



# STATE OF THE ARTS

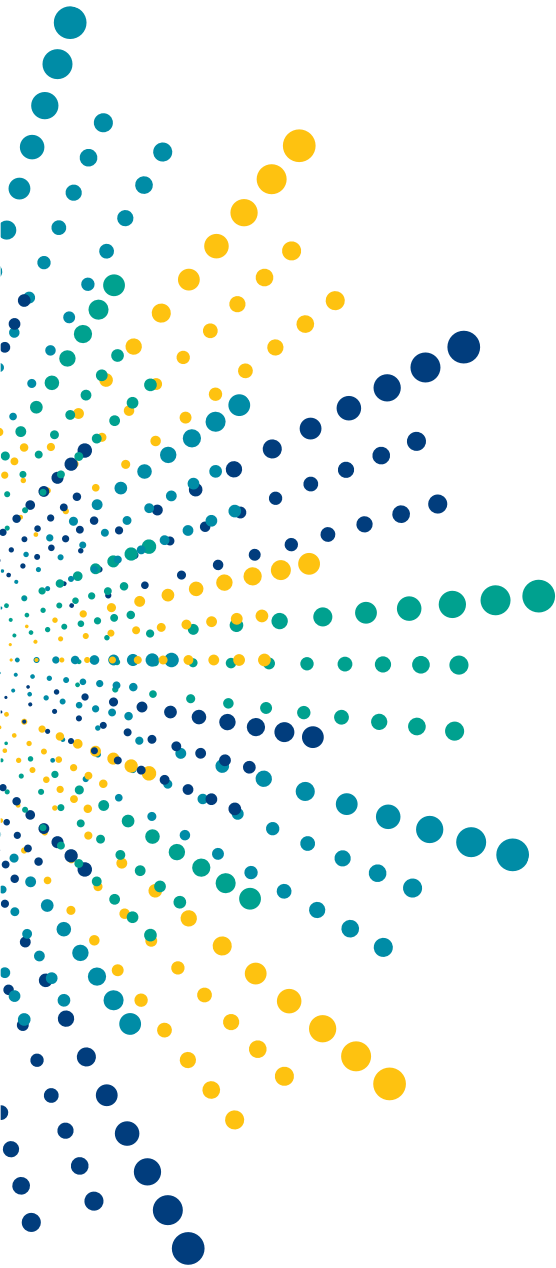
IN CHICAGO PUBLIC SCHOOLS

PROGRESS REPORT | 2022-23





# INTRODUCTION



## Our annual State of the Arts (SOTA) reports on arts education access and quality in Chicago Public Schools (CPS), as it has for the past 11 years.

This year's report shows clear trends of recovery and improvements in sector-wide collaboration. Many metrics have met or surpassed levels measured before the COVID-19 pandemic. Overall access and quality of arts education has gone up, such as with arts staffing and in-person arts partnership program types like field trips and in-school performances.

However, recovery is uneven across the district. Persistent pain-points preventing students from the access to the arts they want, need, and deserve still remain. There are disparities in arts access by school governance structure (district-managed, charter, contract, etc.) and by student demographics. Black students are less likely than their peers to attend schools that deliver high-quality arts programming.

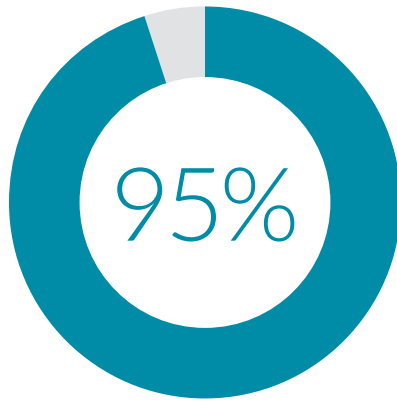
Additional metrics that continue to challenge progress include instructional minutes in elementary schools, and breadth and depth of disciplines offered in high schools. Our goal is not just to elevate disparities, but also to position stakeholders so that they have an opportunity to continuously evaluate and improve arts education outcomes for students. We seek to enhance decision-making, drive improvements, and ensure that resources are equitably distributed and utilized.

This report, along with Ingenuity's other publications and resources, is designed to be used as a critical tool in the development and deployment of collective strategies to close the gap in arts education access and push Chicago toward a future that fulfills its promise for a quality arts education for every CPS student.



## KEY FINDINGS IN 2022-23<sup>1</sup>

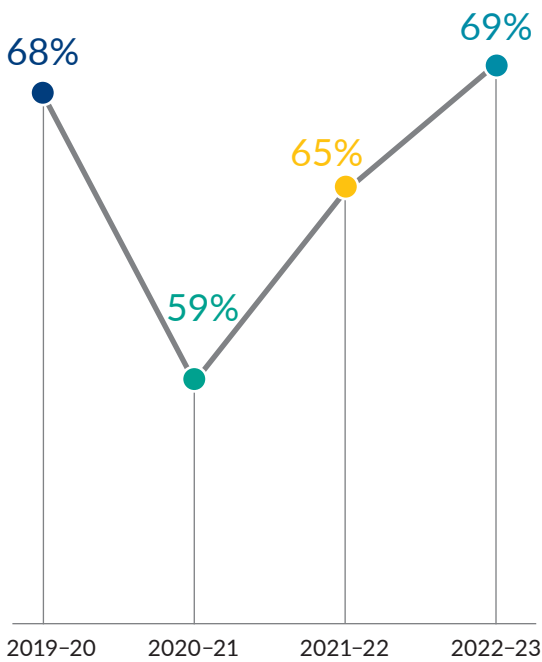
95% of schools completed the Creative Schools Survey. 607 out of 642 schools submitted data on their arts offerings.



**1** A number of metrics have shown indications of recovery since the onset of COVID-19 pandemic.

### OVERALL SCORES

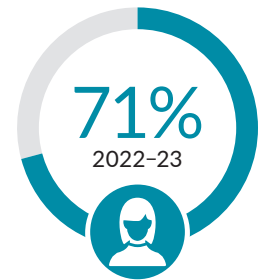
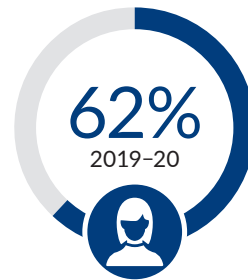
69% of schools were rated as Excelling or Strong in 2022-23 compared to 68% in 2019-20.



### STAFFING – ELEMENTARY SCHOOLS

62% of elementary schools were rated as Excelling in 2019-20.

71% of elementary schools were rated as Excelling in 2022-23.



To be rated as Excelling on Staffing, schools must have 350 or fewer students per arts instructor.

### STAFFING – HIGH SCHOOLS

96% of District-Managed<sup>2</sup> high schools were rated as Excelling in 2022-23.

No District-Managed high schools were rated as Emerging with 1,000 or more students per arts instructor.



<sup>1</sup> The data presented in this report is accurate as of March 26, 2024.

<sup>2</sup> Non-District Managed schools include charter school campuses, contract schools, Alternative Learning Opportunities Programs (ALOP), and SAFE Schools. See [cps.edu/about/departments/innovation-and-incubation](https://cps.edu/about/departments/innovation-and-incubation) for more information.



## KEY FINDINGS IN 2022-23 (CONTINUED)

### PARTNERSHIPS

Partnerships between arts organizations and CPS schools continue to rebuild.



**393** arts organizations worked with

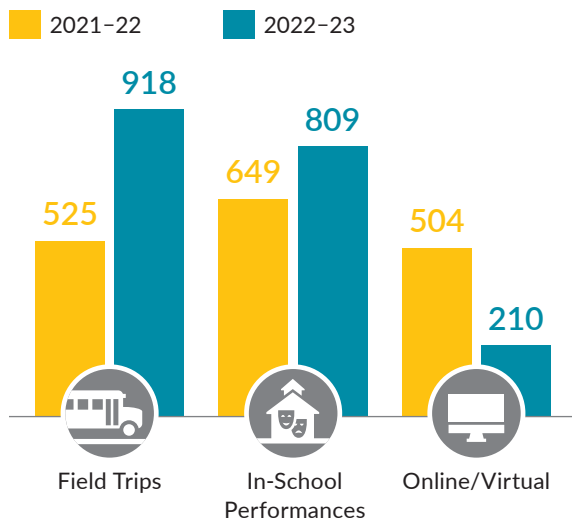
**568** schools in the 2022-23 school year.

The number of arts partners working in CPS has remained consistent between 2021-22 and 2022-23, but schools are having more partnerships.



### Partnerships are returning to in-person formats.

Field trips and in-school performances have increased by 75% and 25%, respectively, from 2021-22 to 2022-23. Meanwhile, online programs have dropped by 58%.



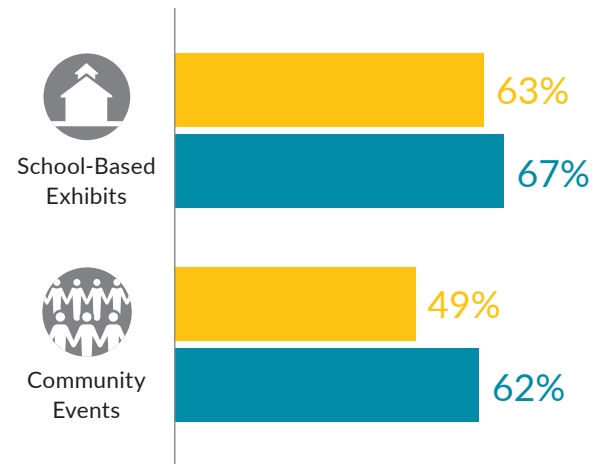
### FAMILY/COMMUNITY ENGAGEMENT

95% of schools reported some form of Family/Community Engagement in 2022-23. During the 2020-21 school year, this metric was at an all-time low and below 70%.

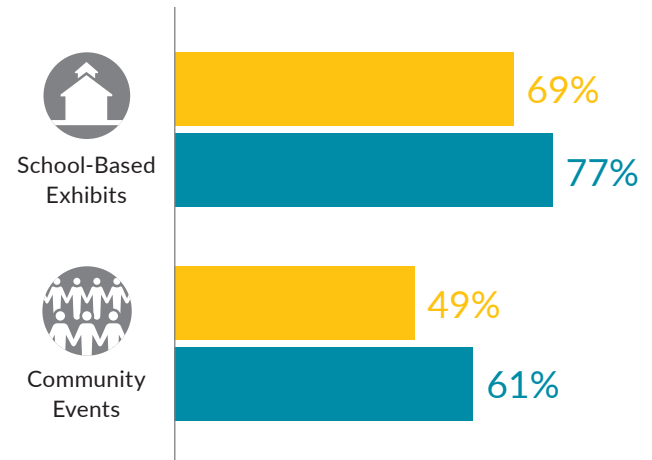
Many types of Family/Community Engagement continue to rise.

2021-22 2022-23

### ELEMENTARY SCHOOLS



### HIGH SCHOOLS

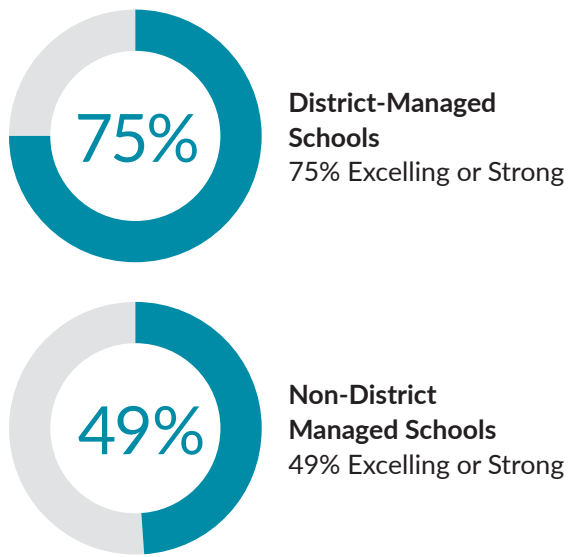




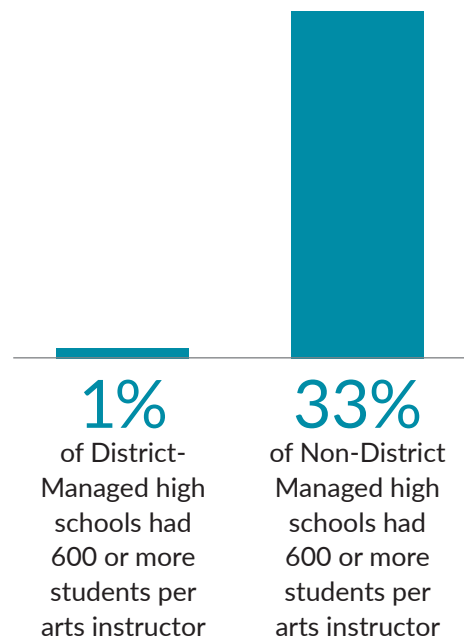
KEY FINDINGS IN 2022–23 (CONTINUED)

**2** Disparities persist in the delivery of high-quality arts programming.

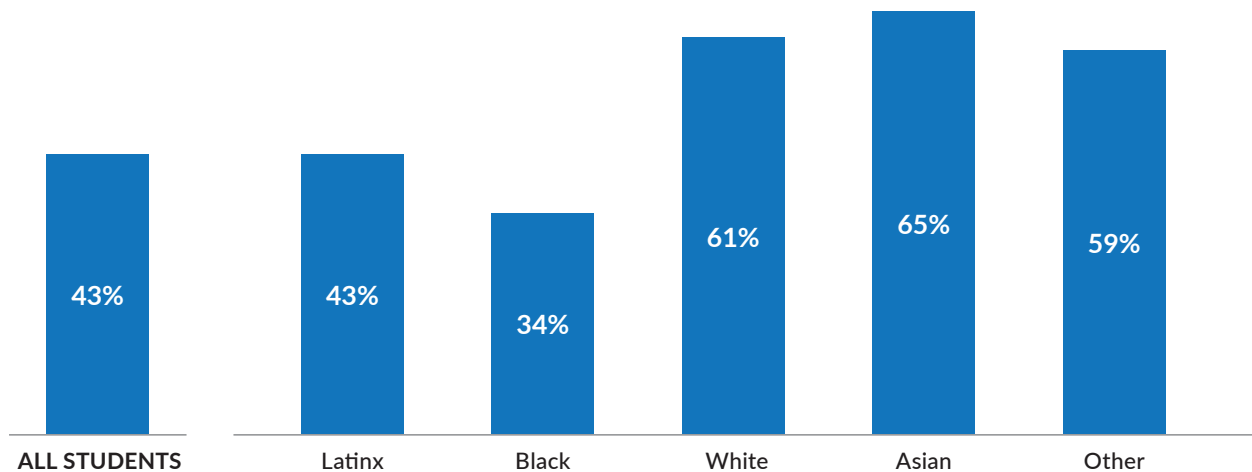
District-Managed schools were significantly more likely to be rated as **Excelling or Strong** than Non-District Managed schools.



For arts staffing in high schools, there were clear **disparities by school governance structures**. School governance structures refer to whether schools are District-Managed or Non-District Managed. The benchmark is 350 or fewer students per arts instructor. Note that smaller student-to-instructor ratios are better.



**Black students were less likely than their peers to attend a school that was rated as Excelling.**  
43% of CPS students attended a school that was rated as Excelling in 2022–23.

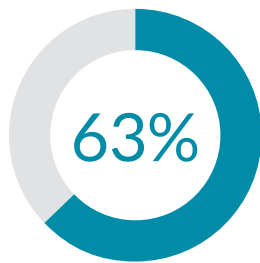


PERCENTAGE OF STUDENTS ATTENDING EXCELLING SCHOOLS, BY RACE/ETHNICITY

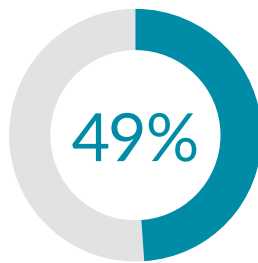
## KEY FINDINGS IN 2022-23 (CONTINUED)

### 3 There are still avenues for growth on the Creative Schools Certification across the District.

Many schools still do not utilize the Updated (2018) Illinois Arts Learning Standards. In fact, 10% of high schools reported utilizing no arts standards.

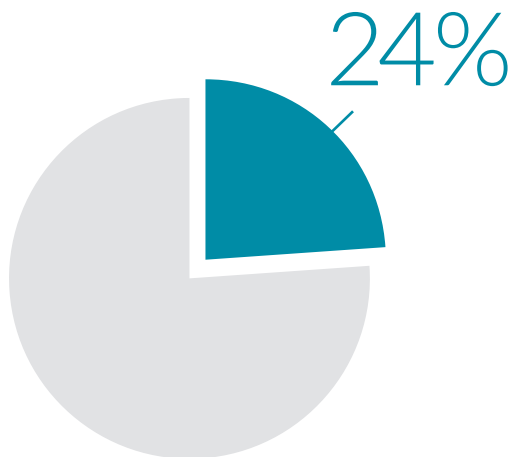


63% of elementary schools utilized the Updated (2018) Illinois Arts Learning Standards



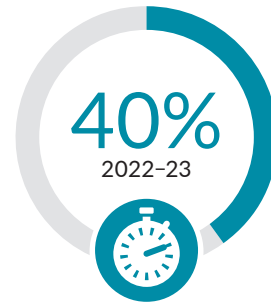
49% of high schools utilized the Updated (2018) Illinois Arts Learning Standards

24% of all schools reported that the arts were not included in their individual school's governance, such as within a school's leadership team and strategic plan.



Elementary schools continue to struggle with providing two hours of arts instruction weekly to students.

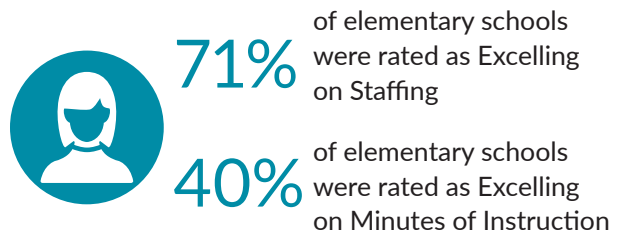
40% of elementary schools were rated as Excelling in Minutes of Instruction in 2022-23.



Minutes of Instruction is the metric with the heaviest weight for elementary schools on the Creative Schools Certification, with a value of 24 out of 100 points.



Even though 71% of elementary schools met the 1:350 benchmark of arts teachers to students, only 40% of elementary schools provided 120 minutes or more of arts instruction on average.

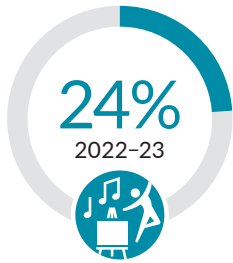


For the 326 schools rated as Excelling on Staffing, only 50% of these schools were also rated as Excelling on Minutes of Instruction.



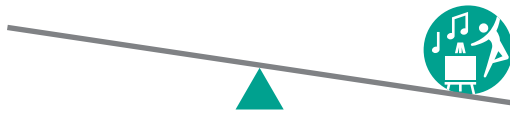
## KEY FINDINGS IN 2022-23 (CONTINUED)

High schools continue to struggle with providing a breadth and depth of artistic disciplines. A high school must offer at least three artistic disciplines to be rated as Excelling on this measure.



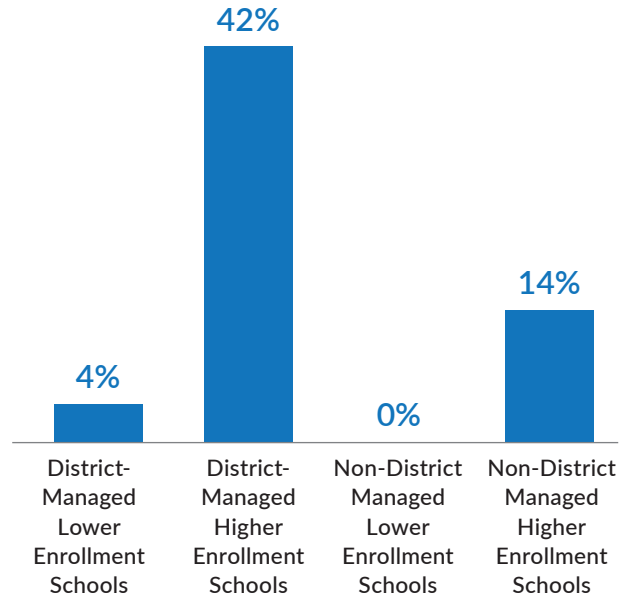
24% of high schools were rated as Excelling in Disciplines & Depth in 2022-23

Disciplines & Depth is the metric with the heaviest weight for high schools on the Creative Schools Certification, with a value of 34 out of 100 points.



School size<sup>3</sup> is one of the most significant factors in regard to a school's Disciplines & Depth rating.

% Rated as Excelling on Disciplines & Depth



Only one District-Managed Lower Enrollment school and no Non-District Managed Lower Enrollment school was rated as Excelling on this measure.

<sup>3</sup> The twenty-fifth percentile of enrollment was used to distinguish between lower and higher enrollment schools. District-Managed Lower Enrollment schools are District-Managed schools with total enrollment beneath the 25th percentile. Non-District Managed Lower Enrollment schools are Non-District Managed schools with total enrollment beneath the 25th percentile.





