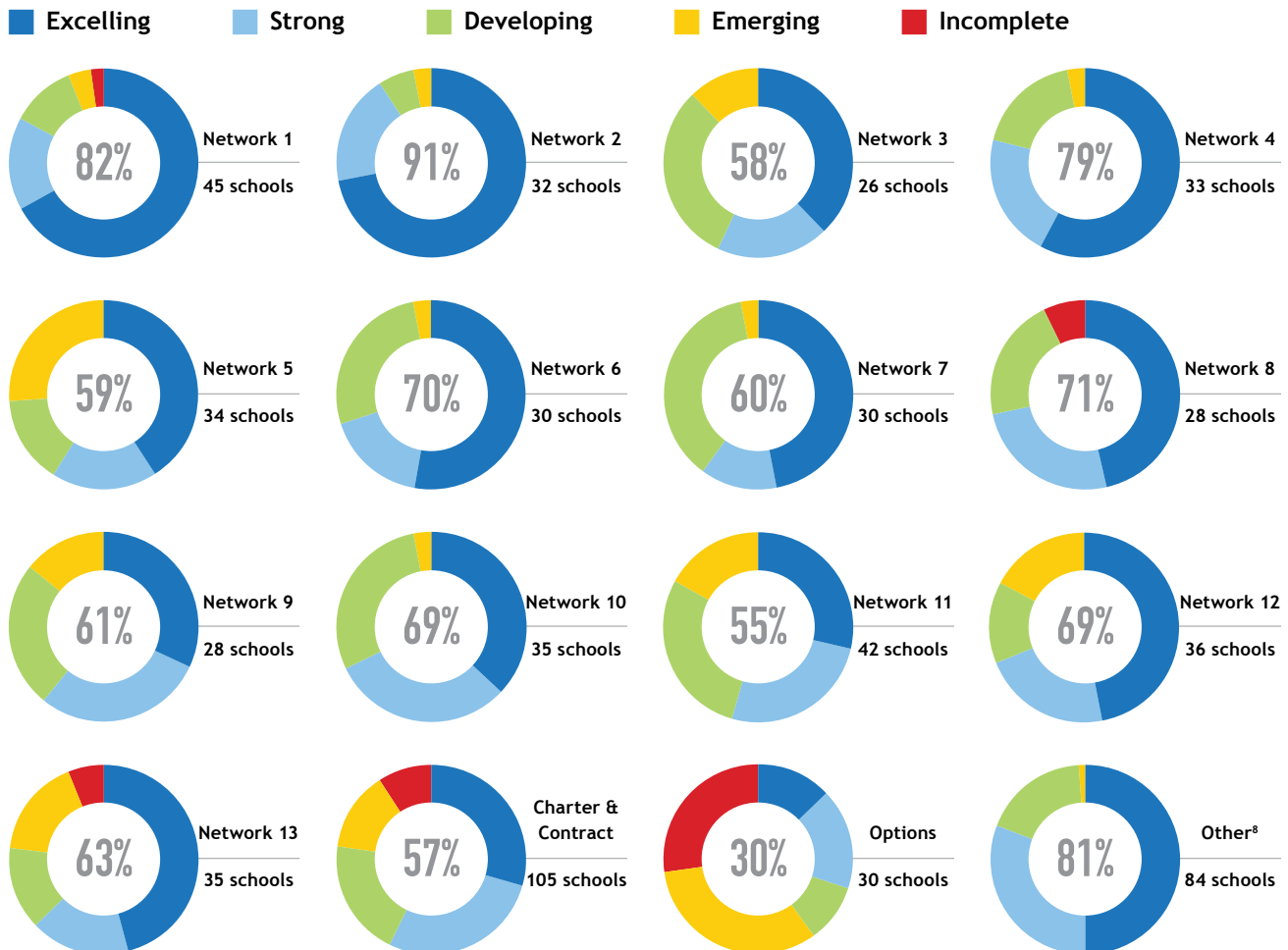


Geography

There are also important insights to be gained by looking at how schools' ratings—and how the changes in these ratings—are distributed geographically across the district. The top two maps on the page to the right show the schools that were rated Strong or Excelling in the 2012-13 and 2016-17 school years. The bottom two maps show the schools that were rated Developing, Emerging, or Incomplete in the same school years.

These maps highlight the positive change that has happened over time. Far more schools throughout the district are rated Strong and Excelling this year than was the case in the first year of reporting. At the same time, the maps highlight the fact that there are still gains to be made in the goal of providing students in all parts of the city with access to an excellent arts education. The map on the bottom right corner of the page makes clear that the majority of Developing and Emerging schools are located on the South and West sides of the city, as was the case in the first year of reporting.

CREATIVE SCHOOLS CERTIFICATION BY NETWORK⁷

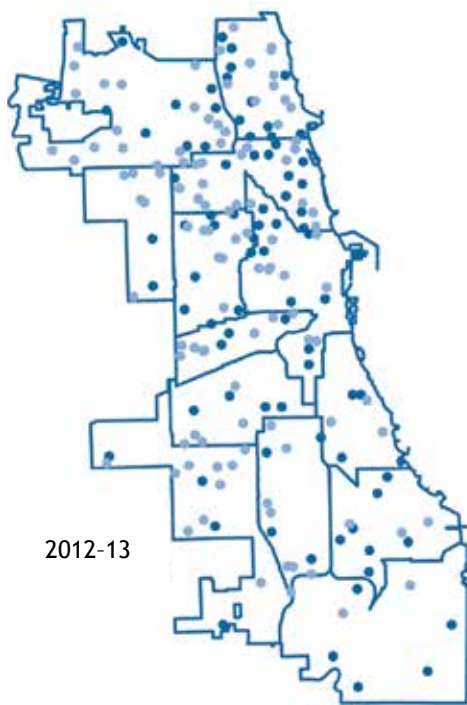


⁷ Percentages indicate the share of schools in that network that received a Strong or Excelling rating.

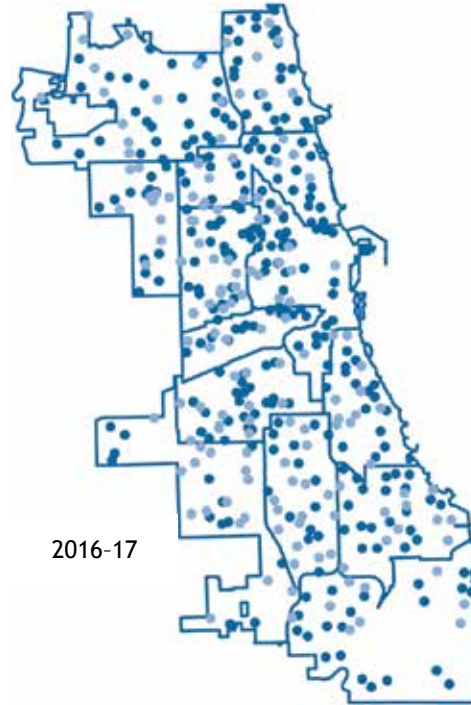
⁸ "Other" includes schools that are part of one of the following non-geographical networks: ISP, AUSL, or Service Leadership Academies.

CHANGE IN CREATIVE SCHOOLS CERTIFICATION SCORES OVER TIME

Strong or Excelling Schools

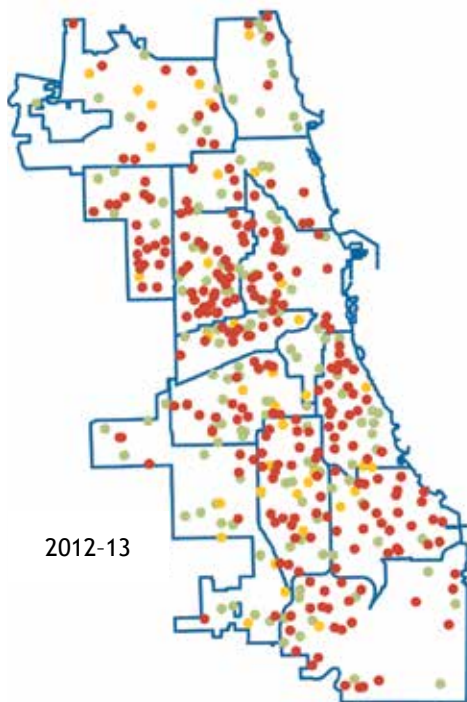


2012-13

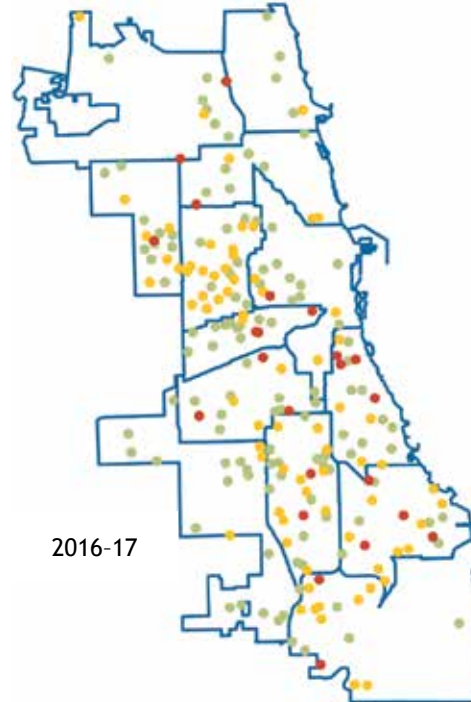


2016-17

Developing, Emerging, and Non-Reporting Schools



2012-13



2016-17



A CLOSER LOOK: CHANGE OVER TIME

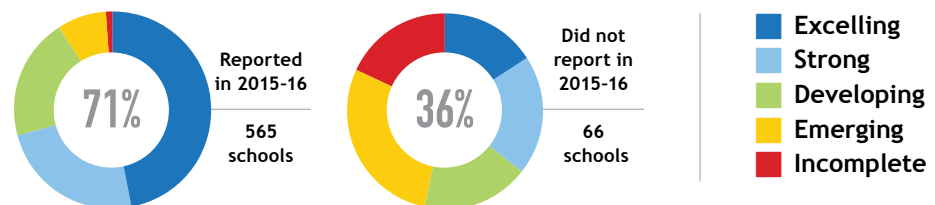
To what extent are the increase in survey participation and the increase in schools rated Strong or Excelling related? Is the increase in schools receiving the highest ratings due to the diminishing percentage of schools that provide incomplete data? Or is the increase a consequence of improvement among schools that have reported in previous years?

A deeper look at the data shows that the increase in the percentage of schools rated Strong or Excelling occurred *in spite of*, rather than because of, the large increase in survey participation in 2016-17. A total of 51 more schools completed a survey in 2016-17 than in the previous year. Those new responders were considerably less likely to receive ratings of Strong or Excelling than were the schools that reported in both years. Among those schools that *did* report in 2015-16, a full 71 percent of schools were rated as Strong or Excelling in 2016-17. The comparable rate among schools that did not report in 2015-16 was only 36 percent.⁹

Among the 565 schools that reported in both 2015-16 and 2016-17, the percentage receiving ratings of Strong or Excelling jumped this year. This occurred because 104 schools—more than 15 percent of the district—moved into one of these two categories this year. In contrast, only 74 of these schools were rated as Strong or Excelling in 2015-16 but dropped into the Developing or Emerging categories this year. And, as we have reported in previous State of the Arts reports, the large majority of scores (387, or 68 percent) did not change from one year to the next.

Taken together, these numbers show that **the overall improvement in schools rated Strong or Excelling in 2016-17 came primarily among schools that responded in previous years, not because of high scores received by new responders.** The CSC continues to act as a road map for schools to expand arts education opportunities for their students, which is reason to hope that a continued high level of engagement by CPS schools will drive ongoing improvement in the district's arts education ecosystem.

SCHOOLS THAT REPORTED TWO YEARS IN A ROW PERFORMED BETTER IN 2016–17 THAN SCHOOLS THAT DID NOT





Free Spirit Media

REFLECTING ON SCHOOL GROWTH

The faculty and staff of North Lawndale College Prep—Collins are on a mission to see that their students develop the skills to get to and through college. Situated in an often-violent neighborhood on the West Side of Chicago, teachers encourage students to combine their academic ambitions with social activism—often through art.

North Lawndale—Collins students have the opportunity to express themselves and develop creative skills in visual arts, theatre, and media arts, and many choose to complete their required senior research project through a year-long advanced arts course. Only three years ago, however, this wasn't the case.

In 2014-15, North Lawndale—Collins only had one full-time faculty member teaching visual arts and was categorized as Emerging. Through concerted efforts by the administration and faculty, and a partnership with Free Spirit Media, the high school has expanded their course offerings and added staffing—in 2016-17 the school had the equivalent of three full-time arts instructors—to achieve a score of Strong in 2015-16 and Excelling in 2016-17.

Amanda Brandimore, the school's visual arts instructor and Arts Liaison, attributes the growing success of their arts programs to the dedicated faculty who have

enduring support from Tim Bouman, the school principal, and the rest of the administration. "The number one reason for the success of the arts is the people who work here," she said.

Like the rest of her colleagues, Brandimore is acutely aware of the trauma her students experience outside of the classroom, and as a result, she tailors her curriculum to address real issues in the community. Her visual arts students study contemporary minority artists in order to connect the skills and techniques they are learning to a greater social awareness.

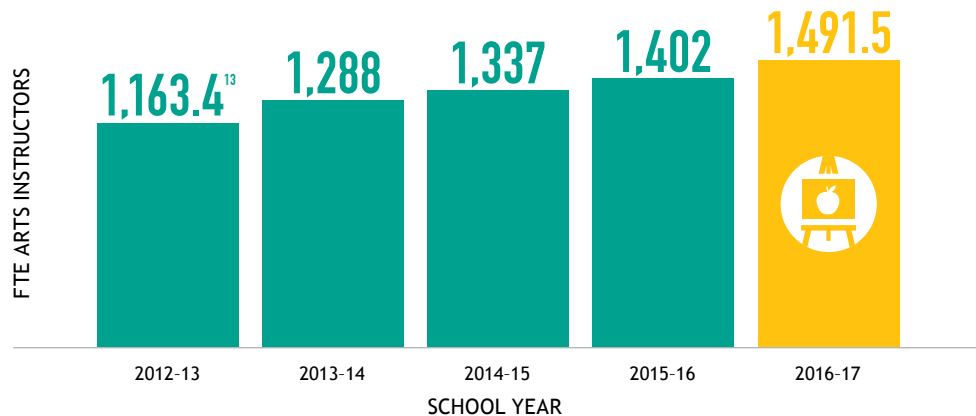
This past year, the North Lawndale—Collins arts department organized their first Arts Night. The year-end exhibition gave students space to perform and display their work for their community and engage with cultural dance through collaboration with the Spanish department. Brandimore said she hoped twenty people would come; she was amazed when 200 students, parents, and community members showed up.

The event gave students a chance to share and be vocal about their own experiences. "It was a really cool energy around the arts that parents were able to see and students were able to join into," Brandimore said.

STAFFING¹⁰

Certified arts instructors are essential to schools providing a strong arts education, and make it possible for a school to provide its students with quality arts opportunities.¹¹ They not only provide arts instruction, but also advocate for the arts within their schools, organize parents and community arts partners around arts opportunities outside the regular curriculum, and often help instructors in other subject areas enhance their teaching through arts integration. In many cases, arts activities are also a primary method for bringing the entire school together around a single activity. The number of arts full-time equivalents (FTEs) recorded in the district has increased in every year since the CSC began. In 2016-17, the Creative Schools Survey recorded 1,491.5 FTEs, up from 1,402 in 2015-16, a six-percent increase.¹²

THE NUMBER OF KNOWN FTE ARTS INSTRUCTORS IN THE DISTRICT HAS INCREASED FROM YEAR TO YEAR



The increase this year in overall staffing is in part a consequence of the increase in survey participation. While Ingenuity receives CPS staffing files for all district-run schools, regardless of whether they complete a survey, data from charter schools is available only from those that complete a Creative Schools Survey. The jump in the number of charter schools that provided data this year therefore played an important role in the growth seen in this year's staffing numbers. As has been the case in each year the Creative Schools Survey was conducted, the arts instructors included in these numbers include certified arts instructors in district-run schools and teachers identified as arts instructors in charter schools.

¹⁰ See Data Notes section of the Appendix for more details on the staffing data sets and process that were used to identify arts FTEs.

¹¹ Charter school teachers are not required by CPS to hold a state certification. In this section, the term "certified" refers either to teachers in district-run schools that hold such a state-level credential or to any individual designated as a teacher by a charter school.

¹² This total is based on staffing data from all schools, including some district-run schools that did not respond to the Creative Schools Survey, but whose staffing data are available from CPS administrative sources.

¹³ Due to a lower response rate on the Creative Schools survey in its first year, staffing totals for 2012-13 are based only on data from CPS Office of Accountability arts staffing files as of June 15, 2013.

¹⁴ See glossary.

The data also show how CPS efforts can lead to improvements in staffing scores. For example, CPS previously increased arts instructors through a TIF program¹⁴ through the office of Mayor Rahm Emanuel that provided funding for 84 arts instructors, with the goal of transitioning these positions to be fully funded through schools' budgets over the course of two years. The program ended in 2015-16 and 62, or 74 percent, of the teachers originally hired under the TIF program returned to teach in 2016-17, which speaks to the program's success in kickstarting arts staffing improvements.

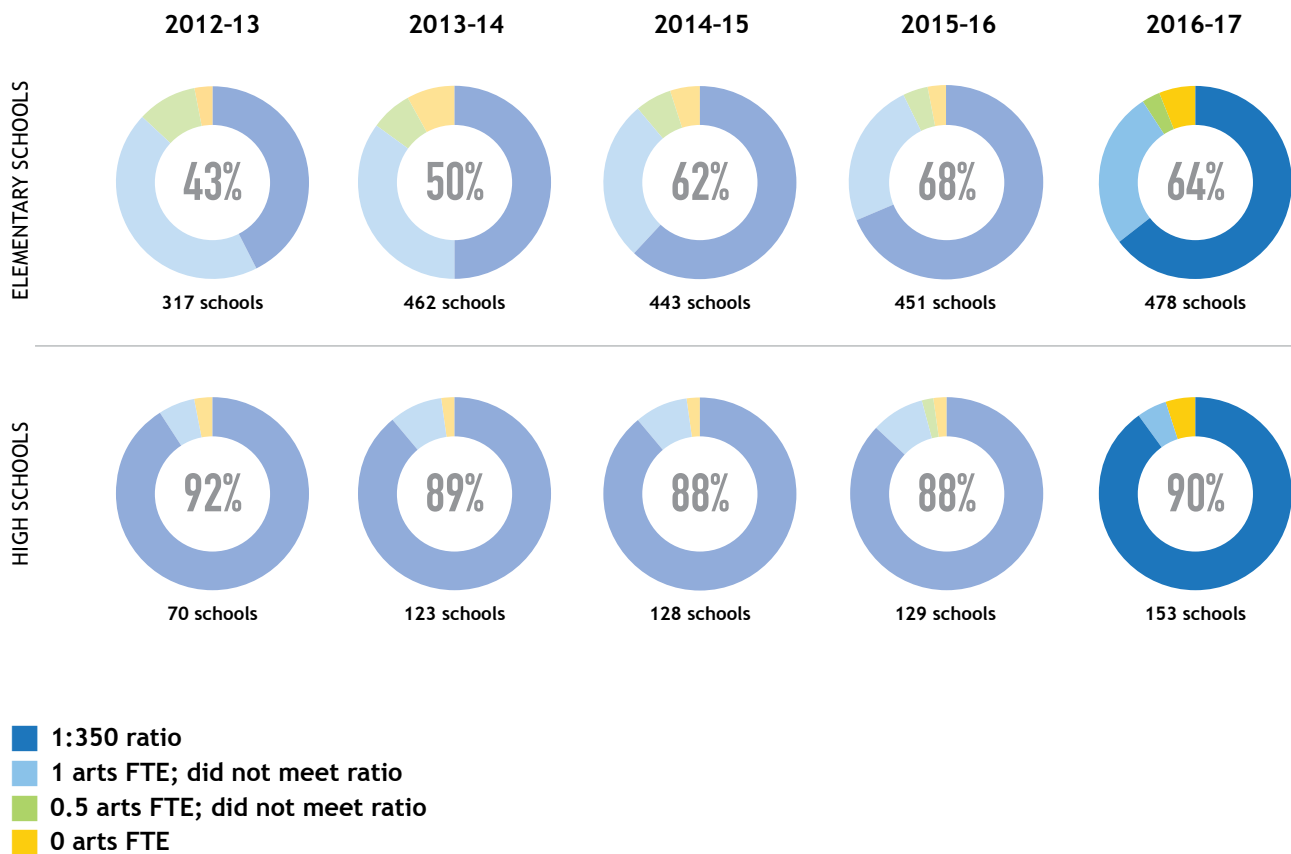
The impact of additional staff in ensuring access to arts education depends on the total enrollment in a school: a single arts instructor can have a more significant impact in a low-enrollment school than in a high-enrollment school. The CPS Arts Education Plan therefore identified improving the ratio of arts instructors to students—known as the staffing ratio—as a key to improving arts education in the district. The CSC established a goal of one FTE arts instructor per 350 students, and set this as the requirement for a school to be considered Excelling in staffing. This was an ambitious goal, especially given that CPS had previously only established a requirement of one FTE to 750 students.

