

PROGRESS REPORT | 2019-20

# STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS

# Introduction



Ingenuity's mission is to ensure that every student, in every grade, in every school in Chicago Public Schools (CPS), has access to the arts as part of a well-rounded education.

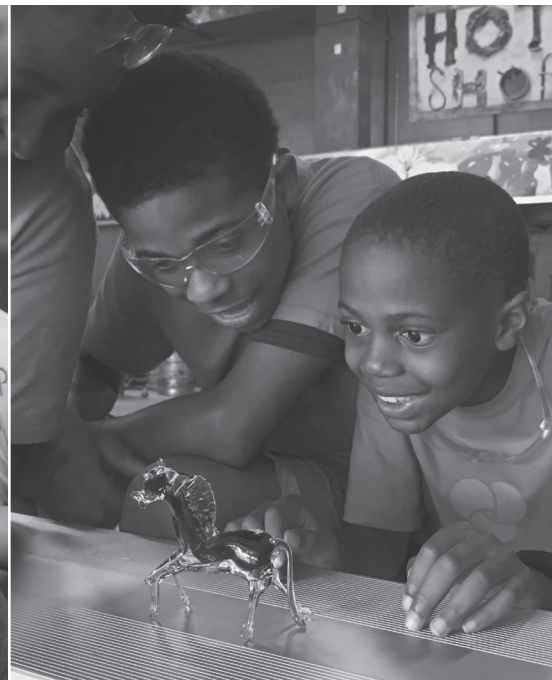
The State of the Arts in Chicago Public Schools (SOTA) has, for the past eight years, employed data to chronicle the advancement of CPS arts education while also identifying areas for improvement and opportunities for growth. Ingenuity's mission is rooted in the CPS Arts Education Plan,<sup>1</sup> which was published in 2012 to elevate the role of the arts in CPS, bring arts access to all students, and define quality arts education.

The world in which we pursue our mission has changed dramatically. The challenges of the 2019–20 school year were acutely felt and experienced by the entirety of Chicago's arts education community. A global pandemic abruptly disrupted our lives and caused a nationwide economic downturn; acts of social injustice and police brutality ignited racial reckoning while (re)traumatizing Black, Brown, and Indigenous people. And, like most other school districts across the country working to mitigate the spread of COVID-19, CPS abruptly halted in-person learning in March of 2020.

While equity remains at the core of Ingenuity's mission and is the driving force behind all of our work in data, partnerships and learning, advocacy, and grantmaking, these changes to the world of arts education have required us to rethink much of what we do. This State of the Arts report reflects updates to our thinking about how to use data to understand and advance equity in access to arts education in CPS.

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

Below: Merit School of Music, photo by Jasmin Shah. Lyric Opera of Chicago—Partnership with Smyser Elementary School, photo by Kyle Flubacker. Chicago Youth Centers and Ignition Community Glass, photo by Monica Wiggird.





## How has the SOTA changed?

Ingenuity's presentation of arts education data in this State of the Arts report is updated from prior years in several important ways:

- Unlike previous years, the data submitted by the arts liaisons for the 2019–20 school year did not encapsulate the full year but instead concluded with the end of in-person instruction in March 2020. [The Arts Liaisons](#)—on-site arts leaders and champions who are a vital link to providing the information used to create the data in the State of the Arts report, among other equally essential work—were asked to provide information only up until the cessation of in-person learning, rather than the whole school year.

This means that the 2019–2020 State of the Arts report only illustrates part of the effect of the pandemic upon arts education within CPS. The information currently being collected for the 2020–21 school year is likely to shed additional light on the impact that learning interruptions and remote learning have had.

- The Creative Schools Certification (CSC) scoring rubric has been updated to reflect advancements in our ability to track arts offerings and to advance our understanding of what is considered an equitable and high-quality arts education. This change leads to creating even more ways to better support schools with direct resources for improvement.

The new CSC scoring rubric—referred to in this report as CSC 2.0—is the result of collaboration between Ingenuity and the CPS Department of Arts Education (DAE), with years of input from numerous stakeholders including principals and teachers. CSC 2.0 is organized around two elements: Access and Quality. This new presentation and organization of the data is reflected in this 2019–20 State of the Arts in Chicago Public Schools progress report.

### AT A GLANCE:

- **Access** is similar to Phase 1 in the original CSC. Access measures capture arts instructor staffing levels; student access to the arts through minutes of instruction and the share of students who have access to the arts (among elementary schools); and the number of disciplines and depth of instruction offered in those disciplines (among high schools).
- **Quality** is similar to the original Phase 2, with some new key additions. Schools are now given credit for resource-neutral arts decisions, such as including arts in their school governance. CSC 2.0 also increases the weight attached to measures of Quality, enabling schools to improve their scores by making arts-positive changes beyond adding basic resources.
- This report also includes an exploration of [partnerships](#) in CPS that goes beyond the way they are included in CSC 2.0. The Partnerships section explores data on access, discipline, and program types of partnerships. A school's ability to connect with arts partners and incorporate their innovative offerings into arts learning remains a vital way to provide a diverse offering of arts opportunities across all artistic disciplines and strengthen community relationships.

An in-depth look at what has changed in the CSC 2.0 and how it is applied can be found [here](#).

## How has the SOTA changed? *(continued)*

- Due to the change to CSC 2.0 scoring, we do not in this report review changes over time in final CSC 2.0 scores or in the Access and Quality elements that contribute to those final scores. However, because we pilot tested the new data collection approach in 2018–19, we are able to explore changes between 2018–19 and 2019–20 in the data that is used to calculate the Access and Quality elements. Such comparisons are a focus of this report.
- Due to disruptions in learning caused by the COVID-19 pandemic, CPS announced it was suspending the School Quality Rating Policy (SQRP) during the 2019–20 and 2020–21 school years as it reimagines how accountability will function in CPS. SQRP is the District’s policy for measuring annual school performance.<sup>2</sup> Following this precedent, Ingenuity and the CPS Department of Arts Education (DAE) will not publicly release final Creative Schools Certification (CSC) ratings for the 2019–20 and 2020–21 school years. The data, however, will be shared directly with the schools so they may still use it to drive decision-making and improvements.
- This will not be the final look at arts education data from the 2019–20 school year. In addition to the State of the Arts Report, Ingenuity will publish additional analyses through a forthcoming series of Data Snapshots, which will be released on a rolling basis. Data Snapshots will provide meaningful and actionable analysis of CPS arts education trends (such as student demographic analysis), enabling deeper understanding of the barriers to arts education in CPS, and empowering stakeholders to develop plans to address them. The Snapshots will at times utilize real-time data that can be immediately useful and applicable both in the classroom and in the sector.

Ingenuity will use future reporting opportunities to shed even more light on the opportunities and challenges the learning disruptions, remote learning, and in-person learning have brought to arts education at CPS and the arts partner community. We know that Black and Brown students have been disproportionately affected by the pandemic,<sup>3</sup> physically, mentally, and emotionally. Arts partners have faced economic hardship at a previously unseen scale. Arts teachers have had to greatly adapt and modify the way arts learning is presented both with remote and in-person learning. We anticipate that the effects of the pandemic will continue to be represented in this reporting. But so, too, will the resiliency of Chicago’s students, teachers, and the arts partner community.

<sup>2</sup> <https://www.cps.edu/press-releases/cps-launches-extensive-stakeholder-engagement-process-to-develop-new-system-for-measuring-school-quality/>

<sup>3</sup> <https://news.wttw.com/2021/03/18/chicago-black-and-latino-communities-bearing-brunt-pandemic>

## SOTA 19-20: Key Findings

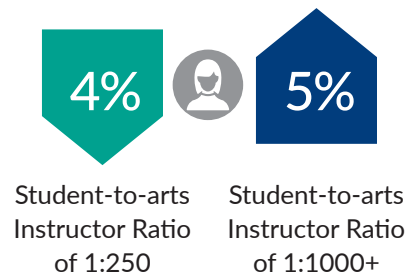
**1** In line with Chicago Public Schools (CPS) policies regarding school ratings during the COVID-19 pandemic, **Ingenuity and the CPS Department of Arts Education (DAE) will not publicly release final Creative Schools Certification (CSC) ratings** for the 2019-20 and 2020-21 school years. Additionally, Ingenuity has revised the CSC. More details about the new CSC 2.0 can be found [here](#).

► In light of these changes, this State of the Arts report focuses on understanding changes in arts education in CPS by sharing more details on the data that is used to calculate elements of CSC 2.0.

**2** In two key measures within Access, **Staffing** and **Minutes of Instruction**, the share of CPS schools meeting the **highest levels of performance decreased**, while the share of **lower-performing schools increased**.

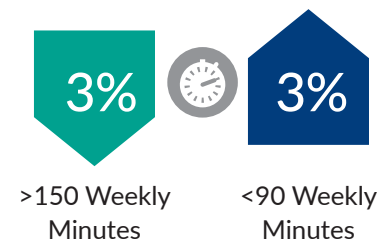
► **Staffing**

- There was a decrease of four percentage points (from 44% to 40% of schools) in the share of schools with a student-to-arts instructor ratio of 1:250.
- There was an increase of five percentage points (from 4% to 9% of schools) in the share of schools with more than 1000 students per arts teacher.



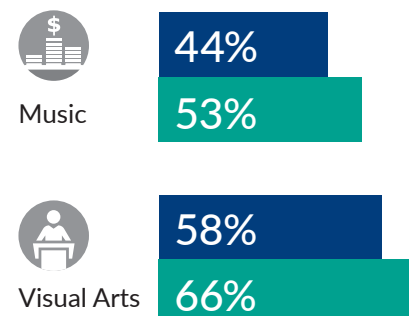
► **Minutes of Instruction**

- There was a small decrease (from 22% to 19% of elementary schools) in the share of elementary schools offering 150 or more weekly minutes of instruction in the arts.
- There was a small increase in the share of schools offering fewer than 90 minutes per week (from 36% to 39%).



**3** **Multi-level high school course offerings** in every discipline were available in a **larger share of schools** in 2019-20 than in 2018-19.

► The largest increases in absolute terms occurred in music (from 44% to 53% of high schools) and visual arts (from 58% to 66% of high schools).

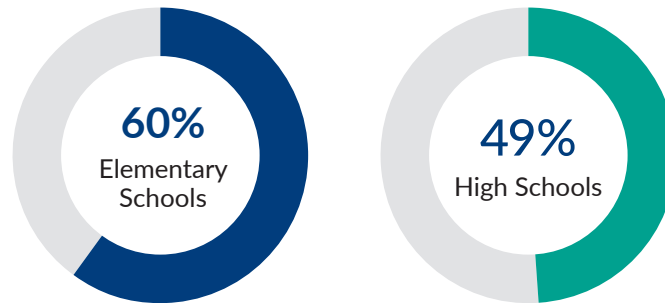


■ 2018-19 | ■ 2019-20

4

While the vast majority of schools (94%) use some form of **arts learning standards**, there is significant room for improvement in the use of the most current **Illinois Arts Learning Standards**.