# DATA & METHODOLOGY



## DATA & METHODOLOGY

Every year Ingenuity and the CPS Department of Arts Education gather data from multiple sources, such as from Chicago Public Schools (CPS) as well as directly from Arts Liaisons representing their individual schools. Arts Liaisons are nominated by principals to be the champions of the arts at every CPS school. They complete the Creative Schools Survey, typically during the beginning of the school year, to report on arts offerings from the previous school year on artlook.<sup>®</sup>

[artlook<sup>®</sup>](#) is Ingenuity's online hub for arts education information and is connected to the database that stores all of the data collected. artlook<sup>®</sup> is not only used for administering the Creative Schools Survey and other data collection, but it also serves as a public-facing platform to share information on schools' and arts organizations' offerings. The information collected for the Creative Schools Certification (CSC), the school-level arts indicator, is published annually on school profiles on artlook.<sup>®</sup>

After data is collected through the survey, it goes through a rigorous process of validation. A Data Audit is conducted for all schools that submitted their survey, and any potential outliers or erroneous inputs are flagged. Arts Liaisons are asked to confirm or edit any data points that have been flagged. This process ensures that the data collected are as accurate as possible. In early December, every school receives a [Creative Schools Roadmap](#), a customized PDF report that details their school's Creative Schools Certification rating and how their school did on each element of the CSC. This individualized document also contains information on how their school compared to others in their Network and across the District. The Roadmap helps to identify areas of strength and opportunities for growth as it recommends Creative Schools Supports to help schools improve on specific metrics. These supports include opt-in professional learning opportunities, grants for capital-building improvements for arts spaces,

and invite-only grants for increasing arts instructional minutes or courses. A number of these supports are administered via the Creative Schools Fund, a grant program that aims to build and sustain arts education access in the District. See [Ingenuity's website](#) for more information on the Creative Schools Fund.

After the data has been finalized, schools receive their Creative Schools Certification rating for the year and the State of the Arts Report is then compiled. All of the analyses in this report, and other processes such as data validation and generating Creative Schools Roadmaps, are done in [R](#), a statistical computing language. Each year, innovations are being implemented to ensure that Ingenuity stays responsive to the arts education sector's data needs.



**LOOK OUT  
FOR THIS BADGE!**





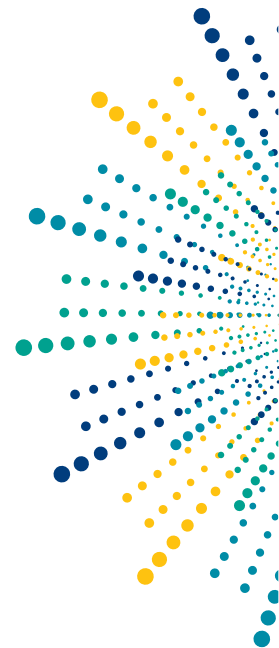
# CREATIVE SCHOOLS CERTIFICATION



## CREATIVE SCHOOLS CERTIFICATION

Based on the data collected from the survey, each school’s Creative Schools Certification (CSC) rating is then determined. The CSC is the result of a collaboration between Ingenuity and the Chicago Public Schools (CPS) Department of Arts Education, with years of input from numerous stakeholders including principals and teachers.

The CSC uses a points-based scoring scale in which every school can receive up to 100 points and is then rated on a four-level scale of Excelling, Strong, Developing, and Emerging. For more information on the CSC, see [Ingenuity’s website](#). The rubric is also provided on the next pages. The scale is informed by the [2012 CPS Arts Education Plan](#). An overall rating of Excelling indicates that a school meets the goals and priorities outlined in the CPS Arts Education Plan. A school’s rating is made up of Access and Quality elements that aim to determine students’ access to arts education and arts arts opportunities in grades K–12 provided by each school. Access elements capture more resource-intensive arts investments related to a school’s provision of access to arts education opportunities. Quality elements focus on more resource-neutral arts investments related to the approach a school has in bringing the arts to its students. This eleventh State of the Arts Report is the fourth using an updated CSC scoring rubric.<sup>4</sup>

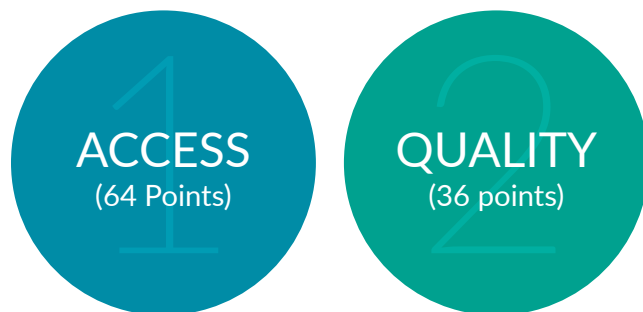


### OVERALL SCORES

*Here’s how scores get converted to ratings (the grading scale).*

CSC Rating	CSC Points
Excelling	90–100 Points
Strong	80–89 Points
Developing	70–79 Points
Emerging	Fewer than 70 Points
Incomplete Data	Did Not Complete Survey

### POINTS ARE EARNED IN TWO DOMAINS:



<sup>4</sup> The new rubric itself, as well as how it differs from the original one, is detailed on [Ingenuity’s website](#).



## ACCESS



### 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



### 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



### 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



### 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

## QUALITY



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



### 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)	Up to 8
Arts instructor on curriculum or instruction team (e.g., Instructional Leadership Team)	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



### BUDGETING FOR ARTS EDUCATION

How much funding did a school dedicate to the arts?

This is the amount of funding the school used for arts education supplies, materials, and programs. This includes funding from all sources, but does not include teacher salaries or capital expenses.

	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



## QUALITY (CONTINUED)



### ARTS PARTNERSHIPS

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

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



### PROFESSIONAL LEARNING

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

	Points
Yes	4
No arts-specific professional learning	0



### FAMILY AND COMMUNITY ENGAGEMENT

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

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



### INSTRUCTIONAL APPROACH

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

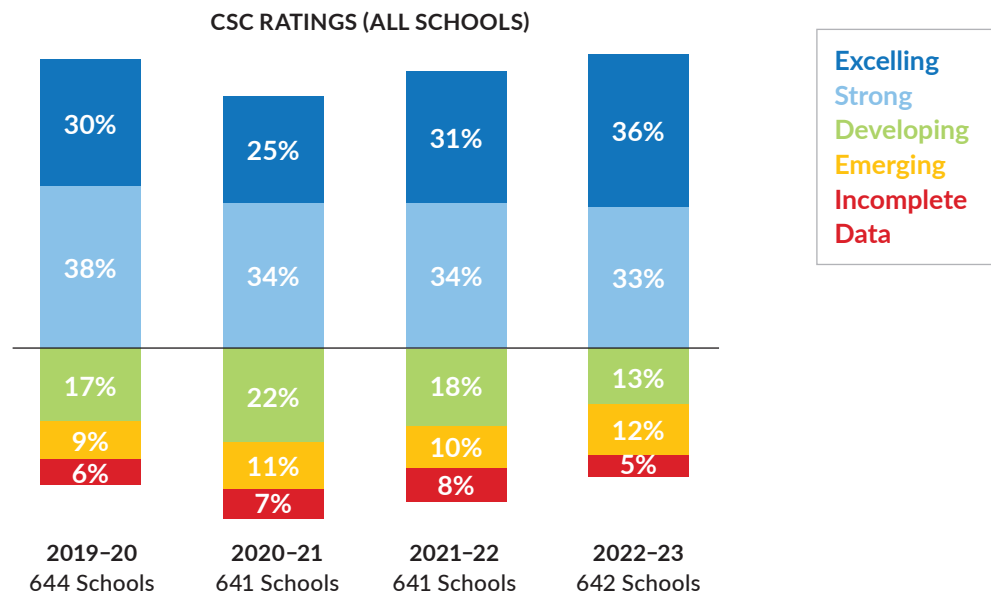
*Schools receive a maximum of 2 points for practicing one or more instructional approaches.*

	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

### OVERALL CREATIVE SCHOOLS CERTIFICATION SCORES

The Creative Schools Certification score provides a quantitative summary that rates the access and quality of arts education provided by each school in the CPS District. In the latest year of data collected, 95%<sup>5</sup> of schools completed the Creative Schools Survey. The chart below compares the overall CSC scores of all schools in the District for the school years 2019–20, 2020–21, 2021–22, and 2022–23. These data illustrate how access and quality of arts education has evolved before, during, and since the COVID-19 pandemic in CPS.

With the newest data provided from the 2022–23 school year, it is evident that schools have begun recovering since the onset of the global COVID-19 pandemic, which affected students’ lives in a multitude of ways. The percentage of schools rated as Excelling or Strong increased four percentage points, from 65% in 2021–22 to 69% in 2022–23. The percentage of schools rated as Emerging or Developing dropped by three percentage points. When comparing the 2019–20 to the 2022–23 school year, the percentage of Excelling and Strong schools has actually increased from 68% to 69%. The latest year of data illustrates the highest percentage of Excelling or Strong schools since 2019–20.



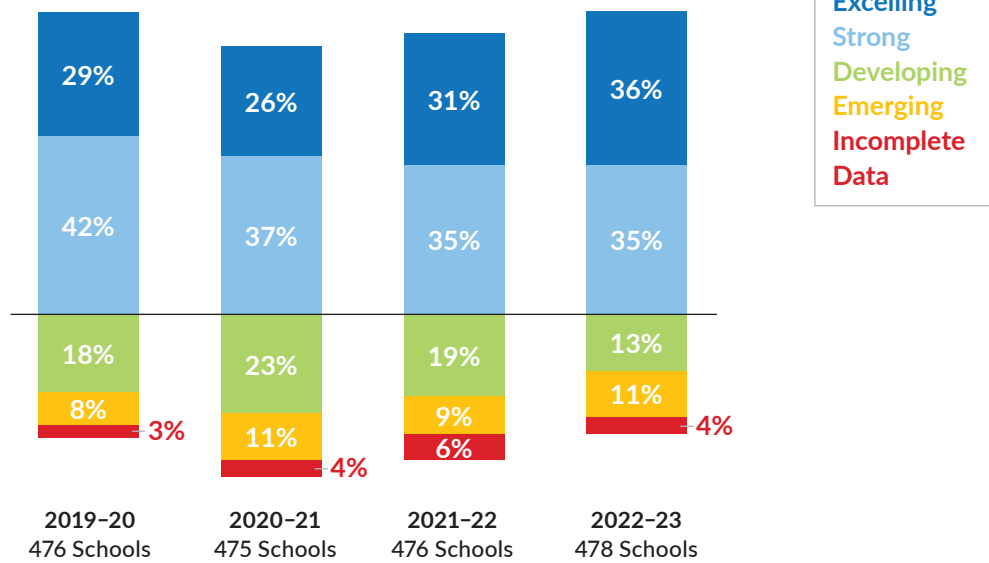
<sup>5</sup> High schools with Alternative Learning Opportunities Programs (ALOP) governance are excluded from analyses done in this report due to different learning models. Visit [cps.edu/schools/re-engagement-to-high-school](https://cps.edu/schools/re-engagement-to-high-school) for more information on ALOP schools.



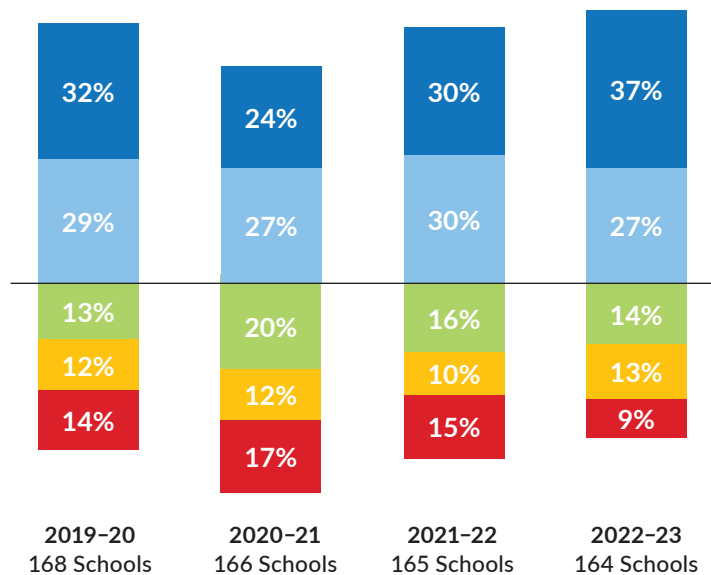
### OVERALL CSC SCORES BY SCHOOL CATEGORY

Different data cuts are provided in the following pages to offer a more comprehensive understanding of schools' overall CSC scores. The following analysis examines overall CSC scores by elementary and high schools. Elementary schools were more likely to be rated as Excelling or Strong compared to high schools. Seventy-one percent of elementary schools were rated as Excelling or Strong, while 64% of high schools were rated as Excelling or Strong in 2022–23. It is worth noting that the percentage of high schools rated as Excelling or Strong is the highest it has been since 2019–20.

CSC RATINGS OF ALL ELEMENTARY SCHOOLS



CSC RATINGS OF ALL HIGH SCHOOLS



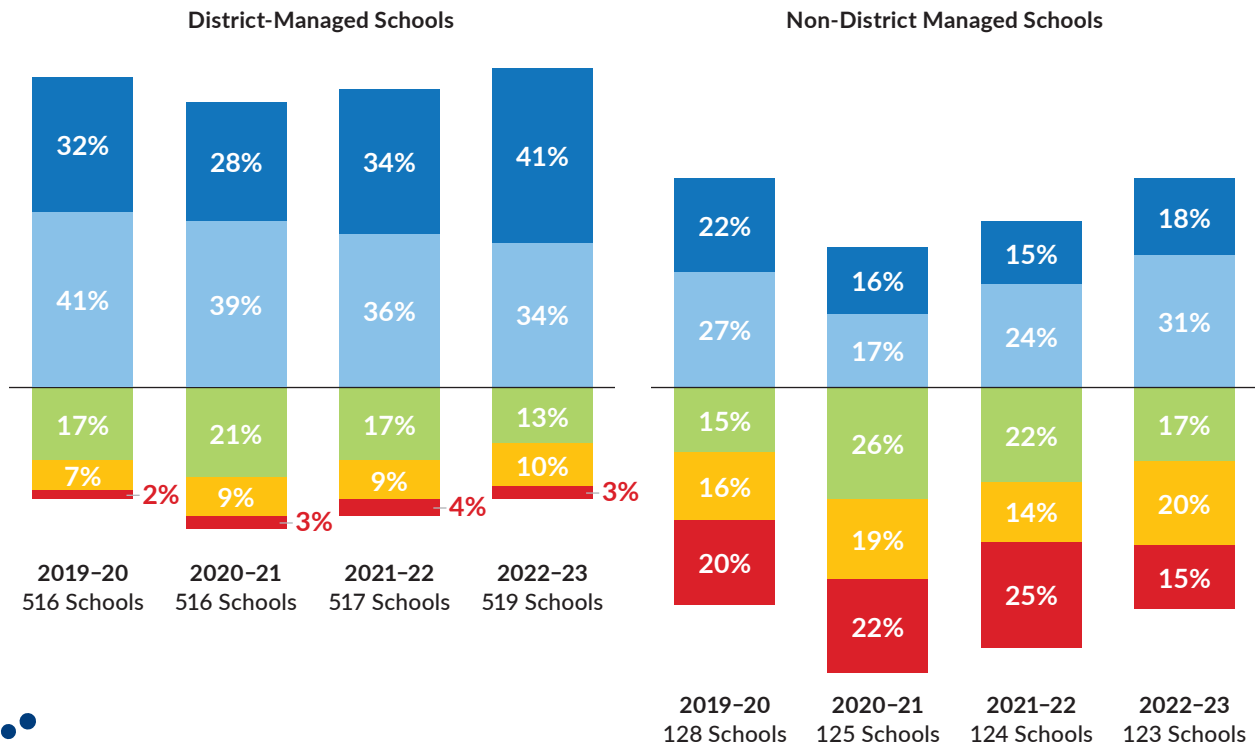


### OVERALL CSC SCORES BY SCHOOL GOVERNANCE

School governance structure indicates whether a school is District or Non-District Managed.<sup>6</sup> District-Managed schools are significantly more likely to be rated as Excelling or Strong than Non-District Managed schools. Seventy-five percent of District-Managed schools were rated as Excelling or Strong compared to 49% of Non-District Managed schools rated as Excelling or Strong in 2022–23. District-Managed schools were more than twice as likely to be rated as Excelling than Non-District Managed schools. Throughout the report, other elements of the CSC are also examined by governance structure to gain a fuller understanding of the data. There are clear disparities in the delivery of arts programming across the District based on a school’s governance structure.

Excelling  
Strong  
Developing  
Emerging  
Incomplete  
Data

### CSC RATINGS BY SCHOOL GOVERNANCE



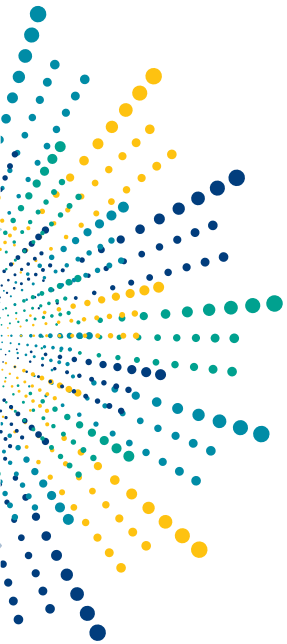
<sup>6</sup> Non-District Managed schools include charter school campuses, contract schools, Alternative Learning Opportunities Programs (ALOP), and SAFE Schools. See [cps.edu/about/departments/innovation-and-incubation](https://cps.edu/about/departments/innovation-and-incubation) for more information.



## OVERALL CSC SCORES BY SCHOOL TYPE AND STUDENT DEMOGRAPHICS

The following analysis examines the relationship between race and ethnicity, school enrollment, school type, and a school's Creative Schools Certification rating.<sup>7</sup> A similar analysis was run for the 2019–20 school year in Ingenuity's first Data Snapshot<sup>8</sup> in February 2022 and in the [2021–22 State of the Arts \(SOTA\) Report](#). Similar to previous findings, in the 2022–23 school year, Black students were still significantly less likely than their peers to have access to quality arts programming, even after controlling for enrollment and the type of school the students attended. However, it is worth noting that around 5,500 more Black students who attended District-Managed Higher Enrollment schools had access to Excelling arts programs since 2021–22.

Each row of the following graphic shows the percentage of students within each racial/ethnic demographic category that had access to Excelling, Strong, Developing, or Emerging arts programs. For example, within the first row, 50% of 5,122 Latinx students in District-Managed Lower Enrollment Schools attended schools rated as Excelling. For District-Managed Lower Enrollment Schools, 30% of Black students had access to Excelling programs, as compared to over 40% for all other racial/ethnic categories. A similar trend was also seen for Non-District Managed schools. Students in Non-District Managed schools, regardless of race/ethnicity, were also significantly less likely in general to have access to Excelling programs than students in District-Managed schools. While tremendous progress has been made in the sector since the publication of the Chicago Public Schools Arts Education Plan in 2012, there is still much work to be done to ensure equity in arts access across the District.

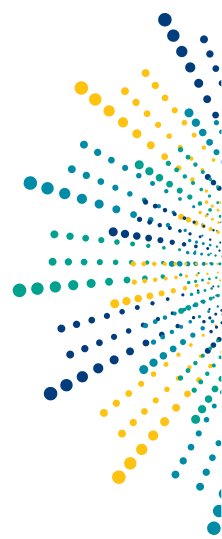
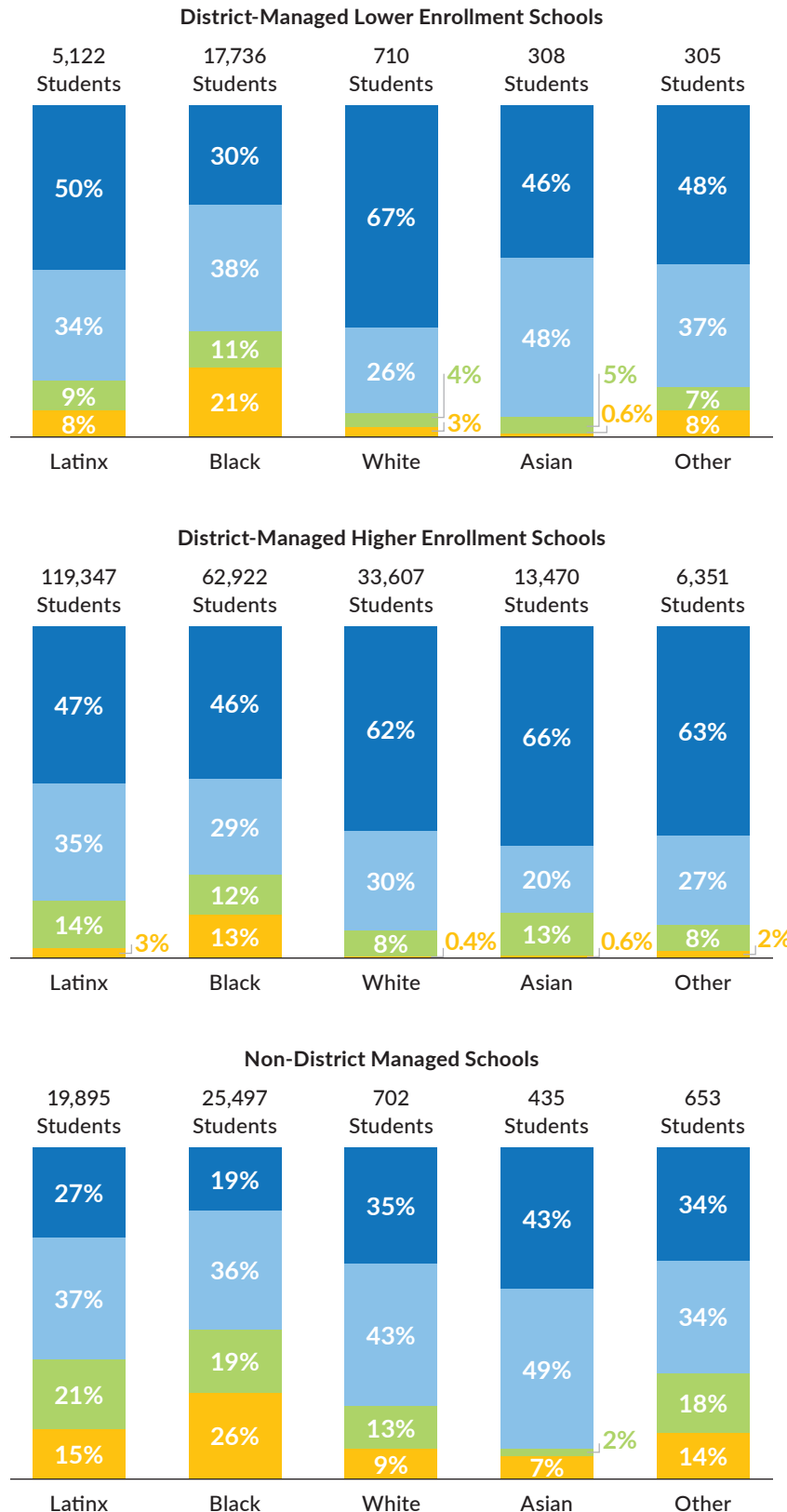


<sup>7</sup> The twenty-fifth percentile of enrollment was used to distinguish between lower and higher enrollment schools. Lower Enrollment schools are District-Managed schools with total enrollment beneath the 25th percentile. Higher Enrollment schools are District-Managed schools with total enrollment at or above the 25th percentile. The 25th percentile for District-Managed Lower Enrollment elementary schools and middle schools is 264. The 25th percentile for District-Managed Higher Enrollment high schools and combination schools is 242. Non-District Managed schools are Charter, Contract, and Options schools of any size that are not managed by CPS. There are 124 Lower Enrollment schools, 376 Higher Enrollment schools, and 104 Non-District Managed schools.