At the district level, CPS easily met this goal in 2016-17. With 356,675 students enrolled in CPS schools, the district had, on average, one FTE for every 239 students, far better than the 1:350 ratio outlined in the Arts Education Plan. However, this does not mean every school met that ambitious goal. **In 2016-17, 71 percent of reporting schools met or exceeded the staffing ratio.** Notwithstanding the overall improvement in staffing, students in 29 percent of CPS schools do not yet have the intensity of exposure to arts education opportunities envisioned under the Plan.



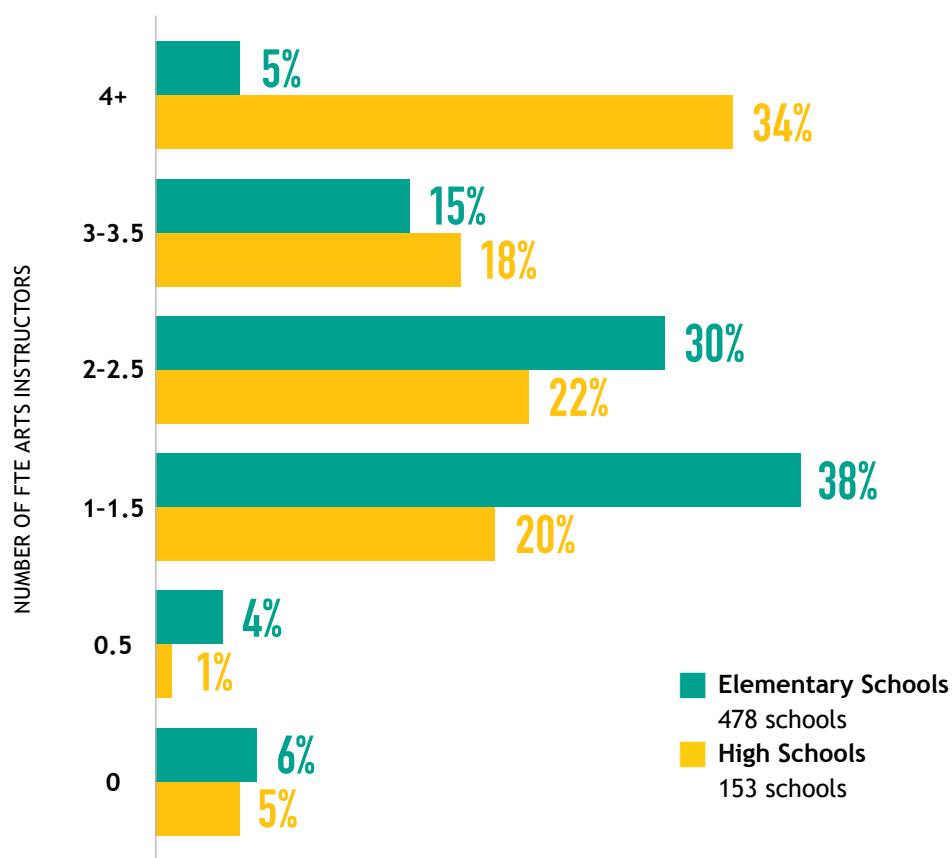
The overall scores for the staffing component of the CSC are shown in the graphic below, broken down by elementary and high schools across all five years the survey has been conducted. This staffing component reflects both the total number of arts instructors in a school and that school's arts-teacher-to-student ratio.¹⁵ In 2016-17, 64 percent of reporting elementary schools were rated as Excelling in the staffing component of the CSC. This share is slightly down after four years of continued increase. Consistent with previous years, 90 percent of high schools were rated as Excelling.

**90% OF HIGH SCHOOLS ARE EXCELLING IN STAFFING, AS IN PREVIOUS YEARS;
THE SHARE OF ELEMENTARY SCHOOLS THAT ARE EXCELLING DIPPED SLIGHTLY IN 2016–17**



The story behind the difference between elementary and high schools in staffing scores can be seen more clearly by looking at the staffing counts for each school type, shown in the table below. Overall, 91 percent of responding schools reported at least one FTE arts instructor,¹⁶ and only 10 percent of elementary and six percent of high schools reported less than one FTE. At the high end, however, 52 percent of high schools and only 20 percent of elementary schools reported three or more arts instructors on staff. Notwithstanding the differences between high schools and elementary schools in enrollment, these numbers illustrate how the notion of a robust arts program varies across these two school types.

**THE LARGE MAJORITY OF RESPONDING SCHOOLS HAVE AT LEAST ONE FTE;
HIGH SCHOOLS TEND TO HAVE MORE ARTS INSTRUCTORS THAN ELEMENTARY SCHOOLS¹⁷**



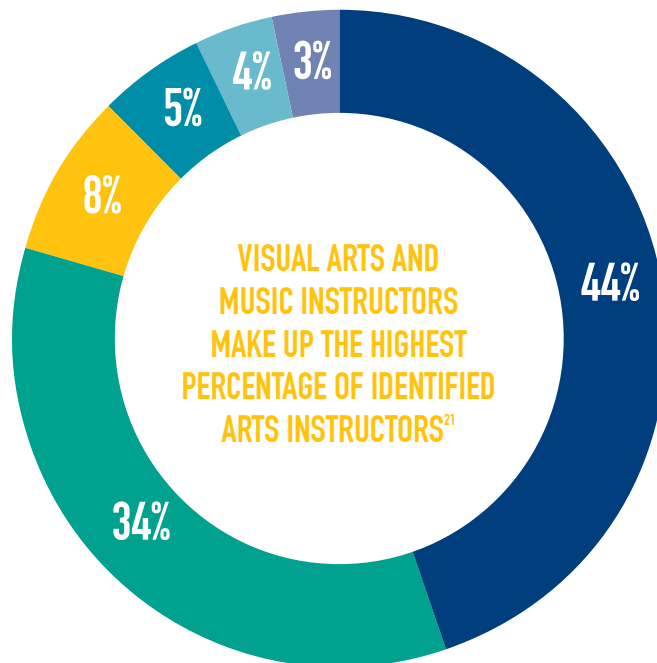
¹⁶ Schools with at least one FTE receive at least a rating of Strong on this component of the rubric, regardless of enrollment.

¹⁷ Totals are based on schools that responded to the Creative Schools Survey.

Arts Discipline Staffing

In 2016-17, as in previous years, the largest portion of arts instructors in the district identified¹⁸ visual arts as their primary discipline (44 percent), followed by music (34 percent), theatre (eight percent), media arts (five percent), and dance (four percent). For the first year, teachers were able to identify literary arts as their primary discipline.¹⁹

In the 2015-16 report, Ingenuity noted a nearly 22-percent drop in instructors identifying dance as their primary discipline from 2014-15. In 2016-17, there were 62 teachers reporting dance, up from 51 in the previous year, yet still slightly below the 65 that reported dance in 2014-15. One notable factor contributing to the low number of teachers reporting dance as their primary discipline is that only one university in Illinois²⁰ offers a Dance Teacher Education licensure program. This makes it more difficult for potential teachers to fulfill the necessary course requirements to obtain an Illinois State Board of Education endorsement in dance, which in turn makes it more difficult for school leaders to find qualified instructors to teach dance in their schools.



VISUAL ARTS
632.4 FTEs



MUSIC
489.7 FTEs



THEATRE
116.7 FTEs



MEDIA ARTS
78.2 FTEs



DANCE
62 FTEs



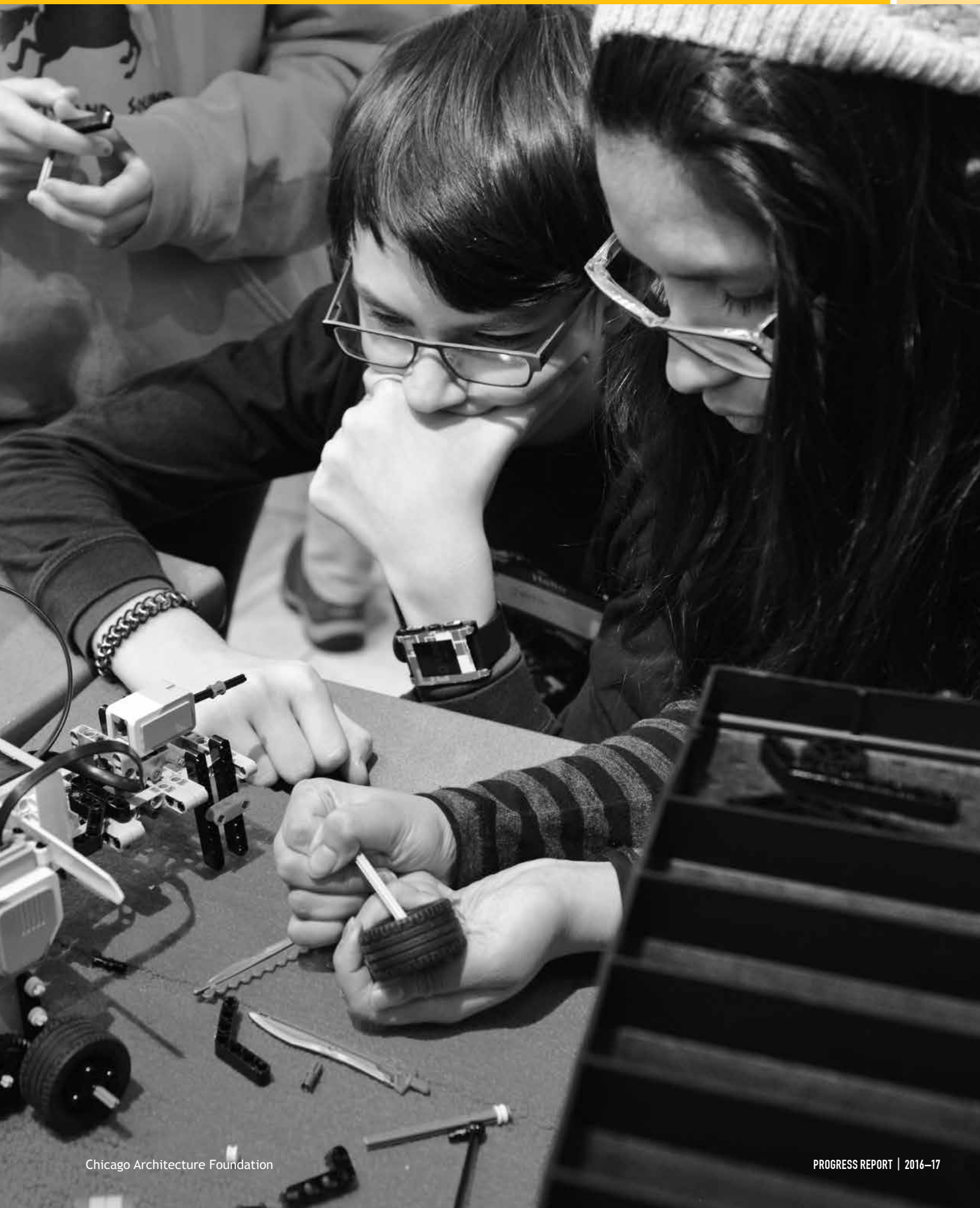
LITERARY ARTS
49.5 FTEs

¹⁸ This identification is made by the Arts Liaison or the CPS Office of Accountability.

¹⁹ While schools reported media arts and literary arts instructors, there are currently no ISBE endorsements for either media arts or literary arts.

²⁰ Illinois State University.

²¹ These data come from the survey as well as CPS staffing files and, therefore, represent both reporting and non-reporting schools. The number of FTEs will not add up to the total FTE count for any given school year because information on primary discipline was not available for all reported teachers.

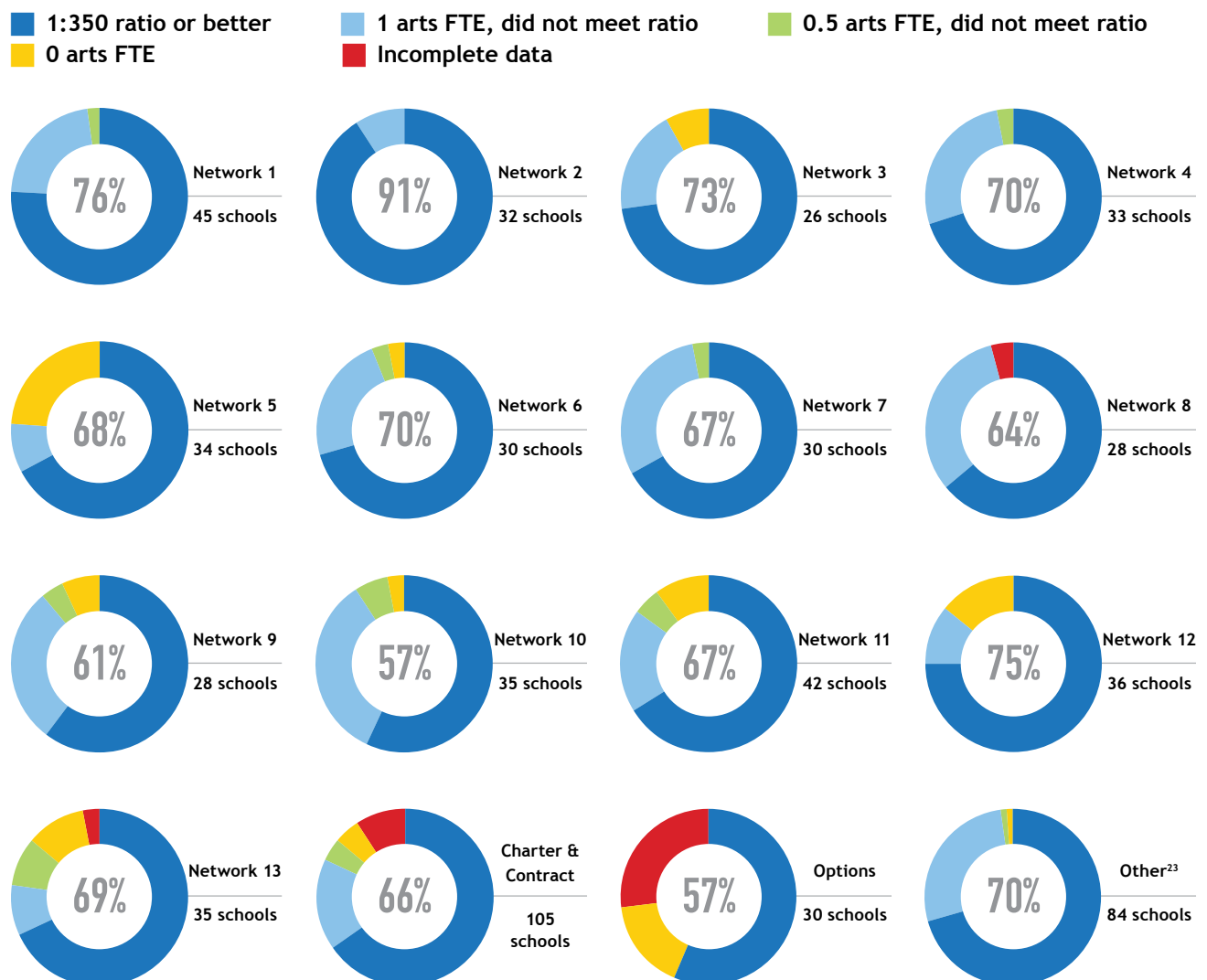


District-wide Distribution of Staffing

The CPS Arts Education Plan states: “Critical to successful implementation of the Plan will be the equitable allocation of arts teachers across CPS, to ensure that every child benefits from a certified and/or endorsed arts teacher’s instruction.” As the graphic below and the map on the next page show, CPS has made great strides toward achieving that goal.

While the staffing situation varied from one administrative network to the next, the overall arts staffing ratio in every single network in CPS was better than the 1:350 goal laid out in the CPS Arts Education Plan. Even the networks whose schools are struggling the most to provide adequate arts staffing showed great progress. **While, overall, 36 percent of elementary schools and 10 percent of high schools were not yet meeting the arts staffing goal, in no network did even one quarter of reporting schools rate below Strong or Excelling on the measure of arts staffing.**

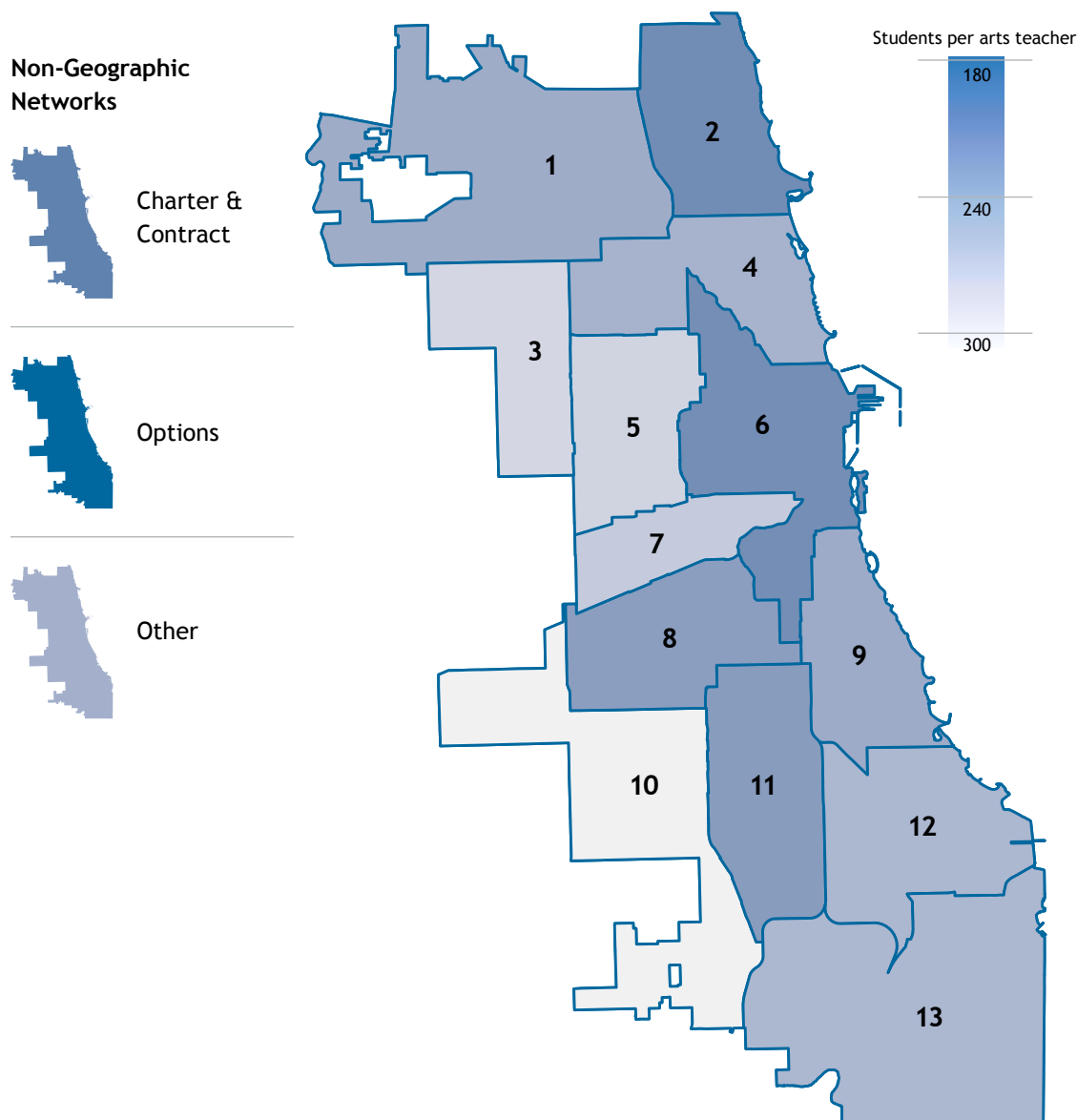
STAFFING SCORES BY NETWORK²²



²² Percentages indicate the share of schools in that network with an instructor-to-student ratio of 1:350 or better.

²³ “Other” includes schools that are part of one of the following non-geographical networks: ISP, AUSL, or Service Leadership Academies.

OVERALL STUDENT-ARTS INSTRUCTOR STAFFING RATIO BY NETWORK²⁴



The map above, which shows the overall student-teacher ratio in each network (the total number of arts instructors in the network compared to the total number of students in the network), highlights that, notwithstanding these overall successes, some disparities persist. In Networks 2 and 6, for example, there were approximately 210 students for each identified arts instructor, while in Network 10, there were more than 305 students per instructor. The comparable ratio for the Charter & Contract Network was just less than 200 students per instructor. The Options Network was performing the best on this metric, though Options schools are generally structured quite differently than traditional schools, with much smaller enrollment figures.

²⁴ The shading on this map indicates the overall staffing ratio in that network—the total number of known arts instructors in reporting schools in the network compared to the total number of students enrolled in reporting schools in the network. Shading for the Options Network includes only Options high schools.