- ▶ A majority of elementary schools (60%) and nearly half of high schools (49%) report using the 2018 Illinois Arts Learning Standards.



5

**Budgets for the arts** decreased in 2019-20 compared to 2018-19.

- ▶ The median district-provided budget per student for arts programs and materials in high schools decreased from \$9.29 to \$8.73. The median for elementary schools decreased from \$6.58 to \$5.56.

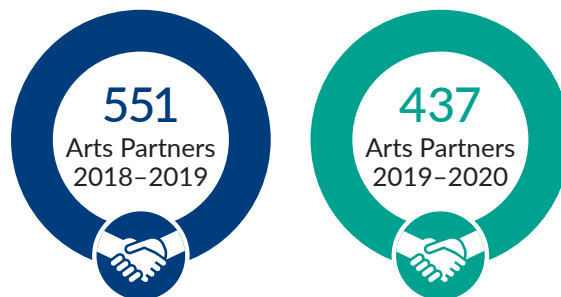


-\$1.02  
Elementary  
Schools

-\$0.56  
High  
Schools

6

There was a **large reduction (more than 20%) in the number of arts partners** identified as working in one or more CPS schools, from 551 partners in 2018-19 to 437 in 2019-20. The partners who seem to have been hit hardest are those who serve fewer schools.



- ▶ The number of partners who served 25 or fewer schools in 2019-20 was 111 less than in 2018-19.

- ▶ The number of partners who served more than 25 schools in 2019-20 was only lower than in 2018-19 by three.



# Access to the Arts



## Introduction

The scoring elements that have the most weight in the Creative Schools Certification (CSC) are indicators that reflect the extent to which schools successfully provide their students with access to arts education opportunities. These Access elements, taken together, account for 64 out of 100 available points in CSC 2.0 and focus on arts instructor staffing levels; minutes of instruction and the share of students who have access to the arts (among elementary schools); and the number of disciplines and depth of instruction offered in those disciplines (among high schools).

The analyses in this section focus on each element of Access in turn, first showing how CPS schools performed in that element according to CSC 2.0 and then showing how the underlying data from 2019–20 compare to what was observed in 2018–19.

### AMONG THE KEY FINDINGS:

- The **share of schools that have few arts teachers per student grew**, while the **share of schools that have a large number of arts teachers per student fell**.
- There was a **small decrease in the share of elementary schools offering 150 or more weekly minutes of instruction** in the arts and a corresponding **small increase in the share of schools offering fewer than 90 minutes per week**.
- While some elementary schools struggle to offer the number of minutes of instruction called for in the CPS Arts Education Plan, the **vast majority of schools are succeeding in offering at least some access to the arts** for their full student population.
- **Music and visual arts are significantly better represented in CPS high schools** than are other arts disciplines, both in terms of the presence of any arts coursework and in terms of the likelihood that a school offers multiple levels of instruction in an available discipline.



## Staffing

Certified arts instructors are an essential part of embedding and anchoring the arts within a school. Arts instructors, more than any externally-offered opportunity, understand their school's culture and are well-positioned to teach a curriculum that is both backwards-mapped from arts learning standards and addresses their students' needs and identities. In addition to teaching their students, arts instructors are essential in creating connections with the wider community of arts educators who seek to bring their passions to CPS students. Because of this, arts staffing is the first key element of both elementary and high school CSC 2.0 ratings.

In CSC 2.0, schools continue to be evaluated based on the ratio of arts teachers to students.<sup>4</sup> These ratios are an indicator of the reach that teachers have relative to the student population, with lower ratios being most desirable. Simply said, more arts courses can be taught with more arts instructors at a school, with certified arts instructors being at the center of a comprehensive arts education.

**STAFFING** | *Ratio of students per arts teacher.*

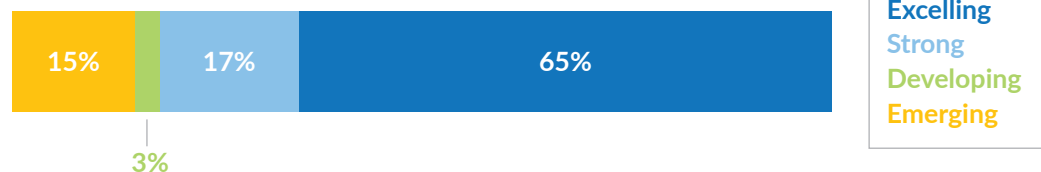
Score	Students per Arts Teacher	Elementary School Points	High School Points	Combo Schools (K-12) Points
<b>Excelling</b>	350 or fewer	20	30	20
<b>Strong</b>	351-600	17	25	17
<b>Developing</b>	601-1000	14	20	14
<b>Emerging</b>	More than 1000	11	15	11

The benchmark arts instructor-to-student ratio for the Excelling rating under the CSC 2.0 is 1:350; the ratio for Strong is set at 1:351-600; Developing is set at 1:601-1000; and Emerging is set at 1000 or more students per arts instructor.

Based on 2019-20 data, CPS schools are well-staffed to provide access to arts education opportunities: 65% of schools are rated as Excelling in the staffing measure and 82% are rated as either Excelling or Strong. The 15% of schools that rate as Emerging includes schools that have no dedicated arts instructors.

### STAFFING RATINGS FOR 2019-20 SCHOOL YEAR

606 SCHOOLS

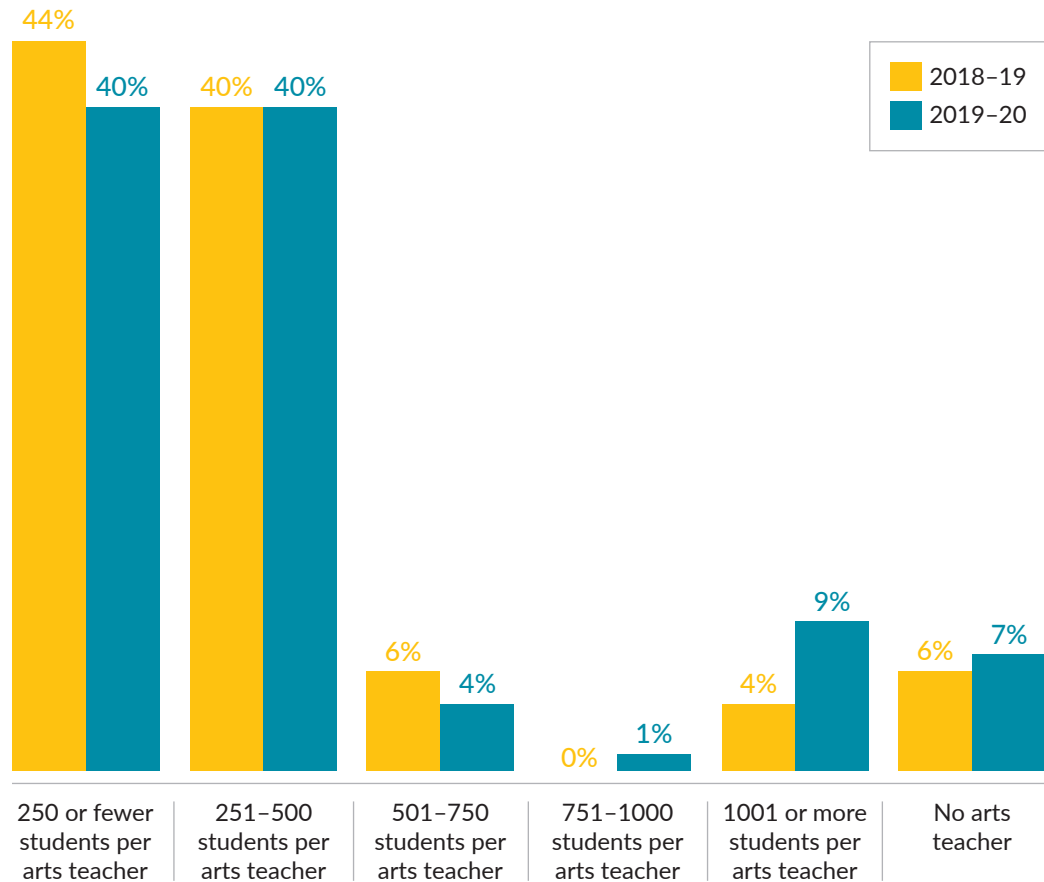


<sup>4</sup> In the original CSC, any school that did not meet the 1:350 ratio required to qualify as Excelling in this element was classified based on the raw number of arts instructors employed at the school. This and other changes to the CSC are explained in detail [here](#).

### Staffing (continued)

An examination of the change in staffing patterns from 2018–19 to 2019–20 shows that the two areas in which the most significant changes have emerged are at the top and bottom ends of the spectrum.<sup>5</sup> There was a drop of four percentage points (from 44% to 40% of schools) in the share of schools with the very best student-to-arts instructor ratio and an increase of five percentage points (from 4% to 9% of schools) in the share of schools with more than 1000 students per arts teacher.

#### STAFFING RATIOS USING COURSE-LEVEL DATA FOR 2018–19 AND 2019–20



<sup>5</sup> As discussed in the Introduction, because of the transition from the original CSC to CSC 2.0, we are presenting only two years of historical data in this report and we are not showing how CSC scores have changed over time.



## Minutes of Instruction

The second key element in the CSC 2.0 rating for elementary schools is a measure of the average minutes of instruction per week that students enrolled in arts classes receive. Instructional minutes in elementary schools allow students the space to create, be inspired, and develop their artistic point of view. More instructional minutes mean more opportunities to explore new disciplines, expand students' abilities to creatively engage, and form connections across content areas.

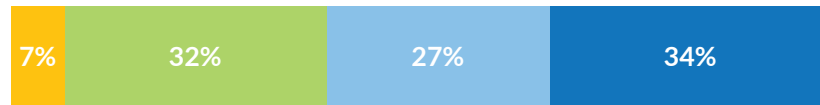
The CSC 2.0 rates elementary and middle schools, as well as the K–8 grades of combination schools, on their success in providing the recommended average of 120 minutes per week of arts instruction. In the 2019–20 school year, 34% of schools earned an Excelling rating, with an additional 27% of schools offer an average of 90–119 minutes per week to rate as Strong.