<sup>8</sup> Data Snapshots are expanded analyses that take a closer look at information collected from artlook® and other sources. Prior publications and more information about Data Snapshots can be found [here](#). Within the first Data Snapshot on 2019–20 school data, Ingenuity conducted similar data cuts (by race and ethnicity, school enrollment, and school type) for all elements of the Creative Schools Certification. Within this State of the Arts Report, this relationship is only analyzed for overall scores.

CSC RATINGS OF SCHOOL TYPE AND SCHOOL SIZE BY DEMOGRAPHICS

Excelling  
Strong  
Developing  
Emerging

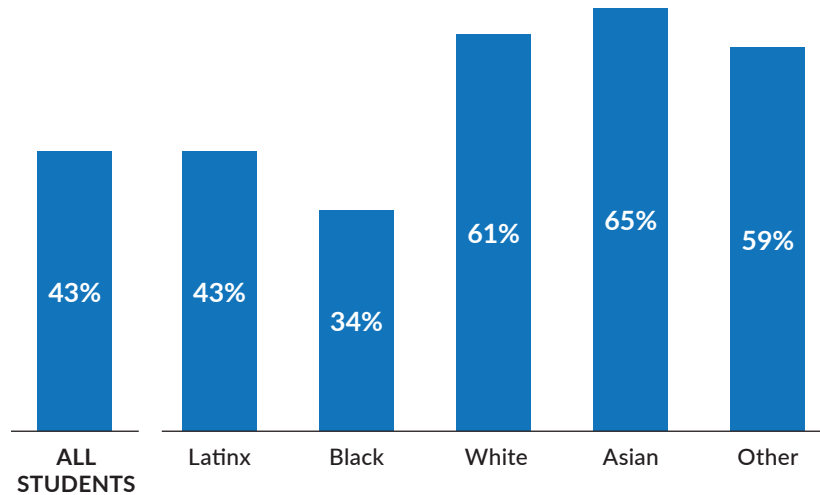




The following analysis examines the racial and ethnic demographic makeup of students attending schools rated as Excelling. Each bar of the graphic shows the percentage of students within each racial/ethnic demographic category that had access to Excelling arts programs. Thirty-four percent of Black students in the CPS District attended schools that had access to Excelling arts programs, compared to 43% of all students in the District. Black students were less likely than their peers to attend a school that was rated as Excelling.

PERCENTAGE OF STUDENTS ATTENDING EXCELLING SCHOOLS, BY RACE/ETHNICITY

Excelling





# ACCESS TO THE ARTS

## ACCESS TO THE ARTS

The elements that have the most weight in the Creative Schools Certification (CSC) are Access indicators that reflect the extent to which schools successfully provide their students with access to classroom arts education opportunities. These Access elements, taken together, account for 64 out of 100 available points in the CSC and measure:



Arts instructor staffing levels



Minutes of instruction and the share of students who have access to the arts (among elementary schools)



The number of disciplines and depth of instruction offered in those disciplines (among high schools)



### STAFFING

Certified arts instructors are an essential part of embedding and anchoring the arts within a school. Arts instructors provide access, minutes of instruction, and breadth and depth of instruction that students receive. More than any external providers, arts instructors understand their school's culture. They are well-positioned to teach a curriculum that is backward-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. In the 2022–23 school year, as in previous years in which it was measured, the addition of an arts teacher in a school was also associated with an increase in the number of external arts partnerships in a school.<sup>9</sup>

With all these reasons in mind, arts staffing is a key element of both elementary and high school CSC ratings. The staffing element encompasses 20 to 30 points out of 100 on the rubric. The ratio of arts teachers to students in a school is an indicator of the reach that teachers have relative to the student population, with lower ratios being the most desirable. To be rated as Excelling on Staffing, schools must have 350 or fewer students per arts instructor.

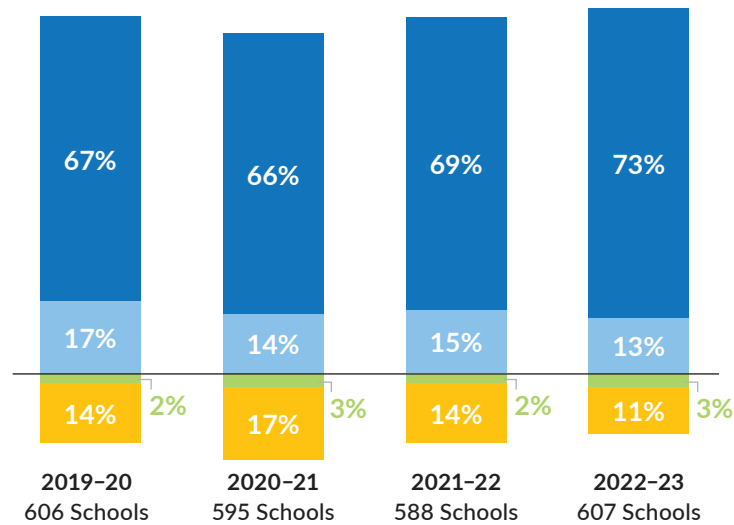


<sup>9</sup> The presence of one additional certified arts teacher in a school was associated with an increase in the number of arts organizations the school partnered with by, on average, 0.24 in 2022–23. For years preceding the COVID-19 pandemic, the presence of an additional arts teacher was associated with an increase of 1.1 arts partnerships.



Eighty-six percent of CPS schools were rated as Excelling or Strong on the Staffing measure. There has been a three percentage point drop in schools rated as Emerging and a four percentage point increase in schools rated as Excelling since 2021–22. The percentage of schools meeting the benchmark for Excelling on the CSC is the highest it's been since 2019–20, at 73%. The next visualizations look at the staffing ratings through a number of different data cuts.

CSC STAFFING RATINGS (ALL SCHOOLS)



Excelling  
Strong  
Developing  
Emerging



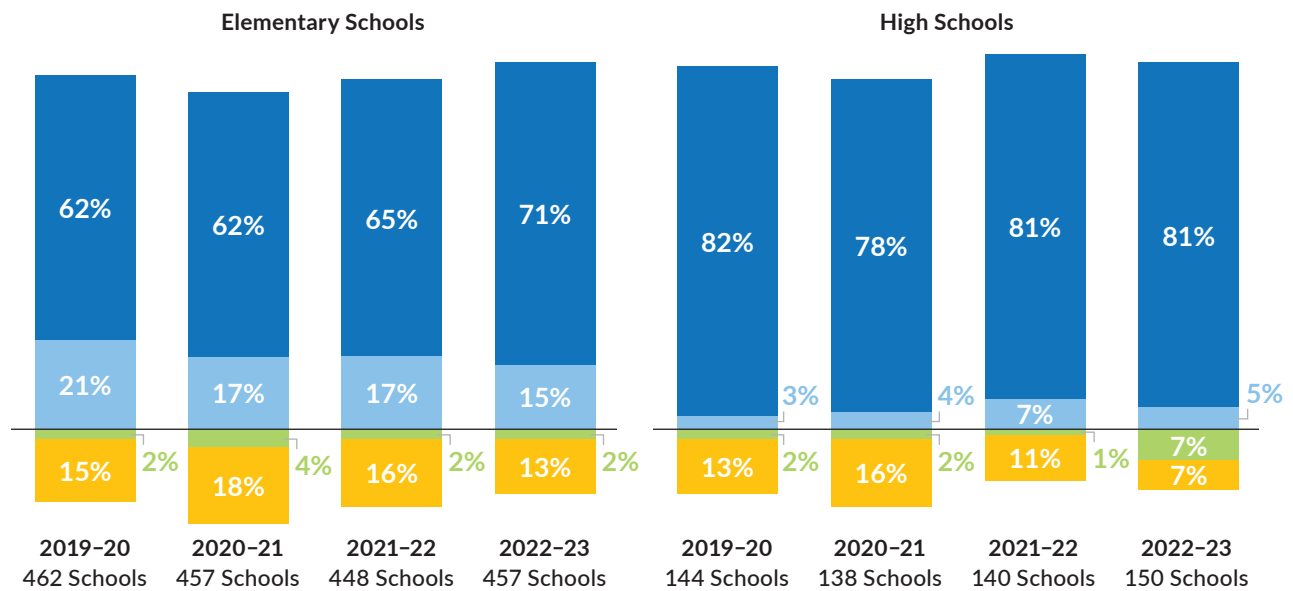


The proportion of elementary schools rated as Excelling increased from 62% in 2019–20 to 71% in 2022–23. Notably, the percentage of elementary schools rated as Excelling has been the highest since 2019–20.

High schools are still more likely than elementary schools to be rated as Excelling on the staffing metric. In the 2022–23 school year, 81% of high schools were rated as Excelling, and only 7% of schools were rated as Emerging.

Excelling  
Strong  
Developing  
Emerging

CSC STAFFING RATINGS



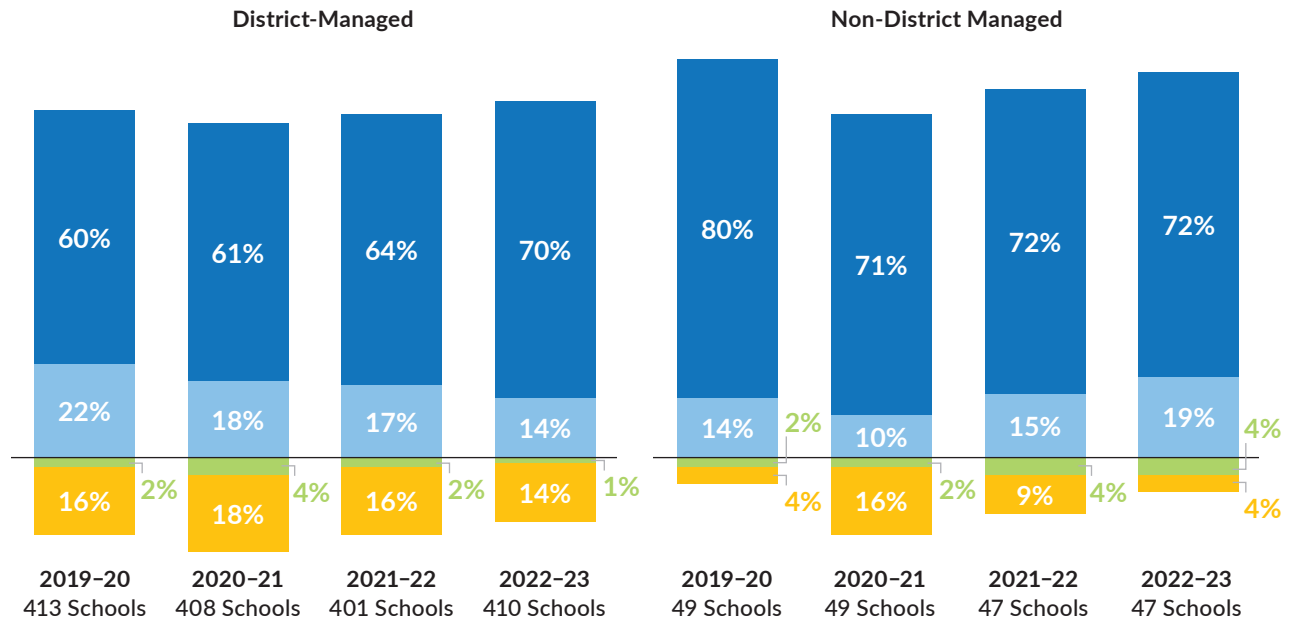
Dream Big Production Rehearsal. Photo by Louise Rook.

Merit School of Music's MeritFest at Chicago Symphony Center. Photo by Jasmin Shah.





CSC STAFFING RATINGS FOR ELEMENTARY SCHOOLS



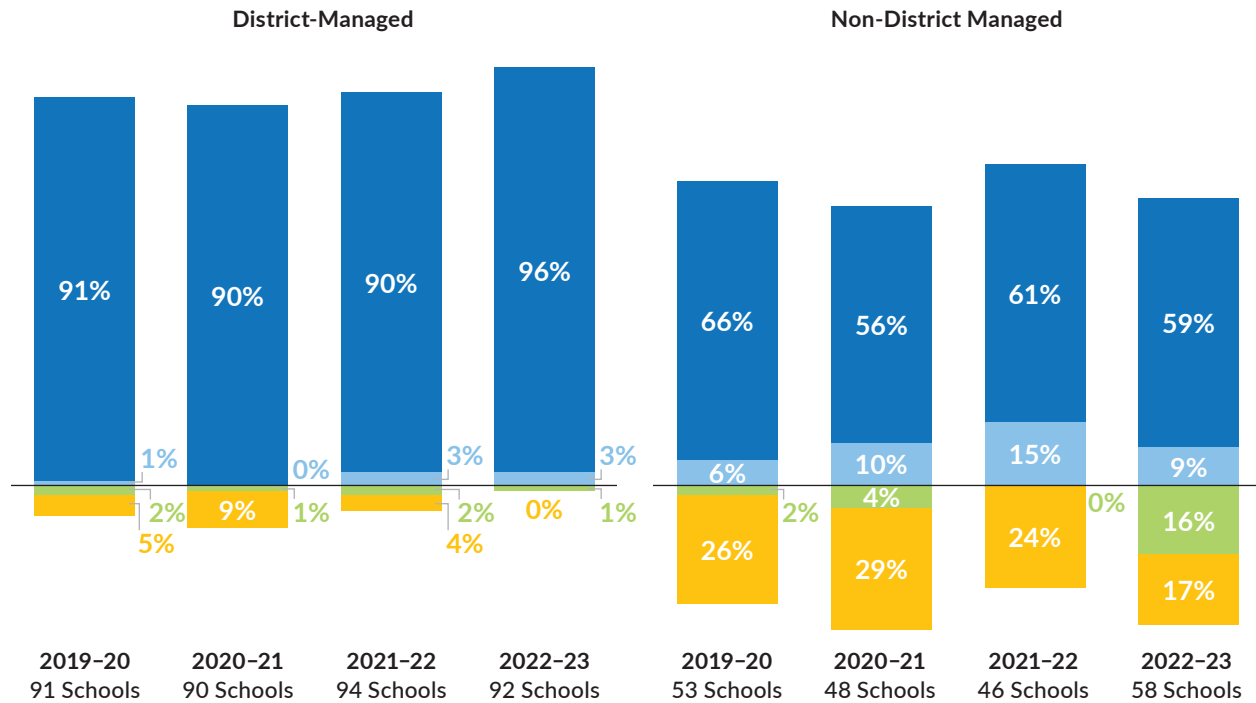
The analyses above examine staffing in District-Managed and Non-District Managed elementary schools. District-Managed elementary schools have experienced a 10 percentage point increase in the share of schools rated as Excelling throughout the last four school years from 2019-20 to 2022-23, from 60% to 70%. The percentage of District-Managed elementary schools rated as Excelling or Strong has been the highest it has ever been since 2019-20 in 2022-23 at 84%.

Excelling  
Strong  
Developing  
Emerging

For Non-District Managed schools, the share of elementary schools rated as Excelling has stayed similar since 2020-21. Overall, with the data from the 2022-23 school year, roughly 70% of both District-Managed and Non-District Managed elementary schools were rated as Excelling in Staffing.



CSC STAFFING RATINGS FOR HIGH SCHOOLS



When looking at high schools by governance structures, District-Managed high schools were more likely than Non-District Managed high schools to have adequate staffing. For the past four school years, over 90% of District-Managed high schools were rated as Excelling in staffing. With the 2022-23 school year, however, 33% of Non-District Managed high schools were rated as Emerging or Developing, indicating they had 600 or more students per arts instructor.

Excelling  
Strong  
Developing  
Emerging

Remarkably, in 2022-23, 96% of District-Managed high schools were rated as Excelling, which is also the highest it has been since 2019-20. No District-Managed high school was rated as Emerging in 2022-23.

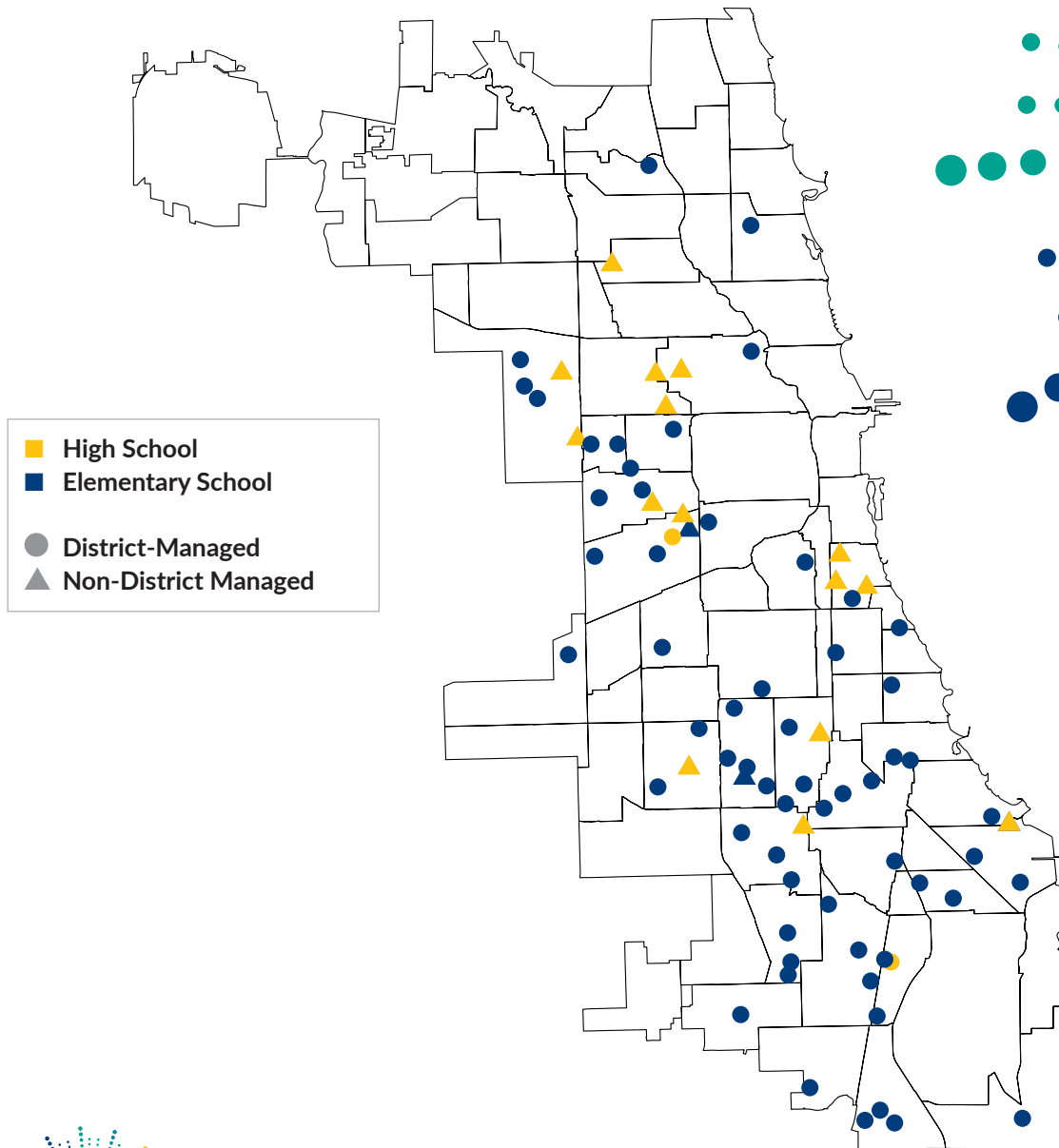


Guitars Over Guns. Photo by Paul Natkin.