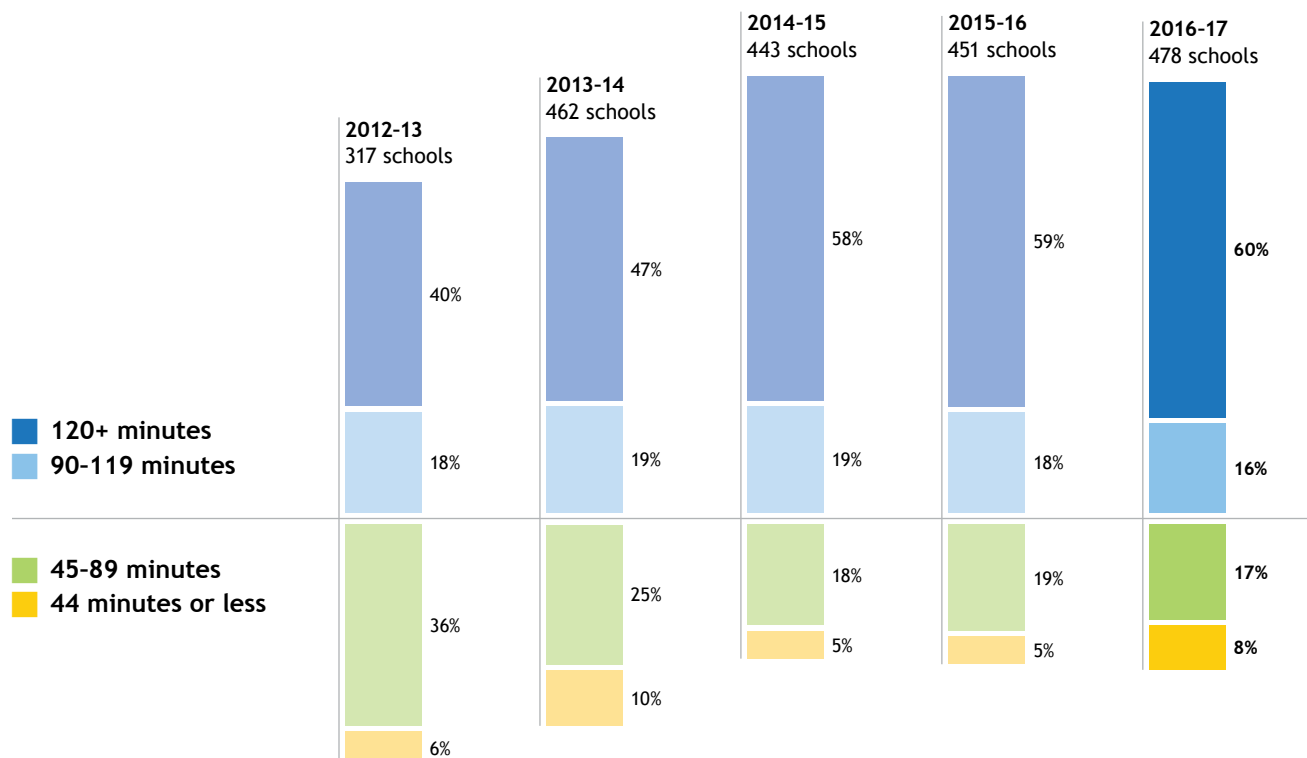
INSTRUCTIONAL MINUTES AND ACCESS²⁵

For elementary schools, the second key element of the CSC rubric measures the instructional minutes in the arts that schools provide as well as the percent of students with access to those minutes. For all the benefits that arts integration and out-of-classroom time arts activities can provide, only by dedicating instructional minutes to the arts can a school ensure its entire student body will have an opportunity to reap the rich rewards the arts can provide. The CPS Arts Education Plan sets a goal that each elementary school should provide a minimum of 120 minutes of arts instruction each week to 100 percent of its students.

Instructional Minutes

The percentage of reporting schools meeting the 120+ instructional minute recommendation increased considerably in the first three years of the CSC and now has leveled off for the last two years. In 2016-17, 60 percent of elementary schools were rated as Excelling in this measure, on par with the 59 percent in 2015-16 and 58 percent in 2014-15. Similarly, 16 percent of elementary schools rated Strong in 2016-17 compared to 18 percent in 2015-16. The share of schools rated as Developing (17 percent) also stayed relatively steady from the previous two years. The share of Emerging schools (eight percent) increased slightly from five percent in 2015-16. A separate analysis (not shown here) reveals that these numbers are comparable across both district-run and charter schools.

THE MAJORITY OF ELEMENTARY SCHOOLS OFFER 120+ MINUTES OF ARTS INSTRUCTION PER WEEK

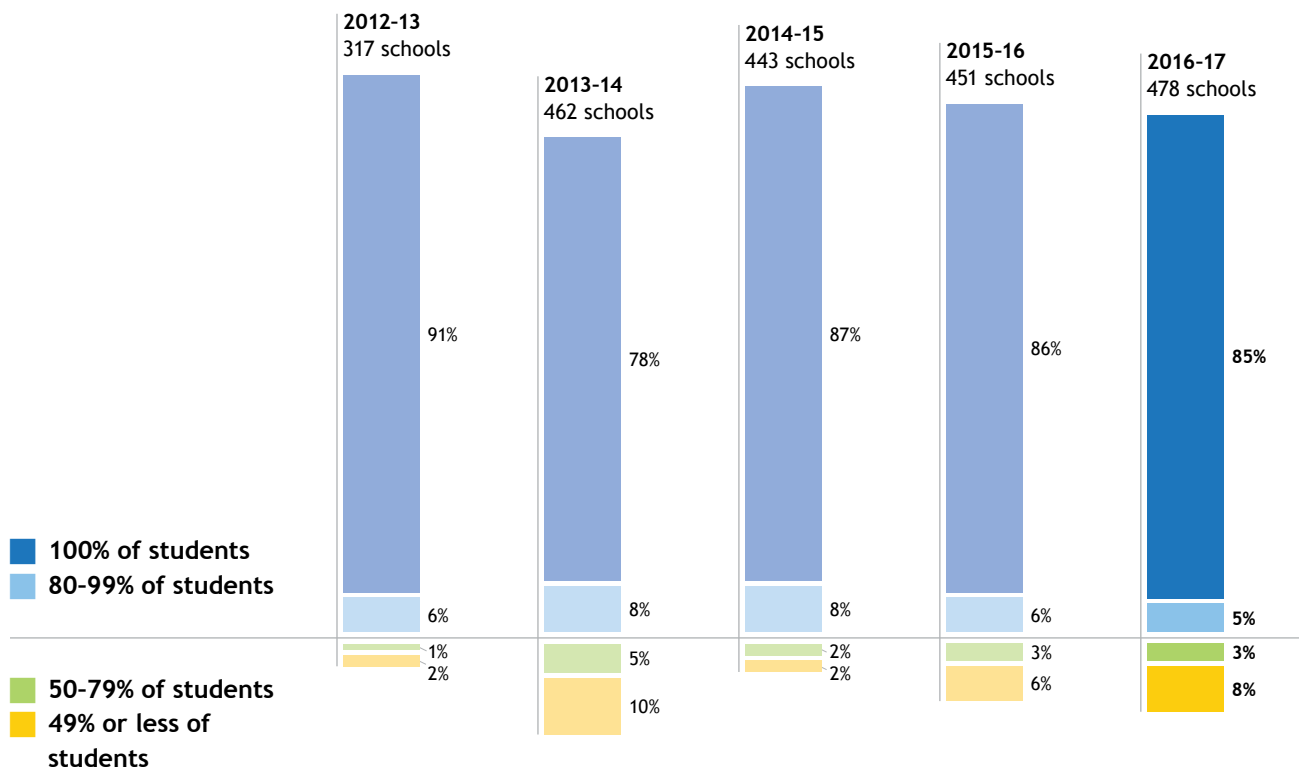


Access to Arts Instruction

In the elementary school context, where students are generally scheduled into their courses, the share of students that receive arts instruction is as important as the number of instructional minutes students are offered. The CSC rates schools as Excelling when 100 percent of students have access to arts instruction and as Strong when 80-99 percent of students have access.

While there was some fluctuation of scores in early years of the CSC, access to arts instruction has remained steadily high across the district. In 2016-17, 90 percent of reporting elementary schools were rated as Strong or Excelling, a dip from the 95 percent of schools that received one of those ratings when they peaked in 2014-15. Though this may be primarily a product of the increased reporting rate in 2016-17 rather than an indicator of an unfavorable trend, it will be important to monitor this number in future years.

MOST ELEMENTARY SCHOOLS OFFER 100% OF THEIR STUDENTS ACCESS TO ARTS INSTRUCTION



Instructional Minutes and Access Summary

Five years of data collection on instructional minutes and access shows that the majority of CPS schools are consistently offering the recommended 120 minutes of instruction and are offering instruction to all students. After improvements in the initial years of the CSC, these numbers have remained fairly consistent in the past three years.

In the 2015-16 State of the Arts progress report, Ingenuity noted that the share of schools meeting the desired 1:350 staffing ratio had increased while the average minutes of instruction across the district had remained steady. One possible explanation given was that 2015-16 was the first year schools could report media arts instructors, while in previous reporting years, the media arts staff were not being captured by the survey even while the instructional minutes these staff taught were being reported.

A closer look this year at the relationship between staffing and minutes of instruction among elementary schools confirms the link between the two. Elementary schools that rate as Excelling in the staffing measure are much more likely than other schools to also rate as Excelling in the measure of minutes of instruction. Of schools that met the 1:350 staffing ratio and therefore received a rating of Excelling in that measure, 78 percent also rated as Excelling in the measure of minutes of instruction. For schools that rated Strong in the measure of staffing, only 37 percent were able to meet the goal of offering 120 minutes of instruction. **The minutes of instruction offered to elementary students are closely tied to staffing ratios; the most reliable path to improvement in minutes is through continued attention to the goal of fully staffing the arts in CPS.** When a school has more instructors, more students can be offered more minutes of weekly arts instruction.



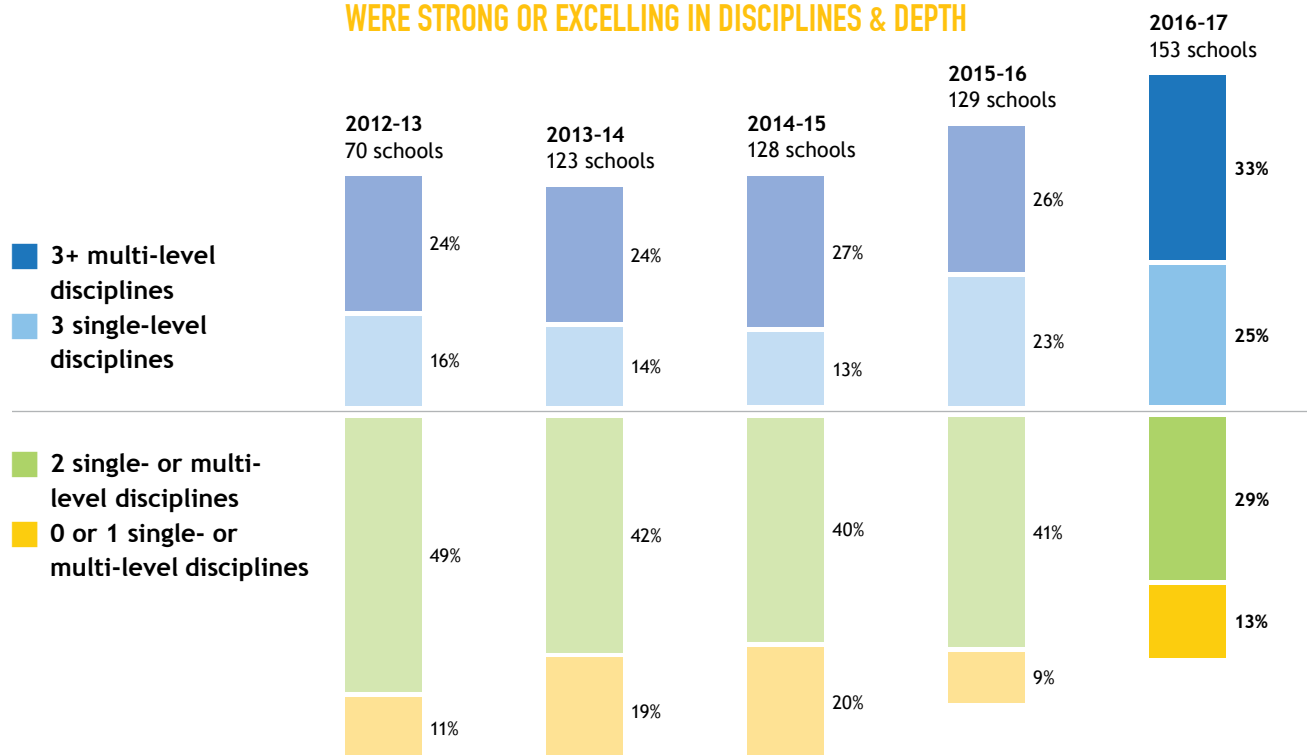
DISCIPLINES AND DEPTH

The high school CSC rubric inventories the number of arts disciplines taught (e.g. dance, visual arts, music, etc.) and the depth of the coursework offered in each of these disciplines (e.g. Beginning, Intermediate, AP, IB, etc.). The inclusion of this measure in the rubric reflects the idea, enshrined in the CPS Arts Education Plan, that every high school student should have access to sequential instruction in a variety of arts disciplines.

As in previous years, high schools are categorized as Excelling when they offer three or more disciplines at multiple levels. Schools that offer three or more disciplines but do not offer multiple levels in those disciplines are considered to be Strong on this measure. Schools are considered to be Developing or Emerging if, regardless of the levels of study available, they offer coursework in fewer than three disciplines (two for Developing, zero to one for Emerging schools).

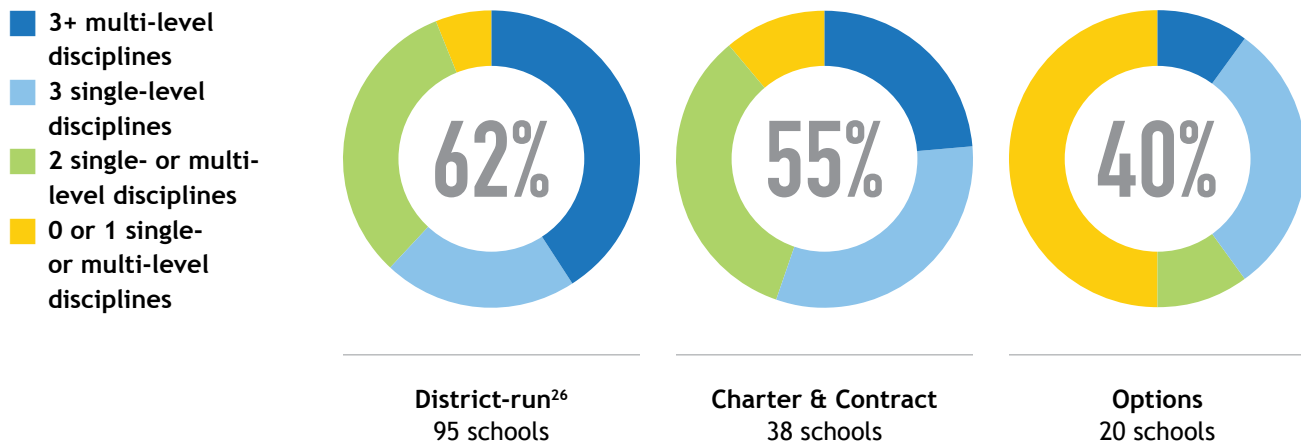
In 2016-17, 58 percent of high schools were categorized as Strong or Excelling on this measure, the highest percentage to date and a nine-percentage-point increase from the previous year. This improvement is especially notable in light of the fact that 24 more high schools completed a Creative Schools Survey in 2016-17 than in 2015-16. Thus, where a total of 64 high schools were rated as Strong or Excelling in 2015-16, that number grew to 88 high schools this year. This substantial gain is one of the reasons high schools' overall CSC scores improved, as evidenced by the fact that there was little change in the other two high school measures, staffing and arts assets.

FOR THE FIRST TIME, A MAJORITY OF HIGH SCHOOLS WERE STRONG OR EXCELLING IN DISCIPLINES & DEPTH



District-run schools continue to be most likely to be rated as Strong or Excelling on this measure, with 62 percent of district-run schools receiving one of these ratings in 2016-17. However, the largest increase in schools rated as Excelling on this measure occurred among charter and contract schools. In 2016-17, 24 percent of responding charter and contract schools received this rating, a 13-percentage-point increase over 2015-16. At the same time, a much smaller share (11 percent) were rated as Emerging in 2016-17, a 10-percentage-point drop from 2015-16. This upward movement of schools from Emerging to Excelling scores is the type of progress the CSC aims to encourage across all measures in both the elementary and high school rubrics.

ACROSS ALL TYPES, A MAJORITY OF HIGH SCHOOLS WERE CATEGORIZED AS STRONG OR EXCELLING IN THE DISCIPLINES & DEPTH



The number of arts disciplines and the depth of coursework available directly relates to CPS graduation requirements. In February 2016, the Chicago Board of Education approved an amendment to graduation requirements that now allows students to fulfill their two credits of arts courses in any arts discipline recognized by the State of Illinois.²⁷ Previously, students could only fulfill this requirement in music and visual arts and were required to take courses in two separate disciplines. Beginning with the freshman class of 2016-17, students are required only to take two arts courses—including two courses in the same discipline. Schools are still to offer at least two arts disciplines so that students can self-select their preferred discipline of study.

²⁶ Includes AUSL, ISP, and Service Learning Academies

²⁷ "Getting to the Next Grade" Chicago Public Schools. <http://cps.edu/Pages/Gettingtothenextgrade.aspx>.



Photos courtesy of Kayla Sullers

FILMMAKING: AN AVENUE TO SUCCESS

For high school senior Kayla Sullers, arts education has not only given her a creative outlet, but also a pathway to her dream career as a TV or radio show producer. Sullers, an Advanced Arts student at Gallery 37, has already received accolades as a documentary filmmaker and looks forward to attending college next year to study broadcasting.

Sullers' story is a textbook example of a student taking advantage of the many opportunities CPS provides for students to thrive in the arts. She grew into her passion through a combination of in-school coursework, a school partnership with a community arts organization, helpful guidance by school staff, and participation in CPS' Advanced Arts program.

Sullers has always been creative. She started to explore that creative side in earnest when she began at South Shore International College Prep High School, where she dove into visual arts and creative writing courses. From there, she learned about broadcast journalism through a program sponsored by After School Matters, and as she looked to start her junior year, a school counselor recommended she apply to the Advanced Arts Video Production program. Sullers was the only junior from her school to be selected that year.

Sullers expressed gratitude for Advanced Arts instructor Kera Mackenzie exposing Sullers and her peers to this opportunity. Mackenzie teaches *Honors Video Production* and advocates for her students to receive college credit for their coursework.

"I know she really cares about us succeeding in the area of cinematography," Sullers said.

Sullers has definitely seen success as a budding cinematographer. She won the Tribeca Flashpoint College Scholarship Prize at the CineYouth Festival, an international film festival celebrating the talent of filmmakers under 22 years old, put on by Cinema/Chicago. Her winning documentary *Black Chi Youth* combines Sullers' passion for art and filmmaking with her advocacy with Black Lives Matter.

"Art has inspired me to do so much with myself, my community," said Summers. "It has caused me to want to teach other people, and show other youth, especially, in particular, black youth coming from my area and background that... we can do so much more to bring up creativity and make a difference in the world. Art has showed me that there is a lot a person can do."

ARTS ASSETS IN SCHOOLS

Staffing, Instructional Minutes and Access (for elementary schools), and Disciplines and Depth (for high schools) are at the core of the CSC. They do not, however, provide a complete picture of the arts education environment students experience.

To improve the ability of the CSC to capture the entirety of a student's experience, Ingenuity also tracks whether or not schools provide any of the following assets, all of which are important elements to offering and sustaining high-quality arts experiences for students:

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

The CSC envisions that both the elementary and high school rubrics will include three or more of these arts assets. Throughout the last five years, that has by and large been the case. The share of schools that report having each of these arts assets has remained consistently high, with little variance from year to year. A slightly higher share of elementary schools than high schools tend to report having each of the assets.