**MINUTES OF INSTRUCTION** | Average minutes of K–8 arts instruction per week.

Score	Average Weekly Minutes of Instruction	Elementary School Points	Combo Schools (K–12) Points
<b>Excelling</b>	120 or more	24	15
<b>Strong</b>	90–119	20	13
<b>Developing</b>	45–89	16	11
<b>Emerging</b>	Fewer than 45	12	9

### MINUTES OF INSTRUCTION RATINGS FOR 2019–20 SCHOOL YEAR

466 SCHOOLS



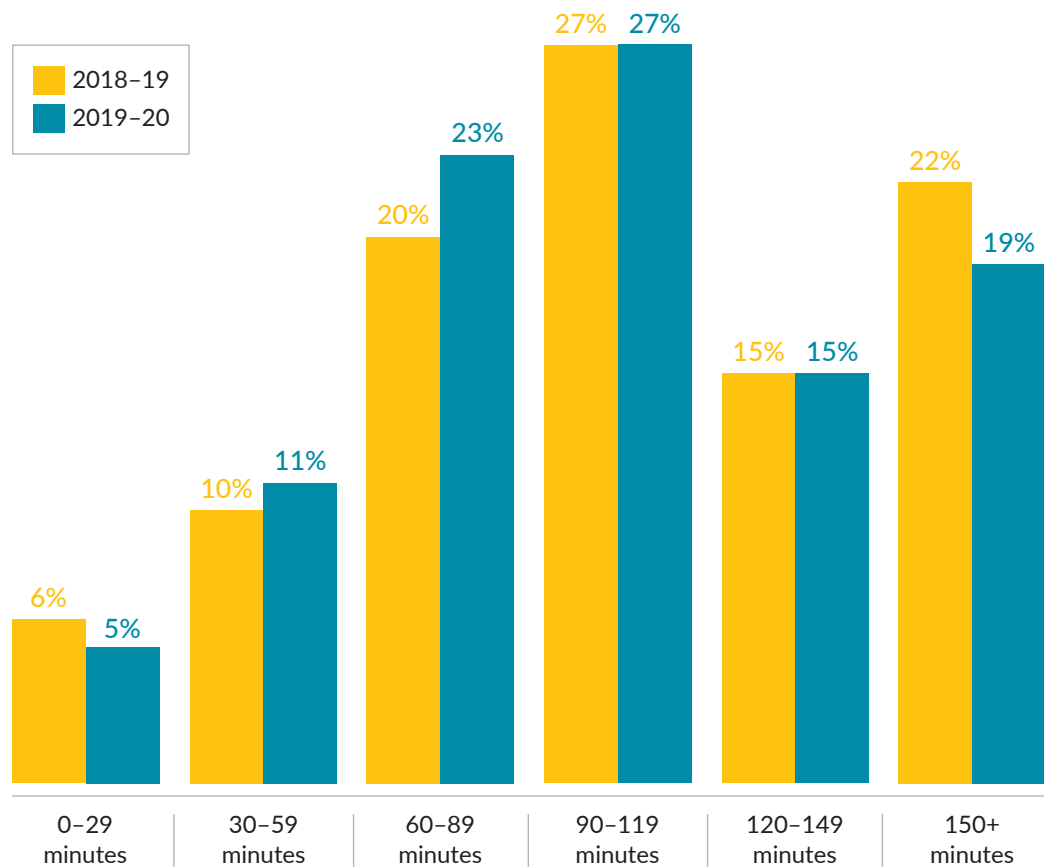
**Excelling**  
**Strong**  
**Developing**  
**Emerging**



### Minutes of Instruction *(continued)*

There was consistency from 2018–19 to 2019–20 in terms of the average minutes of instruction. In schools that provided an average of 120 minutes per week or more, there was a decrease of three percentage points from 2018–19 to 2019–20. However, a closer look at the data reveals that this decrease occurred at the highest end of the spectrum: among schools that offered 150 minutes per week or more. Very few schools offer less than 30 minutes on average per week, and around half of schools in both years offer 60–120 minutes of instruction, though there was an increase of three percentage points in the number of schools offering 60–89 minutes per week.

#### MINUTES OF INSTRUCTION USING COURSE-LEVEL DATA FOR 2018–19 AND 2019–20





## Percent Access

In addition to Staffing and Minutes of Instruction, the elementary school CSC 2.0 rubric accounts for the share of students in K–8 grades who have access to any arts instruction. In order to rank as Excelling in this measure, 100% of students must have access to arts instruction; to be rated Strong, at least 80% of students must have access.

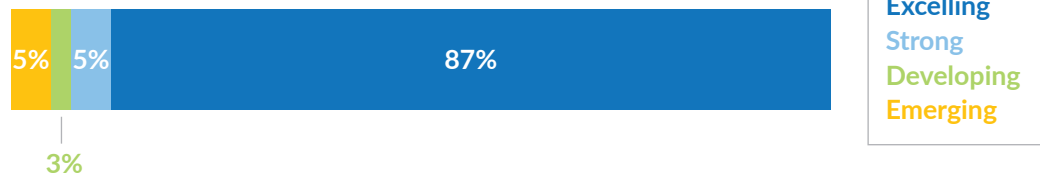
**ACCESS TO ARTS INSTRUCTION** | *Percent of K–8 students who took at least one arts course.*

Score	Percent Access	Elementary School Points	Combo Schools (K–12) Points
<b>Excelling</b>	100%	20	10
<b>Strong</b>	80%–99%	17	8
<b>Developing</b>	50%–79%	14	6
<b>Emerging</b>	Less than 50%	11	4

Historically, schools have performed quite well on this element of the CSC. This remained the case in the 2019–20 school year, with 87% of schools rated as Excelling and 92% rated as Excelling or Strong. The vast majority of CPS schools continue to succeed in providing at least some access to the arts for elementary school students.

### PERCENT ACCESS RATINGS FOR 2019–20 SCHOOL YEAR

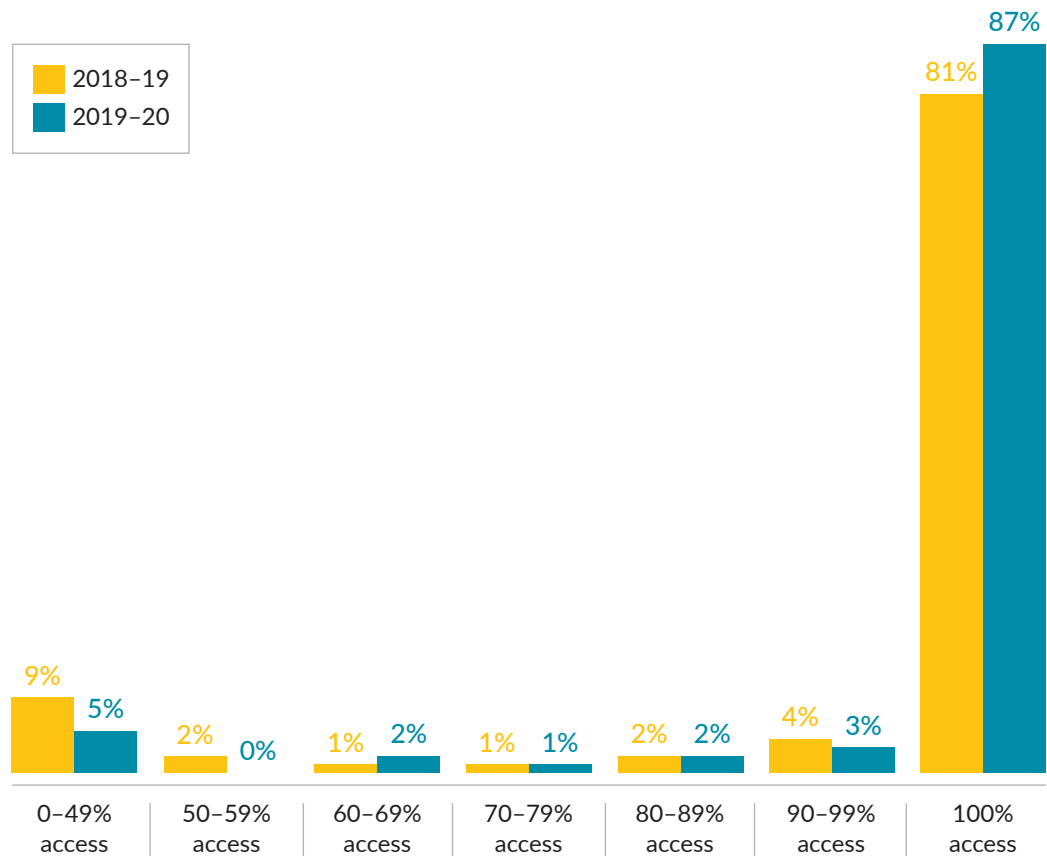
466 SCHOOLS



### Percent Access *(continued)*

The data for both 2018–19 and 2019–20 show that there was growth in the share of schools that reported offering all their students access to at least one arts course. In 2019–20, 87% of schools offered 100% access, an increase of six percentage points over the prior year. On the other end of the spectrum, there was a decrease of four percentage points (from 9% to 5% of schools) in the share of schools that offered 0–49% access. While the examination of the Minutes of Instruction metric showed that fewer schools offer their students the recommended minutes of instruction, schools do very well with offering at least some arts coursework to their student population.

#### % ACCESS USING COURSE-LEVEL DATA FOR 2018–19 AND 2019–20





## Disciplines & Depth

For high schools, Disciplines & Depth—the number of disciplines offered and the depth of coursework available—remains at the core of access to arts education. The Disciplines & Depth guidelines reflect this importance; the CSC 2.0 Disciplines & Depth measure accounts for 34 points toward a school's final score.

For high school students, both a range of arts disciplinary options as well as the opportunity for a sequence of instruction in those disciplines is important. The Disciplines & Depth measure captures this concept by giving schools opportunities to improve their score by offering more disciplines and/or more depth of instruction opportunities. Both a range of offerings and sequential instruction in those offerings are key to a comprehensive and high-quality arts education.

### DISCIPLINES AND DEPTH

*The breadth and depth of arts instruction available to high school students.*

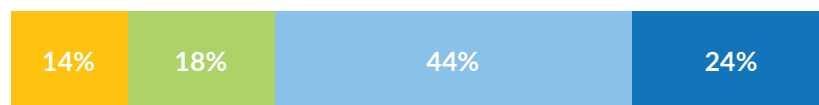
*Scores on this measure are based on the number of disciplines offered (one Disciplines & Depth Point for each) and the depth of instruction for each discipline (one additional Disciplines & Depth Point if multiple levels of instruction are offered for a discipline).*

Score	Disciplines & Depth Points	High School Points	Combo Schools (K–12) Points
<b>Excelling</b>	6 or more	34	19
<b>Strong</b>	3–5	29	16
<b>Developing</b>	2	24	13
<b>Emerging</b>	Less than 2	19	10

Data collected for the 2019–20 school year shows that 24% of schools rate as Excelling on this measure, with an additional 44% of schools rating as Strong. It is worth highlighting a nuance of the CSC 2.0 scoring rubric for Disciplines & Depth: Schools that offer courses in only two arts disciplines (e.g., Music and Dance) can earn a score of Strong if they offer multiple levels of instruction in each of those disciplines (this would earn them four Disciplines & Depth points), but they cannot earn a score of Excelling. To be rated as Excelling on this measure, a school that offers three disciplines must still offer multi-levels of instruction in all three. Schools that offer more than three disciplines may also be rated Excelling if multi-levels of instruction are offered in enough of those disciplines.