MeMA-Music, Inc.



SCHOOLS WITH NO ARTS INSTRUCTORS



The map above shows schools with no arts instructor in 2022-23. In 2022-23, a total of 80 schools did not have an arts instructor. Schools without an arts instructor are mainly located in the West, Southwest, and South community areas of Chicago. Fifteen percent of District-Managed elementary schools and 2% of District-Managed high schools did not have an arts instructor. Meanwhile, 6% of Non-District Managed elementary schools and 26% of Non-District Managed high schools did not have an arts instructor.



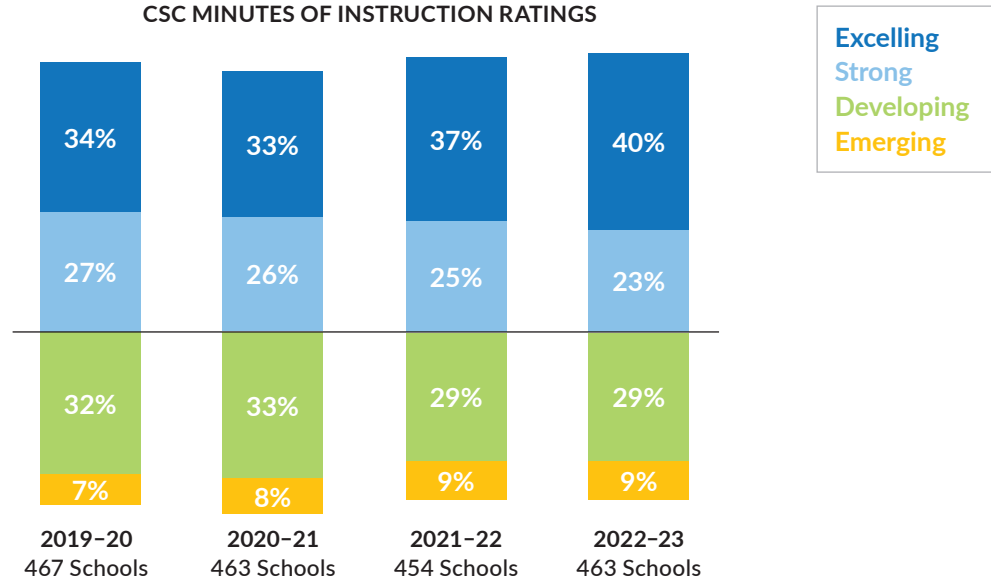
### MINUTES OF INSTRUCTION

The second key element in the CSC rating for elementary schools is Minutes of Instruction, which is calculated as the average minutes of arts instruction students in elementary schools receive across the school year in any arts discipline, assuming they had access to at least one arts course. Instructional minutes in elementary schools ensure students have the time and 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.

There has been little change in the percentage of elementary schools rated as Excelling or Strong, with a slight increase from 62% in 2021–22 to 63% in 2022–23. It is worth noting that this measure captures the number of minutes of instruction offered to students and does not account for attendance.

It is more apparent in 2022–23 than ever that out of all Access measures, elementary schools struggle the most with Minutes of Instruction, even as 71% of elementary schools were rated as Excelling in the Staffing measure. For elementary schools, this is the metric with the heaviest weight (24 out of 100 points) on the Creative Schools Certification. Since 2019–20, over one-third of elementary schools were rated as Emerging or Developing, and this trend continues in 2022–23.

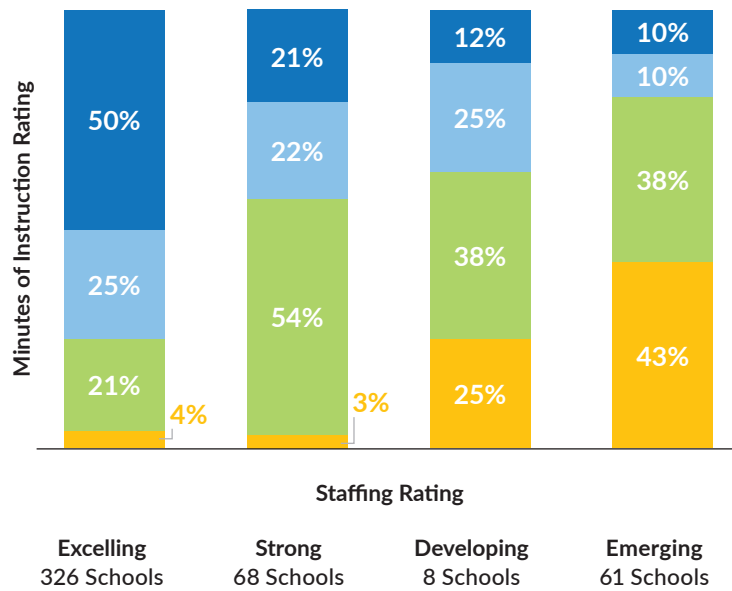
CSC MINUTES OF INSTRUCTION RATINGS





The next figure takes a closer look at the correlation between ratings on the Staffing and Minutes of Instruction measures for the latest year of data. Even though 71% of elementary schools met the 1:350 benchmark of arts teachers to students, only 40% of elementary schools provided 120 minutes or more of arts instruction on average.

COMPARISON OF CSC STAFFING AND MINUTES RATINGS IN 2022-23



Excelling  
Strong  
Developing  
Emerging

On the horizontal axis, elementary schools are divided into buckets based on their Staffing rating. The colors and percentages within each column indicate the Minutes of Instruction ratings. For example, the 25% in light blue on the leftmost bar indicates that of the 326 schools rated as Excelling on Staffing, 25% were rated as Strong on Minutes of Instruction.

For schools rated as Excelling on Staffing, 50% were also rated as Excelling on the Minutes of Instruction metric. In fact, 164 schools (50%) had adequate staffing but were not providing the benchmark of 120 minutes of weekly arts instruction. While staffing is at the core of providing high-quality arts programming, there are still other barriers, such as scheduling, to ensuring all students have access to two hours of arts instruction per week.



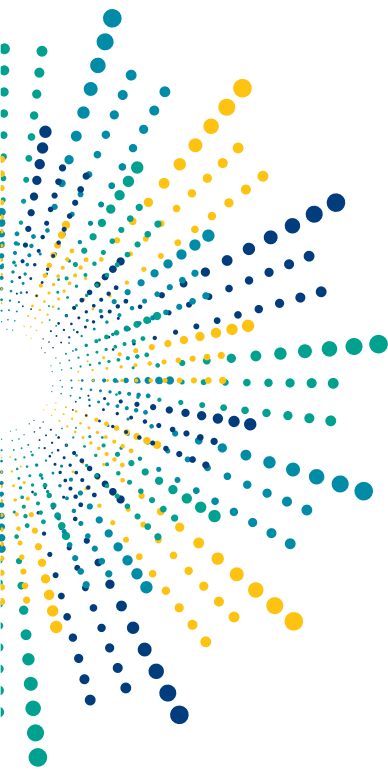




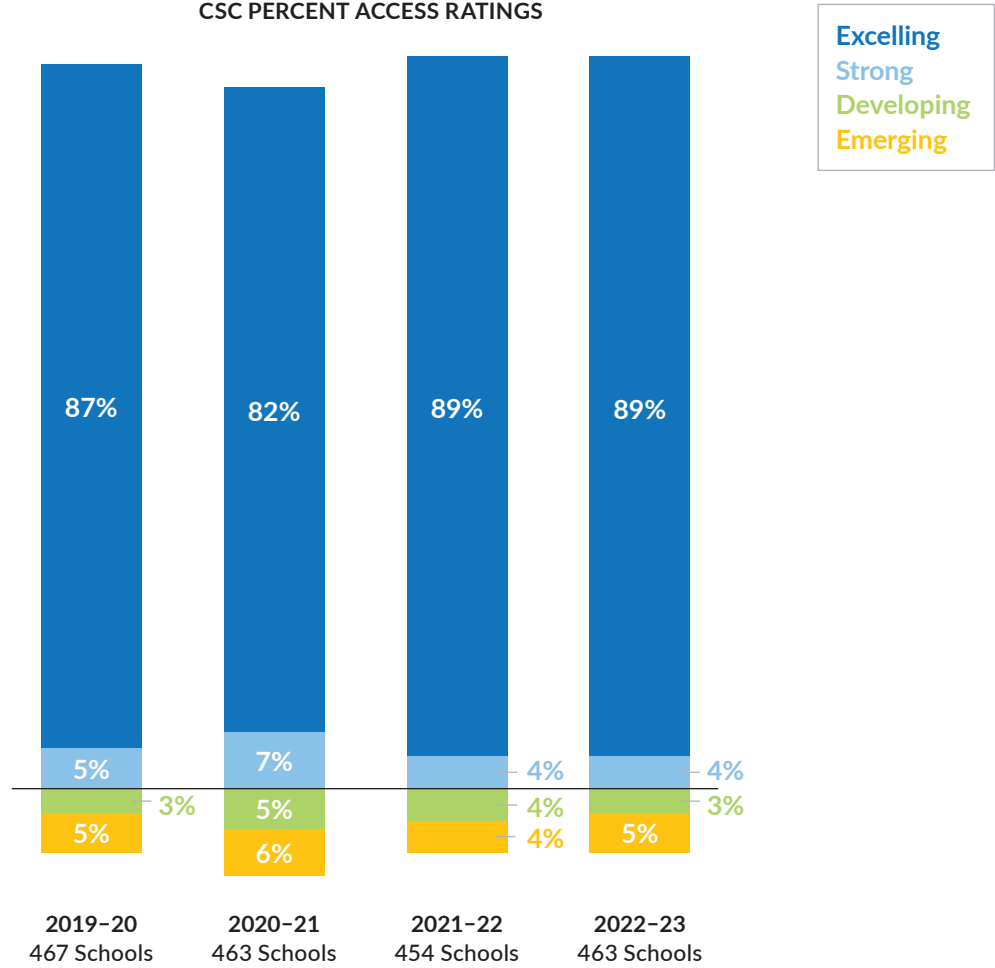
**PERCENT ACCESS**

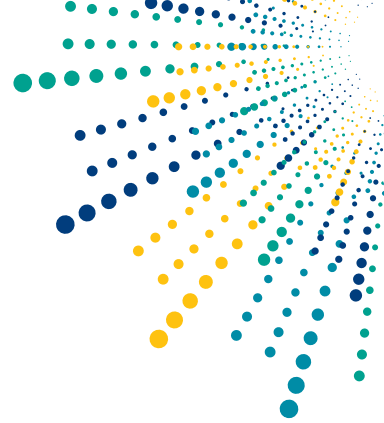
In addition to Staffing and Minutes of Instruction, the elementary school CSC rubric accounts for the share of students in K-8 grades who have access to any arts instruction. The Minutes of Instruction measure is focused on the amount of instruction offered to students who are enrolled in arts courses, while the Percent Access measure is focused on what proportion of students have access to the arts at all. To rank as Excelling on this measure, 100% of students must have access to at least some arts instruction.

With the latest year of data, the percentage of schools rated as Excelling held at 89%. Elementary schools do well in ensuring all students have access to the arts.



**CSC PERCENT ACCESS RATINGS**



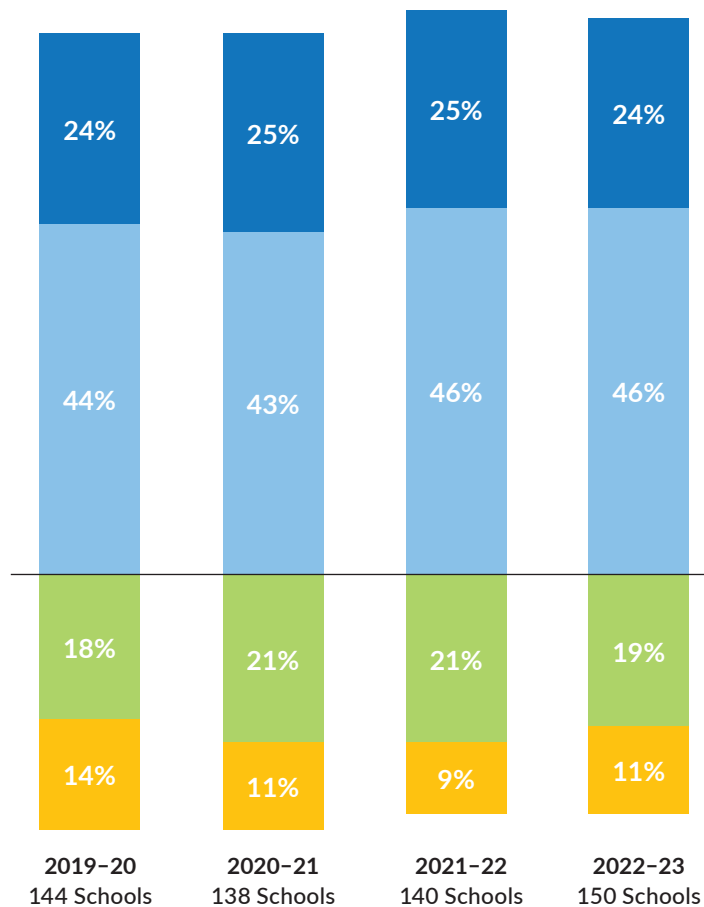


### DISCIPLINES & DEPTH

For high schools, Disciplines & Depth — the number of disciplines offered and the depth of coursework available — remain at the core of access to arts education. Both a range of offerings and sequential instruction in those offerings are key to a comprehensive and high-quality arts education. The Disciplines & Depth measure reflects this importance, accounting for 34 points toward a school’s final score. It is the metric with the heaviest weighting for high schools on the Creative Schools Certification.

Disciplines & Depth scores stayed very similar in 2022–23 compared to prior years. Seventy percent of schools were rated as Excelling or Strong compared to 71% in 2021–22. However, only 24% of high schools were rated as Excelling. High schools continue to struggle with providing a breadth and depth of artistic disciplines. The percentage of schools rated as Emerging increased slightly, from 9% in 2021–22 to 11% in 2022–23. Schools rated as Emerging offer either no arts courses or a single-level course in one artistic discipline.

CSC DISCIPLINES & DEPTH RATINGS



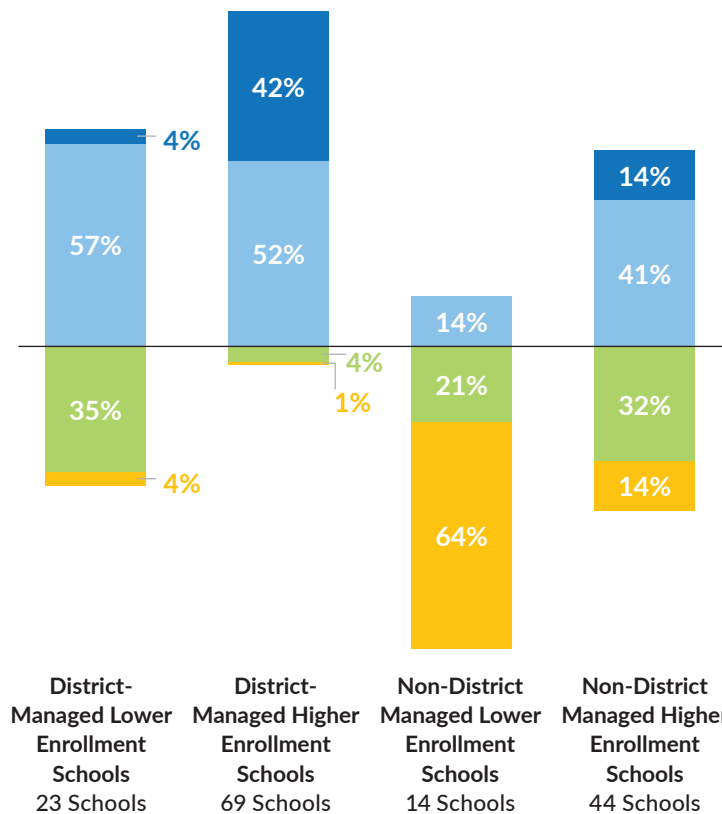
Excelling  
Strong  
Developing  
Emerging



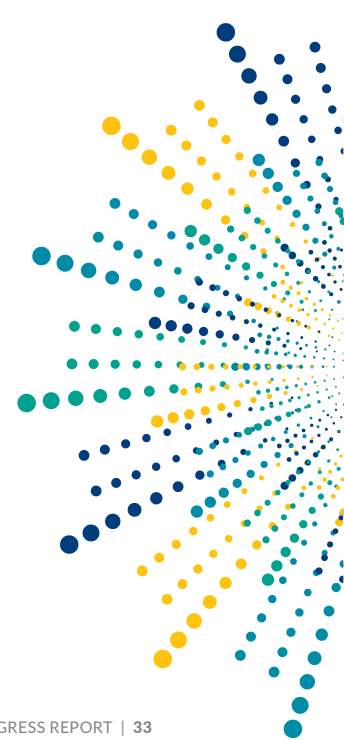
Since ratings on the Disciplines & Depth metric remained fairly consistent over the years, the next visualization explores some of the underlying factors in a school’s rating on the metric. For the 2022–23 school year data, Disciplines & Depth ratings were analyzed based on governance structures and student enrollment.

Schools with lower enrollment were significantly less likely to be rated as Excelling – in fact, only one District-Managed Lower Enrollment school and no Non-District Lower Enrollment schools were rated as Excelling. School size is probably one of the biggest factors in regard to whether a student has access to at least three artistic disciplines to be rated as Excelling. Notably, nine out of 14 Non-District Lower Enrollment schools were rated as Emerging. There are a number of reasons why schools with a larger student population are more likely to offer a breadth of disciplines, such as the per-pupil budgeting model within the District. Schools with lower enrollment may also have adequate staffing with fewer arts teachers, though offering at least three artistic disciplines may be difficult. With offering a wider variety of disciplines, schools may also need additional dedicated arts spaces, such as for dance or theatre programs. While 81% of high schools met the benchmark for staffing, there is still room for growth on the Disciplines & Depth measure.

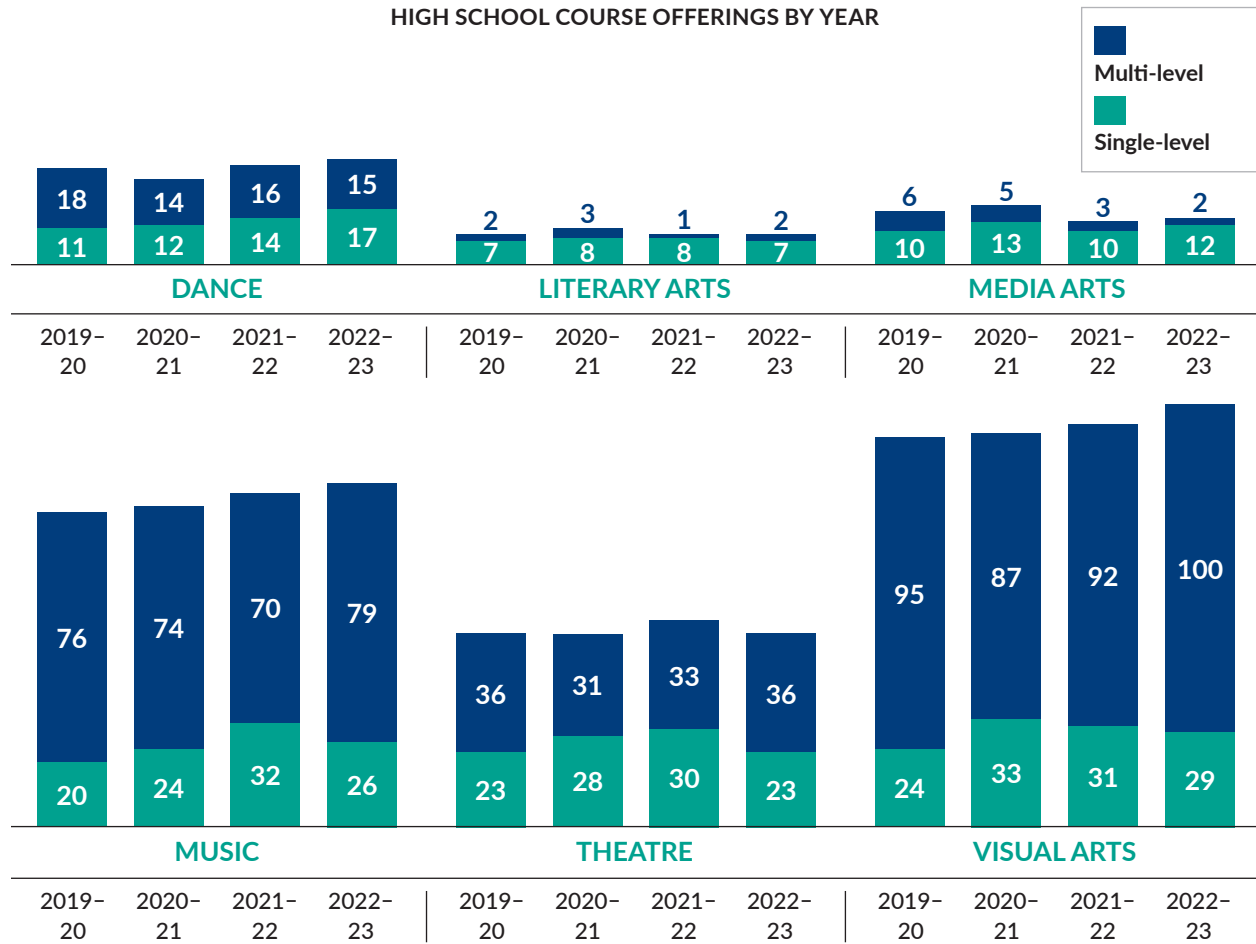
DISCIPLINES & DEPTH RATINGS, BY SCHOOL GOVERNANCE AND ENROLLMENT



Excelling  
Strong  
Developing  
Emerging



HIGH SCHOOL COURSE OFFERINGS BY YEAR



There are 144 high schools included in the above graphic for the 2019-20 school year, 138 high schools for 2020-21, 140 high schools for 2021-22, and 150 high schools for 2022-23. Each bar shows the number of schools that offered single- or multi-level instruction in a given arts discipline in a given year.