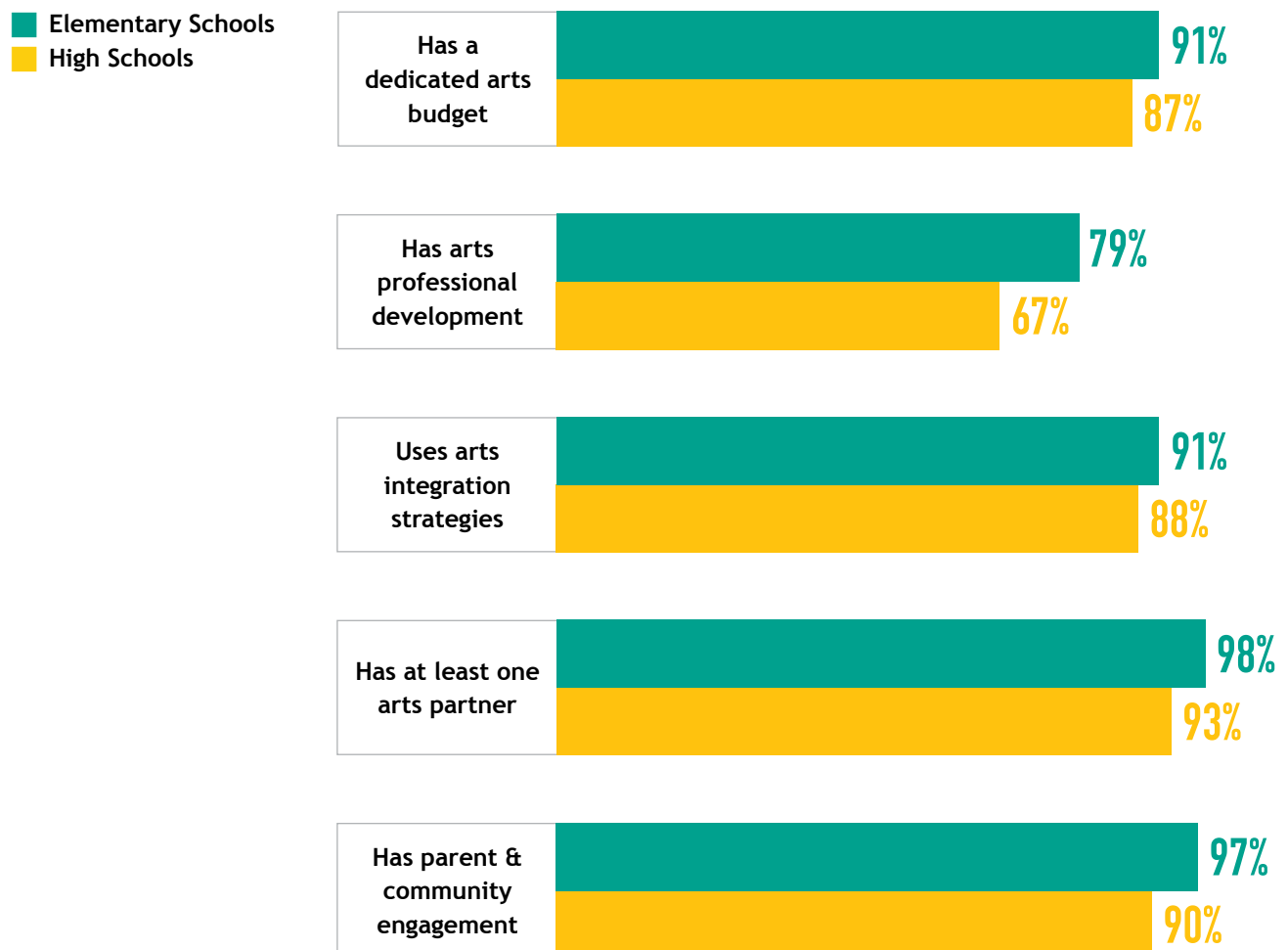
In 2016-17, 90 percent of schools reported having a dedicated arts budget outside of district-provided funds for arts instructors and capital expenses, an impressive number in light of the financial challenges principals face in a student-based budgeting environment. In the last five years, the percentage of schools with a dedicated arts budget has ranged from 88 percent to 95 percent.

Arts-specific professional development continues to be the area in which there is the greatest opportunity for improvement. **At 77 percent in 2016-17, and only 67 percent among high schools, the percentage of schools engaging in arts-specific professional development for school administrators and teachers was the lowest it has been since 2012-13.** The high mark for this measure was 84 percent in 2014-15.

Arts integration is an approach that incorporates the arts into other core curricula in order to address learning objectives in both subjects. In the first three years of the survey, schools' use of arts integration increased from 82 percent in 2012-13 to 91 percent in 2014-15, where it has held steady for the past two years.

The most frequently reported arts assets were community arts partnerships and parent and community engagement, both over 95 percent. These two measures have remained steadily high over all five years of the survey. Schools with at least one arts partner ranged from 95 to 97 percent, and schools with parent and community engagement ranged from 96 to 98 percent over the five years of data collection.

A HIGHER PERCENTAGE OF ELEMENTARY SCHOOLS THAN HIGH SCHOOLS REPORTED HAVING THE FIVE CREATIVE SCHOOLS CERTIFICATION ARTS ASSETS





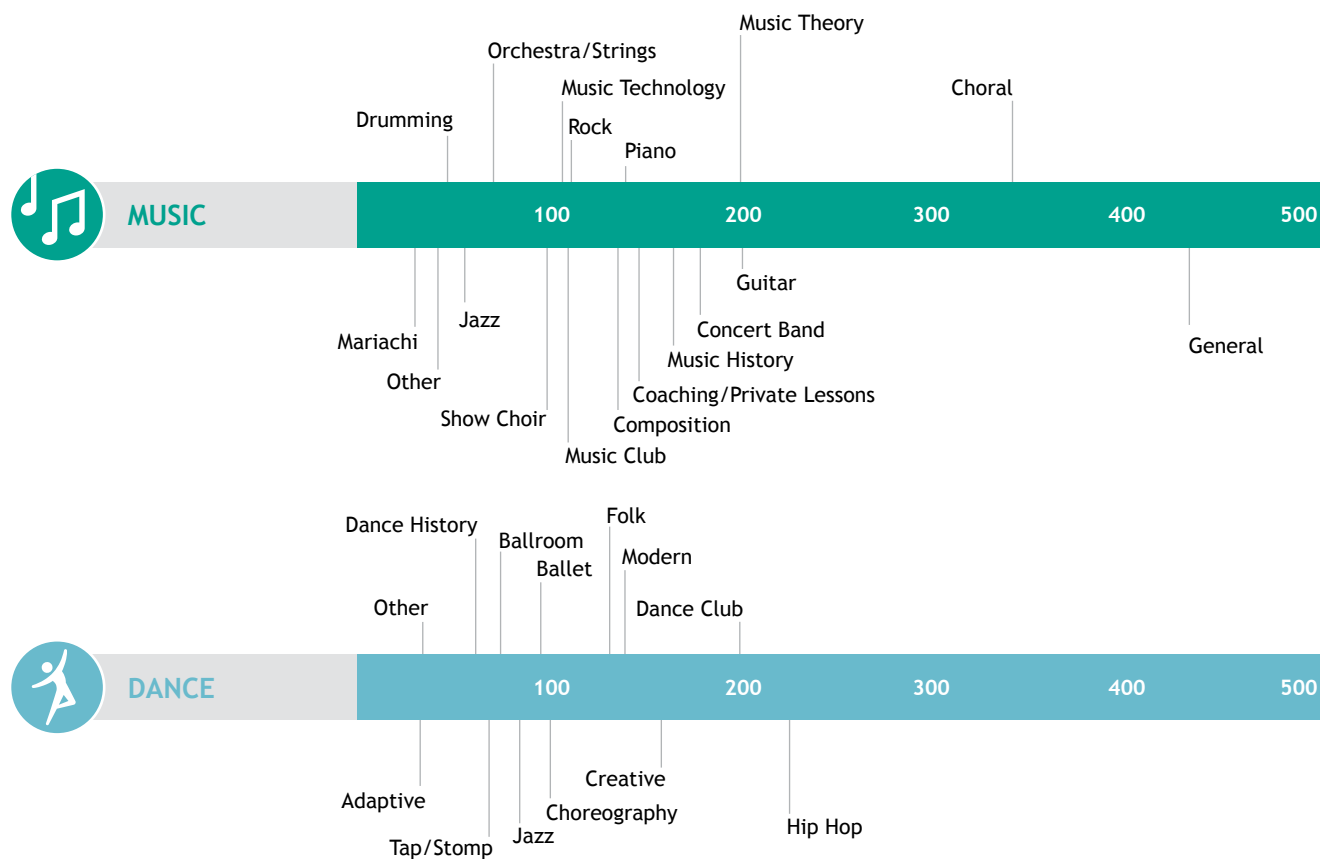


A CLOSER LOOK: ARTS DISCIPLINE OFFERINGS

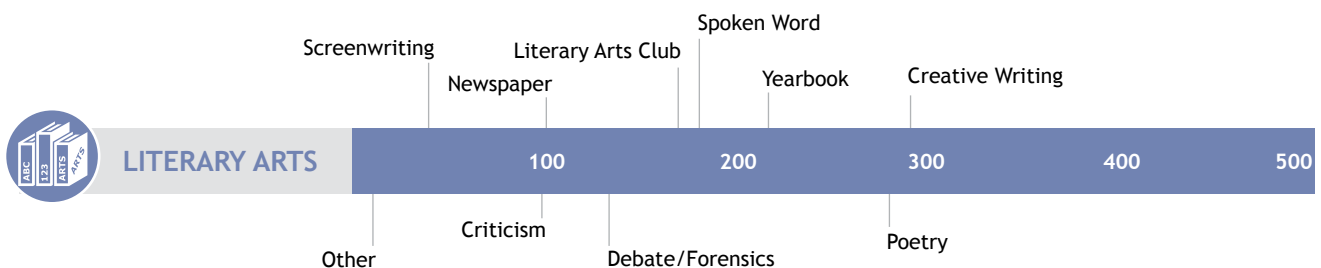
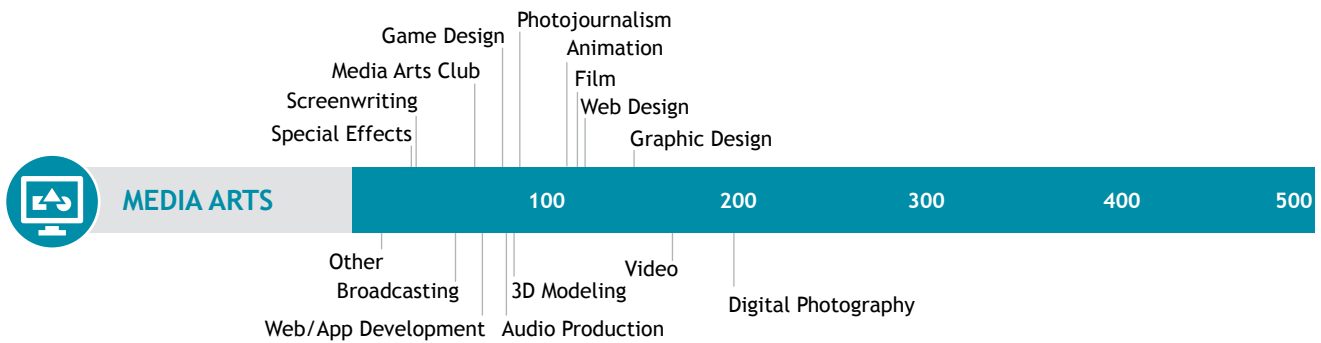
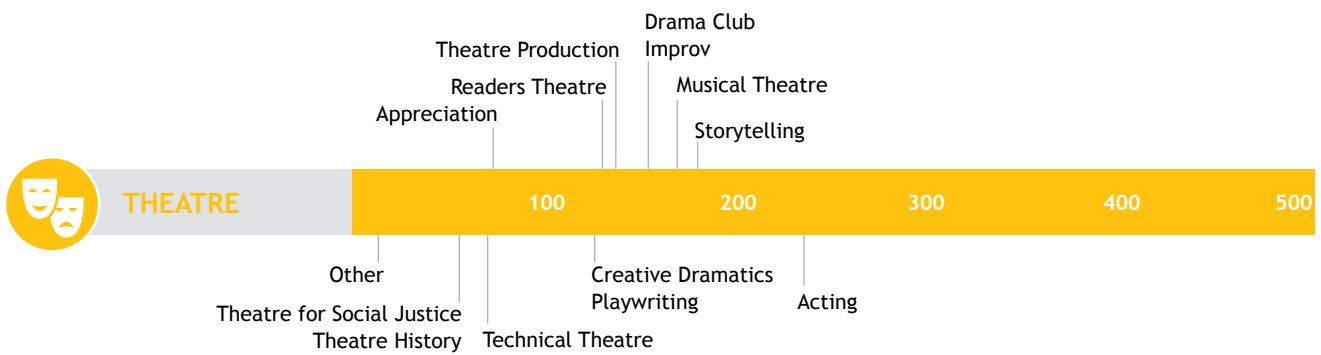
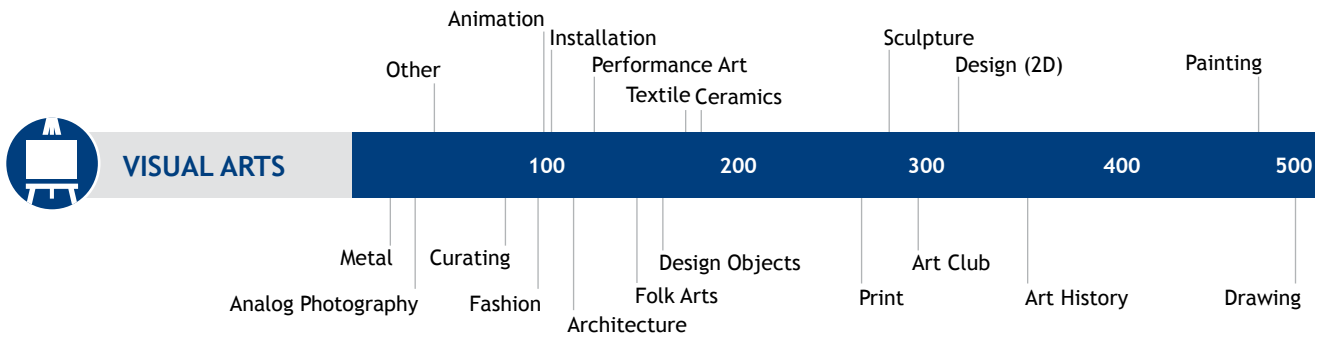
As our knowledge of the Chicago arts education landscape has evolved over the past five years, so too has our understanding of *how* stakeholders use data to connect with one another, build strategic partnerships, and design high-quality programs. One frequent request has been for Ingenuity to collect more detailed information about schools' in-school and out-of-school arts offerings. For the first time, the 2016-17 survey included a section asking each Arts Liaison to report more detailed information on their school's arts offerings, whether taught by their school's instructors, arts partners, or any other type of provider. These data begin to answer the more specific questions arts education stakeholders have been asking regarding curriculum and programming.

The charts below and on the following page shed new light on the breadth of arts programming CPS students have access to, as well as the areas in which there may be opportunity for growth. For example, 490 CPS schools reported providing instruction of some type in drawing, 178 schools reported having a concert band, 84 reported providing instruction in jazz dance, and 61 reported having a media arts club. When viewed from the level of the district, these data show how rich and varied the arts education landscape for CPS students can be.²⁸

NUMBER OF SCHOOLS OFFERING DIFFERENT TYPES OF ARTS PROGRAMS (IN-SCHOOL OR OUT-OF-SCHOOL, TAUGHT BY ARTS INSTRUCTORS OR ARTS PARTNERS)



²⁸ These data may be even more actionable at the school level in that they show the specific programs that each school offers. Visit [artlook® Map \(artlookmap.com\)](http://artlookmap.com) to see school-level information on arts offerings, partnerships, staffing, and the programming and supports schools would like to receive.





COMMUNITY PARTNERSHIPS

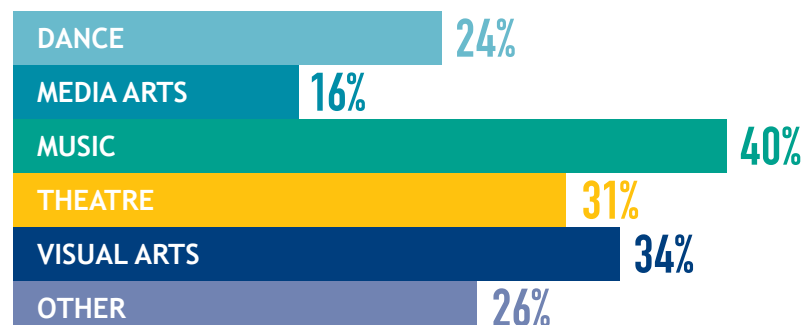
Community partnerships can serve as a valuable resource to CPS schools and arts instructors looking to augment, enhance, and reinforce arts instruction that is already in place at a school. While credentialed arts instructors are primarily responsible for students' arts education, community arts partners can provide unique opportunities for enrichment experiences in and outside the classroom.

Community arts partners come in many forms, from large cultural institutions that partner with many schools across the district, to smaller arts organizations that focus their programs in one specific neighborhood, to independent teaching artists who work with one or more schools either on their own or through a relationship with another arts partner. Each contributes in their own way to enhancing CPS students' arts education experiences.

In 2016-17, Ingenuity identified 521 active community arts partners, down from the numbers seen in previous years, which ranged from 552 in 2013-14 to 579 in 2015-16. However, the share of schools that benefit from a partnership has remained steady from year to year: this year 97 percent of schools had at least one partnership; most had multiple partnerships. **On average, there were 6.7 unique arts partnerships per school across the district, the highest average in five years of data collection (up from six in 2015-16).**

Arts partners reported offering programs in all five arts disciplines. Of the 474²⁹ partners that provided information on their arts discipline, the largest share, 40 percent, reported offering music programs (up from 32 percent in 2015-16), visual arts (34 percent), and theatre (31 percent). Fewer partners reported offering dance (24 percent), media arts (16 percent), and other disciplines (26 percent).³⁰ The share of partners offering programs in dance, media arts, and theatre is particularly noteworthy in light of the fact that only 18 percent of the arts instructors in the district teach in one of those three disciplines.

MUSIC, VISUAL ARTS, AND THEATRE ARE THE THREE MOST REPORTED DISCIPLINES OFFERED BY ARTS PARTNERS



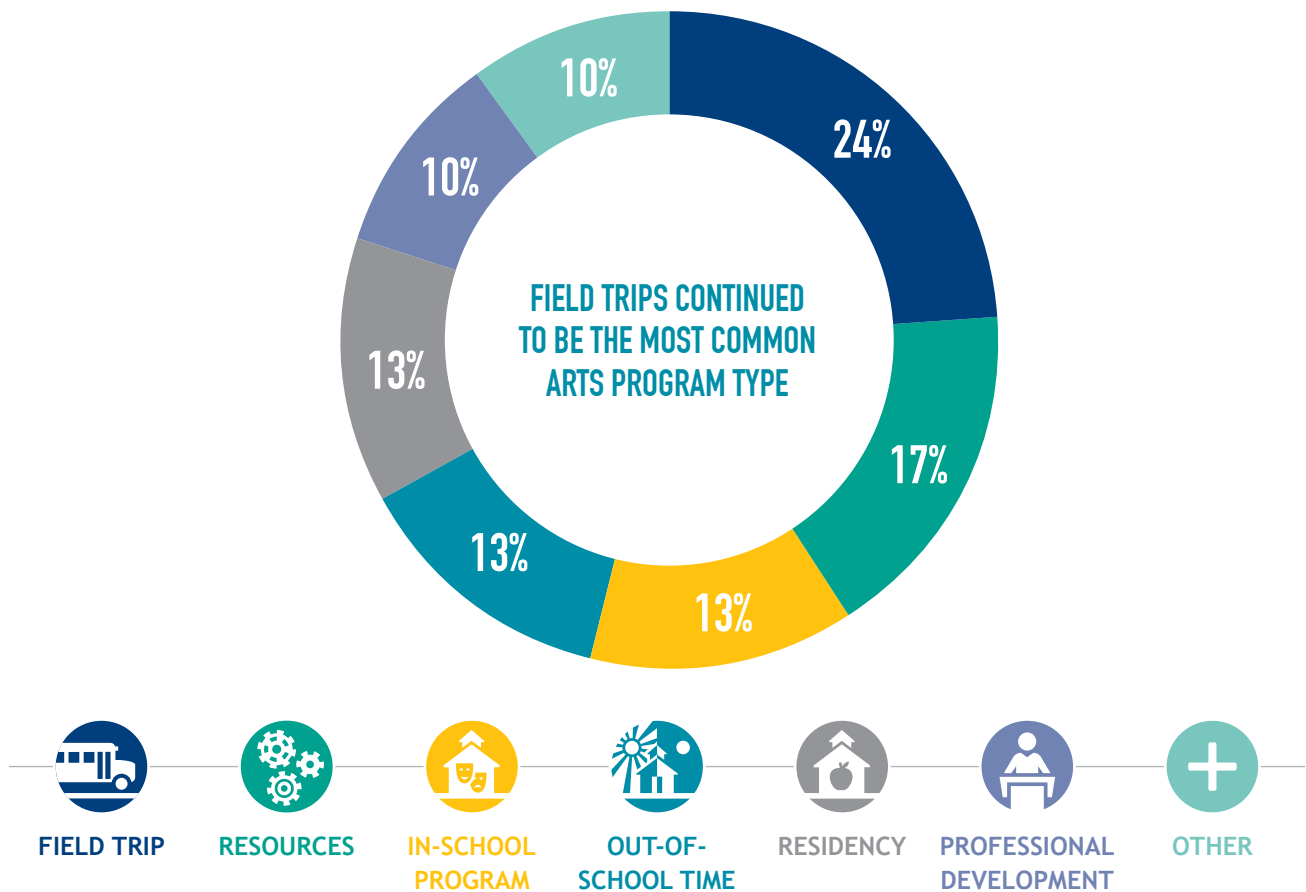
²⁹ While 521 arts partners were identified by schools, 474 of those partners completed the "arts discipline" section of their partner profile on artlookpartners.com.