### DISCIPLINES AND DEPTH RATINGS FOR 2019–20 SCHOOL YEAR

144 SCHOOLS

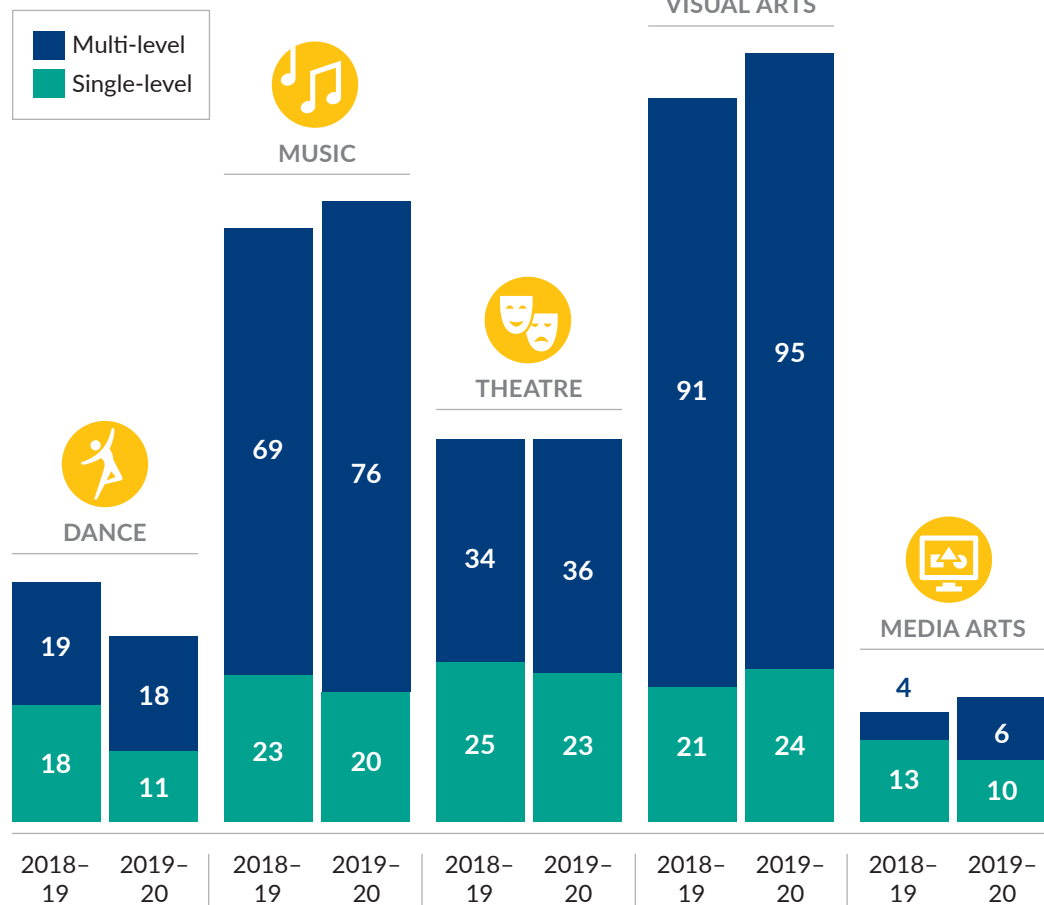


**Excelling**  
**Strong**  
**Developing**  
**Emerging**



## Disciplines & Depth (continued)

### HIGH SCHOOL COURSE OFFERINGS IN 2018-19 AND 2019-20



There are 158 high schools included in the above graphic for the 2018-19 school year and 144 high schools for 2019-20. Each bar shows the number of schools that offered single- or multi-level instruction in a given arts discipline in a given year. | \*Note: Literary arts courses were only included starting in the 2019-20 school year. In 2019-20, there were seven high schools that offered single-level literary arts courses and two high schools that offered multi-level courses.

High school coursework is most likely to be available in music and visual arts.<sup>6</sup> For example, 83% (119 of 144) of high schools offered some visual arts coursework in 2019-20, while only 20% (29 of 144) of high schools offered dance coursework. The data also shows that when schools do offer coursework in a discipline, they are more likely to offer multi-level, sequential learning courses in music and visual arts than in other disciplines. Of the 119 high schools that offered some visual arts courses in 2019-20, nearly 80% (95 of 119) offered courses at multiple levels of instruction. In contrast, of the 29 high schools that offered dance coursework, only 62% (18 of 29) offered courses at multiple levels of instruction. A similar pattern appears across years and across arts disciplines.

This may signal an opportunity. If it is true that it is easier for schools to add a course within an existing discipline than it is to add a new discipline entirely, there may be opportunities to grow the arts programs in high schools that do offer coursework in a particular discipline but only at a single level of instruction.

<sup>6</sup> This has long been true in CPS and is in part a legacy of the fact that music and visual arts were, until the Board of Education adopted the 2012 CPS Arts Education Plan, the only arts disciplines high school students could use to meet the high school graduation requirement of receiving two Fine Arts credits.

## Conclusion

Overall, CPS schools consistently do well in providing their students access to arts courses, and generally do well in staffing for the arts. For elementary schools, the more significant challenges tend to come in the extent to which they provide the recommended number of minutes of arts instruction to their students. For high schools, the more significant challenges tend to come in their ability to offer a sufficient breadth and depth of arts offerings to their students.

These high-level overviews of the data also raise important questions for understanding and identifying opportunities to improve equity in access to the arts in CPS. How do the measures of access explored in this report vary across the district? What obstacles prevent some elementary schools from offering more minutes of instruction to their students? What stands in the way of high schools broadening their arts disciplines offerings, giving them at least an opportunity to rise into the Excelling category? These kinds of questions will drive Ingenuity's ongoing analytical Data Snapshots work.



# Quality of Arts Instruction



## Introduction

The scoring elements that reflect the quality of arts instruction a school offers, when taken together, account for 36 out of 100 available points in Creative Schools Certification 2.0.<sup>7</sup> The Quality scoring elements focus on ways a school can bring arts opportunities to its students that are beyond access to arts teachers and courses. These pathways to a high-quality arts program in a school include measures of: arts learning standards alignment, representation of the arts in school governance structures, budget for the arts, partnerships with external arts organizations and teaching artists, participation in arts-specific professional development, opportunities for family and community engagement, and a thoughtful and planned approach to instruction in the arts. When taken individually or as a whole, the Quality elements increase the importance of the arts as part of the school's curricular focus.

The analyses in this section focus on each element of Quality in turn, where possible showing how the data from 2019–20 compare to what was observed in 2018–19.

### AMONG THE KEY FINDINGS:

- While the vast majority of schools employ arts learning standards, there is **significant room for improvement in the utilization of the Illinois State Board of Education-approved Illinois Arts Learning Standards**.
- Preliminary indications suggest that the **arts are more likely to be represented in school strategic plans and instructional leadership teams** than they are in broader school governance structures such as Local School Councils or Continuous Improvement Work Plan (CIWP) committees.
- **Budgeting** for arts programs and materials **declined** in 2019–20 compared to the prior year.
- In a year interrupted by the COVID-19 pandemic, there was a relatively **small decline** in the share of schools that benefited from at least one **arts partnership** and an **increase** in the share of schools in which an instructor or administrator participated in **arts-specific professional development**.

<sup>7</sup> In the original CSC, the elements of Phase 2 of the rubric, which largely overlap with what is now the Quality section of CSC 2.0, could only lead to one of two changes to the preliminary score a school achieved at the conclusion of Phase 1: no change or a decrease. Thus the current approach to Quality puts more emphasis on what a school does to embed the arts in the school beyond the basics of offering arts access. A complete description of changes to the CSC is available [here](#).





## Arts Learning Standards

Arts learning standards are critical to a rigorous, high-quality arts education. They provide guidelines for schools and teachers as to what students should know and be able to do at each grade level and in each artistic discipline. While they don't prescribe exactly what teachers should do or content they should teach, they outline the age-appropriate conceptual goals that teachers should set for their students and strive to help them master. A new set of [Illinois Arts Learnings Standards](#) were approved by the Illinois State Board of Education and were implemented starting with the 2018–19 school year. CSC 2.0 credits schools that use these learning standards to guide their curriculum and instruction.

### USE OF ARTS LEARNING STANDARDS

*Which arts standards did the arts teachers in a school employ to guide their instructional planning?*

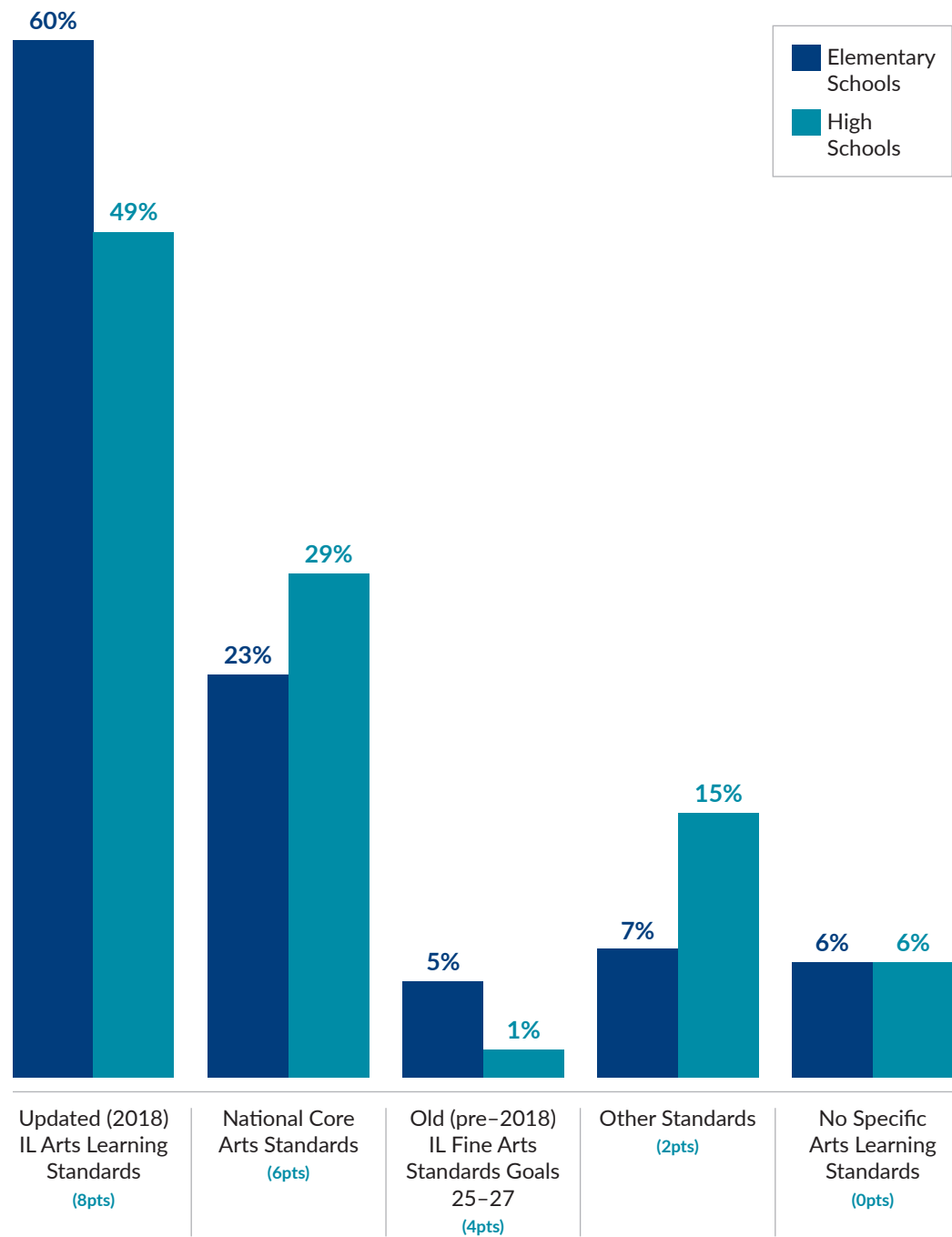
*If a school had multiple arts teachers, they chose the option that best described the majority of the teachers in the school.*