In 2022-23, there were 234 offerings of multi-level discipline coursework, from 215 in 2021-22, from 214 in 2020-21, and from 233 in 2019-20. It is worth noting that the total number of multi-level discipline coursework offerings has increased since 2020-21. There was an increase in the total number of multi-level course offerings in Music, Visual Arts, and Theatre in 2022-23 compared to 2021-22. There were nine more schools offering multi-level Music courses, eight more schools offering multi-level Visual Arts courses, and three more schools offering multi-level Theatre courses in 2022-23. Music and Visual Arts continue to be the most commonly offered disciplines in high schools. Music and Visual Arts are also the most common primary focuses of arts teachers reported.<sup>10</sup>

There have also been increases in the number of schools offering Dance and Media Arts in 2022-23 compared to 2021-22. The number of schools offering Dance is at its highest (32 high schools) since 2019-20. Around 10 high schools reported offering Literary Arts each of the past four years.

<sup>10</sup> Refer to [Data Snapshot: High School Arts Offerings](#) to further explore primary focuses of high school arts teachers.





# QUALITY OF ARTS INSTRUCTION



## QUALITY OF ARTS INSTRUCTION

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 the Creative Schools Certification (CSC). These Quality elements measure how a school brings arts opportunities to its students that go beyond access to arts teachers and courses, including in measures of:



Arts learning standards alignment



Representation of the arts in school governance



School budget for the arts



Partnerships with external arts organizations and teaching artists



Participation in arts-specific professional development



Opportunities for family and community engagement



A thoughtful and planned approach to instruction in the arts



The Joffrey Ballet. Photo by Cheryl Mann.

The Joffrey Ballet. Photo by Cheryl Mann.







## 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 do not prescribe exactly what teachers should do or the content they should teach, arts learning standards 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 Learning Standards was approved by the Illinois State Board of Education and was implemented starting with the 2018–19 school year. The CSC credits schools that use these learning standards to guide their curriculum and instruction.

The percentage of high schools that reported using the updated Illinois Arts Learning Standards has decreased each year since 2019–20 through 2021–22. However, there has been a five percentage point increase in 2022–23 to 49%. The percentage of high schools that reported they did not utilize any standards increased by five percentage points, from 5% in 2021–22 to 10% in 2022–23. High schools were less likely than elementary schools to have utilized the updated Illinois Arts Learning Standards, with just less than half of high schools and roughly 60% of elementary schools since 2019–20. Roughly one-fifth of elementary schools and one-quarter of high schools utilize the National Core Arts Standards. Overall, 92% of schools reported using some arts learning standards.

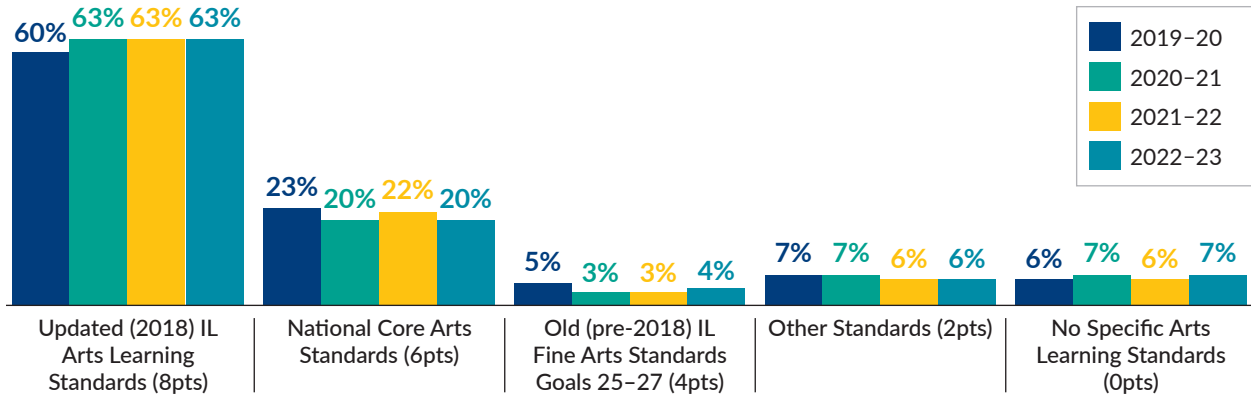




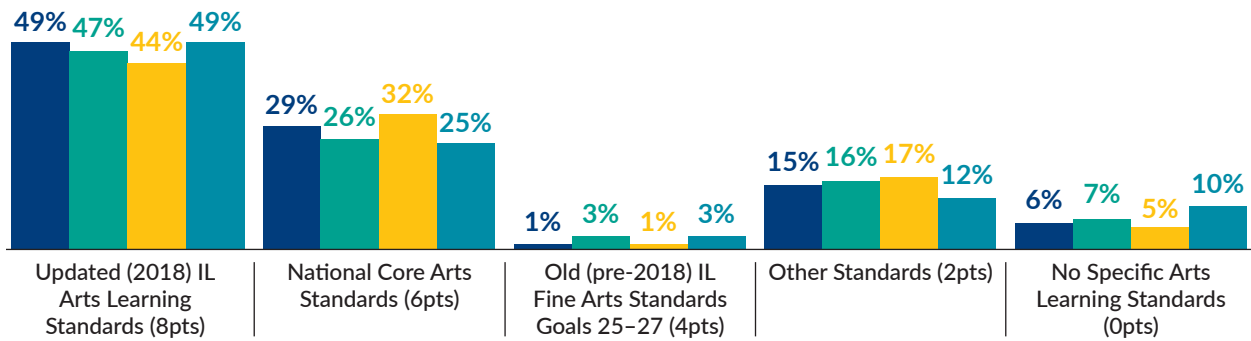


USE OF ARTS LEARNING STANDARDS UNDER CSC

Elementary Schools



High Schools



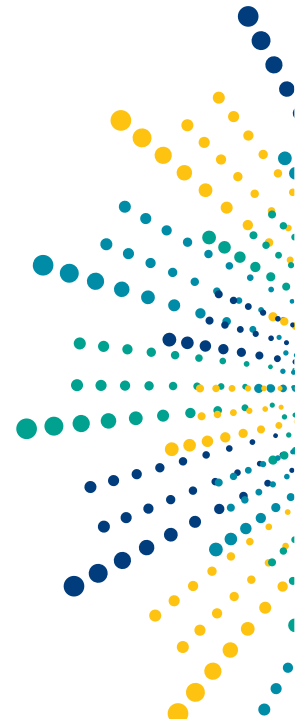


### ARTS INCLUSION IN SCHOOL GOVERNANCE

Strong representation of the arts in a school's governance enhances the probability that the arts are a meaningful and integrated presence in a school. Whether this means an arts teacher participating in a Local School Council,<sup>11</sup> an arts-specific goal in a school's Continuous Improvement Work Plan,<sup>12</sup> or an arts teacher on the school's curriculum team, 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.

In the three years of collecting this information, high schools continue to be more likely than elementary schools to report that the arts are represented on curriculum or instruction teams. On the other hand, elementary schools are more likely to report that the arts are included in the school-wide strategic plan. However, there has been a five percentage point decrease from 2021-22 to 2022-23 in elementary schools reporting that arts are included in the school-wide strategic plan.

There was an increase in the share of elementary schools and high schools reporting that the arts are not included in any school governance in 2022-23. Twenty-four percent of all schools reported that the arts were not included in any form of school governance in 2022-23. In 2020-21, 18% of all schools and in 2021-22, 21% of all schools reported that the arts were not included in any form of school governance.



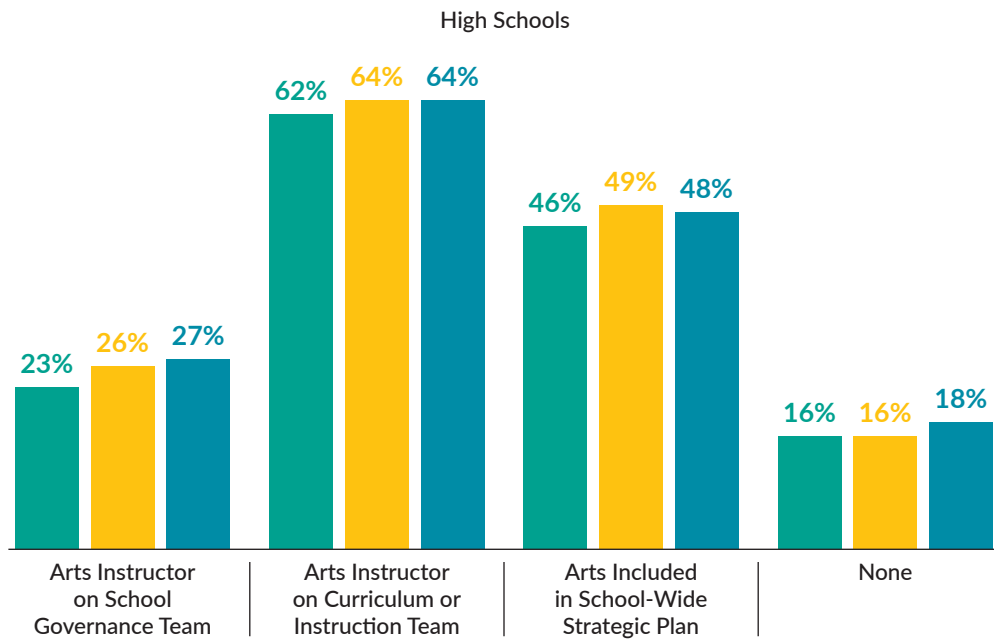
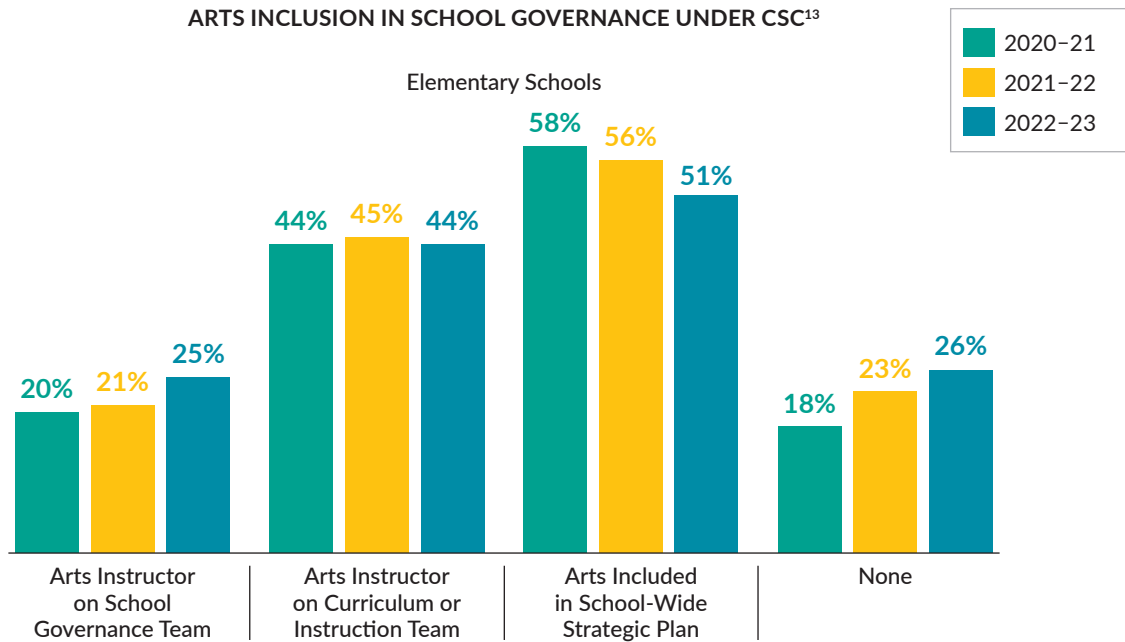
<sup>11</sup> Learn more about CPS Local School Councils [here](#).

<sup>12</sup> The Continuous Improvement Work Plan (CIWP) from Chicago Public Schools is the strategic planning process of schools that also meets the federal and state requirements of a school improvement plan. This plan establishes a school's mission, and the strategies and milestones the school will take to accomplish its goals.

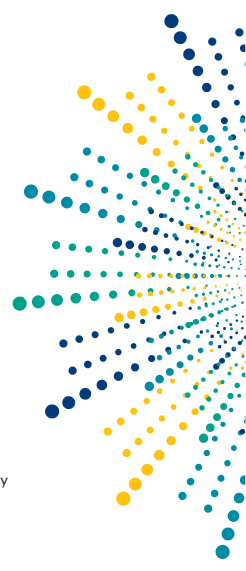


Guitars Over Guns. Photo by Paul Natkins.

ARTS INCLUSION IN SCHOOL GOVERNANCE UNDER CSC<sup>13</sup>



<sup>13</sup> There was a survey coding error in 2019-20 that required all respondents to select at least one option and did not include the option to indicate that the arts were not represented in any governance structures. For this reason, only data from 2020-21, 2021-22, and 2022-23 are reported here.





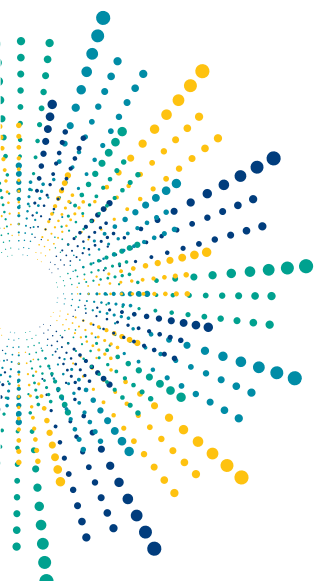


### BUDGET

The 2012 CPS Arts Education Plan identifies the importance of schools setting a budget for the arts. Such funding can improve a program’s quality by expanding access to arts experiences and opportunities for students to create and learn. This element of the CSC measures school spending on a per-student basis.<sup>14</sup> To receive full points on this metric, a school must report \$7.00 or more per student on arts expenditures. Arts Liaisons are asked to report the amount of funding from all sources the school used for arts education supplies, materials, and programs, but to exclude teacher salaries or capital expenses.

Even while accounting for enrollment, high schools were more likely than elementary schools to report budgeting \$7.00 or more per student on arts expenditures. High schools were 10 percentage points more likely than elementary schools to report budgeting \$7.00 or more per student on arts expenditures in 2022–23. However, the percentage difference between high schools and elementary schools that reported a budget of \$7.00 or more per student on arts expenditures has decreased since 2021–22. The difference in 2021–22 was 18 percentage points, with high schools being more likely to report a budget of \$7.00 or more per student on arts expenditures.

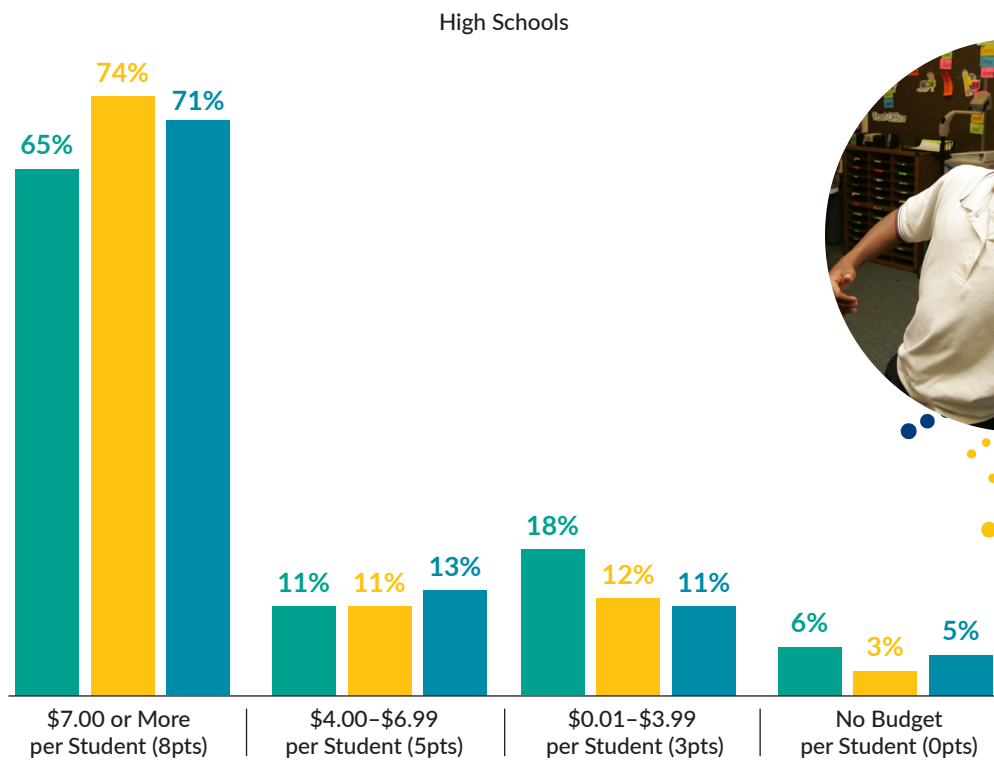
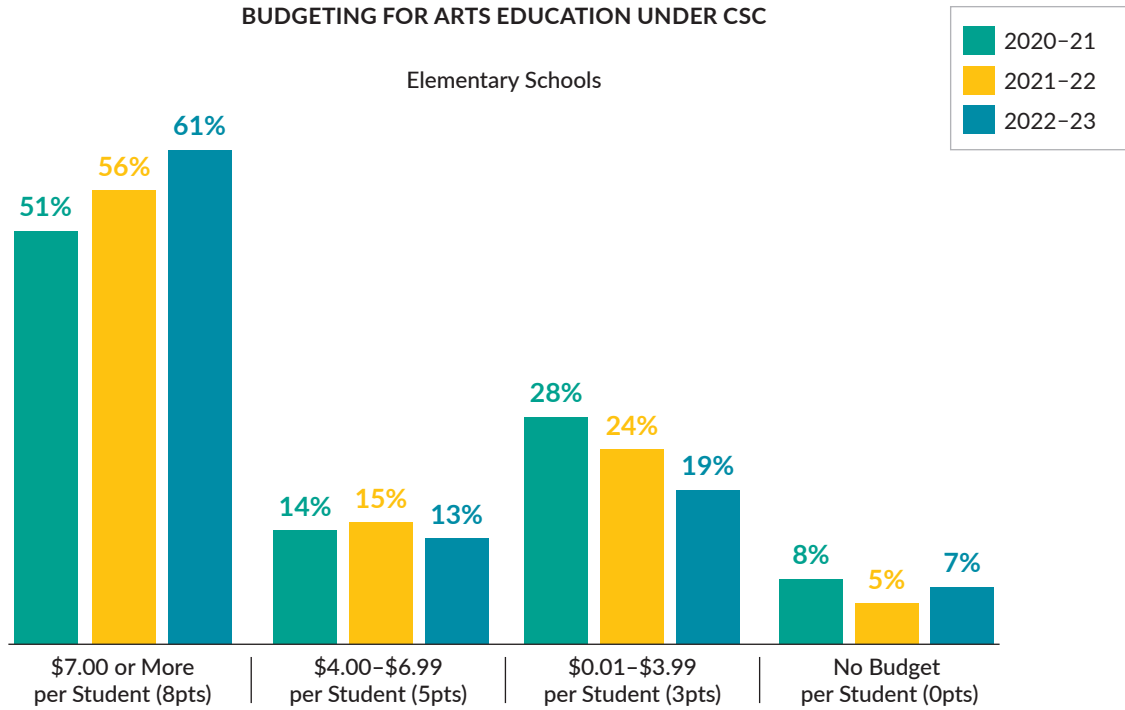
Since 2021–22, there has been a five percentage point increase in elementary schools reporting \$7.00 or more per student on arts expenditures. There have been slight increases in both elementary schools and high schools reporting no budget per student. The median budget in 2022–23 across the District was \$12.14 per student. The median budget was \$15.13 per student for high schools and \$10.70 per student for elementary schools in 2022–23. The median budget per student has gone up by over 40% for elementary and high schools since 2020–21.



	Median Per-Student Arts Expenditures in Elementary Schools	Median Per-Student Arts Expenditures in High Schools
2020–21	\$7.09	\$10.76
2021–22	\$8.11	\$15.80
2022–23	\$10.70	\$15.13

<sup>14</sup> With the 2020–21 school survey, the budget question was modified to include funding from all sources. The prior 2019–20 survey asked respondents to report only on district funding. Due to this wording change, we report here only on 2020–21, 2021–22, and 2022–23 data.