³⁰ These percentages do not add up to 100% since arts partners can report multiple disciplines.

District-wide Distribution of Partnerships

A deeper dive into the way these community partnerships are distributed—both in terms of the program types partners offer and across geographic school networks—helps shed light on what students are actually receiving.

As the chart below shows, **nearly one-quarter of reported partnerships centered around field trips** and 17 percent involved support in the form of a partner providing resources (e.g. art supplies, sheet music, a performance venue, etc.) to a school. Out-of-school time programs, in-school programs, and teaching artist residencies each made up 13 percent of reported program types, with professional development for arts instructors making up an additional 10 percent.³¹ This breakdown is consistent with what has been reported in previous years.



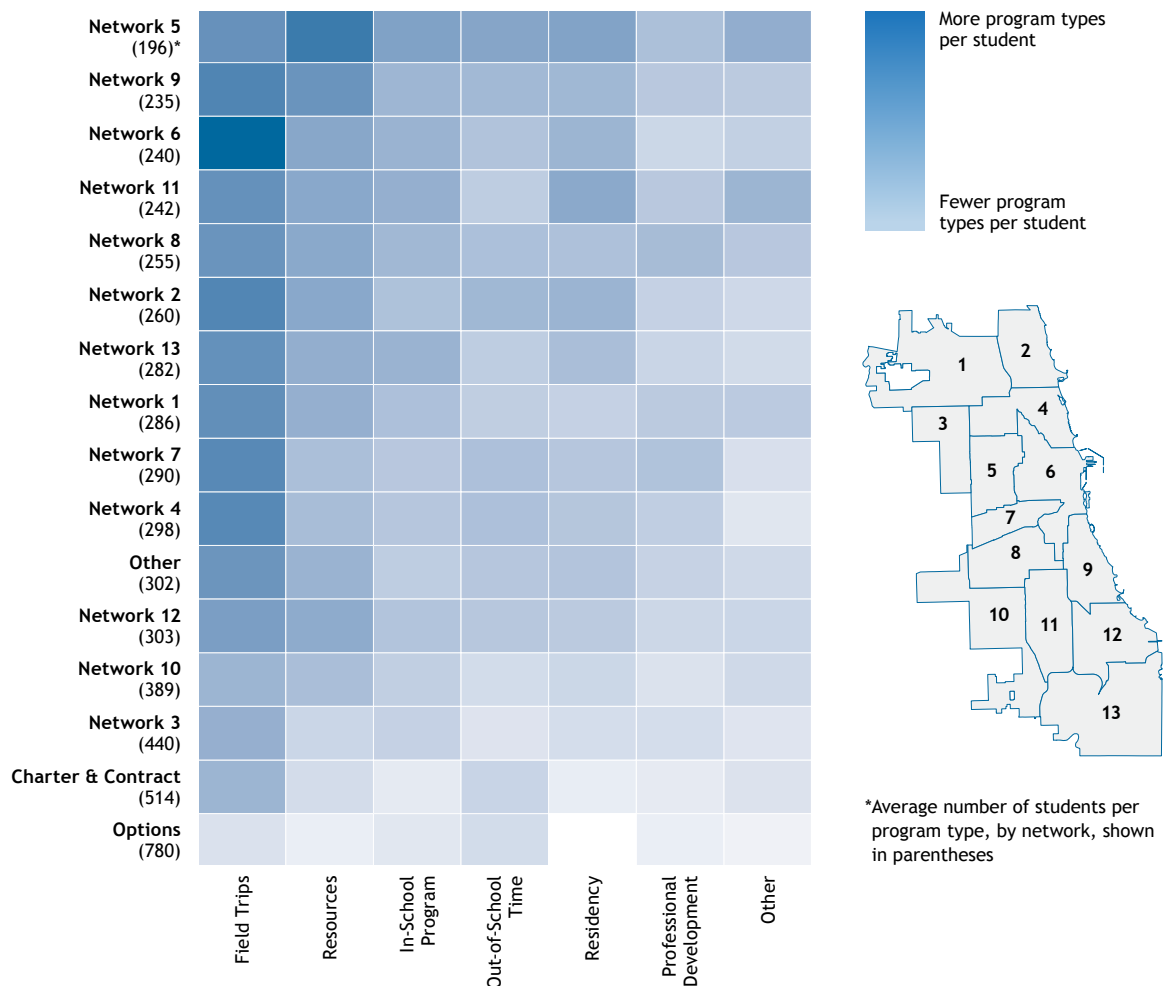
The heat map on the next page shows where these programs are provided across CPS. Each cell represents the number of programs per student that were made available in a given school network for a given program type. Cells that are darker blue show where more programs of a particular type were offered per student, and cells that are a lighter shade show where fewer program types were offered per student.

³¹ Partnerships are reported by CPS schools through the Creative Schools Survey and by community arts partners themselves through a parallel website called artlookpartners.com. The goal of using both data collections is to capture every instance of partner-provided arts instruction, professional development, curricular materials, and supplies.

The geographic distribution of community partnerships, illustrated in the rows on the heat map, highlights both achievements and important opportunities for improvement. **Network 5 (East and West Garfield Park, Humboldt Park, Logan Square, North Lawndale, and West Town) schools reported more access to partnership opportunities for their students than any other network.** In fact, the shading on the map shows that there were more residency programs reported available to the students in Network 5 than there were field trip programs reported available to students in several other networks. This speaks well of the efforts by principals and arts liaisons in Network 5 and the community partners that work with them to bring rich arts opportunities to students in these city schools.

The heat map also highlights the **opportunity for community arts partners to increase their reach in non-geographic CPS Networks, including Options, charter, and contract schools.** For example, students in the Options Network were only 25 percent as likely to be impacted by a community arts partner program versus students in Network 5; students in the Charter and Contract Networks were 38 percent as likely to be touched by a program type versus their Network 5 counterparts.

PROGRAM TYPES BY NETWORK



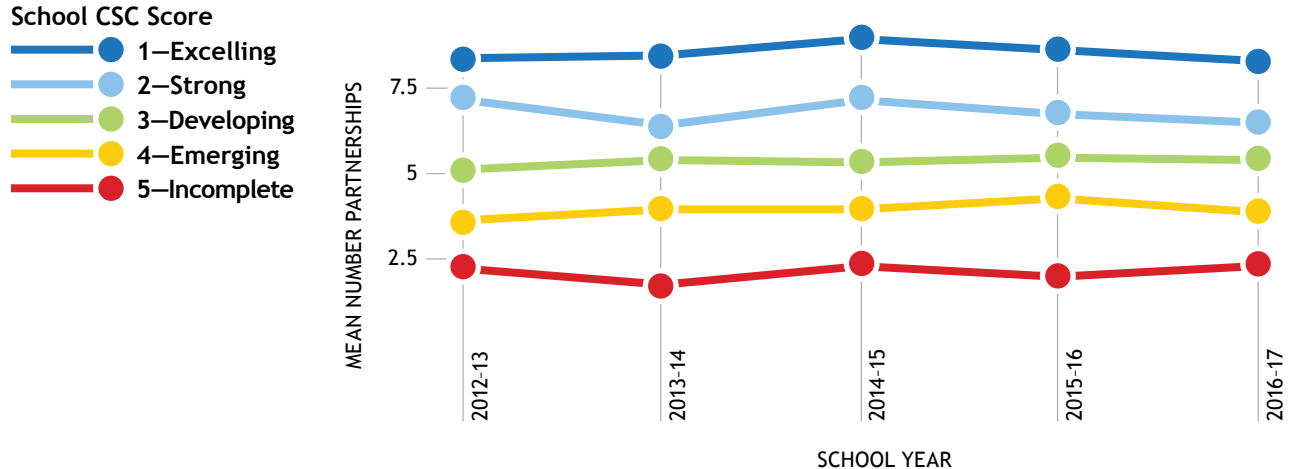


A CLOSER LOOK: SINGLE-YEAR PARTNERSHIPS VS. RECURRING PARTNERSHIPS

A healthy partnership between a school and a community arts organization can play an important role in increasing arts education opportunities for students and enhancing the overall arts education environment in a school. While partners cannot replace the important consistent instruction provided by certified arts instructors, partners can bring additive experiences, ideas, and resources to the school that may not otherwise be available to its students. Simultaneously, a healthy arts education environment in a school often leads to more—and more successful—partnerships.

Full-time certified arts instructors are key to student arts access, well beyond their instruction. As the chart below illustrates, since the first year the Creative Schools Survey was conducted, the higher a school rates on the CSC—a measure with staffing at its core—the more partnerships with community arts organizations those schools tend to have.³² **When a school has demonstrated an investment in the arts through staffing, minutes of instruction, access to arts courses, and offering sequential arts instruction in multiple disciplines, that school is also more likely to seek outside resources that can add to what they are already providing.**

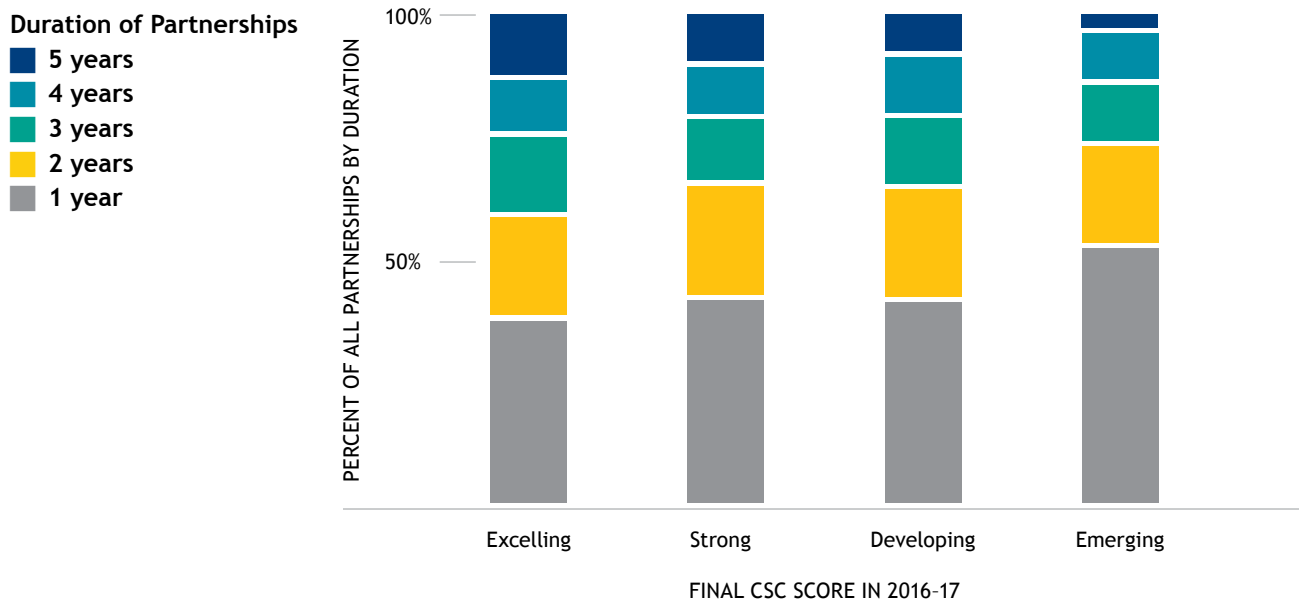
SCHOOLS RATED HIGHER ON THE CSC TEND TO HAVE MORE PARTNERSHIPS



The duration and extent of these relationships between schools and community arts organizations may also play an important role in reinforcing the value that partnerships bring to schools. When an arts partner is able to be part of a school environment over multiple years, the students and staff at the school come to know more about what to expect from that partner and may be able to adapt their work to take further advantage of what the partner has to offer. On the community arts partners side, a long-standing relationship may help that partner better know the needs of a school and its students, giving them insights that can help them adapt and improve upon their curriculum. Differentiating a program in even subtle ways can have important benefits for schools, students, and partners.

The data show that **excelling arts schools are most likely to have enduring partnerships with community arts organizations.** For example, as shown in the graphic below, among schools rated as Excelling on the 2016-17 CSC, 13 percent of partnerships with community arts organizations occurred between schools and partners that had worked together in each of the past five years, while 39 percent represented first-time partnerships. In contrast, among schools that rated as Emerging, only three percent of partnerships occurred between schools and partners that had worked together in each of the past five years, while 55 percent were first-time partnerships.

HIGH-PERFORMING SCHOOLS ARE MORE LIKELY TO SUSTAIN PARTNERSHIPS OVER MULTIPLE YEARS



In sum, students attending schools that are highly rated on the CSC are not only more likely to benefit from partnerships with community arts organizations, they are also more likely to reap the rewards of **sustained partnerships.** The reasons behind these relationships are likely two-directional: partners are more likely to return to schools in which the arts education environment is more consistent and supportive of their efforts, while schools with strong arts programs and staff are simultaneously better equipped to find ways to bring those partners back year after year. Sustaining this positive feedback cycle in succeeding schools is important; creating such a positive feedback cycle in lower-performing schools may be even more important.

THE ARTS PARTNER STANDARDS OF PRACTICE

In 2017, Ingenuity published the *Arts Partner Standards of Practice* for use by the more than 1,100 arts organizations and teaching artists who work with CPS schools. This work was the product of a two-year effort engaging more than 350 arts education stakeholders under the Quality Initiative. The *Standards of Practice* includes 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.

The tools created are designed to help organizations build a common language and improve the quality of practice in two areas:

PROGRAM QUALITY

The Program Quality process and its associated toolkit are designed to take arts organizations through a top-to-bottom quality diagnostic process that help align best practice thinking to what they are already doing. The Program Quality process focuses on practical tools and steps that help build a culture of learning and improvement in community arts partner organizations. Designed to be revisited and updated regularly, the process and tools help partners identify their most pressing problems of practice, then develop and implement strategies for addressing these problems. The Program Quality process and toolkit can elevate how arts organizations design and deliver programs in schools.

INSTRUCTIONAL QUALITY

The Instructional Quality process and its associated tools are designed to foster conversations about instructional performance between program managers and teaching artists to improve the quality of teaching. These new resources provide program managers with a framework to gauge teaching artist effectiveness while also providing teaching artists with a clear understanding of the skills that high-quality teaching artists should possess, where they stand compared to those standards, and how they can improve their practice. The Instructional Quality process and toolkit are designed to elevate how teaching artists teach.

More information on the specifics of the *Arts Partner Standards of Practice* is available on ingenuity-inc.org.



Chris Inserra and Hayt Elementary School

PROGRESS THROUGH PARTNERSHIP

Students at Stephen K. Hayt Elementary School have traveled the world through music and storytelling with independent teaching artist Chris Inserra. For the past four years, Inserra collaborated closely with Hayt's visual arts instructor, music teacher, and kindergarten through third grade classroom teachers with the goals of building students' cultural humility and engaging parents and community members.

Located on the North Side of Chicago in the Edgewater neighborhood, Hayt is a diverse school with more than 35 different cultures represented. Through Inserra's Global Music program, Hayt students celebrated their diverse school community by exploring the music and languages of their peers. Over nine weeks, students in kindergarten through third grade learned to sing in a variety of languages, used percussion to explore cultural rhythms, and created original songs. Fourth and fifth grade students have continued their connection to the program through monthly Cultural Family Circle gatherings and the culminating Cultural Family Festival.

The Global Music program fostered a welcoming environment at Hayt and developed students' cultural awareness through shared music and language.

"In a third grade class with an extremely eclectic group of students...one girl had just arrived from Syria, so we found Syria on our map and connected it to Pakistan, our first country of study," Inserra said. "Her eyes grew large with astonishment as the other students in her class sang a hello song in Arabic that we had learned the year before."

Because of her continual partnership, Inserra is able to create lasting bonds with students, and she is regularly greeted with the question, "Where will we travel to this year?"

Inserra noted that the strength of her partnership with Hayt Elementary stems from her close collaboration with the school's teachers, particularly Sarah Young, the full-time visual arts instructor. Through regular reflection and brainstorming, Inserra and Young have created a curriculum that addresses the needs of the diverse student body.

"Sarah Young and I are a 'dream team,'" Inserra said. "We integrated music lessons with visual arts classes, thus intertwining the two mediums to enrich students' global experience."



FUNDING

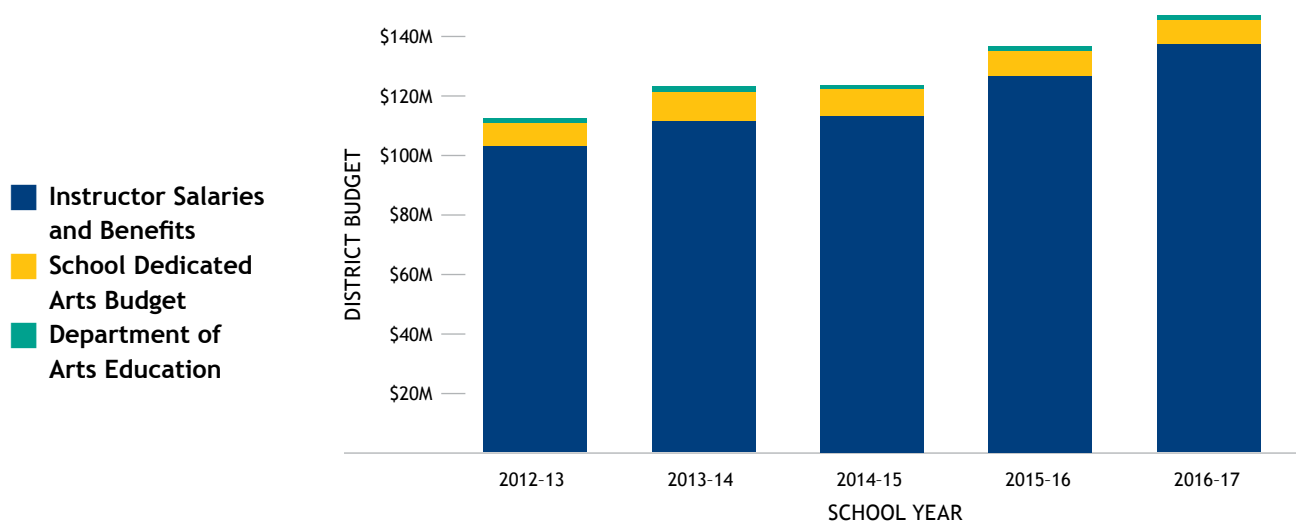
ENDING

The most persistent challenge to attaining all the goals of the CPS Arts Education Plan is maintaining adequate funding to fulfill staffing and instructional goals. As school budgets fluctuate and shrink, principals are forced to make difficult decisions in attempts to balance arts staffing needs with other equally important staffing or capital needs. When they decide how much to invest in the arts from their annually-allocated student-based budgets, which may include public monies such as federal Title I and state supplements to high-poverty schools, principals are collectively determining the district's arts education environment; by far the largest portion of the district's funding for the arts comes from these decisions made at the school level by principals.

The most notable funding story over the past five years is that, despite the fiscal challenges and uncertainty they have faced, most schools have demonstrated an extraordinary commitment to the arts through their spending decisions. For five years, Ingenuity has reported on the total amount spent on the arts by CPS schools in three categories: the amount schools spend on instructor salaries and benefits, the amount schools dedicate for the arts beyond these salaries, and the amount the district spends to fund the operations of the Department of Arts Education.

As shown in the graphic below, principals continued to increase their investment in the arts through investment in instructor salaries. The total estimated investment in salaries and benefits for arts instructors has increased by 33 percent, from \$103,460,684 in 2012-13, the first year of the CSC, to \$137,956,559 in 2016-17.³³

CPS SCHOOL-BASED FUNDING FOR THE ARTS CONTINUES TO GROW



³³ While the increased Creative Schools Survey response rate plays a role in this increase, Ingenuity has always relied on CPS administrative data to estimate staffing and instructor salaries and benefits. These administrative data do not vary based on changes in survey response rates, which means that the increased survey response rate should not account for all of the growth in this spending estimate.

Beyond district funding, schools support arts programming through Local School Councils, Student Councils, or Booster Club fundraisers; student fees; arts partner and parent donations; online crowdfunding; and outside grants such as Ingenuity’s Creative Schools Fund. Due to the wide array of funding sources and the absence of a uniform or centralized tracking system, accurate assessment of money designated to arts education is challenging.

COMMUNITY-BASED FUNDING FOR ARTS EDUCATION IN CPS	
Donations to Community Arts Partners	\$8,170,119
Creative Schools Fund	\$1,515,755
Other Funding	\$790,000
Donations to Schools	\$54,290
Donations to District	\$15,546

To capture data on arts funding, Ingenuity administers a survey of Chicago’s major institutional arts education funders, including foundations and corporations that provide grants and resources to CPS, individual schools, and community arts partners. The survey asks respondents to report on their last fully completed fiscal year, and includes questions about where arts education funds were directed and the kinds of programs these dollars supported. The funding data reported in the table shown above are based on responses from 14 of these institutional funders.³⁴

COMMUNITY FUNDERS + SCHOOL SPENDING =
\$158,354,971



Dancing With Class at William K. New Sullivan Elementary

CREATIVE SCHOOLS FUND

The Creative Schools Fund (CSF)—called for in both the 2012 Chicago Cultural Plan and the CPS Arts Education Plan (Goals 6C and 6D)—is an external, independent grant-making fund administered by Ingenuity. The Fund is the only grant-making entity in Chicago solely dedicated to providing direct financial support to CPS schools for the arts. In four years, the Fund has granted \$8.5 million directly to CPS schools.