	Points
The updated (2018) <a href="#">IL Arts Learning Standards</a>	8
The National Core Arts Standards	6
The IL Fine Arts Standards Goals 25–27	4
Other standards (e.g. Common Core)	2
No specific arts learning standards	0

A large share of Chicago Public Schools (CPS)—94% of elementary and high schools—use some form of arts learning standards. A majority of elementary schools (60%) and nearly half of high schools (49%) report using the 2018 Illinois Arts Learning Standards. The largest share of schools that are not using the updated Illinois Arts Learning Standards are instead using the National Core Arts Standards (23% of elementary schools and 29% of high schools), on which the Illinois standards are based.

## Arts Learning Standards *(continued)*

### USE OF ARTS LEARNING STANDARDS IN 2019-20





## Arts Inclusion in School Governance

One way to ensure that the arts are truly present in the lives of the students in a school is for the arts to be well-represented in a school's governance structures. Whether this means an arts teacher participating in a Local School Council, an arts-specific goal in a school's Continuous Improvement Work Plan, or an arts teacher on the school's Instructional Leadership Teams, this kind of arts representation ensures that there is both a platform and a voice that can help guide the school on making arts-positive decisions and policies. Schools can receive up to eight points toward their final CSC 2.0 score based on the extent to which this is happening in their community.

### ARTS INCLUSION IN SCHOOL GOVERNANCE

*How were the arts represented in a school's leadership teams and strategic plans?*

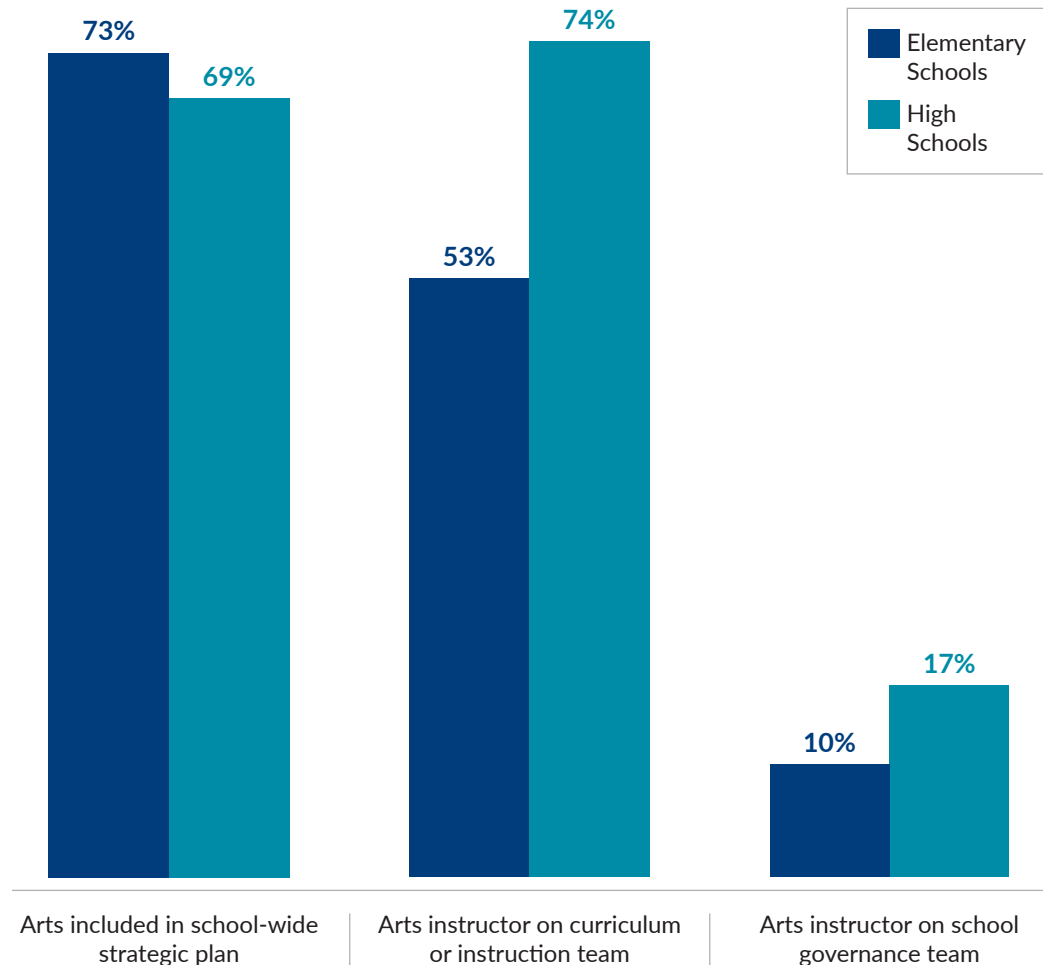
*Schools receive a maximum of 8 points for prioritizing the arts in school governance. Schools receive 8 points if they select all three options for arts inclusion in school governance, 6 points for any two options selected, and 4 points for any single option selected.*

	Points
Arts instructor on school governance team (e.g. Local School Council or CIWP Committee)	Up to 8
Arts instructor on curriculum or instruction team (e.g. Instructional Leadership Teams)	Up to 8
Arts included in school-wide strategic plan (e.g. Continuous Improvement Work Plan)	Up to 8
No arts inclusion in school governance	0

## Arts Inclusion in School Governance *(continued)*

In 2019–20, 10% of elementary schools and 17% of high schools indicated that the arts were represented through a school governance team; 53% of elementary schools and 74% of high schools indicated the arts were represented on a curriculum or instructional team; and 73% of elementary schools and 69% of high schools indicated the arts were included in a school-wide strategic plan (CIWP).

### ARTS INCLUSION IN SCHOOL GOVERNANCE IN 2019–20



It is important to note that the data collected for 2019–20 should be interpreted with caution. Due to a coding error that has since been fixed for the 2020–21 Creative Schools Survey, all schools were required to select at least one response option for this question, which means the data shows that 100% of schools had arts representation in at least one school governance area. While the differences between which response options schools selected may be suggestive of differences in what is actually happening, the data for the 2019–20 school year should not be taken as a reliable estimate overall.





## Budget

The [CPS Arts Education Plan](#) identifies the importance of schools setting a budget for the arts. Such funding can improve the quality of a program by expanding access to arts experiences and opportunities for students to create and learn. For the 2019–20 school year, this element of the CSC 2.0 measures school spending on a per-student basis, with a focus on the dollars schools dedicate to the arts out of their district-provided funding. Full points are awarded for schools that allocate \$7.00 or more per student.<sup>8</sup>

### BUDGETING FOR ARTS EDUCATION

*How much district funding did a school dedicate to the arts?*

*This is the amount of district funding the school used for arts education supplies, materials, and programs, but did not include outside funding sources, teacher salaries, capital expenses, Creative Schools Fund grants, Arts Essentials, or CTU Supply Reimbursement.*

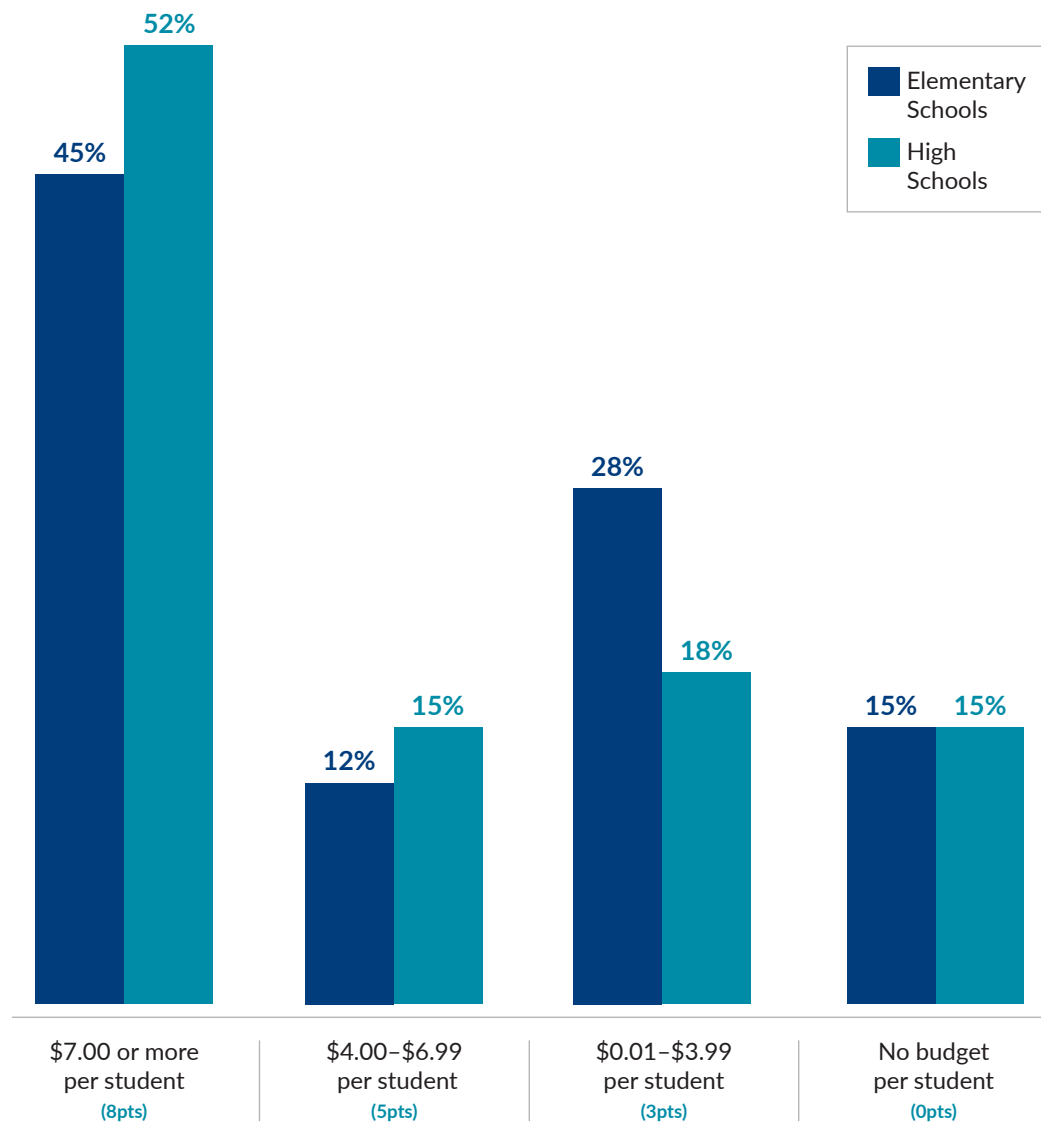
	Points
\$7.00 or more per student	8
\$4.00–\$6.99 per student	5
\$0.01–\$3.99 per student	3
No budget per student	0