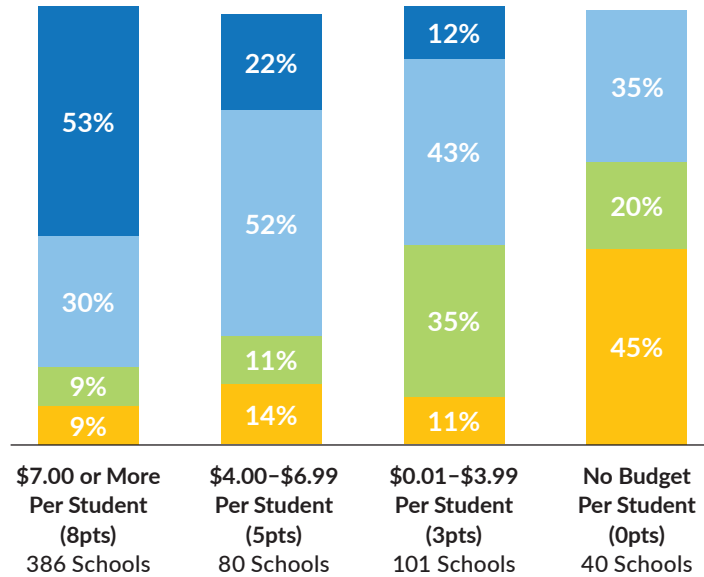
BUDGETING FOR ARTS EDUCATION UNDER CSC





The following analyses were done for the first time with the 2022–23 school year arts expenditures data to understand whether or not there are correlations with other measures.

ARTS EXPENDITURES AND OVERALL SCORES UNDER CSC



Excelling  
Strong  
Developing  
Emerging

Within each column of a given bucket of per-student arts expenditures, the distribution of Creative Schools Certification scores are shown. For example, the 53% figure in the \$7.00 or more column indicates that 53% of the 386 schools that reported \$7.00 or more per student had an overall rating of Excelling.

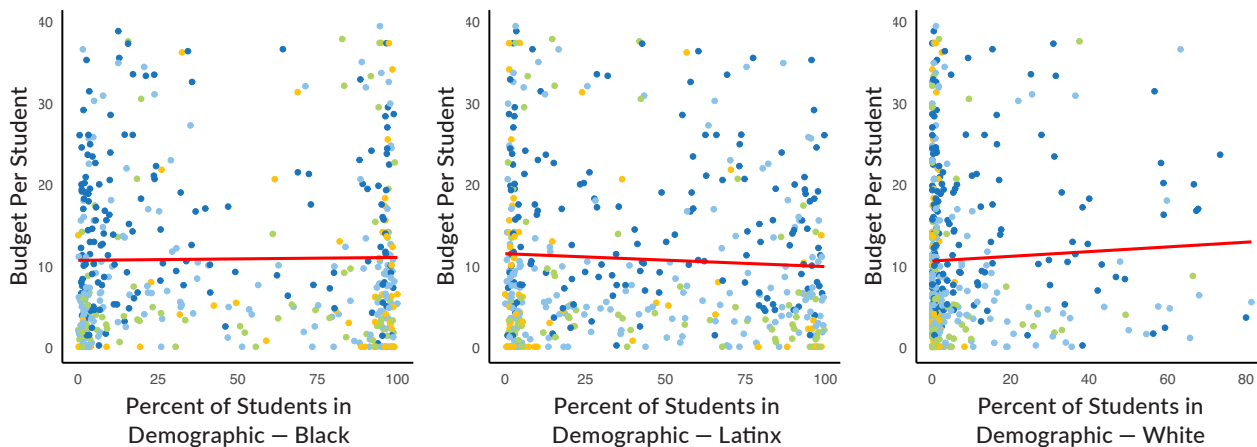
For schools that reported \$7.00 or more per student in arts expenditures, roughly half of them are Excelling schools. Eighteen percent of schools reporting \$7.00 or more per student in arts expenditures were rated as Developing or Emerging. As for schools that reported no budget per student, 45% of these were rated as Emerging. It’s not necessarily the case that schools with large per-student arts expenditures are rated as Excelling or that schools with no arts budget are rated as Emerging, though we do see on these ends of the spectrum roughly half are rated as such.





BUDGET PER STUDENT BASED ON DEMOGRAPHICS

Excelling  
Strong  
Developing  
Emerging



What is the correlation between a school’s per-student arts budget and a school’s student racial/ethnic demographics? For the data from 2022–23, the above charts illustrate the relationship between a school’s student racial/ethnic demographics and the per-student arts budget.<sup>15</sup> Each dot represents a single school, with the vertical position representing per-student arts expenditures and the horizontal position representing the percentage of students in that school in the plot’s racial/ethnic category. The red trend lines in each plot highlight how the per-student arts expenditures relate to schools’ racial/ethnic makeup; there is little to no correlation between the two. Across all three charts, there is no clear pattern. A school’s racial/ethnic makeup is not statistically significant in regard to its per-student arts expenditures.



<sup>15</sup> For readability, only schools with budgets of \$40.00 or less have been included. This represents 76% of schools. The large range and distribution of per-student budgets, especially those at the 90th or higher percentile, are not easily visualized. However, we have also conducted a test of statistical significance with all schools’ budget data and conclude that a school’s racial/ethnic makeup is not statistically significant in regard to a school’s per-student arts expenditures.



## ARTS PARTNERSHIPS, PROFESSIONAL LEARNING, AND FAMILY/COMMUNITY ENGAGEMENT

There are three elements in the CSC for which schools either receive full points if the asset is present or receive no points if the asset is absent:



### ARTS-SPECIFIC PROFESSIONAL LEARNING AVAILABLE TO SCHOOL INSTRUCTORS OR ADMINISTRATORS

Arts-specific professional learning opportunities are available throughout the year through the CPS Department of Arts Education, Ingenuity, and other district-approved sources. Such opportunities can deepen instructor knowledge and help improve the quality of arts instruction in the classroom.



### OPPORTUNITIES FOR FAMILIES AND COMMUNITY MEMBERS TO ENGAGE WITH THE ARTS IN THE SCHOOL

Family and community engagement is an opportunity for other stakeholders to be involved in expanding students' arts education experiences. These include performances, school exhibits, volunteer opportunities, and other community events. They can support student learning by showcasing students' artistic abilities and involving the community at large in students' arts learning. An in-depth exploration of types of family and community engagement is provided in the next section of this report.



### ARTS PARTNERSHIPS

Partnerships with community arts organizations are important to sustain, complement, and enhance quality arts learning. Historically, the vast majority of schools in the District have at least one arts partner throughout the school year. An in-depth exploration of partnerships in CPS is provided in the next section of this report.



Chicago Opera Theatre — Opera for All Showcase. Photo by Michael Brósilow.



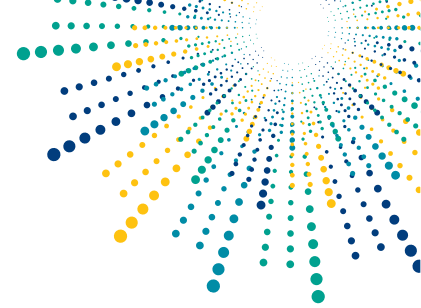
The percentage of schools offering arts-specific professional development has been consistent in the past two years. Similar to 2021–22, roughly 70% of both elementary schools and high schools had arts-specific professional development in 2022–23. In 2019–20, these figures were typically higher, at 81% for elementary schools and 76% for high schools.

Previously, the COVID-19 pandemic had significant impacts on whether schools offered opportunities for family and community engagement in students’ art activities in the 2020–21 school year. The decrease to under 70% of schools offering opportunities for family and community engagement in students’ art activities has rebounded to over 90% in 2021–22. The trend continued into 2022–23, with over 90% of elementary schools and high schools having offered opportunities for family and community engagement in students’ art activities. A more in-depth look at the types of family and community engagement is presented in the next few pages.

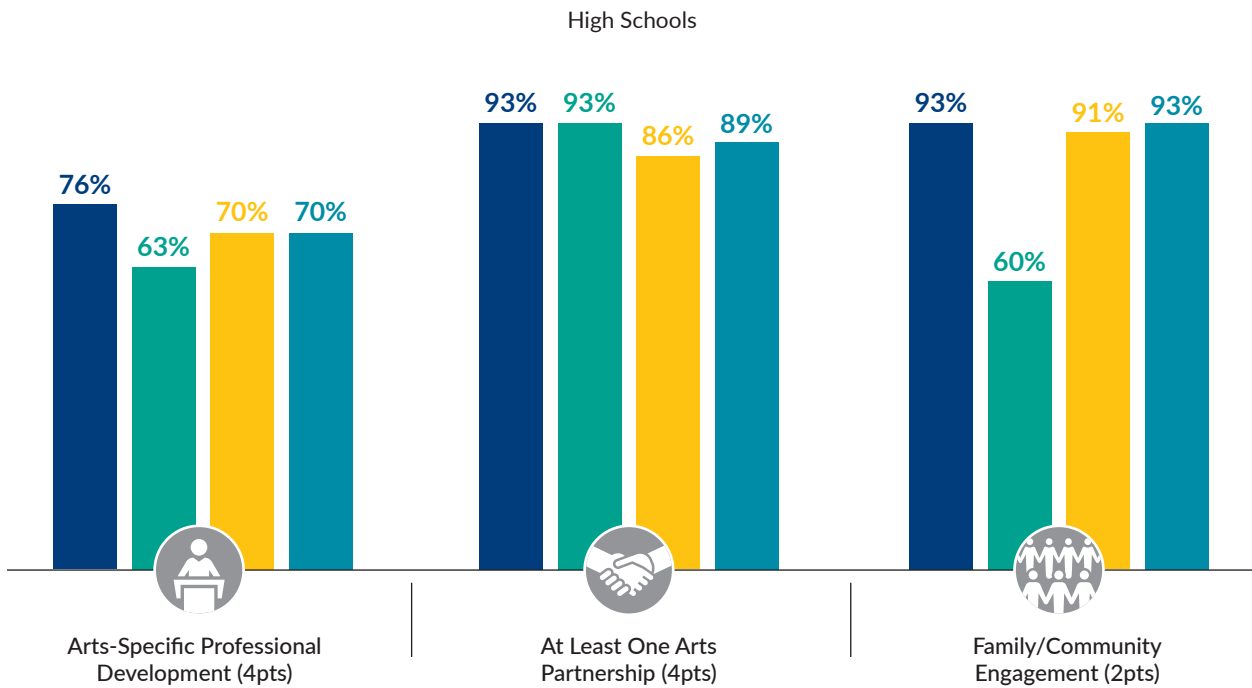
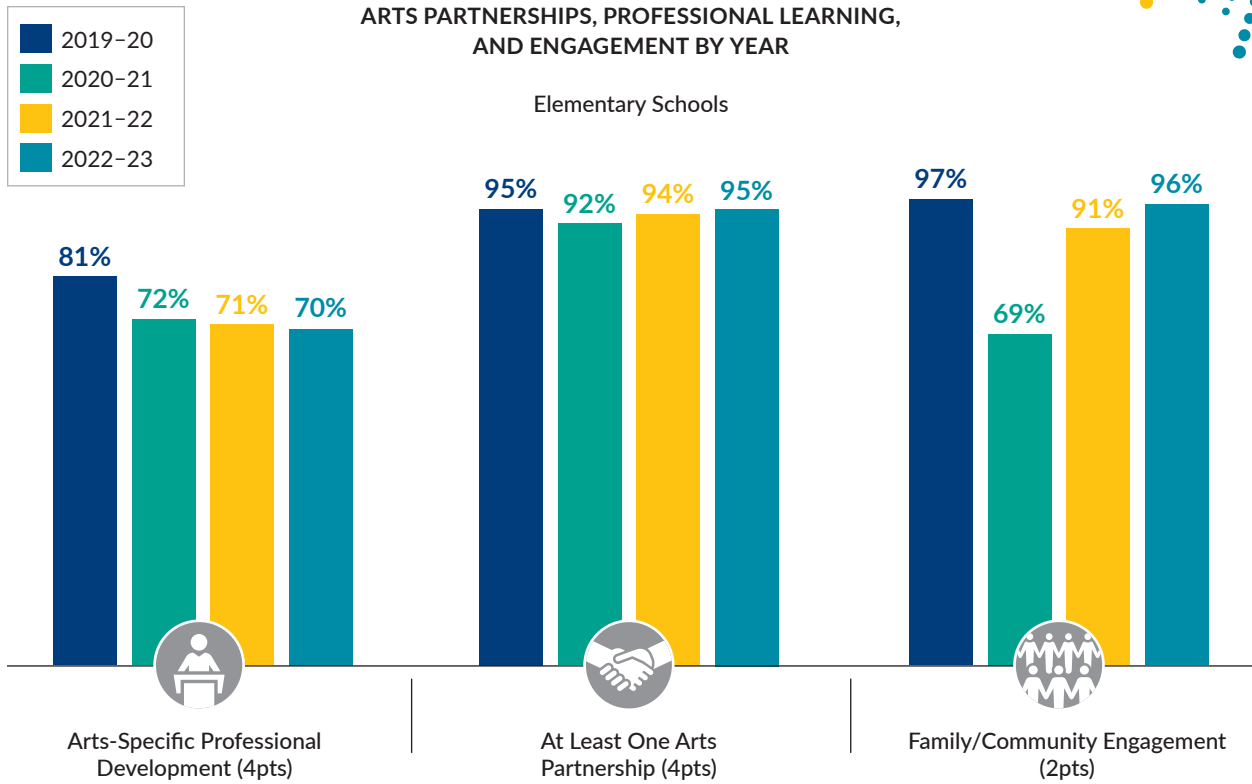
Another metric that has been significantly impacted by the COVID-19 pandemic is arts partnerships. There are increases in the percentage of schools reported having at least one arts partnership in 2022–23 since 2021–22. Ninety-five percent of elementary schools and 89% of high schools reported having at least one arts partnership in 2022–23. Notably, the percentage of high schools reported having at least one arts partnership dropped significantly from 93% in 2020–21 to 86% in 2021–22.

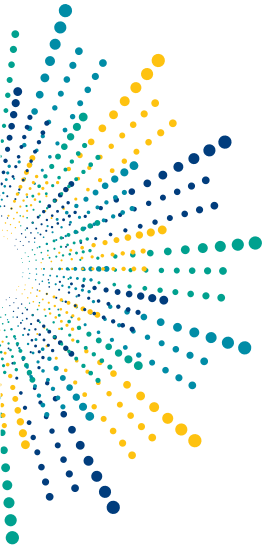
Historically, in all of the State of the Arts Reports up until 2021–22, over 90% of schools reported each year that they have at least one arts partnership. The percentage of high schools that reported having at least one arts partnership is approaching the 90% mark once again. Meanwhile, in 2022–23, the percentage of elementary schools that reported having at least one arts partnership has reached 95%, the same level as in 2019–20. Overall, both elementary schools and high schools are showing increases in the share of schools that had at least one arts partnership in 2022–23. In the following Partners and Partnerships section, more in-depth metrics into arts partnerships are provided.





ARTS PARTNERSHIPS, PROFESSIONAL LEARNING, AND ENGAGEMENT BY YEAR



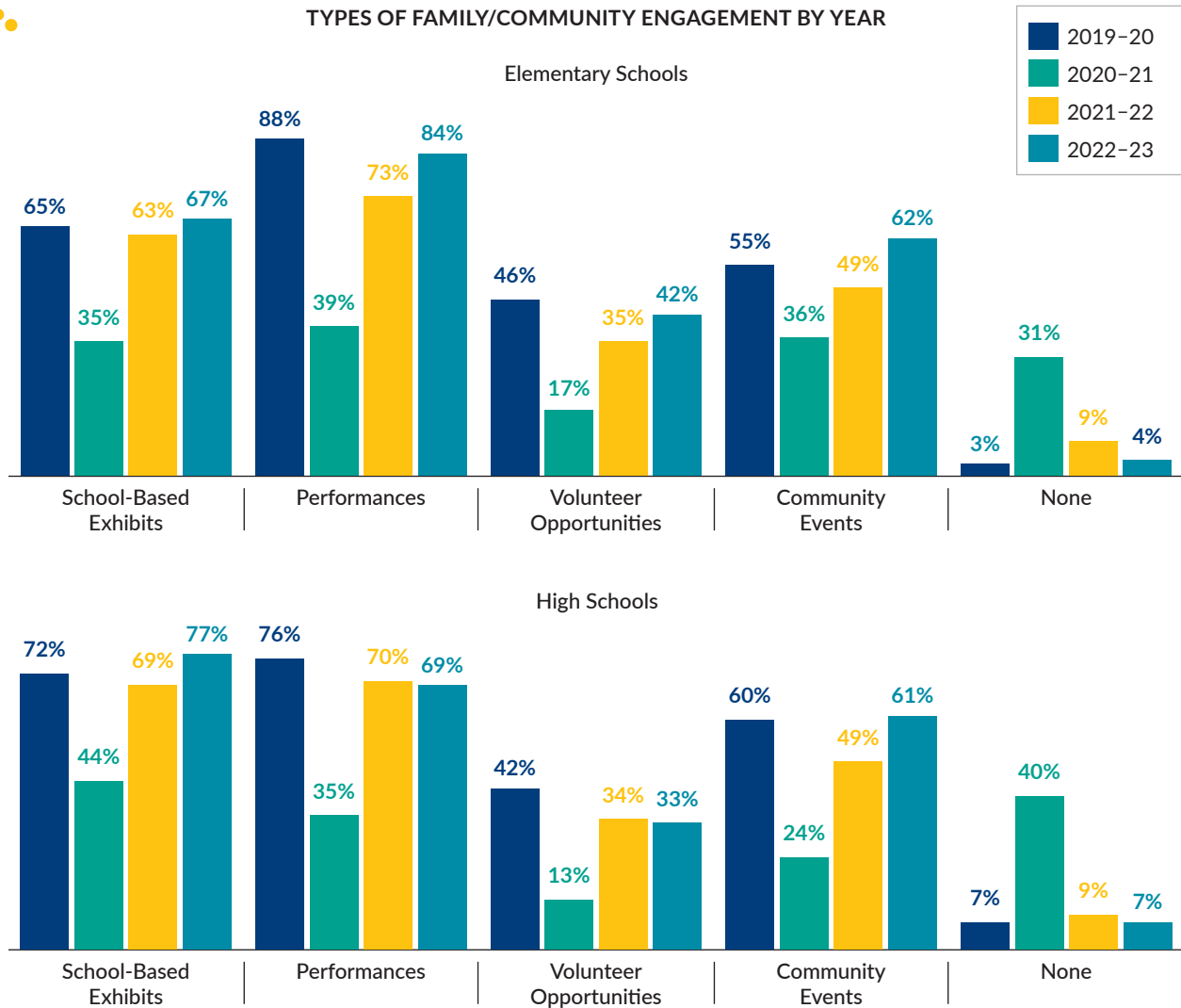


A deeper dive into the data on family and community engagement shows increases in the latest school year across all forms of engagement in elementary schools. Performances and community events have shown the highest increases for elementary schools in 2022-23, as compared to 2021-22. The percentage of elementary schools with community events in 2022-23 even exceeds 2019-20 levels (62% and 55%, respectively).

Meanwhile, there are increases in some forms of engagement in high schools. School-based exhibits and community events have shown the highest increases for high schools in 2022-23, as compared to 2021-22. Both of these types of family and community engagement have also exceeded their 2019-20 levels.

The percentage of schools with no family or community engagement has decreased for both elementary schools and high schools from 2021-22 to 2022-23.

TYPES OF FAMILY/COMMUNITY ENGAGEMENT BY YEAR





### INSTRUCTIONAL APPROACH

The Instructional Approach element of the CSC focuses on the approach(es) a school takes in arts instruction. From arts integration to Science, Technology, Engineering, Arts, and Mathematics (STEAM) to single-discipline arts instruction, schools use different (and sometimes multiple) methods of arts instruction 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.

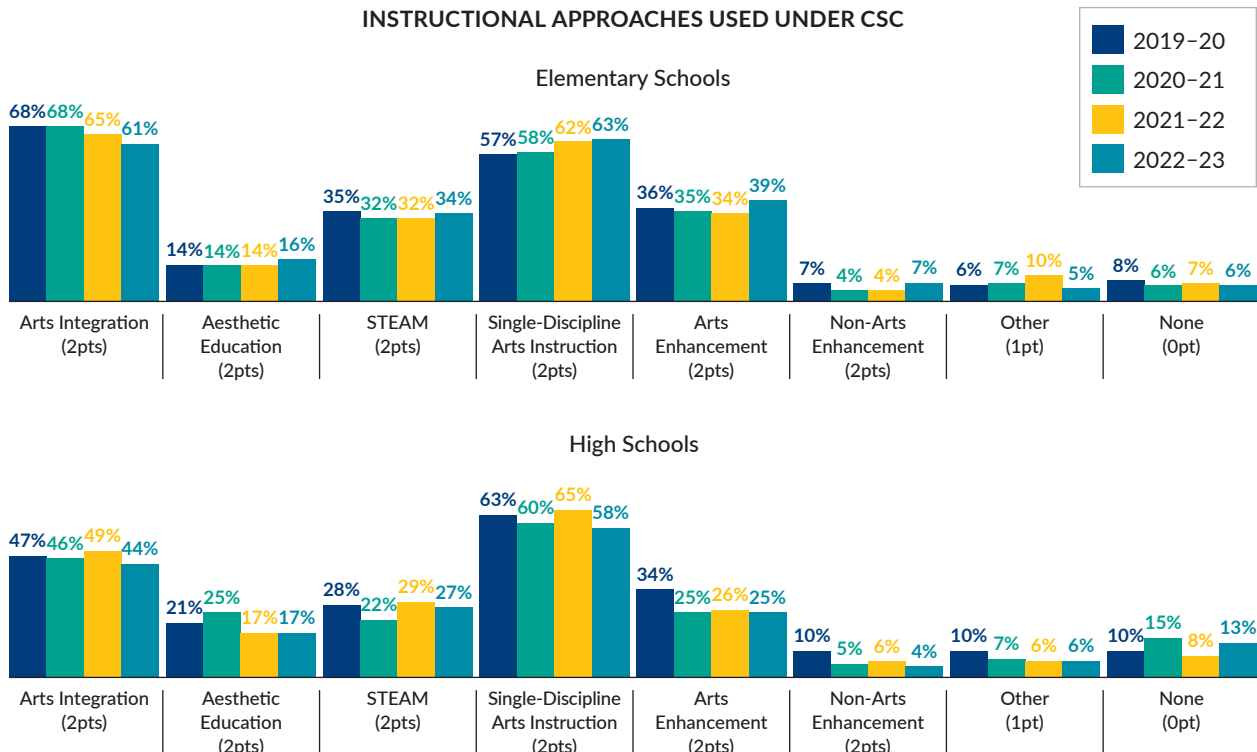
Arts Integration and Single-Discipline Arts Instruction remain the most commonly reported instructional approaches in both elementary and high schools. Over 60% of elementary schools reported using Arts Integration or Single-Discipline Arts Instruction.