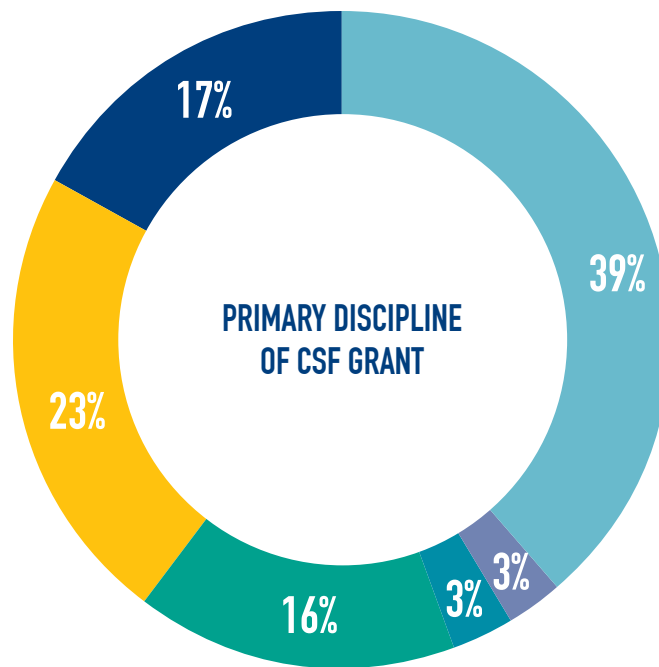
As one of the four interlocking strategies of the Creative Schools Initiative, the Fund leverages the rich cultural resources of Chicago to:

- 1 Address gaps in student access to the arts**
- 2 Increase sustainability for arts education in schools**
- 3 Seed innovative models for replication across the district**
- 4 Fuel classrooms with arts supplies and materials**

The Fund encourages collaboration among school leaders, Arts Liaisons, and classroom instructors and acts as an incentive for schools to prioritize the arts. CSF grants are available to schools that have a principal-approved Arts Liaison, are working towards compliance with the staffing benchmarks set in the Plan, and have completed the Creative Schools Survey in the previous year. Funds primarily support residencies provided by community arts partners, but may also support professional development, field trips, curriculum building and arts integration efforts, supplies and materials, and facility and capital improvements.

Of the 141 total competitive grants awarded in 2016-17, 139 schools engaged in partnerships with 55 unique arts organizations. Grants ranged from \$2,000-\$15,000 and totaled \$1,515,755. From Emerging to Excelling, all certified schools also received Arts Essentials, which are small grants used to purchase art materials and supplies. In 2016-17, the Fund disbursed 582 Arts Essentials grants totaling \$851,000.

Because one of the Fund's primary goals is to address gaps in arts instruction, many of the partnerships supported by grants represent the same disciplines that are under-represented in CPS schools. The majority of 2016-17 grants supported dance and theatre programs, thereby balancing the predominance of music and visual arts currently in schools. Fund dollars cannot be used to replace or limit CPS teachers or teacher salaries, and require that a certified arts instructor propose the program and manage implementation at the school. Therefore, in addition to arts access for students, teacher skill-building and professional growth are among the primary outcomes of grant-funded projects.



DANCE
55 Grants



LITERARY ARTS
4 Grants



MEDIA ARTS
4 Grants



MUSIC
22 Grants



THEATRE
32 Grants



VISUAL ARTS
24 Grants



CPS ARTS EDUCATION PLAN

This report provides an opportunity to reflect on the full complement of the CPS Arts Education Plan’s goals and recommendations. The Plan includes recommendations across a broad spectrum of goals, not all of which are measured in the Creative Schools Survey. These recommendations are designed to be flexible; “They acknowledge that Chicago’s neighborhoods have a distinct history and voice and that no one model or solution will work for all schools.”³⁵ Using data from the CSC and additional findings, this section examines the district-level progress that has been made, as well as the areas of opportunity for future improvement.

PROGRESS UPDATE DEFINITIONS

Ingenuity acknowledges that some recommendations are tasks that can be checked off as completed at some point in time. Other recommendations require ongoing implementation efforts year after year. Thus some recommendations will move from Partially Implemented to Fully Implemented. Other recommendations will move from In Process to Ongoing.



Partially Implemented

These recommendations are focused on creation of policies and programs; the policies and programs are **partially** in place.



Fully Implemented

These recommendations are focused on creation of policies and programs; the **policies and programs** are **now** in place.



In Process

The **creation of policy-level support** at the district, state, or federal level for these recommendations **is in progress**. When that support is in place, on-the-ground **realization of the recommendations’ intent will vary** from one school to the next and from one year to the next.



Ongoing

Policy-level support for these recommendations **is in place**, but their on-the-ground **implementation varies by school and by year**, depending on local circumstances; realization of the intent behind these recommendations can therefore never be truly said to be “complete.”



Not Applicable

³⁵ The Chicago Public Schools Arts Education Plan 2012-15: Bringing the Arts to Every Child in Every School. Chicago: Chicago Public Schools, 2012.

GOAL 1 — POLICY

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

The Board of Education's approval of the Plan immediately set the recommendations of this Goal into action, and, as examined throughout this report, considerable progress has been made on implementing them on the ground. That said, each year, a school's capacity to see the recommendations through is dependent on annual budgets, course scheduling, and competing priorities. With that in mind, all but recommendation C are considered ongoing.

A

Make arts a core subject by dedicating 120 minutes of arts instruction per week for elementary schools.

B

Expand the number of arts forms offered to include visual arts, music, dance, and theatre at all grade levels.

C

Expand high school graduation requirements to include all four Illinois-recognized art forms.

D

Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio such as one instructor for every 350 students.

GOAL 2 — ARTS CURRICULUM, INSTRUCTION & ASSESSMENT

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

District policies and assessments shift as circumstances in the state, city, and district change. Most of the recommendations under this goal are directly connected to state and federal policies that are currently in the implementation and planning phases. In Fall 2017, the CPS Department of Arts Education released the Arts Content Framework, which will be a resource for schools to continually work towards recommendation A. Recommendation D is no longer applicable, as the Continuous Improvement Work Plan is no longer tied to a school's budget, and thus is not a strong indicator of a school's prioritization of the arts.

A

Map and align arts curriculum to the Common Core Standards in order to support high school graduation, college entry, college graduation, and career readiness.

B

Align the Chicago Guide for Teaching and Learning in the Arts to the forthcoming Core Arts Standards.

C

Add additional art forms (e.g. media arts) to the curriculum in the Chicago guide.

D

Require that the arts be represented on each school's Continuous Improvement Work Plan (CIWP).

GOAL 3 — CAPACITY BUILDING

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

Professional learning opportunities for community providers and principals have been increased and enhanced since the Plan's inception; sustaining these increases will require continued effort and support. Recommendation D is partially implemented, as members of CPS, Ingenuity, and Arts Alliance Illinois are exploring ways to develop arts education criteria that align with the Illinois Postsecondary and Workforce Readiness Act. Additionally, CPS is redesigning the Advanced Arts program for high schoolers to offer dual credit in collaboration with the University of Illinois at Urbana-Champaign.

A 

Create a system for identifying professional development needs and growth areas in the arts.

B 

Offer consistent and relevant professional development to all CPS stakeholders, including instructors, principals, chiefs of schools, parents, and community arts partners.

C 

Develop a Creative Schools Certification to provide school- and network-level guidelines and structures that will support principals in planning for and implementing the arts both in and out of their school day.

D 

Identify opportunities to tie arts education to college and career readiness as well as workforce standards.



Partially
Implemented



Fully
Implemented



In
Process



Ongoing



Not
Applicable



826CHI
Lorena

Kathryn

GOAL 4 — PARTNERSHIP

Facilitate and support strategic partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.

Through tools such as *artlook*® Map and opportunities like the Summits that bring teachers together with partners, Ingenuity is addressing the facilitation of strategic partnerships. The spirit of recommendation A is being met through the design and launch of the Quality Framework and Toolkit instead of the originally proposed request for proposal process. The Quality Framework and Toolkit are products of the ongoing Quality Initiative, which includes intensive community outreach across the entire arts education sector.

A ✓

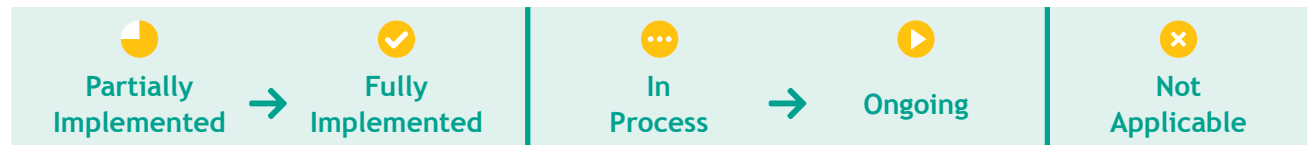
Design and implement a request for proposal process that supports and elevates the quality of programs provided by arts partners and independent teaching artists.

B ▶

Match at least one community arts partner to every school in collaboration with an arts, classroom, or other content area instructor.

C ✓

Design and implement a coordinated public/private strategy that will improve delivery of resources, opportunities, and partnerships at the school level through Arts Liaisons.



GOAL 5 — DATA-DRIVEN DECISIONS

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

A new version of Ingenuity’s *artlook*® Map continues to collect and disseminate data on the arts in schools, as well as community arts offerings. *artlook*® will integrate the *Arts Partner Standards of Practice* as a resource for continuous improvement in “quality” partnerships. Currently, the arts are included on the School Report Card through the Creative Schools Certification, and efforts to include other arts indicators in the Every Student Succeeds Act and the School Quality Rating score are in progress.

A 

Create a system to track elementary-school-level arts data.

B 

Include the arts on measures of school success (e.g. principal evaluations) and in internal tracking mechanisms (e.g. staffing, courses, and additional benchmarks).

C 

Measure reach, implementation, and effectiveness outcomes of arts partnerships, so schools can determine “quality” partnerships.

D 

Integrate the arts into the school scorecard with multiple indicators, FAQs, an information portal, and a summary of data.

GOAL 6 — ACROSS ALL PRIORITIES

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

Funding from the Creative Schools Fund and the district has become an important part of how schools plan and budget for arts education alongside their other priorities each year. CPS has made the commitment to take ownership of the Arts Essentials grant fund established and previously run through Ingenuity’s Creative Schools Fund, which fulfills recommendation B.

A 

Require each school to maintain a budget for the arts set at a minimum percent of each school’s overall budget or a per-pupil or per-art formula.

B 

Establish a district fund to provide all schools with adequate material and resources.

C 

Create an external Arts Expansion and Alignment Fund to support schools directly for external partnerships that are in addition to certified arts staff.

D 

Develop and maintain external funding streams via previously untapped sources such as corporate and public donation.



CONCLUSION

Over five years, the Chicago arts education community has made tremendous progress toward the goals and recommendations of the CPS Arts Education Plan. The share of schools that are rated as Strong or Excelling in the arts has increased by 128 percent. More schools are allocating money from their school budgets to hire arts instructors, and as a result more schools are meeting CPS' recommended instructor-to-student ratio of 1:350. Students are being offered more access to arts education: there has been a 50 percent increase in the share of elementary schools offering the recommended 120 minutes of weekly arts instruction and a 38 percent increase in the share of high schools that are offering three or more multi-level disciplines. Perhaps most impressively, this progress has occurred in the midst of persistent budget challenges at both the district and the school levels.

5 YEARS OF PROGRESS

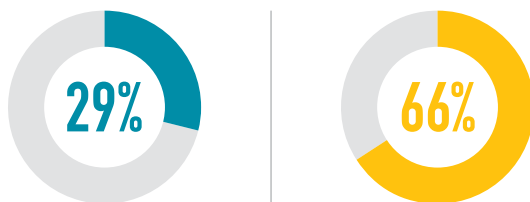
School Year

■ 2012-13

■ 2016-17

While the most pronounced of these budget challenges have abated, continued vigilance will be needed to maintain this level of excellence in arts education and to continue the positive trajectory that is highlighted in this report. Ensuring that CPS students have access to a quality arts education is not a one-time task that can be completed or a box that can be checked. New students arrive in school every fall, and ensuring that these new students, and the generations of students that follow them, have access to quality arts instruction requires renewed dedication, creativity, and support from all those with a stake in those students' success.

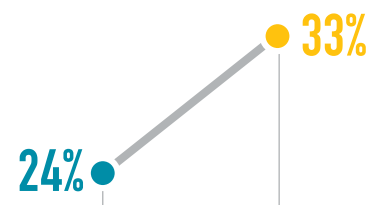
128% increase in the percentage of CPS schools rated Strong or Excelling



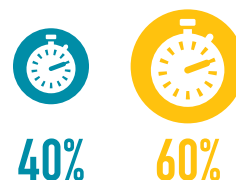
27% increase in the percentage of CPS schools meeting the recommended instructor-to-student ratio of 1:350



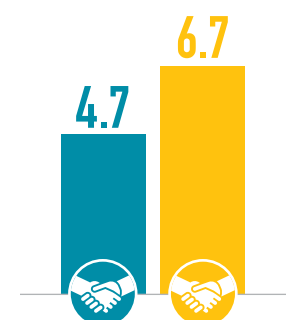
38% increase in the percentage of CPS high schools that offered three or more multi-level arts disciplines



50% increase in the percentage of CPS elementary schools providing 120 minutes of weekly arts instruction, on average



43% increase in the average number of identified community arts partnerships with each CPS school





APPENDIX

APPENDIX

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- Susan J. Bodilly, Catherine H. Augustine, and Laura Zakaras. *Revitalizing Arts Education through Community-Wide Collaboration*. Santa Monica: RAND Corporation, 2008.
- The Chicago Public Schools Arts Education Plan 2012-15: Bringing the Arts to Every Child in Every School*. Chicago: Chicago Public Schools, 2012.

DATA NOTES

This progress report utilized multiple data sources to examine the 2016-17 school year. The lead data source was Ingenuity's *artlook*®—a set of data systems that collect and track information on CPS instructor-based and community arts partner-provided arts programming across CPS.

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, is collected via Ingenuity's *artlook*® Schools site. This data directly informs each school's Creative Schools Certification (CSC) category, which appears on their annual, publicly available report card each fall. In the 2016-17 school year, 97 percent of CPS schools completed the Creative Schools Survey in full. This was a significant increase from the 57 percent that participated in the 2012-13 baseline year and the steady 86-88 percent in 2013-14, 2014-15, and 2015-16.

External arts program providers, which include museums, cultural institutions, community-based organizations, and individual teaching artists, report their partnership and programming information via *artlook*® Partners. The Schools and Partners sites populate Ingenuity's *artlook*® Map. The Map assists the public in understanding the landscape of arts offerings across the district and allows the opportunity to identify gaps within the system.

DATA REVIEW PROCESS

CPS Arts Liaisons

Arts Liaisons enter data on their school's arts assets into Ingenuity's *artlook*® Schools site. Some fields such as "arts instructors" are pre-populated with CPS administrative data. Art Liaisons can add and change some pre-populated fields which Ingenuity will review. Once data are reviewed by the Arts Liaison and submitted through the site, raw data and a preliminary rubric report are emailed to the Arts Liaison and the principal for record keeping.

Ingenuity

Ingenuity checks all information entered into *artlook*® Schools based strictly on process-oriented data validation rules and parameters (e.g. no minutes are reported but student access is listed at 100 percent). If new community arts partners are reported, Ingenuity performs research to verify the legitimacy of the organization. Occasionally, requests are made to the partners and/or Arts Liaisons for additional information and program details. 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 provides all data-reviewed CSC categories to the CPS Department of Arts Education. The Department reviews the survey responses for each school and flags concerns. Ingenuity and the Department then follow up with individual schools, as appropriate, to confirm or correct any survey responses.

Staffing Files

Ingenuity continued to refine the process for reviewing and cross-referencing staffing data this year. First, Ingenuity obtained from CPS two Budget and Talent files: one from the 20th day of enrollment and another from June 9 of the same school year. Ingenuity then matched the CPS and CSC staffing data sets. For the vast majority of entries, the data aligned across the three sources. If CPS identified an arts instructor who did not appear in the CSC data set, Ingenuity included that teacher. Arts instructors identified only in the CSC data set, but not on file with CPS, were researched further and included if it could be determined that they met the criteria.

Ingenuity also checked the three data sets described above against the Illinois State Board of Education's (ISBE) Educator Licensure Information System (ELIS). This made it possible to research the certifications and credentials of arts instructors in CPS, and to confirm the specific arts disciplines these instructors were credentialed to teach. Note that ISBE does not offer certifications for Media Arts and Literary Arts, so teachers listed in these disciplines were not required to be certified in order to be included in a school's FTE count.

CPS Principals

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

School/Partner Cross-Check

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

Public Review

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

GLOSSARY

Academy for Urban School Leadership (AUSL):

AUSL is a nonprofit teacher training and school management organization that currently operates 31 CPS schools. By training highly effective teachers, developing new curricula, implementing additional after-school programs, and renovating facilities, AUSL aims to transform educational outcomes in the district's lowest performing schools.

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

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

Arts Liaison: A school staff member nominated by the principal to serve as the school's voluntary arts leader and champion. Arts Liaisons help coordinate and plan all school arts instruction and share information via *artlook*® Schools 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 suite of data services comprising Schools, Partners, and Map. *artlook*® Schools collects each CPS school's number of arts instructors, community arts partnerships, disciplines taught, and relevant budget data. *artlook*® Partners collects data from community arts partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook*® Map, an interactive online tool for the public to view all reported arts education-related activities.

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

Chicago Public Schools (CPS) Arts Education Plan:

A three-year plan approved in fall 2012 that made arts a core subject and recommended, among other initiatives, that elementary schools provide 120 minutes of weekly arts instruction and that high schools offer credits in at least two arts disciplines.

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

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

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

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

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

Creative Schools Certification Categories:

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

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

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

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

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

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

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

Credentialed Arts Instructor: An educator authorized by the state to teach visual arts, music, dance, or theatre. Currently, the State of Illinois issues certification for arts instructors with qualifications in visual arts and music. Credentialed theatre and dance instructors hold Illinois teaching certifications in a subject or grade level as well as a credential in their respective arts discipline.

Dance: A student's dance education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.

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

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

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

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

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

Local School Council: The body 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 *The Arts Partner Standards of Practice*, which 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.

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.

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

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.

Tax Increment Financing (TIF): A special tool that a municipality can use to generate money for economic development in a specific geographic area. To determine whether an area is eligible, the city hires a consultant to conduct an eligibility study of the proposed TIF. If the area meets the state standards, the consultant conducts a study of the area and writes an overview of the development priorities for the area and how TIF dollars will be spent during the TIF's 23-year lifespan. TIFs allow a city to reinvest all new property tax dollars in the neighborhood from which they came for a 23-year period. The "new" revenues arise if new development takes place in the TIF district, or if the value of existing properties rises, resulting in higher tax bills. These funds can be spent on public works projects or given as subsidies to encourage private development.

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.

ELEMENTARY SCHOOLS RUBRIC

HOW IS MY SCHOOL'S CREATIVE SCHOOLS CERTIFICATION DETERMINED?

Each school's Arts Liaison completes a survey that inventories the arts education programming assets within the school. Responses are then used to determine the school's Creative Schools Category.

Creative Schools Categories

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

PHASE 1—Arts Liaison enters preliminary criteria



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

0 FTE | 0.5 FTE | 1 FTE | 1 FTE/350 students



Minutes of Instruction—Average minutes of instruction per week throughout the school year.

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



Access—Percentage of grade levels having access to art classes.

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

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.







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.





































2016–17 List of Elementary Schools and Certification Categories

The CPS Creative Schools Certification is a quantitative examination, launched in 2012-13, of the resources dedicated to arts education in each Chicago public school. The Elementary School Certification takes into account a school's level of staffing, minutes of instruction, student access and other criteria, such as budgeting and community partnerships. Each school's Arts Liaison reports data specific to their school annually, and that information is then vetted against additional data sources, including district budget files and partner data.

The following details the arts resources at each CPS elementary school as they existed in the 2016-17 school year. Schools are listed in alphabetical order by their common name, underneath which is their formal school name. Schools that did not complete the Creative Schools Survey are listed below as having "Incomplete Data." A grayed-out cell indicates that the corresponding school was not open for that school year.



































































Look up a full breakdown of a school's Creative Schools Certification at artlookmap.com.