<sup>8</sup> Guidance from the CPS Department of Arts Education to schools recommends that high schools maintain a minimum budget of \$10.00/per student for each art form offered and that elementary schools maintain a minimum budget of at least \$5.00 per student for each arts discipline.

## Budget *(continued)*

Budgeting for arts programs and materials declined in 2019–20 compared to the prior year. High schools (52%) were more likely than elementary schools (45%) to report budgeting for the arts at or above the \$7.00 per student threshold required to receive maximum credit on the CSC 2.0. A nearly equal share of elementary schools reported spending less than \$4.00 per student or having no budget for the arts (43%). The median budget per student for high schools is \$8.73, down from \$9.29 the prior year. The \$5.56 median budget for elementary schools is also a decrease from \$6.58 the prior year.

### BUDGETING FOR ARTS EDUCATION IN 2019–20





## Arts Partnerships, Professional Learning, and Family and Community Engagement

There are three elements in CSC 2.0 for which schools either receive full points if the asset is present or receive no points if the asset is absent: arts partnerships; arts-specific professional learning available to school instructors or administrators; and opportunities for parents, guardians, and community members to engage with the arts in the school.

Partnerships with community arts organizations are important to sustain, complement, and enhance quality arts learning. An in-depth exploration of partnerships in CPS in 2019–20 is provided in the next section. For the purposes of CSC 2.0, schools that have had at least one arts partnership of any type receive four points toward their final score.

### ARTS PARTNERSHIPS

*Did a school partner with any arts organizations/teaching artists?*

	Points
Had one or more arts partnerships	4
No arts partnerships	0

Arts-specific professional learning opportunities are widely available through the CPS Department of Arts Education, Ingenuity, and other district-approved sources. Schools receive four points toward their final score under CSC 2.0 if any instructor or administrator participated in arts-specific professional learning.

### PROFESSIONAL LEARNING

*Did any instructor or administrator have arts-specific professional development?*

	Points
Yes	4
No arts-specific professional learning	0

The CSC 2.0 measure of family and community engagement in the arts helps students' families and the community at large understand and participate in the school's cultural and artistic pursuits, which helps to support student learning and arts education in the school. Schools can receive two points toward their final score under CSC 2.0 if they report providing such opportunities.

### FAMILY AND COMMUNITY ENGAGEMENT

*Did a school have family and community engagement in the arts?*

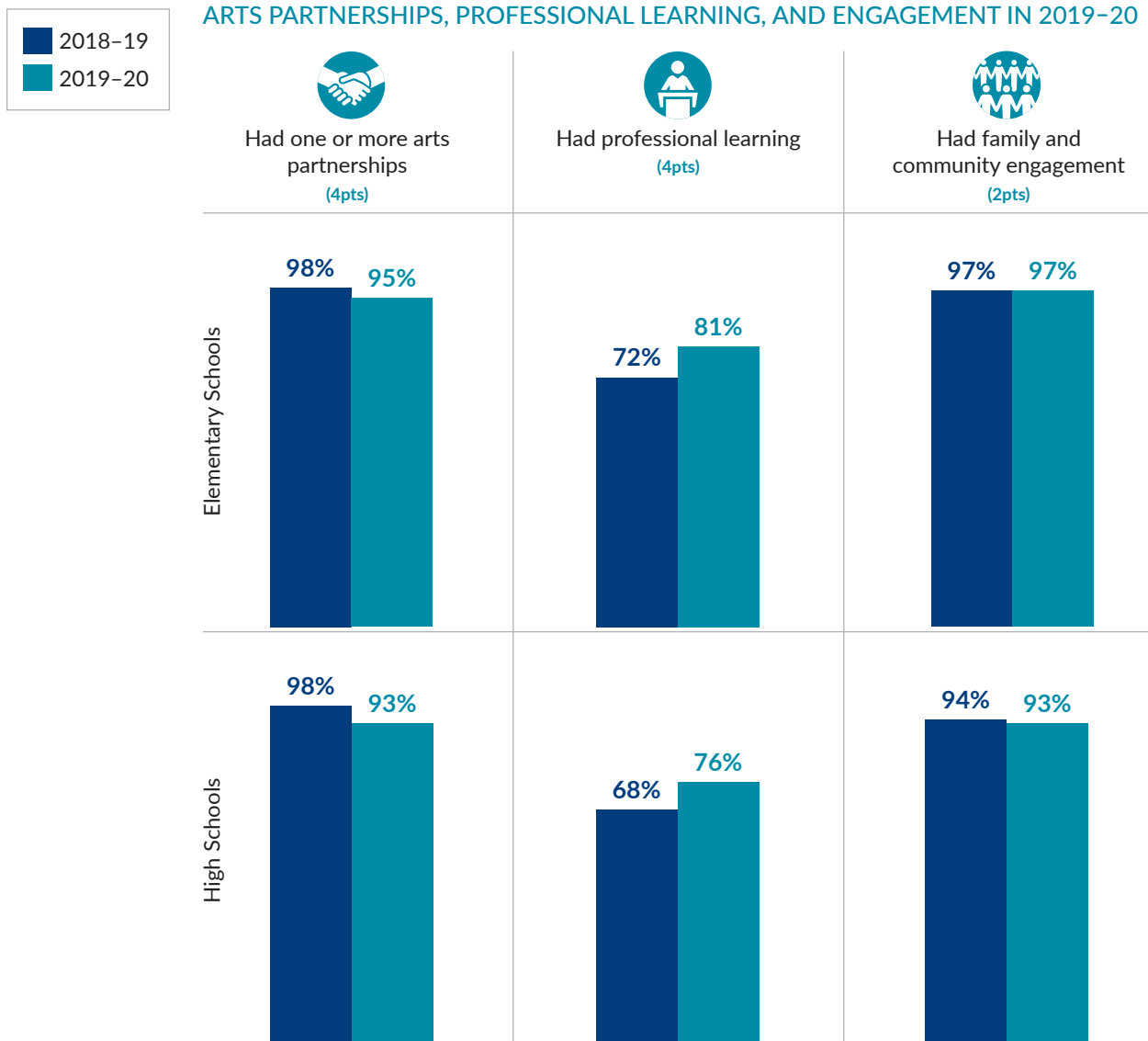
	Points
Yes	2
No family and community engagement in the arts	0

## Arts Partnerships, Professional Learning, and Family and Community Engagement *(continued)*

The vast majority of schools each year benefit from at least one arts partnership. This remained true in 2019–20, though there were drops in the share of both elementary (a decline of three percentage points) and high (a drop of five percentage points) schools that met this goal.

In contrast, *more* schools at both the elementary (an increase of nine percentage points) and high (an increase of eight percentage points) school levels reported that 2019–20 school staff participated in arts-specific professional learning opportunities compared to 2018–19.

There was little change from 2018–19 to 2019–20 in the share of schools that reported family and community engagement in the arts; the vast majority of schools reported providing these opportunities in both years.





## Instructional Approach

The Instructional Approach element of the CSC 2.0 focuses on the approach(es) a school takes to arts instruction. From arts integration to Science, Technology, Engineering, the Arts and Mathematics (STEAM) to single-discipline arts instruction, different schools may find different methods to be most effective for their students. This element is therefore focused less on which approach a school takes to instruction in the arts than it is on the idea that schools should intentionally identify and implement an approach. Instructional Approach is valued at a maximum of two points out of a possible 100, regardless of how many approaches a school identifies as being present.<sup>9</sup>

### INSTRUCTIONAL APPROACH

*Which of the following approaches in the arts does a school practice?*

*Schools receive a maximum of 2 points for practicing one or more instructional approaches.*