For high schools, the percentage of schools that reported using each of the instructional approaches in 2022–23 has remained the same or decreased since 2021–22. Since 2021–22, there has been a five percentage point decrease in high schools that utilized Arts Integration and a seven percentage point decrease in those that utilized Single-Discipline Arts Instruction. The percentage of high schools utilizing no instructional approach went up five percentage points from 2021–22 to 2022–23, from 8% to 13%.

Over ninety percent of all schools reported utilizing some instructional approach.



#### INSTRUCTIONAL APPROACHES USED UNDER CSC





# PARTNERS AND PARTNERSHIPS



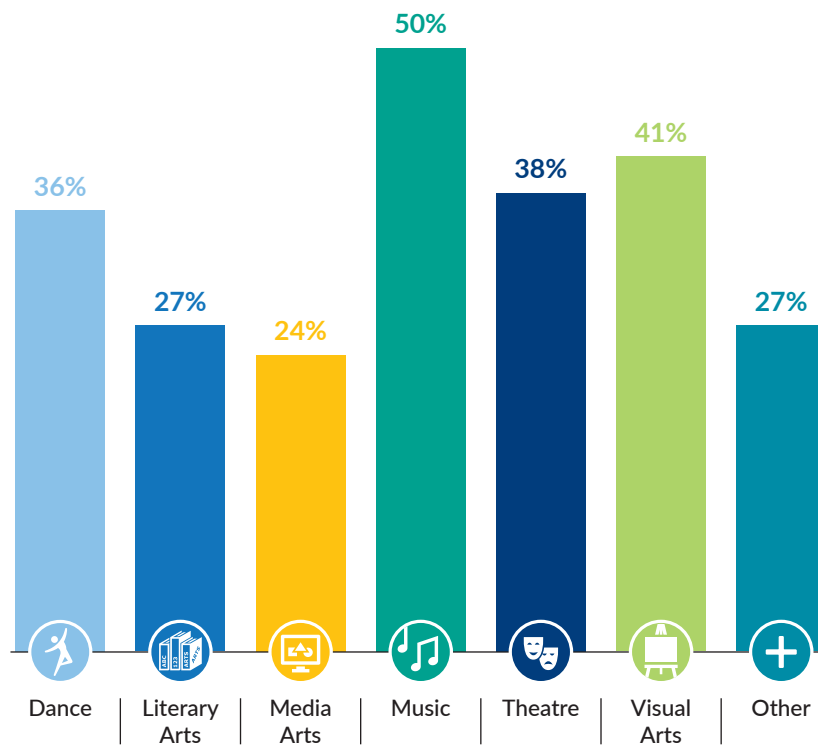
## PARTNERS AND PARTNERSHIPS

Arts organizations from Chicago’s vibrant artistic and cultural community have been partnering with CPS schools to provide innovative and sustainable arts programming and opportunities for many years. From large cultural institutions to traveling performance organizations, to independent teaching artists, arts partners have helped create diverse opportunities for tailored, hands-on arts learning in CPS schools. These partnerships have augmented existing classroom learning experiences, deepened connections between schools and communities, and enhanced arts education in CPS schools.

### ARTS PARTNERS

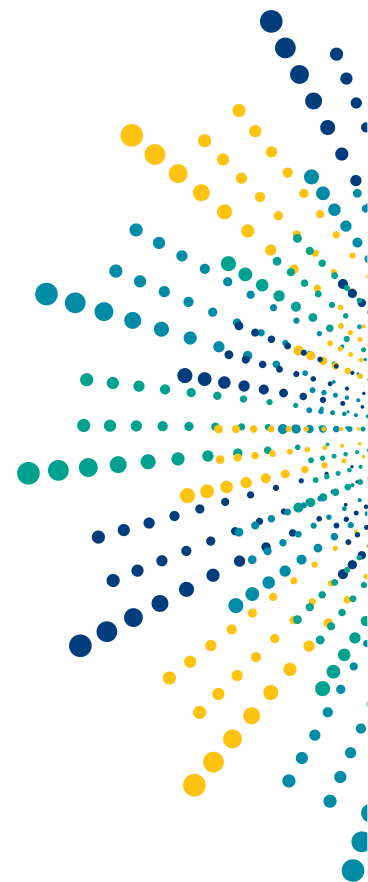
Arts partners work across all arts disciplines, and disciplines represented year over year continue to be very similar. Music and Visual Arts continue to be the most common disciplines of focus, with 40–50% of organizations reporting them. Theatre and Dance trail close behind Music and Visual Arts, at 38% and 36%, respectively.

ARTS DISCIPLINES REPRESENTED BY PARTNER ORGANIZATIONS



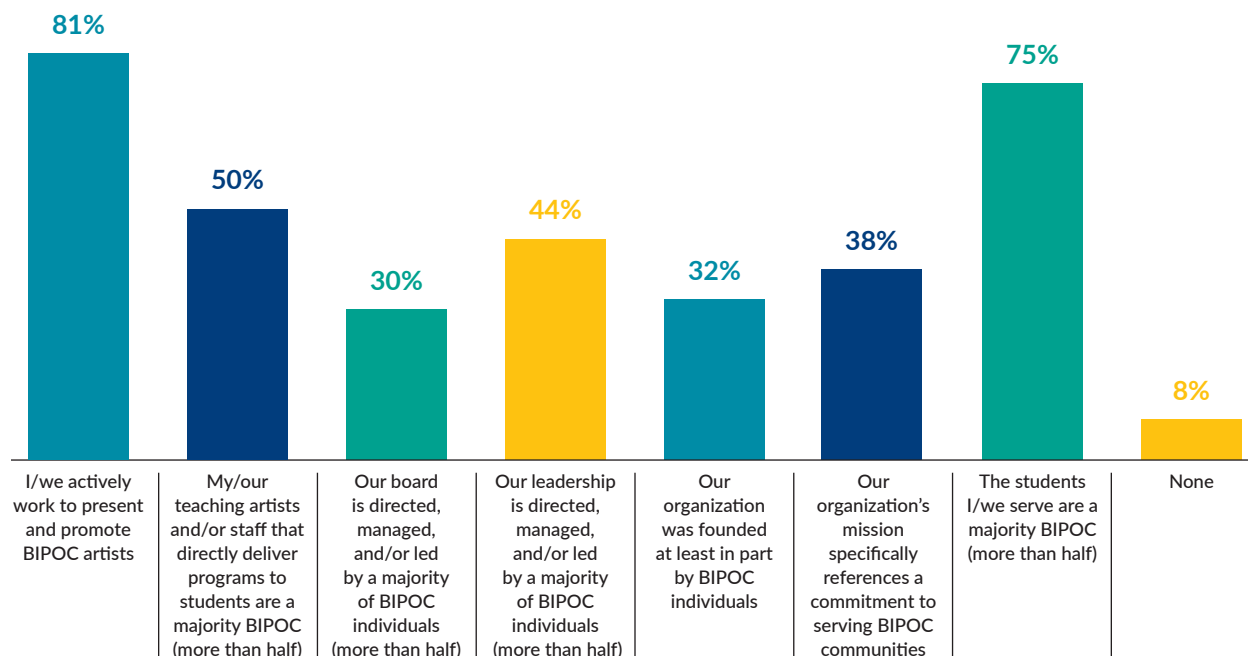
Ingenuity has been collecting information since 2019–20 from arts partner organizations to better understand BIPOC (Black, Indigenous, and/or People of Color) representation in the vibrant Chicago arts partner community. These metrics seek to understand arts partners' BIPOC representation in their leadership structures, student-facing personnel, organizational mission, and programming.

The following bar chart shares summative information for the 2022–23 school year. Similar to trends seen in previous years, a large majority of organizations (81%) reported that they promote BIPOC artists actively. Half (50%) of organizations reported that their student-facing teaching artists and/or staff are majority BIPOC. Less than half of organizations stated that their leadership or board is majority BIPOC, or that they were founded by BIPOC individuals. Only 8% of arts organizations reported having no BIPOC representation. However, these trends may not be a complete representation of the arts partner community since about 80 organizations reported this information. Ingenuity will continue to collect and report on this data, and will continue to encourage arts partners to update their organizational profiles through the artlook® platform.



**WHICH OF THE FOLLOWING CHARACTERISTICS APPLY TO YOU OR YOUR ORGANIZATION?\***

BIPOC stands for Black, Indigenous, and/or People of Color



2022–23 | 80 Organizations

\*The questions were created in partnership with [Enrich Chicago](#).



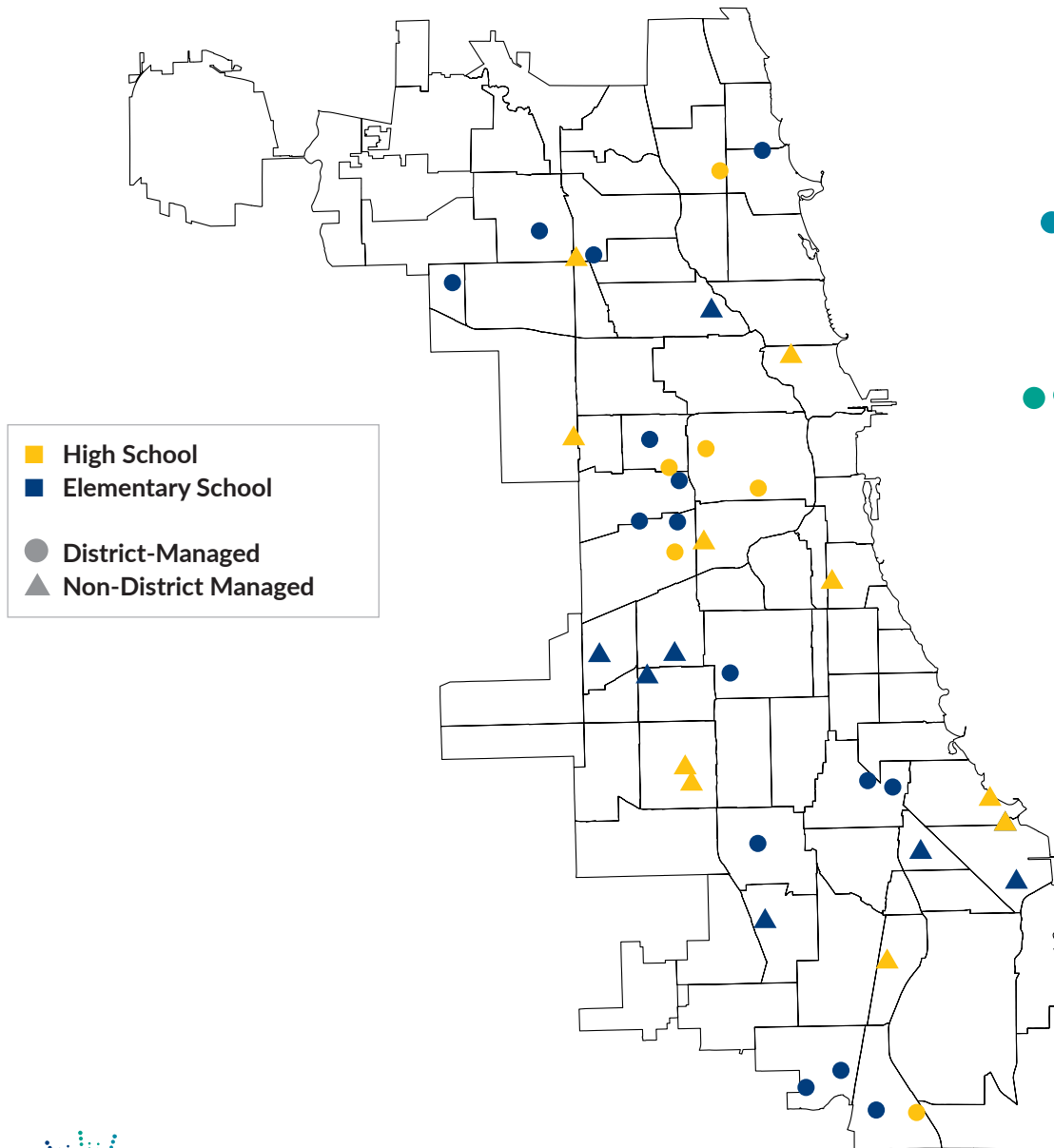
### PARTNERSHIP REACH

There have been signs of recovery since the onset of the COVID-19 pandemic with schools' arts programming, though the recovery is uneven. The same can be said of the arts partner sector. The latest year of data from the 2022–23 school year recorded 393 arts organizations partnering with at least one CPS school. This metric has shown improvement from the all-time low figure recorded in 2020–21 of 298 arts organizations. However, in 2018–19, 558 arts organizations were working across the District, which was a typical figure before the pandemic. The latest figure of 393 arts organizations is very similar to the 389 recorded for the 2021–22 school year; there may be some stasis in what we can expect in the number of unique arts organizations that work within schools as the sector continues to recover. While the number of partner *organizations* has not increased significantly since 2021–22, there has been an increase in partnership *activity*.

2018–19	2019–20	2020–21	2021–22	2022–23	
558	446	298	389	393	Partner organizations
616	573	547	540	568	Schools with at least one partner
5	3	3	3	3	Median number of organizations working with each school
2	1	1	1	1	Median number of schools served by each organization
4,159	2,788	1,939	2,195	2,436	Total distinct number of partnerships

The above table takes a closer look at how partnerships were distributed across the District. The number of arts organizations working with schools has remained relatively steady since 2021–22, but more schools have reported having at least one arts partnership in 2022–23. For the first time since 2018–19, the number of schools with at least one partnership has increased. The figure increased by five percentage points, from 540 schools with at least one partner in 2021–22 to 568 schools with at least one partner in 2022–23. The total number of distinct partnerships has gone up by 11%, from 2,195 in 2021–22 to 2,436 in 2022–23. The median number of organizations working with each school and the median number of schools served by each organization remain the same since 2019–20.

SCHOOLS WITH NO ARTS PARTNERSHIPS

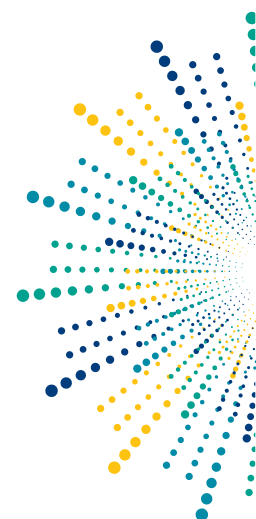
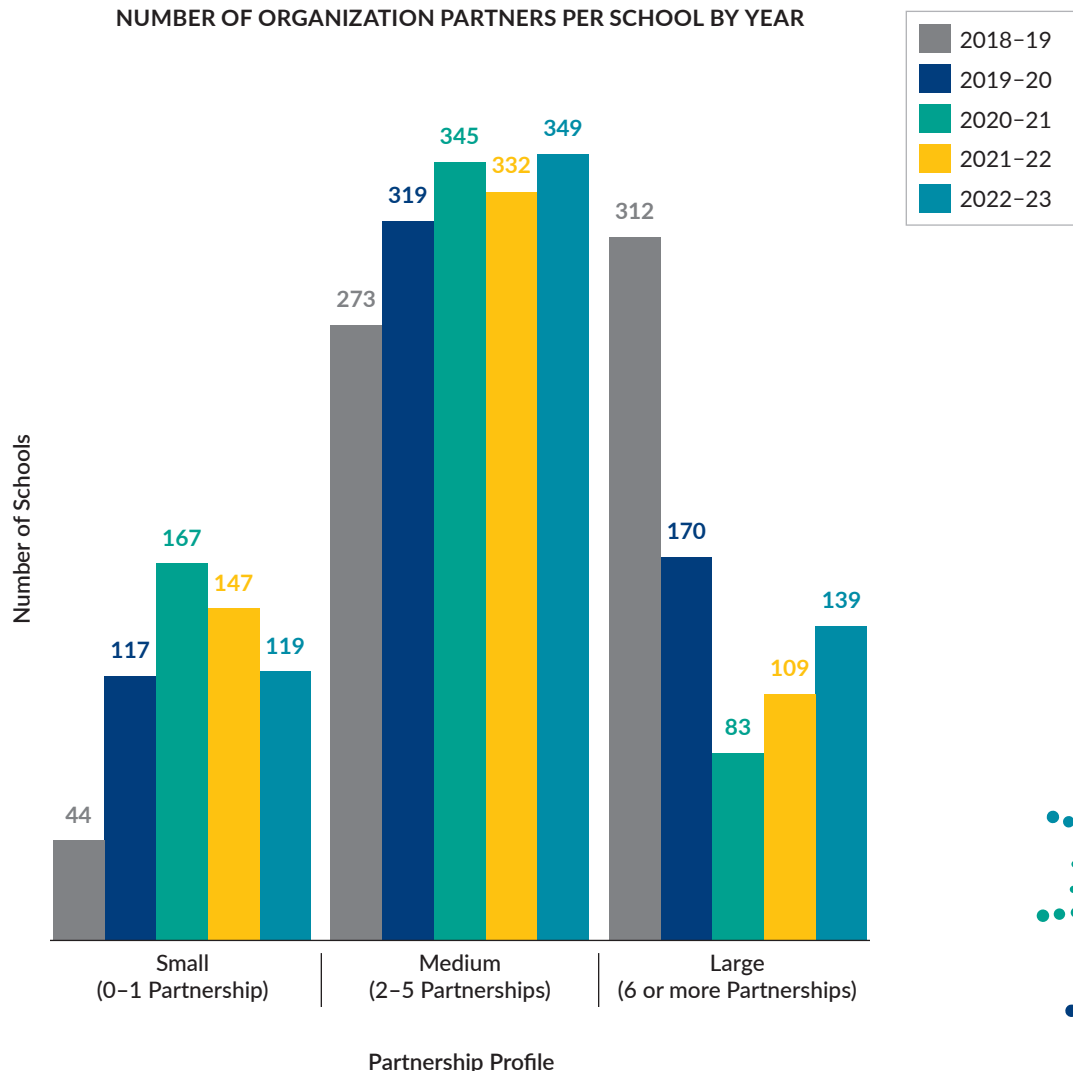


The map above shows schools with no arts partnerships in 2022-23. In 2022-23, a total of 39 schools did not have any arts partnership. Four percent of District-Managed elementary schools and 7% of District-Managed high schools had no arts partnerships. Meanwhile, these figures are significantly higher for Non-District Managed schools. Seventeen percent of Non-District Managed elementary schools and 17% Non-District Managed high schools had no arts partnerships.

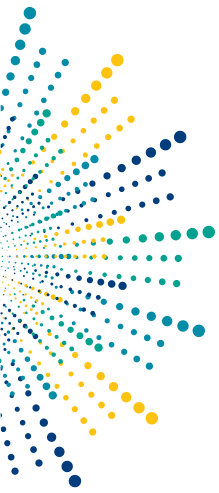
The next few visualizations take a deeper look at the distribution of partnerships and how organizations fared in providing arts programming to schools. The chart below shows a more comprehensive analysis of how the number of partnerships per school has changed throughout the years. The number of schools with a large (6 or more) number of partnerships dropped dramatically in 2020–21, but since then there has been an upward trend. One hundred and thirty-nine schools had a large (6 or more) number of partnerships in 2022–23. This constitutes a 28% increase.

The number of schools with a medium (2–5) number of partnerships has increased from 332 in 2021–22 to 349 in 2022–23. While the total number of arts organizations working across CPS in 2022–23 has leveled off compared to 2021–22, it is a positive sign to see that schools with a medium and large number of partnerships have increased.