-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools	2016-17	2015-16	2014-15
ADDAMS Jane Addams Elementary School			
AGASSIZ Louis A Agassiz Elementary School			
AHS—PASSAGES Asian Human Services—Passages Charter School			
ALBANY PARK Albany Park Multicultural Academy			
ALCOTT ES Louisa May Alcott Elementary School			
ALDRIDGE Ira F Aldridge Elementary School			
ARIEL Ariel Elementary Community Academy			
ARMOUR Phillip D Armour Elementary School			
ARMSTRONG G George Armstrong International Studies ES			
ASHBURN Ashburn Community Elementary School			
ASHE Arthur R Ashe Elementary School			
ASPIRA—HAUGAN ASPIRA Charter—Haugan Campus			



































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools


	2016-17	2015-16	2014-15
AUDUBON John J Audubon Elementary School			
AVALON PARK Avalon Park Elementary School			
AZUELA Mariano Azuela Elementary School			
BARNARD Alice L Barnard Computer Math & Science Ctr ES			
BARRY John Barry Elementary School			
BARTON Clara Barton Elementary School			
BASS Perkins Bass Elementary School			
BATEMAN Newton Bateman Elementary School			
BEARD Daniel C Beard Elementary School			
BEASLEY Edward Beasley Elementary Magnet Academic Center			
BEAUBIEN Jean Baptiste Beaubien Elementary School			
BEETHOVEN Ludwig Van Beethoven Elementary School			
BEIDLER Jacob Beidler Elementary School			
BELDING Hiram H Belding Elementary School			
BELL Alexander Graham Bell Elementary School			
BELMONT-CRAGIN Belmont-Cragin Elementary School			
BENNETT Frank I Bennett Elementary School			
BLACK Robert A Black Magnet Elementary School			
BLAINE James G Blaine Elementary School			
BLAIR Blair Early Childhood Center			
BOND Carrie Jacobs Bond Elementary School			
BOONE Daniel Boone Elementary School			

-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
BOUCHET Edward A Bouchet Math & Science Academy ES			
BRADWELL Myra Bradwell Communications Arts & Sciences ES			
BRENNEMANN Joseph Brennemann Elementary School			
BRENTANO Lorenz Brentano Math & Science Academy ES			
BRIDGE Norman A Bridge Elementary School			
BRIGHT Orville T Bright Elementary School			
BRIGHTON PARK Brighton Park Elementary School			
BROWN R Ronald Brown Elementary Community Academy			
BROWN W William H Brown Elementary School			
BROWNELL Charles S Brownell Elementary School			
BRUNSON Milton Brunson Math & Science Specialty ES			
BUDLONG Lyman A Budlong Elementary School			
BURBANK Luther Burbank Elementary School			
BURKE Edmond Burke Elementary School			
BURLEY Augustus H Burley Elementary School			
BURNHAM Burnham Elementary Inclusive Academy			
BURNSIDE Burnside Elementary Scholastic Academy			
BURR Jonathan Burr Elementary School			
BURROUGHS John C Burroughs Elementary School			
BYRNE Michael M Byrne Elementary School			
CALDWELL Charles P Caldwell Academy of Math & Science ES			
CALMECA Calmecca Academy of Fine Arts and Dual Language			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available

CPS Elementary Schools
CAMELOT SAFE—GARFIELD ES
Camelot Safe Garfield Elementary

2016-17



2015-16



2014-15


CAMELOT SAFE ES
Camelot Safe Academy Elementary

CAMERON
Daniel R Cameron Elementary School

CAMRAS
Marvin Camras Elementary School

CANTY
Arthur E Canty Elementary School

CARDENAS
Lazaro Cardenas Elementary School

CARNEGIE
Andrew Carnegie Elementary School

CARROLL
Carroll-Rosenwald Specialty Elementary School

CARSON
Rachel Carson Elementary School

CARTER
William W Carter Elementary School

CARVER G
George Washington Carver Primary School

CASALS
Pablo Casals Elementary School

CASELL
George F Cassell Elementary School

CASTELLANOS
Rosario Castellanos Elementary School

CATALYST—CIRCLE ROCK
Catalyst Elementary School—Circle Rock

CATALYST—MARIA ES
Catalyst-Maria Charter ES

CATHER
Willa Cather Elementary School





CHALMERS
Thomas Chalmers Specialty Elementary School

CHAPPELL
Eliza Chappell Elementary School



































































CHASE
Salmon P Chase Elementary School

CHAVEZ
Cesar E Chavez Multicultural Academic Center ES

CHICAGO ACADEMY ES
Chicago Academy Elementary School




































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available




CPS Elementary Schools

	2016-17	2015-16	2014-15
CHOPIN Frederic Chopin Elementary School			
CHRISTOPHER Walter S Christopher Elementary School			
CHRISTOPHER HOUSE Christopher House Charter School ES			
CICS—AVALON/SOUTH SHORE Chicago Intl Charter—Avalon / South Shore			
CICS—BASIL Chicago Intl Charter—Basil			
CICS—BOND Chicago Intl Charter—Lloyd Bond			
CICS—BUCKTOWN Chicago Intl Charter—Bucktown			
CICS—IRVING PARK Chicago Intl Charter—Irving Park			
CICS—LOOMIS Chicago Intl Charter—Loomis Primary			
CICS—PRAIRIE Chicago Intl Charter—Prairie			
CICS—WASHINGTON PARK Chicago Intl Charter—Washington Park			
CICS—WEST BELDEN Chicago Intl Charter—West Belden			
CICS—WRIGHTWOOD Chicago Intl Charter—Wrightwood			
CLAREMONT Claremont Academy Elementary School			
CLARK ES George Rogers Clark Elementary School			
CLAY Henry Clay Elementary School			
CLEVELAND Grover Cleveland Elementary School			
CLINTON DeWitt Clinton Elementary School			
CLISSOLD Henry R Clissold Elementary School			
COLEMON Johnnie Coleman Elementary Academy			
COLES Edward Coles Elementary Language Academy			
COLUMBIA EXPLORERS Columbia Explorers Elementary Academy			



































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
COLUMBUS Christopher Columbus Elementary School			
COOK John W Cook Elementary School			
COONLEY John C Coonley Elementary School			
COOPER Peter Cooper Elementary Dual Language Academy			
CORKERY Daniel J Corkery Elementary School			
COURTENAY Mary E Courtenay Elementary Language Arts Center			
CROWN Crown Community Academy of Fine Arts Center ES			
CUFFE Paul Cuffe Math-Science Technology Academy ES			
CULLEN Countee Cullen Elementary School			
CURTIS George W Curtis Elementary School			
DALEY Richard J Daley Elementary Academy			
DARWIN Charles R Darwin Elementary School			
DAVIS M Sir Miles Davis Magnet Elementary Academy			
DAVIS N Nathan S Davis Elementary School			
DAWES Charles Gates Dawes Elementary School			
DE DIEGO Jose De Diego Elementary Community Academy			
DECATUR Stephen Decatur Classical Elementary School			
DENEEN Charles S Deneen Elementary School			
DEPRIEST Oscar DePriest Elementary School			
DETT Robert Nathaniel Dett Elementary School			
DEVER William E Dever Elementary School			
DEWEY Dewey Elementary Academy of Fine Arts			


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
DIRKSEN Everett McKinley Dirksen Elementary School			
DISNEY Walt Disney Magnet Elementary School			
DISNEY II ES Disney II Magnet School			
DIXON Arthur Dixon Elementary School			
DOOLITTLE James R Doolittle Jr Elementary School			
DORE John C Dore Elementary School			
DRAKE John B Drake Elementary School			
DRUMMOND Thomas Drummond Elementary School			
DUBOIS William E B DuBois Elementary School			
DULLES John Foster Dulles Elementary School			
DUNNE Dunne Technology Academy			
DURKIN PARK Durkin Park Elementary School			
DVORAK Dvorak Technology Academy			
EARHART Amelia Earhart Options for Knowledge ES			
EARLE Charles W Earle Elementary School			
EBERHART John F Eberhart Elementary School			
EBINGER Christian Ebinger Elementary School			
EDGEBROOK Edgebrook Elementary School			
EDISON Thomas A Edison Regional Gifted Center ES			
EDISON PARK Edison Park Elementary School			
EDWARDS Richard Edwards Elementary School			
ELLINGTON Edward K Ellington Elementary School			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available

CPS Elementary Schools

ERICSON
Leif Ericson Scholastic Academy

2016-17







2015-16





































































2014-15

ERIE
Erie Elementary Charter SchoolESMOND
Esmond Elementary SchoolEVERETT
Edward Everett Elementary SchoolEVERGREEN
Evergreen Academy Middle SchoolEVERS
Medgar Evers Elementary SchoolFAIRFIELD
Fairfield Elementary AcademyFALCONER
Laughlin Falconer Elementary SchoolFARADAY
Michael Faraday Elementary SchoolFARNSWORTH
James B Farnsworth Elementary SchoolFERNWOOD
Fernwood Elementary SchoolFIELD
Eugene Field Elementary SchoolFINKL
William F Finkl Elementary SchoolFISKE
John Fiske Elementary SchoolFORT DEARBORN
Fort Dearborn Elementary SchoolFOSTER PARK
Foster Park Elementary SchoolFRANKLIN
Franklin Elementary Fine Arts CenterFRAZIER CHARTER
Frazier Preparatory Academy Elementary SchoolFRAZIER PROSPECTIVE
Frazier Prospective IB Magnet ESFULLER
Melville W Fuller Elementary SchoolFULTON
Robert Fulton Elementary SchoolFUNSTON
Frederick Funston Elementary School


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
GALE Stephen F Gale Elementary Community Academy			
GALILEO Galileo Math & Science Scholastic Academy ES			
GALLISTEL Matthew Gallistel Elementary Language Academy			
GARVEY Marcus Moziah Garvey Elementary School			
GARVY John W Garvy Elementary School			
GARY Joseph E Gary Elementary School			
GILLESPIE Frank L Gillespie Elementary School			
GLOBAL CITIZENSHIP Academy for Global Citizenship Elementary School			
GOETHE Johann W von Goethe Elementary School			
GOUDY William C Goudy Elementary School			
GRAHAM ES Alexander Graham Elementary School			
GRAY William P Gray Elementary School			
GREAT LAKES Great Lakes Academy Charter School			
GREELEY Horace Greeley Elementary School			
GREEN Wendell E Green Elementary School			
GREENE Nathanael Greene Elementary School			
GREGORY John Milton Gregory Elementary School			
GRESHAM Walter Q Gresham Elementary School			
GRIMES Robert L Grimes Elementary School			
GRISSOM Virgil Grissom Elementary School			
GUNSAULUS Frank W Gunsaulus Elementary Scholastic Academy			
HAINES John Charles Haines Elementary School			

 Excelling

 Strong



































































 Emerging






 Developing

 Incomplete Data



































































 Not Available


CPS Elementary Schools

	2016-17	2015-16	2014-15
HALE Nathan Hale Elementary School			
HALEY Alex Haley Elementary Academy			
HAMILTON Alexander Hamilton Elementary School			
HAMLIN John H Hamline Elementary School			
HAMMOND Charles G Hammond Elementary School			
HAMPTON Lionel Hampton Fine & Performing Arts ES			
HANSON PARK Hanson Park Elementary School			
HARTE Bret Harte Elementary School			
HARVARD John Harvard Elementary School of Excellence			
HAUGAN Helge A Haugan Elementary School			
HAWTHORNE Hawthorne Elementary Scholastic Academy			
HAY John Hay Elementary Community Academy			
HAYT Stephen K Hayt Elementary School			
HEALY Robert Healy Elementary School			
HEARST Phoebe A. Hearst Elementary School			
HEDGES James Hedges Elementary School			
HEFFERAN Helen M Hefferan Elementary School			
HENDERSON Charles R Henderson Elementary School			
HENDRICKS Thomas A Hendricks Elementary Community Academy			
HENRY Patrick Henry Elementary School			
HERNANDEZ Irene C. Hernandez Middle School for the Advancement of the Sciences			
HERZL Theodore Herzl Elementary School			



































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
HIBBARD William G Hibbard Elementary School			
HIGGINS Thomas J Higgins Elementary Community Academy			
HITCH Rufus M Hitch Elementary School			
HOLDEN Charles N Holden Elementary School			
HOLMES Oliver Wendell Holmes Elementary School			
HOPE INSTITUTE Hope Institute Learning Academy			
HORIZON—SOUTHWEST Horizon Science Academy—Southwest Chicago Charter			
HOWE Julia Ward Howe Elementary School of Excellence			
HOYNE Thomas Hoyne Elementary School			
HUGHES C Charles Evans Hughes Elementary School			
HUGHES L Langston Hughes Elementary School			
HURLEY Edward N Hurley Elementary School			
INTER-AMERICAN Inter-American Elementary Magnet School			
IRVING Washington Irving Elementary School			
JACKSON A Andrew Jackson Elementary Language Academy			
JACKSON M Mahalia Jackson Elementary School			
JAHN Friedrich Ludwig Jahn Elementary School			
JAMIESON Minnie Mars Jamieson Elementary School			
JENNER Edward Jenner Elementary Academy of the Arts			
JENSEN Jensen Elementary Scholastic Academy			
JOHNSON James Weldon Johnson Elementary School			
JOPLIN Scott Joplin Elementary School			



































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
JORDAN Jordan Elementary Community School			
JUNGMAN Joseph Jungman Elementary School			
KANOON Gerald Delgado Kanoon Elementary Magnet School			
KELLER Annie Keller Elementary Gifted Magnet School			
KELLMAN Joseph Kellman Corporate Community ES			
KELLOGG Kate S Kellogg Elementary School			
KERSHAW Joshua D Kershaw Elementary School			
KILMER Joyce Kilmer Elementary School			
KING ES Dr. Martin L. King Jr Academy of Social Justice			
KINZIE John H Kinzie Elementary School			
KIPLING Rudyard Kipling Elementary School			
KIPP—ONE KIPP One Academy			
KIPP—ASCEND KIPP Ascend Middle Charter			
KIPP—ASCEND PRIMARY KIPP Ascend Primary Charter			
KIPP—BLOOM KIPP Charter Bloom			
KIPP—CREATE KIPP Charter Create			
KOZMINSKI Charles Kozminski Elementary Community Academy			
LANGFORD Anna R. Langford Community Academy			
LARA Agustin Lara Elementary Academy			
LASALLE LaSalle Elementary Language Academy			
LASALLE II LaSalle II Magnet Elementary School			
LAVIZZO Mildred I Lavizzo Elementary School			


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
LAWNDALE Lawndale Elementary Community Academy			
LEARN-7 Learn Charter 7 ES			
LEARN-BUTLER LEARN Charter ES—Romano Butler Campus			
LEARN-CAMPBELL LEARN Charter ES—Charles and Dorothy Campbell			
LEARN-EXCEL LEARN Charter ES—Excel			
LEARN-MIDDLE LEARN Charter—Middle School Campus (LEARN 8)			
LEARN-PERKINS LEARN Charter School—Hunter Perkins			
LEARN-SOUTH CHICAGO LEARN Charter School—South Chicago Campus			
LEE Richard Henry Lee Elementary School			
LEGACY Legacy Charter Elementary School			
LELAND George Leland Elementary School			
LENART Lenart Elementary Regional Gifted Center			
LEWIS Leslie Lewis Elementary School			
LIBBY Arthur A Libby Elementary School			
LINCOLN Abraham Lincoln Elementary School			
LITTLE VILLAGE Little Village Elementary School			
LLOYD Henry D Lloyd Elementary School			
LOCKE A Alain Locke Charter Elementary Academy			
LOCKE J Josephine C Locke Elementary School			
LOGANDALE Logandale Middle School			
LORCA Federico Garcia Lorca Elementary School			
LOVETT Joseph Lovett Elementary School			

 Excelling

 Strong



































































 Emerging

 Developing

 Incomplete Data



































































 Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
LOWELL James Russell Lowell Elementary School			
LOZANO Rodolfo Lozano Bilingual & International Ctr ES			
LYON Mary Lyon Elementary School			
MADERO Francisco I Madero Middle School			
MADISON James Madison Elementary School			
MANIERRE George Manierre Elementary School			
MANN Horace Mann Elementary School			
MARQUETTE Marquette Elementary School			
MARSH John L Marsh Elementary School			
MASON Roswell B Mason Elementary School			
MAYER Oscar F Mayer Elementary School			
MAYS Benjamin E Mays Elementary Academy			
MCAULIFFE Sharon Christa McAuliffe Elementary School			
MCCLELLAN George B McClellan Elementary School			
MCCORMICK Cyrus H McCormick Elementary School			
MCCUTCHEON John T McCutcheon Elementary School			
MCDADE James E McDade Elementary Classical School			
MCDOWELL Mary E McDowell Elementary School			
MCKAY Francis M McKay Elementary School			
MCNAIR Ronald E McNair Elementary School			
MCPHERSON James B McPherson Elementary School			
MELODY Genevieve Melody Elementary School			

-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
METCALFE Ralph H Metcalfe Elementary Community Academy			
MIRELES Arnold Mireles Elementary Academy			
MITCHELL Ellen Mitchell Elementary School			
MOLLISON Irvin C Mollison Elementary School			
MONROE James Monroe Elementary School			
MONTESSORI ENGLEWOOD The Montessori School of Englewood Charter			
MOOS Bernhard Moos Elementary School			
MORRILL Donald Morrill Math & Science Elementary School			
MORTON Morton School of Excellence			
MOUNT GREENWOOD Mount Greenwood Elementary School			
MOUNT VERNON Mount Vernon Elementary School			
MOVING EVEREST Moving Everest Charter School			
MOZART Wolfgang A Mozart Elementary School			
MURPHY John B Murphy Elementary School			
MURRAY Phillip Murray Elementary Language Academy			
NAMASTE Namaste Charter Elementary School			
NASH Henry H Nash Elementary School			
NATIONAL TEACHERS National Teachers Elementary Academy			
NEIL Jane A Neil Elementary School			
NETTELHORST Louis Nettelhorst Elementary School			
NEW FIELD New Field Elementary School			
NEW SULLIVAN William K New Sullivan Elementary School			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available

CPS Elementary Schools

NEWBERRY
Walter L Newberry Math & Science Academy ES

2016-17

2015-16

2014-15



NICHOLSON
Nicholson Technology Academy



NIGHTINGALE
Florence Nightingale Elementary School



NINOS HEROES
Ninos Heroes Elementary Academic Center



NIXON
William P Nixon Elementary School



NKRUMAH
Kwame Nkrumah Academy Elementary School



NOBEL
Alfred Nobel Elementary School



NORTH RIVER
North River Elementary School



NORTHWEST
Northwest Middle School



NORWOOD PARK
Norwood Park Elementary School



OGDEN ES
William B Ogden Elementary School



OGLESBY
Richard J Oglesby Elementary School



OKEEFFE
Isabelle C O'Keeffe Elementary School



ONAHAN
William J Onahan Elementary School



ORIOLE PARK
Oriole Park Elementary School



OROZCO
Orozco Fine Arts & Sciences Elementary School



ORTIZ DE DOMINGUEZ
Josefa Ortiz De Dominguez Elementary School



OTIS
James Otis Elementary School



OTOOLE
Luke O'Toole Elementary School



OWEN
William Bishop Owen Scholastic Academy ES





OWENS
Jesse Owens Elementary Community Academy





































































PALMER
John Palmer Elementary School





































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available



CPS Elementary Schools

	2016-17	2015-16	2014-15
PARK MANOR Park Manor Elementary School			
PARKER Francis W Parker Elementary Community Academy			
PARKSIDE Parkside Elementary Community Academy			
PASTEUR Louis Pasteur Elementary School			
PECK Ferdinand Peck Elementary School			
PEIRCE Helen Peirce International Studies ES			
PENN William Penn Elementary School			
PEREZ Manuel Perez Elementary School			
PERSHING John J Pershing Elementary Humanities Magnet			
PETERSON Mary Gage Peterson Elementary School			
PICCOLO Brian Piccolo Elementary Specialty School			
PICKARD Josiah Pickard Elementary School			
PILSEN Pilsen Elementary Community Academy			
PIRIE John T Pirie Fine Arts & Academic Center ES			
PLAMONDON Ambrose Plamondon Elementary School			
PLATO Plato Learning Academy Elementary School			
POE Edgar Allan Poe Elementary Classical School			
POLARIS Polaris Charter Academy Elementary School			
PORTAGE PARK Portage Park Elementary School			
POWELL Adam Clayton Powell Paideia Community Academy ES			
PRESCOTT William H Prescott Elementary School			
PRIETO Dr Jorge Prieto Math and Science			



































































-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools


	2016-17	2015-16	2014-15
PRITZKER A.N. Pritzker School			
PROVIDENCE ENGLEWOOD Providence Englewood Charter—Bunche			
PRUSSING Ernst Prussing Elementary School			
PULASKI Pulaski International School of Chicago			
PULLMAN George M Pullman Elementary School			
RANDOLPH Asa Philip Randolph Elementary School			
RAVENSWOOD Ravenswood Elementary School			
RAY William H Ray Elementary School			
REAVIS William C Reavis Math & Science Specialty ES			
REILLY Frank W Reilly Elementary School			
REINBERG Peter A Reinberg Elementary School			
REVERE Paul Revere Elementary School			
RICHARDSON Robert J. Richardson Middle School			
ROBINSON Jackie Robinson Elementary School			
ROGERS Philip Rogers Elementary School			
ROWE Rowe Elementary School			
RUDOLPH Wilma Rudolph Elementary Learning Center			
RUGGLES Martha Ruggles Elementary School			
RUIZ Irma C Ruiz Elementary School			
RYDER William H Ryder Math & Science Specialty ES			
SABIN Albert R Sabin Elementary Magnet School			
SALAZAR Rueben Salazar Elementary Bilingual Center			