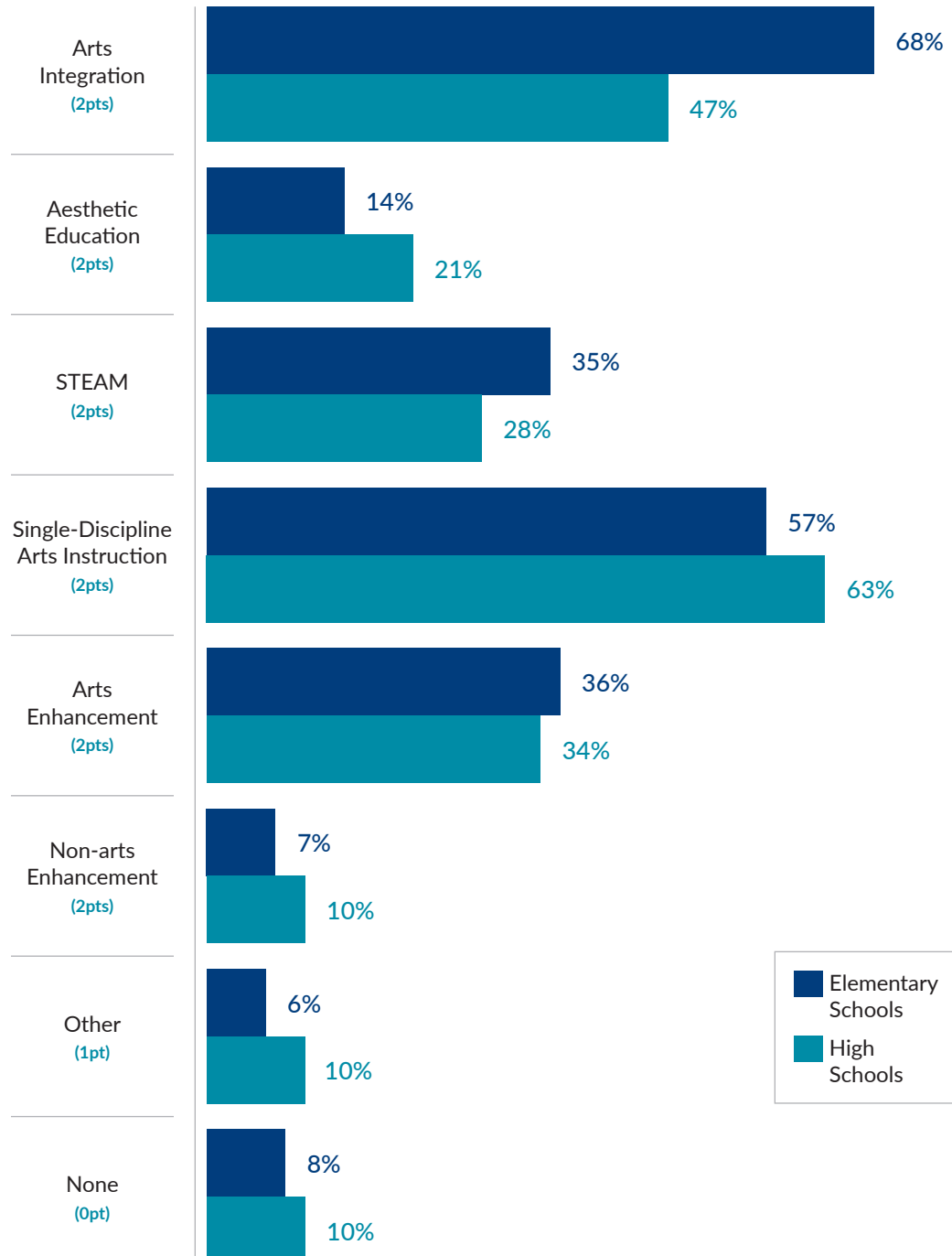
	Points
Arts Integration	2
Aesthetic Education	2
STEAM	2
Single-Discipline Arts Instruction	2
Arts Enhancement	2
Non-arts Enhancement	2
Other	1
No instructional approach in the arts	0

<sup>9</sup> The original CSC focused on one approach to instruction in the arts, giving schools credit only if they reported employing arts integration strategies.

## Instructional Approach *(continued)*

Arts integration is reported as a part of the approach taken to arts instruction in more elementary schools (68%) than is any other single approach. The next most commonly reported approach is single-discipline arts instruction (57%). The opposite is true in high schools, where 63% report using single-discipline arts instruction and 47% report using arts integration. Ninety-two percent of elementary schools reported some form of instructional approach, while this figure is slightly lower for high schools at 90%.

### INSTRUCTIONAL APPROACHES USED IN 2019–20





## Conclusion

The elements of CSC 2.0 that together focus on the quality of arts education a school provides are, in sum, worth 36 of 100 points toward a school's final score. The newest measures on this section of the rubric (Arts Learning Standards and Arts Inclusion in School Governance) show that schools are making significant efforts to raise the quality of instruction in the arts and to raise the profile of the arts in their school structures. As might be expected, high school budgets for the arts exceed elementary school budgets. There was a small drop in the share of schools that had at least one partnership with an outside arts organization, along with an increase in the share of schools that sent teachers and/or administrators to professional learning opportunities.

As is true of the elements of the Access portion of the CSC 2.0, these high-level overviews of the data also raise important questions for understanding and identifying opportunities to improve equity in the arts in CPS. How do the measures of quality explored in this report vary across the district? Which schools are less likely to be using the most up-to-date arts learning standards, and why? How does the arts being represented on school governance structures vary across CPS? These kinds of questions will drive Ingenuity's ongoing analytical work.



# Arts Partnerships

## Introduction

Long before Ingenuity began tracking arts partnerships in Chicago Public Schools (CPS), arts organizations from Chicago's vibrant artistic and cultural fabric began partnering with CPS schools to provide innovative and sustainable arts programming and opportunities for students. From large cultural institutions to traveling performance organizations to independent teaching artists, arts partners help create diverse opportunities for tailored, hands-on arts learning in CPS schools. These partnerships help augment existing classroom learning experiences, deepen connections between schools and communities, and enhance quality and access measures inherent to continued advancement of the arts education in CPS schools.

In this section of the State of the Arts Report, we examine arts partnerships data from the 2019–20 school year. The data shows that, while partnerships played a critical role in most CPS schools, the COVID-19 pandemic had a potent impact on arts partnerships with CPS schools. The pandemic disrupted in-person learning in March of 2020, impacting the ability of arts partners to deliver experiences to CPS students in familiar ways. Its effects have rippled through the entirety of the 2020–21 school year. We anticipate the data from 2020–21 will show a persistent and perhaps even more significant impact on arts partner engagement in the District.

### AMONG SOME KEY FINDINGS FROM 2019–20:

- There was a **reduction of more than 20% in the number of partners** identified as working in one or more CPS schools, from 551 partners in 2018–19 to 437 in 2019–20. This is the first time since 2012–13—the first year of the Creative Schools Survey—that fewer than 500 organizations working in CPS schools were identified.
- The **partners that seem to have been most impacted are those that serve fewer schools**. There was a notable decrease in the number of partners that served 25 or fewer schools.
- There was a **reduction** in every type of partnership, with **field trips most significantly affected**.

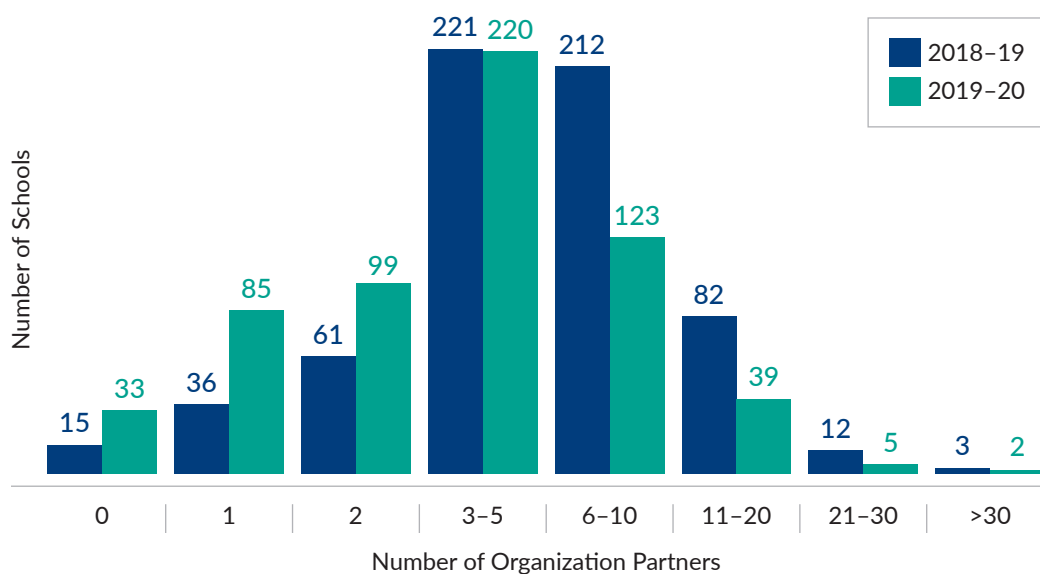
The resilience and importance of partner community is profoundly evident; perhaps even more so because of the pandemic. Though schools and arts organizations struggled, there were also inspiring examples of partners switching to remote offerings even as they had to reduce staffing levels and cease live, in-person performances. The challenges of navigating an overnight transition from in-person instruction to remote learning affected both the district and the partners that work with CPS schools.

## Partnership Reach

2018-19	2019-20	
551	437	Partner organizations.
627	573	Schools with at least one partner.
5	3	Median number of organizations working with each school.
2	2	Median number of schools served by each organization.

During the 2019-20 school year, the overwhelming majority of CPS schools maintained at least one arts partnership, including 95% of elementary schools and 93% of high schools. As noted in the previous section, however, these numbers represent a drop in partnership levels from the 2018-19 school year, which saw 98% of both elementary and high schools with at least one arts partnership. There was also a drop in the number of organizations schools worked with, from a median of five organizations per school to a median of three. As shown in the graphic below, this decrease was driven by a reduction in the share of schools that had six or more organization partners and a corresponding increase in the share that had two or fewer partners. There was little change in the share of schools that had three to five partners.

## NUMBER OF ORGANIZATION PARTNERS PER SCHOOL BY YEAR

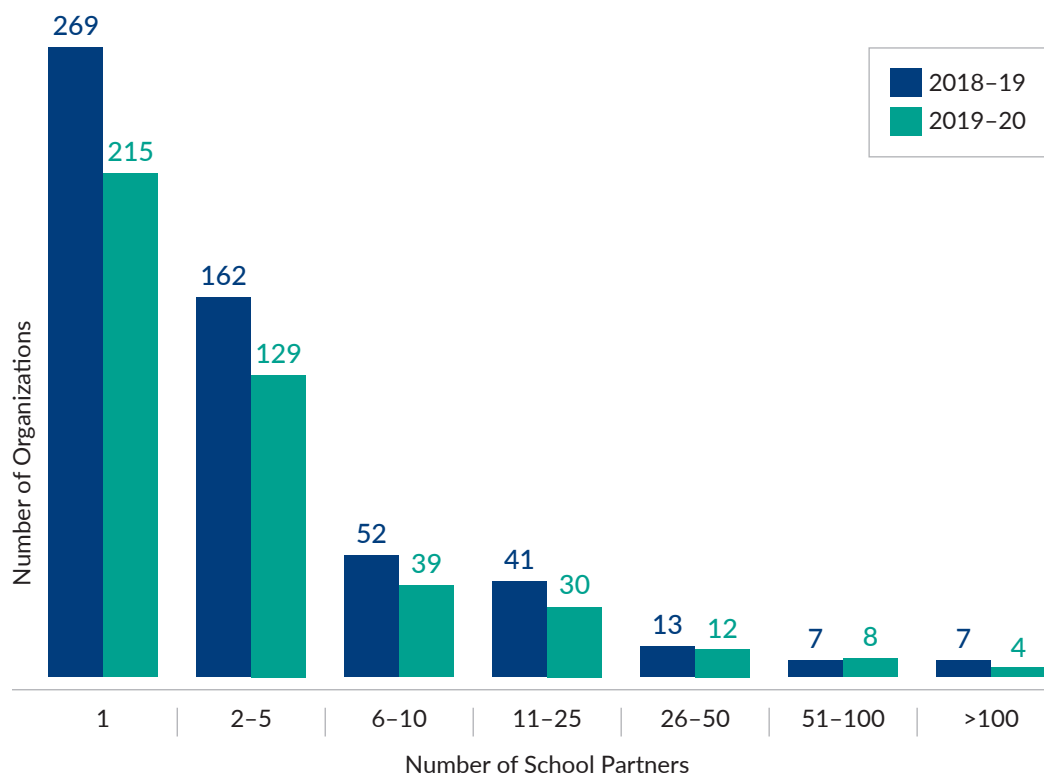


## Partnership Reach *(continued)*

There were reductions both in terms of the number of partners that worked in CPS schools in 2019–20 and the reach that these organizations had. There were 114 fewer arts organizations working in CPS in 2019–20 compared to the prior year—a reduction of more than 20%.

One way of understanding the partner community is in terms of how many schools an organization works with. Examining the changes from 2018–19 to 2019–20 on this measure highlights that the reduction in the number of partners working in CPS was more heavily weighted toward partners that serve fewer schools. As illustrated in the chart below, there was a drop of more than 20% in the number of organizations that served 25 or fewer schools. The drop in the number of organizations that serve more than 25 schools was 11%.

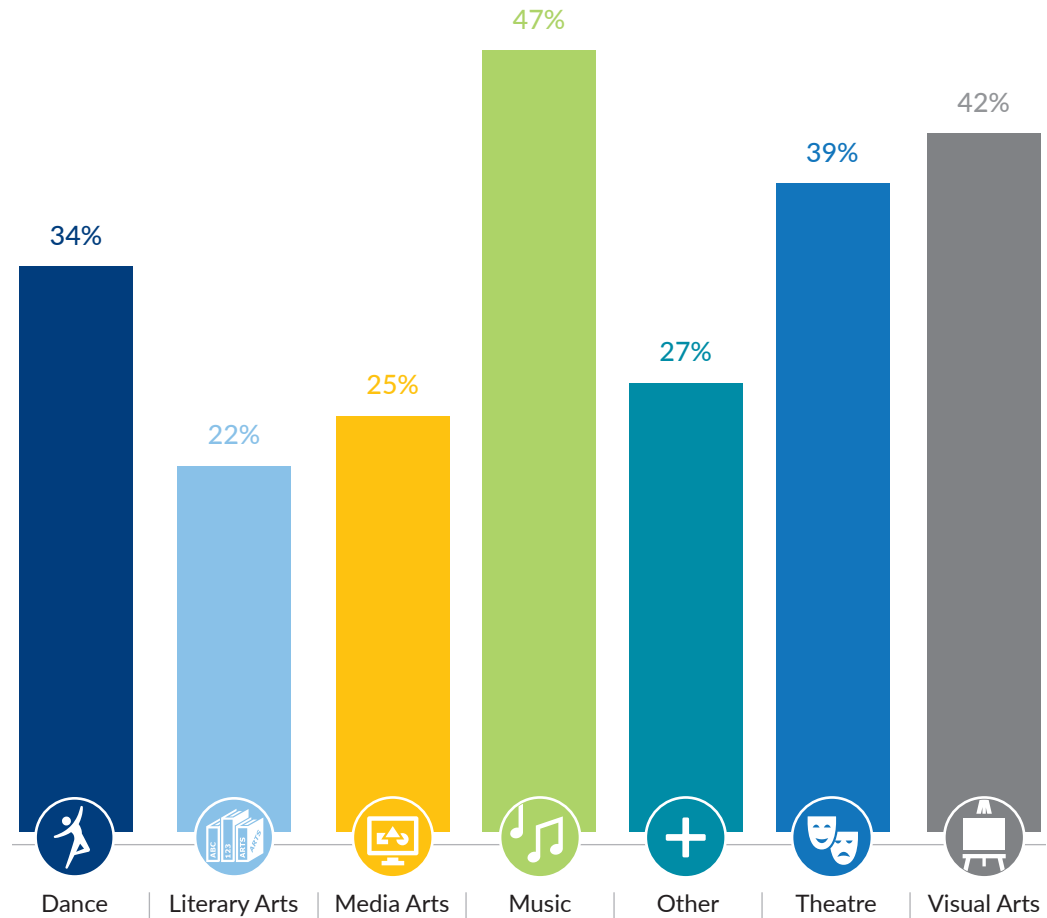
### NUMBER OF SCHOOL PARTNERS PER ORGANIZATION BY YEAR



## Partnership Types

There was little change in the arts education sector in terms of the arts discipline of the partners working in CPS in 2019–20 compared to 2018–19. Music and visual arts continue to be the most widely represented arts disciplines among these partners, with about five to ten percent fewer organizations indicating they work in dance or theatre. The most notable areas of change from the prior year is in the share of arts partner organizations using Literary Arts (+7%) along with Media Arts (+5%).

### ARTS DISCIPLINES REPRESENTED BY PARTNER ORGANIZATIONS

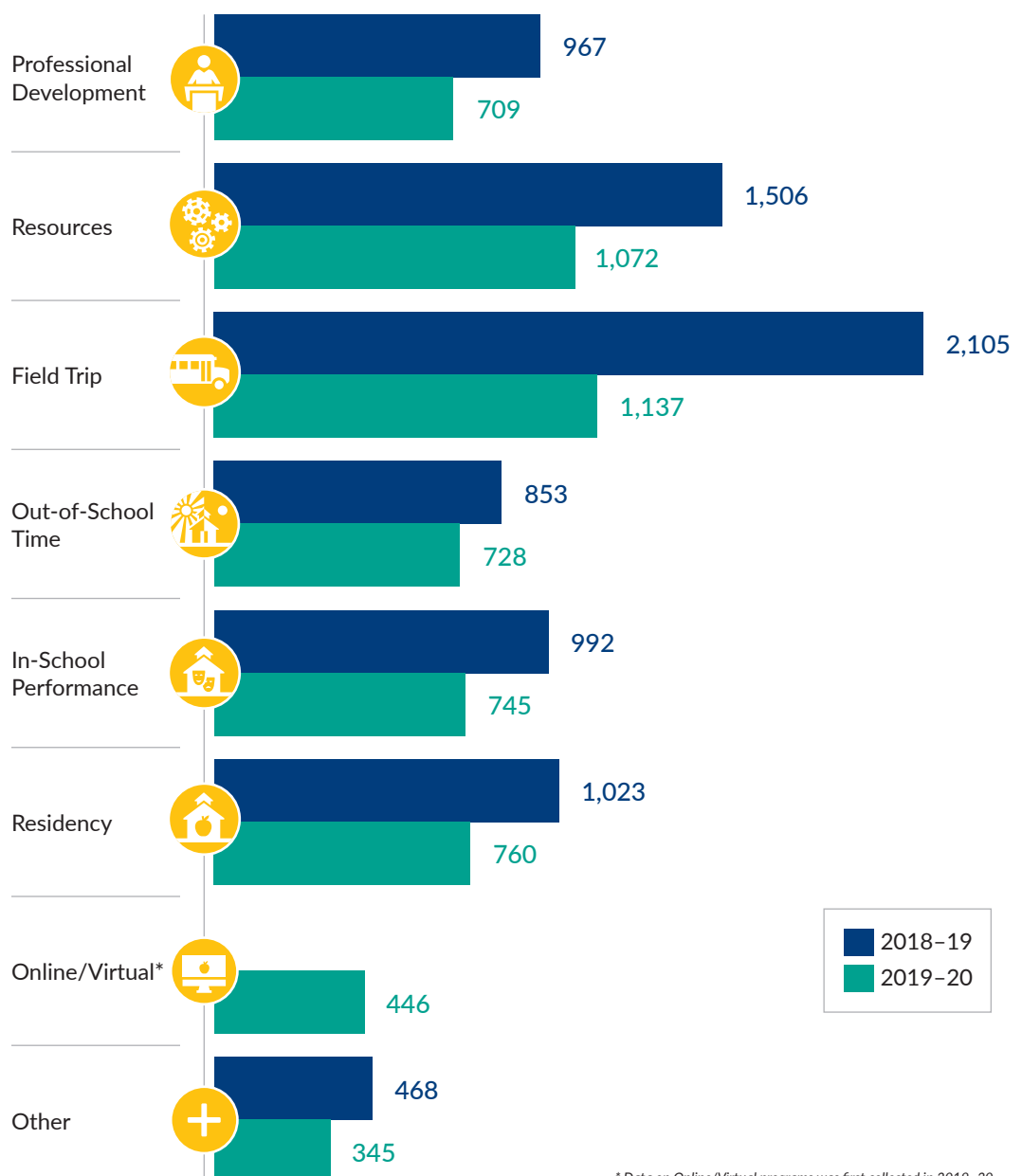




## Partnership Types *(continued)*

While the disciplinary focus of arts organizations working in CPS may not have changed much, the type of arts programming was profoundly affected by the onset of the pandemic and subsequent cessation of in-person instruction. The Creative Schools Survey did not previously collect information on online programming, but in 2019–20 a remarkable number of partnerships had an online component. There was also, unsurprisingly, a notable drop in all other programming types. These drops in programming occurred universally, and we suspect the largest drop in “Field Trips” is partially due to the fact that historically many field trips occur in the spring as part of a culminating experience. In 2019–20, this aligned with the closing of most venues and the cessation of in-person instruction in March 2020.

### COUNT OF PARTNERSHIP TYPES BY YEAR



## Summary

The general decrease in partner activity in CPS during the latter half of the 2019–20 school year was among the more important effects of the pandemic. The new environment schools and arts partner organizations faced forced them to instantly reimagine all aspects of their existing operations without the supplemental resources to pivot greatly.

We anticipate the 2020–21 school year CSC survey data to reflect the continuation of this pandemic impact on partners, who were not only hit hard in their ability to provide CPS partnerships, but challenged to the core for their continued survival due to COVID-19's profound economic impact on the sector at large.

We know the arts partner community has demonstrated radical flexibility and been nimble and creative in developing new ways to bring the arts to CPS students. But how will the prolonged ramifications of the pandemic affect arts organizations and their ability to provide arts education partnerships? It is logical to ask at what pace and depth partnerships will return? Will virtual arts partnerships continue to grow even with a return to in-person learning? What obstacles and barriers to partnerships exist for students in all neighborhoods and from all demographic backgrounds? These kinds of questions will drive Ingenuity's ongoing analytical work.

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