-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
SANDOVAL Socorro Sandoval Elementary School			
SAUCEDO Maria Saucedo Elementary Scholastic Academy			
SAUGANASH Sauganash Elementary School			
SAWYER Sidney Sawyer Elementary School			
SAYRE Harriet E Sayre Elementary Language Academy			
SCAMMON Jonathan Y Scammon Elementary School			
SCHMID Theophilus Schmid Elementary School			
SCHUBERT Franz Peter Schubert Elementary School			
SEWARD William H Seward Communication Arts Academy ES			
SHERIDAN Mark Sheridan Elementary Math & Science Academy			
SHERMAN William T Sherman Elementary School			
SHERWOOD Jesse Sherwood Elementary School			
SHIELDS James Shields Elementary School			
SHIELDS MIDDLE James Shields Middle School			
SHOESMITH Beulah Shoesmith Elementary School			
SHOOP John D Shoop Math-Science Technical Academy ES			
SKINNER Mark Skinner Elementary School			
SKINNER NORTH Skinner North Classical School			
SMITH Wendell Smith Elementary School			
SMYSER Washington D Smyser Elementary School			
SMYTH John M Smyth Elementary School			
SOLOMON Hannah G Solomon Elementary School			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available
CPS Elementary Schools
SOUTH LOOP
South Loop Elementary School

2016-17

2015-16

2014-15


SOUTH SHORE ES
South Shore Fine Arts Academy

SOUTHEAST
Southeast Area Elementary School

SPENCER
Spencer Technology Academy

SPRY ES
John Spry Elementary Community School

STAGG
Amos Alonzo Stagg Elementary School

STEM
STEM Magnet Academy

STEVENSON
Adlai E Stevenson Elementary School

STOCK
Frederick Stock Elementary School

STONE
Stone Elementary Scholastic Academy

STOWE
Harriet Beecher Stowe Elementary School

SUDER
Suder Montessori Magnet ES

SUMNER
Charles Sumner Math & Science Community Acad ES

SUTHERLAND
Elizabeth H Sutherland Elementary School

SWIFT
George B Swift Elementary Specialty School

TALCOTT
Mancel Talcott Elementary School

TALMAN
Talman Elementary School




TANNER
Henry O Tanner Elementary School

TARKINGTON
Tarkington School of Excellence ES



































































TAYLOR
Douglas Taylor Elementary School

TELPOCHCALLI
Telpochcalli Elementary School


THOMAS
Velma F Thomas Early Childhood Center


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
THORP J James N Thorp Elementary School			
THORP O Ole A Thorp Elementary Scholastic Academy			
TILL Emmett Louis Till Math and Science Academy			
TILTON George W Tilton Elementary School			
TONTI Enrico Tonti Elementary School			
TURNER-DREW Turner-Drew Elementary Language Academy			
TWAIN Mark Twain Elementary School			
U OF C—DONOGHUE University of Chicago Charter—Donoghue			
U OF C—NKO University of Chicago Charter—NKO			
U OF C—WOODSON University of Chicago Charter—Carter G Woodson			
UNO—BRIGHTON PARK UNO Charter—Brighton Park			
UNO—CISNEROS UNO Charter—Sandra Cisneros			
UNO—CLEMENTE UNO Charter—Near West Elementary			
UNO—DE LAS CASAS UNO Charter—Bartolome de Las Casas			
UNO—FUENTES UNO Charter—Carlos Fuentes			
UNO—MARQUEZ UNO Charter—Officer Donald J. Marquez			
UNO—PAZ UNO Charter—Octavio Paz			
UNO—ROGERS PARK UNO Charter—Rogers Park ES			
UNO—SANTIAGO UNO Charter—St Marks ES			
UNO—SOCCER ELEM UNO Charter—51st and Homan ES			
UNO—TAMAYO UNO Charter—Rufino Tamayo			
UNO—TORRES UNO Charter—PFC Omar E. Torres			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available

CPS Elementary Schools

 UNO–ZIZUMBO
 UNO Charter–SPC Daniel Zizumbo

2016-17

2015-16

2014-15


 VANDERPOEL
 John H Vanderpoel Elementary Magnet School

 VICK
 Barbara Vick Early Childhood & Family Center

 VOLTA
 Alessandro Volta Elementary School

 VON LINNE
 Carl von Linne Elementary School

 WACKER
 Charles H Wacker Elementary School

 WADSWORTH
 James Wadsworth Elementary School

 WALSH
 John A Walsh Elementary School

 WARD J
 James Ward Elementary School

 WARD L
 Laura S Ward Elementary School

 WARREN
 Joseph Warren Elementary School

 WASHINGTON G ES
 George Washington Elementary School

 WASHINGTON H ES
 Harold Washington Elementary School

 WATERS
 Thomas J Waters Elementary School

 WEBSTER
 Daniel Webster Elementary School

 WELLS ES
 Ida B Wells Preparatory Elementary Academy

 WENTWORTH
 Daniel S Wentworth Elementary School




 WEST PARK
 West Park Elementary Academy

 WEST RIDGE
 West Ridge Elementary School

























 WESTCOTT
 Oliver S Westcott Elementary School

 WHISTLER
 John Whistler Elementary School

 WHITE
 Edward White Elementary Career Academy


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS Elementary Schools

	2016-17	2015-16	2014-15
WHITNEY Eli Whitney Elementary School			
WHITTIER John Greenleaf Whittier Elementary School			
WILDWOOD Wildwood Elementary School			
WOODLAWN Woodlawn Community Elementary School			
WOODSON Carter G Woodson South Elementary School			
YATES Richard Yates Elementary School			
YOUNG ES Ella Flagg Young Elementary School			
ZAPATA Emiliano Zapata Elementary Academy			



HIGH SCHOOLS RUBRIC

HOW IS MY SCHOOL'S CREATIVE SCHOOLS CERTIFICATION DETERMINED?

Each school's Arts Liaison completes a survey that inventories the arts education programming assets within the school. Responses are then used to determine the school's Creative Schools Category.





Creative Schools Categories

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

PHASE 1—Arts Liaison enters preliminary criteria





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

 0 FTE |  0.5 FTE |  1 FTE |  1 FTE/350 students



Disciplines and Depth—Number of disciplines offered and number of levels per discipline.

 0 or 1 disciplines offered |  2 disciplines offered

 3 disciplines offered |  3+ disciplines offered

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.







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.





































2016–17 List of High Schools and Certification Categories

The CPS Creative Schools Certification is a quantitative examination, launched in 2012-13, of the resources dedicated to arts education in each Chicago public school. The High School Certification takes into account each school's level of staffing, number of arts disciplines in which courses were offered and depth of coursework available in those disciplines (e.g. Art I, II, III), as well as criteria such as budgeting and community partnerships. Because high schools have graduation requirements in the arts, minutes of weekly arts instruction are not tracked. Each school's Arts Liaison reports data specific to their school annually, and that information is then vetted against additional data sources, including district budget files and partner data.


The following details the arts resources at each CPS high school as they existed in the 2016-17 school year. Schools are listed in alphabetical order by their common name, underneath which is their formal school name. Schools that did not complete the Creative Schools Survey are listed below as having "Incomplete Data." A grayed-out cell indicates that the corresponding school was not open for that school year.

Look up a full breakdown of a school's Creative Schools Certification at artlookmap.com.

-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS High Schools	2016-17	2015-16	2014-15
ACE TECH HS Architecture, Construction, and Engineering (ACE) Technical Charter			
AIR FORCE HS Air Force Academy High School			
ALCOTT HS Louisa May Alcott College Preparatory HS			
AMUNDSEN HS Roald Amundsen High School			
ASPIRA—BUSINESS & FINANCE HS ASPIRA Business and Finance			
ASPIRA—EARLY COLLEGE HS ASPIRA Charter—Early College			
Austin CCA HS Austin College and Career Academy High School			
BACK OF THE YARDS HS Back of the Yards IB HS			
BANNER WEST HS Banner Academy West			
BOGAN HS William J Bogan High School			
BOWEN HS Bowen High School			
BRONZEVILLE HS Bronzeville Scholastic Academy High School			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available
CPS High Schools

BROOKS HS
Gwendolyn Brooks College Preparatory Academy HS

2016-17

2015-16

2014-15



CAMELOT—CHICAGO EXCEL HS
Chicago Excel Academy



CAMELOT—EXCEL ENGLEWOOD HS
Excel Academy of Englewood



CAMELOT—EXCEL SOUTHWEST HS
Excel Academy—Southwest



CAMELOT—EXCEL WOODLAWN HS
Excel Academy—Woodlawn (South Shore)



CAMELOT SAFE—GARFIELD HS
Camelot Safe Academy Garfield Park HS



CAMELOT SAFE HS
Camelot Safe Academy High School



CARVER MILITARY HS
George Washington Carver Military Academy HS



CATALYST—MARIA HS
Catalyst—Maria Charter HS



CHICAGO ACADEMY HS
Chicago Academy High School



CHICAGO AGRICULTURE HS
Chicago High School for Agricultural Sciences



CHICAGO ARTS HS
Chicago High School for the Arts



CHICAGO COLLEGIATE
Chicago Charter Collegiate HS



CHICAGO MATH & SCIENCE HS
Chicago Math and Science Academy High School



CHICAGO MILITARY HS
Chicago Military Academy High School



CHICAGO TECH HS
Chicago Technology Academy High School



CHICAGO VIRTUAL
Chicago Virtual Charter High School



CHICAGO VOCATIONAL HS
Chicago Vocational Career Academy High School



CICS—CHICAGOQUEST HS
Chicago Intl Charter—ChicagoQuest North



CICS—ELLISON HS
Chicago Intl Charter—Ralph Ellison








CICS—LONGWOOD
Chicago Intl Charter—Longwood





































































CICS—NORTHTOWN HS
Chicago Intl Charter—Northtown




-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS High Schools

	2016-17	2015-16	2014-15
CLARK HS Michele Clark Academic Prep Magnet High School			
CLEMENTE HS Roberto Clemente Community Academy High School			
COLLINS HS Collins Academy High School			
CORLISS HS George H Corliss High School			
CRANE MEDICAL HS Richard T Crane Medical Preparatory HS			
CURIE HS Marie Sklodowska Curie Metropolitan High School			
DEVRY HS DeVry University Advantage Academy HS			
DISNEY II HS Disney II Magnet High School			
DOUGLASS HS Frederick A Douglass Academy High School			
DUNBAR HS Paul Laurence Dunbar Career Academy High School			
DYETT ARTS HS Walter Henri Dyett High School for the Arts			
EPIC HS EPIC Academy High School			
FARRAGUT HS David G Farragut Career Academy High School			
FENGER HS Christian Fenger Academy High School			
FOREMAN HS Edwin G Foreman High School			
FOUNDATIONS Foundations College Prep Charter School			
GAGE PARK HS Gage Park High School			
GOODE HS Sarah E. Goode STEM Academy			
GRAHAM HS Ray Graham Training Center High School			
HANCOCK HS John Hancock College Preparatory High School			
HARLAN HS John M Harlan Community Academy High School			
HARPER HS William Rainey Harper High School			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available
CPS High Schools
 HIRSCH HS
Emil G Hirsch Metropolitan High School

2016-17



2015-16



2014-15


 HOPE HS
Hope College Preparatory High School

 HUBBARD HS
Gurdon S Hubbard High School

 HYDE PARK HS
Hyde Park Academy High School

 INFINITY HS
Infinity Math Science and Technology High School

 INSTITUTO—HEALTH
Instituto Health Sciences Career Academy HS

 INSTITUTO—LOZANO HS
Instituto Justice and Leadership Acad Charter HS

 INSTITUTO—LOZANO MASTERY HS
Instituto Charter Rudy Lozano—RLLAM

 INTRINSIC HS
Intrinsic Charter HS

 INTRINSIC MS
Intrinsic Charter MS

 JEFFERSON HS
Nancy B Jefferson Alternative High School

 JONES HS
William Jones College Preparatory High School

 JUAREZ HS
Benito Juarez Community Academy High School

 JULIAN HS
Percy L Julian High School

 KELLY HS
Thomas Kelly High School

 KELVYN PARK HS
Kelvyn Park High School

 KENNEDY HS
John F Kennedy High School

 KENWOOD HS
Kenwood Academy High School

 KING HS
Dr Martin Luther King Jr College Prep HS


 LAKE VIEW HS
Lake View High School

 LANE TECH HS
Albert G Lane Technical High School

 LEGAL PREP HS
Legal Prep Charter Academy


 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available
CPS High Schools
 LINCOLN PARK HS
 Lincoln Park High School

2016-17

2015-16

2014-15


 LINDBLOM HS
 Robert Lindblom Math & Science Academy HS

 LITTLE BLACK PEARL HS
 Little Black Pearl Art and Design Academy

 MAGIC JOHNSON—BRAINERD HS
 Magic Johnson Brainerd

 MAGIC JOHNSON—ENGLEWOOD HS
 Magic Johnson Englewood

 MAGIC JOHNSON—HUMBOLDT PK HS
 Magic Johnson Humboldt Park

 MAGIC JOHNSON—N LAWNSDALE HS
 Magic Johnson North Lawndale

 MAGIC JOHNSON—ROSELAND HS
 Magic Johnson Roseland

 MANLEY HS
 Manley Career Academy High School

 MANSUETO
 Noble Mansueto High School

 MARINE LEADERSHIP AT AMES HS
 Marine Leadership Academy at Ames

 MARSHALL HS
 John Marshall Metropolitan High School

 MATHER HS
 Stephen T Mather High School

 MORGAN PARK HS
 Morgan Park High School

 MULTICULTURAL HS
 Multicultural Academy of Scholarship

 NOBLE—ACADEMY HS
 Noble Street Charter—The Noble Academy Campus

 NOBLE—BAKER HS
 Noble Street Charter—Baker College Prep


 NOBLE—BULLS HS
 Noble Street Charter—Chicago Bulls College

 NOBLE—BUTLER HS
 Noble Street Charter—Butler College Prep



































































 NOBLE—COMER
 Noble Street Charter—Gary Comer College Prep

 NOBLE—DRW HS
 Noble Street Charter—DRW College Prep

 NOBLE—GOLDER HS
 Noble Street Charter—Golder College Prep


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS High Schools

	2016-17	2015-16	2014-15
NOBLE—HANSBERRY HS Noble Street Charter—Hansberry College Prep			
NOBLE—ITW SPEER HS Noble Street Charter—ITW David Speer Academy			
NOBLE—JOHNSON HS Noble Street Charter—Johnson HS			
NOBLE—MUCHIN HS Noble Street Charter—Muchin College Prep			
NOBLE—NOBLE HS Noble Street Charter—Noble Street College Prep			
NOBLE—PRITZKER HS Noble Street Charter—Pritzker College Prep			
NOBLE—RAUNER HS Noble Street Charter—Rauner College Prep			
NOBLE—ROWE CLARK HS Noble Street Charter—Rowe-Clark Math & Sci Acad			
NOBLE—UIC HS Noble Street Charter—UIC College Prep			
NORTH LAWDALE—CHRISTIANA HS North Lawndale College Prep Charter—Christiana			
NORTH LAWDALE—COLLINS HS North Lawndale College Prep Charter—Collins			
NORTH-GRAND HS North-Grand High School			
NORTHSIDE LEARNING HS Northside Learning Center High School			
NORTHSIDE PREP HS Northside College Preparatory High School			
OGDEN HS Ogden International High School			
OMBUDSMAN—NORTHWEST HS Ombudsman—Chicago Northwest			
OMBUDSMAN—SOUTH HS Ombudsman—Chicago South			
OMBUDSMAN—WEST HS Ombudsman—Chicago West			
ORR HS Orr Academy High School			
PATHWAYS—ASHBURN HS Pathways in Education			
PATHWAYS—AVONDALE HS Pathways in Education Avondale			
PATHWAYS—BRIGHTON PARK HS Pathways in Education Brighton Park			

 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available
CPS High Schools

PAYTON HS
Walter Payton College Preparatory High School

2016-17

2015-16

2014-15



PEACE AND EDUCATION HS
Peace & Education Coalition High School



PERSPECTIVES—JOSLIN HS
Perspectives Charter—Rodney D Joslin



PERSPECTIVES—LEADERSHIP HS
Perspectives Charter Leadership Academy HS



PERSPECTIVES—MATH & SCI HS
Perspectives Charter—IIT Math & Science Academy



PERSPECTIVES—TECH HS
Perspectives Charter—Calumet Technology



PHILLIPS HS
Wendell Phillips Academy High School



PHOENIX MILITARY HS
Phoenix Military Academy High School



PROSSER HS
Charles Allen Prosser Career Academy High School



RABY HS
Al Raby High School



RICHARDS HS
Ellen H Richards Career Academy High School



RICKOVER MILITARY HS
Hyman G Rickover Naval Academy High School



ROBESON HS
Paul Robeson High School



ROOSEVELT HS
Theodore Roosevelt High School



SCHURZ HS
Carl Schurz High School



SENN HS
Nicholas Senn High School



SIMEON HS
Neal F Simeon Career Academy High School



SIMPSON HS
Simpson Academy High School for Young Women



SOCIAL JUSTICE HS
Greater Lawndale High School For Social Justice



SOLORIO HS
Eric Solorio Academy High School



SOUTH SHORE INTL HS
South Shore Intl College Prep High School




SOUTHSIDE HS
Southside Occupational Academy High School



 Excelling

 Strong

 Emerging

 Developing

 Incomplete Data

 Not Available

CPS High Schools

 SPRY HS
 Spry Community Links High School

2016-17



2015-16



2014-15


 STEINMETZ HS
 Charles P Steinmetz College Preparatory HS

 SULLIVAN HS
 Roger C Sullivan High School

 TAFT HS
 William Howard Taft High School

 TEAM HS
 TEAM Englewood Community Academy High School

 TILDEN HS
 Edward Tilden Career Community Academy HS

 U OF C—WOODLAWN HS
 University of Chicago Charter—Woodlawn

 UNO—GARCIA HS
 UNO Charter School—Major Hector P. Garcia MD

 UNO—ROGERS HS
 UNO Charter—Rogers Park HS

 UNO—SOCCER HS
 UNO Soccer Academy High School

 UPLIFT HS
 Uplift Community High School

 URBAN PREP—BRONZEVILLE HS
 Urban Prep Academy for Young Men—Bronzeville

 URBAN PREP—ENGLEWOOD HS
 Urban Prep Academy for Young Men—Englewood

 URBAN PREP—WEST HS
 Urban Prep Academy for Young Men—West

 VAUGHN HS
 Jacqueline B Vaughn Occupational High School

 VON STEUBEN HS
 Friedrich W von Steuben Metropolitan Science HS

 WASHINGTON HS
 George Washington High School







 WELLS HS
 Wells Community Academy High School

 WESTINGHOUSE HS
 George Westinghouse College Prep
































































 WILLIAMS HS
 Daniel Hale Williams Prep School of Medicine

 WORLD LANGUAGE HS
 World Language Academy High School

 YCCS—ADDAMS
 YCCS—Jane Addams Alternative HS


-  Excelling
-  Strong
-  Emerging
-  Developing
-  Incomplete Data
-  Not Available

CPS High Schools

	2016-17	2015-16	2014-15
YCCS—ASPIRA PANTOJA YCCS—ASPIRA, Antonia Pantoja Alternative HS			
YCCS—ASSOCIATION HOUSE YCCS—Association House, El Cuarto Año HS			
YCCS—AUSTIN CAREER YCCS—Austin Career Education Center HS			
YCCS—CAMPOS YCCS—Dr. Pedro Albizu Campos Puerto Rican HS			
YCCS—CCA ACADEMY YCCS—CCA Academy HS			
YCCS—CHATHAM YCCS—Chatham Academy HS			
YCCS—HOUSTON YCCS—Charles Hamilton Houston Alternative HS			
YCCS—INNOVATIONS YCCS—Innovations of Arts Integration HS			
YCCS—LATINO YOUTH YCCS—Latino Youth Alternative HS			
YCCS—MCKINLEY YCCS—Ada S. McKinley-Lakeside HS			
YCCS—OLIVE HARVEY YCCS—Olive Harvey Middle College HS			
YCCS—SCHOLASTIC ACHIEVEMENT YCCS—Academy of Scholastic Achievement HS			
YCCS—SULLIVAN YCCS—Sullivan House Alternative HS			
YCCS—TRUMAN YCCS—Truman Middle College HS			
YCCS—WEST TOWN YCCS—West Town Academy Alternative HS			
YCCS—WESTSIDE HOLISTIC YCCS—Westside Holistic Leadership Academy HS			
YCCS—YOUTH CONNECTION YCCS—Youth Connection Leadership Academy HS			
YCCS—YOUTH DEVELOPMENT YCCS—Community Youth Development Institute HS			
YORK HS Consuella B York Alternative High School			
YOUNG HS Whitney M Young Magnet High School			
YOUNG WOMENS HS Young Women's Leadership Charter High School			

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[∞] Deceased.



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



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