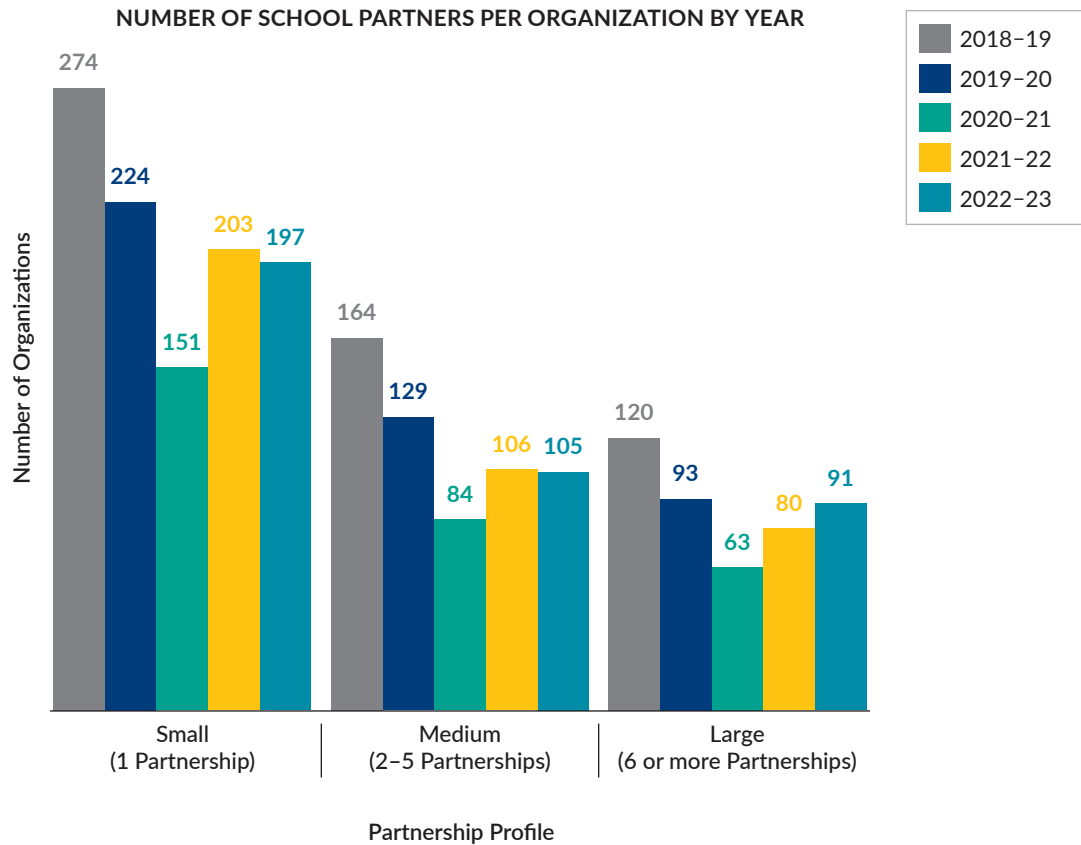
NUMBER OF ORGANIZATION PARTNERS PER SCHOOL BY YEAR







The chart below shows partnership activity from the perspective of arts partner organizations. There has been an increase of 14% in the number of organizations with a large (6 or more) number of partnerships in the latest school year. The number of organizations with a small (1 partnership) or medium (2-5 partnerships) number of partnerships has decreased in 2022-23. Similar to trends seen with school partnership profiles, more arts organizations were also serving a larger number of schools in 2022-23.



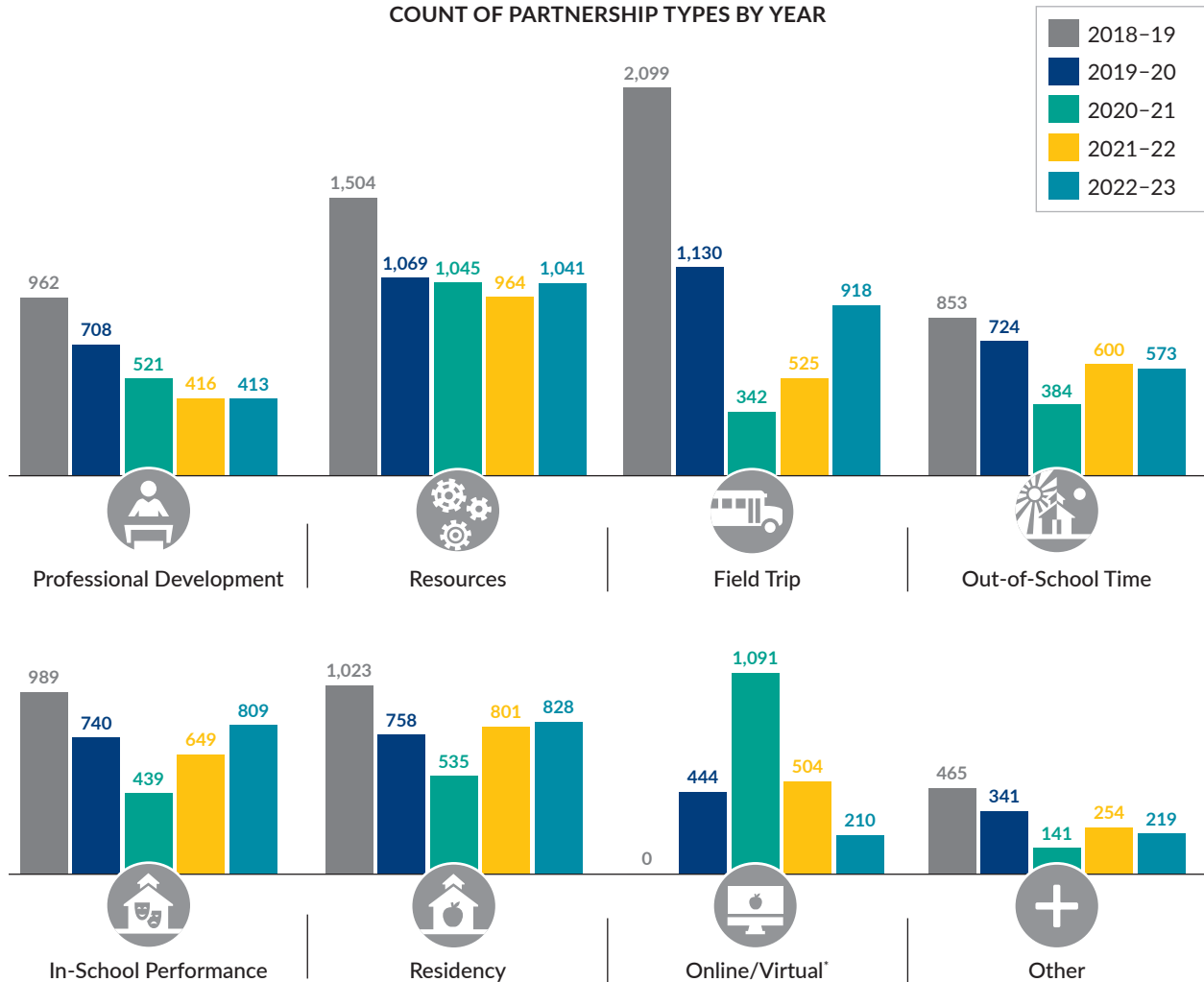


**PARTNERSHIP TYPES**

Resources, field trips, in-school performances, and residency programs have all increased from 2021–22 to 2022–23. Field trips and in-school performances have increased most among all program types. Significantly, field trips have increased by 75% from 2021–22 to 2022–23. In-school performances have increased by 25% as well. Other program types – specifically, professional development and out-of-school time – have slight decreases of less than five percentage points since 2021–22.

Online program types experienced the steepest decline with the latest year of data, decreasing by 58% from 2021–22 to 2022–23. It seems that many partnerships are shifting again to being conducted in-person. Online program types experienced the most growth from 2019–20 to 2020–21, likely due to the COVID-19 pandemic and remote learning, and it has since been declining.

COUNT OF PARTNERSHIP TYPES BY YEAR



\*Data on Online/Virtual programs was first collected in 2019–20.



# CONCLUSION



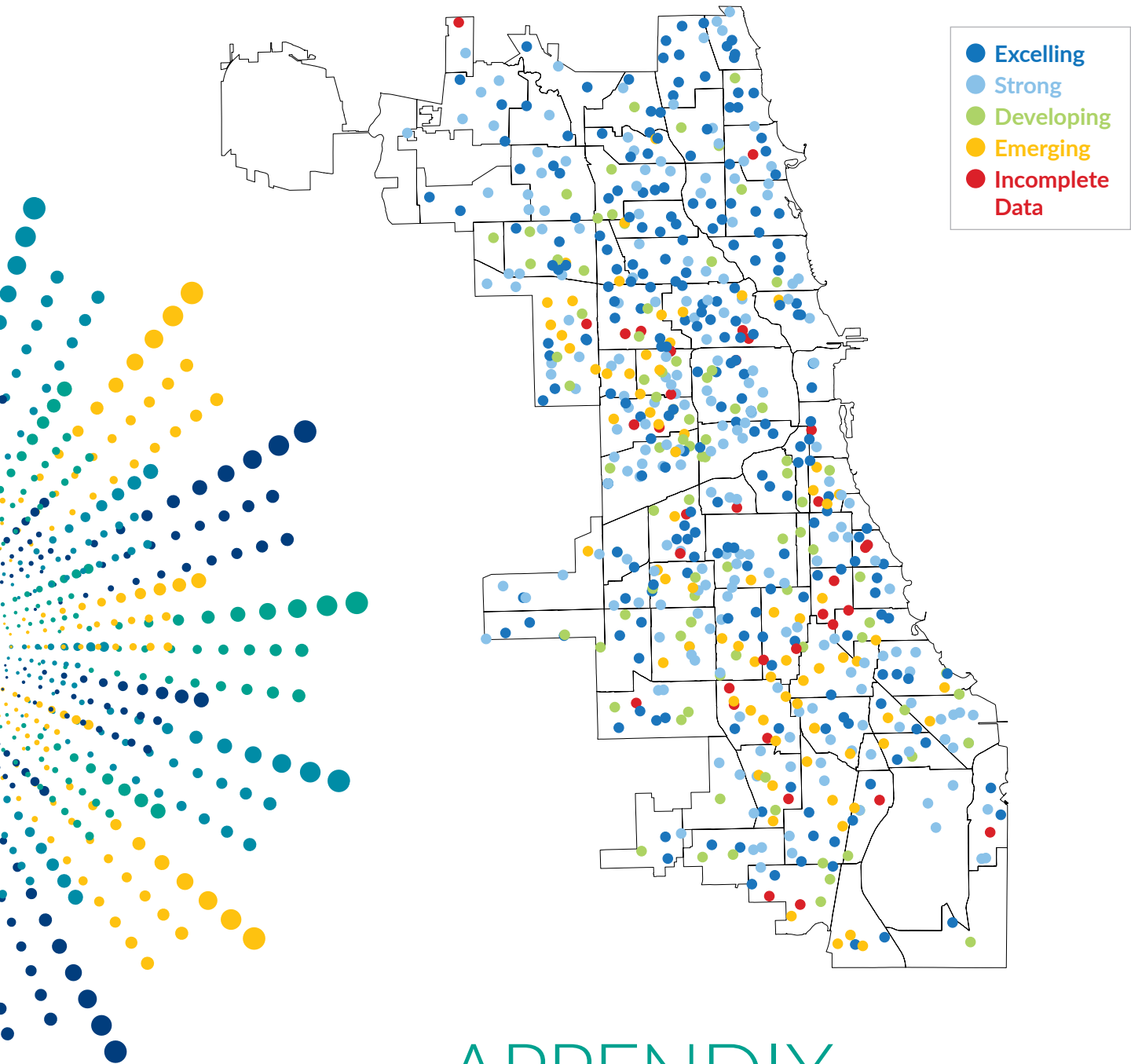
## CONCLUSION

The journey of the arts education sector over the past several years has been marked by commendable progress. Fueled by data-driven strategies, Ingenuity persevered in prioritizing arts education amidst the unprecedented challenges posed by the COVID-19 pandemic, school shutdowns, and operational disruptions for our arts partner community. Emerging from this challenging period, we find ourselves in an optimistic recovery phase.

While we celebrate the strides we've made, it's essential to acknowledge the persistent challenges on the horizon. A substantial number of schools have yet to fully embrace the Updated (2018) Illinois Arts Learning Standards. About 60% of elementary schools and 50% of high schools utilized the updated standards. Key access metrics (Minutes of Instruction and Disciplines & Depth) have shown signs of stagnation over the past four years of data on the new rubric, emphasizing the need for concerted efforts to propel progress.

Despite promising returns to pre-pandemic levels in many aspects of arts access and quality, we are resolute in our commitment to fostering connections across the sector. However, it is undeniable that there is work yet to be done to achieve true arts education equity for every student in every grade, at every CPS school.





# APPENDIX

## CREATIVE SCHOOLS CERTIFICATION SCORES 2022-23





## 2022–23 LIST OF ELEMENTARY SCHOOLS AND CERTIFICATION RATINGS

Data as of March 26, 2024

SCHOOL	SCHOOL FULL NAME	CREATIVE SCHOOLS CERTIFICATION
ACERO – BRIGHTON PARK	Acero Charter Schools – Brighton Park	Excelling
ACERO – CISNEROS	Acero Charter Schools – Sandra Cisneros	Incomplete Data
ACERO – CLEMENTE	Acero Charter Schools – Roberto Clemente	Strong
ACERO – DE LAS CASAS	Acero Charter Schools – Bartolomé de las Casas	Excelling
ACERO – FUENTES	Acero Charter Schools – Carlos Fuentes	Excelling
ACERO – IDAR	Acero Charter Schools – Jovita Idar	Emerging
ACERO – MARQUEZ	Acero Charter Schools – Officer Donald J Marquez	Strong
ACERO – PAZ	Acero Charter Schools – Octavio Paz Campus	Developing
ACERO – SANTIAGO	Acero Charter Schools – Esmeralda Santiago	Strong
ACERO – TAMAYO	Acero Charter Schools – Rufino Tamayo	Excelling
ACERO – TORRES	Acero Charter Schools – PFC Omar E Torres	Strong
ACERO – ZIZUMBO	Acero Charter Schools – SPC Daniel Zizumbo	Developing
ADDAMS	Jane Addams Elementary School	Incomplete Data
AHS – PASSAGES	Asian Human Services – Passages Charter School	Excelling
ALBANY PARK	Albany Park Multicultural Academy	Excelling
ALCOTT ES	Louisa May Alcott Elementary School	Excelling
ALDRIDGE	Ira F Aldridge Elementary School	Emerging
ARIEL	Ariel Elementary Community Academy	Incomplete Data
ARMOUR	Phillip D Armour Elementary School	Excelling
ARMSTRONG G	George Armstrong International Studies ES	Strong
ART IN MOTION	Art in Motion Charter School	Excelling
ASHBURN	Ashburn Community Elementary School	Excelling
ASHE	Arthur R Ashe Elementary School	Strong
ASPIRA – HAUGAN	ASPIRA Charter – Haugan Campus	Strong
AUDUBON	John J Audubon Elementary School	Excelling
AVALON PARK	Avalon Park Elementary School	Excelling
AVONDALE-LOGANDALE	Avondale-Logandale Elementary School	Excelling
AZUELA	Mariano Azuela Elementary School	Developing
BARNARD	Alice L Barnard Computer Math & Science Ctr ES	Strong
BARRY	John Barry Elementary School	Excelling
BARTON	Clara Barton Elementary School	Incomplete Data
BASS	Perkins Bass Elementary School	Excelling
BATEMAN	Newton Bateman Elementary School	Strong
BEARD	Daniel C Beard Elementary School	Excelling
BEASLEY	Edward Beasley Elementary Magnet Academic Center	Excelling
BEAUBIEN	Jean Baptiste Beaubien Elementary School	Excelling
BEETHOVEN	Ludwig Van Beethoven Elementary School	Developing
BEIDLER	Jacob Beidler Elementary School	Strong
BELDING	Hiram H Belding Elementary School	Developing
BELL	Alexander Graham Bell Elementary School	Strong
BELMONT-CRAGIN	Belmont-Cragin Elementary School	Excelling
BENNETT	Frank I Bennett Elementary School	Emerging
BLACK	Robert A Black Magnet Elementary School	Strong

BLAINE	James G Blaine Elementary School	Developing
BLAIR	Blair Early Childhood Center	Excelling
BOND	Carrie Jacobs Bond Elementary School	Incomplete Data
BOUCHET	Edward A Bouchet Math & Science Academy ES	Strong
BRADWELL	Myra Bradwell Communications Arts & Sciences ES	Emerging
BRENNEMANN	Joseph Brennemann Elementary School	Strong
BRENTANO	Lorenz Brentano Math & Science Academy ES	Excelling
BRIDGE	Norman A Bridge Elementary School	Strong
BRIGHT	Orville T Bright Elementary School	Strong
BRIGHTON PARK	Brighton Park Elementary School	Excelling
BRONZEVILLE CLASSICAL	Bronzeville Classical Elementary School	Excelling
BROWN R	Ronald Brown Elementary Community Academy	Emerging
BROWN W	William H Brown Elementary School	Excelling
BROWNELL	Charles S Brownell Elementary School	Strong
BRUNSON	Milton Brunson Math & Science Specialty ES	Emerging
BUDLONG	Lyman A Budlong Elementary School	Developing
BURBANK	Luther Burbank Elementary School	Strong
BURKE	Edmond Burke Elementary School	Incomplete Data
BURLEY	Augustus H Burley Elementary School	Strong
BURNHAM	Burnham Elementary Inclusive Academy	Strong
BURNSIDE	Burnside Elementary Scholastic Academy	Emerging
BURR	Jonathan Burr Elementary School	Excelling
BURROUGHS	John C Burroughs Elementary School	Developing
BYRNE	Michael M Byrne Elementary School	Strong
CALMECA	Calmecca Academy of Fine Arts and Dual Language	Developing
CAMERON	Daniel R Cameron Elementary School	Excelling
CAMRAS	Marvin Camras Elementary School	Strong
CANTY	Arthur E Canty Elementary School	Excelling
CARDENAS	Lazaro Cardenas Elementary School	Strong
CARNEGIE	Andrew Carnegie Elementary School	Excelling
CARROLL	Carroll-Rosenwald Specialty Elementary School	Developing
CARSON	Rachel Carson Elementary School	Strong
CARTER	William W Carter Elementary School	Emerging
CARVER G	George Washington Carver Primary School	Emerging
CASALS	Pablo Casals Elementary School	Developing
CASELL	George F Cassell Elementary School	Excelling
CATALPA	Catalpa Early Childhood Center	Strong
CATALYST – CIRCLE ROCK	Catalyst Elementary School – Circle Rock	Strong
CATHER	Willa Cather Elementary School	Developing
CHALMERS	Thomas Chalmers Specialty Elementary School	Strong
CHAPPELL	Eliza Chappell Elementary School	Excelling
CHASE	Salmon P Chase Elementary School	Excelling
CHAVEZ	Cesar E Chavez Multicultural Academic Center ES	Strong
CHICAGO ACADEMY ES	Chicago Academy Elementary School	Strong
CHICAGO WORLD LANGUAGE ACADEMY	Chicago World Language Academy	Strong
CHOPIN	Frederic Chopin Elementary School	Excelling
CHRISTOPHER	Walter S Christopher Elementary School	Strong
CHRISTOPHER HOUSE	Christopher House Charter School ES	Emerging
CICS – AVALON/SOUTH SHORE	Chicago Intl Charter – Avalon / South Shore	Emerging
CICS – BASIL	Chicago Intl Charter – Basil	Strong





CICS – BOND	Chicago Intl Charter – Lloyd Bond	Excelling
CICS – BUCKTOWN	Chicago Intl Charter – Bucktown	Developing
CICS – IRVING PARK	Chicago Intl Charter – Irving Park	Excelling
CICS – LOOMIS	Chicago Intl Charter – Loomis Primary	Strong
CICS – PRAIRIE	Chicago Intl Charter – Prairie	Excelling
CICS – WASHINGTON PARK	Chicago Intl Charter – Washington Park	Incomplete Data
CICS – WEST BELDEN	Chicago Intl Charter – West Belden	Developing
CICS – WRIGHTWOOD	Chicago Intl Charter – Wrightwood	Developing
CLAREMONT	Claremont Academy Elementary School	Strong
CLARK ES	George Rogers Clark Elementary School	Excelling
CLAY	Henry Clay Elementary School	Developing
CLEVELAND	Grover Cleveland Elementary School	Excelling
CLINTON	DeWitt Clinton Elementary School	Excelling
CLISSOLD	Henry R Clissold Elementary School	Excelling
COLEMON	Johnnie Colemon Elementary Academy	Excelling
COLES	Edward Coles Elementary Language Academy	Emerging
COLUMBIA EXPLORERS	Columbia Explorers Elementary Academy	Strong
COLUMBUS	Christopher Columbus Elementary School	Excelling
COOK	John W Cook Elementary School	Emerging
COONLEY	John C Coonley Elementary School	Strong
COOPER	Peter Cooper Elementary Dual Language Academy	Strong
CORKERY	Daniel J Corkery Elementary School	Strong
COURTENAY	Mary E Courtenay Elementary Language Arts Center	Strong
CROWN	Crown Community Academy of Fine Arts Center ES	Excelling
CUFFE	Paul Cuffe Math-Science Technology Academy ES	Emerging
CULLEN	Countee Cullen Elementary School	Emerging
CURTIS	George W Curtis Elementary School	Developing
DAISY BATES	Daisy Bates Academy of Social Justice	Strong
DALEY	Richard J Daley Elementary Academy	Developing
DARWIN	Charles R Darwin Elementary School	Excelling
DAVIS M	Sir Miles Davis Magnet Elementary Academy	Emerging
DAVIS N	Nathan S Davis Elementary School	Emerging
DAWES	Charles Gates Dawes Elementary School	Excelling
DE DIEGO	Jose de Diego Elementary Community Academy	Excelling
DECATUR	Stephen Decatur Classical Elementary School	Excelling
DENEEN	Charles S Deneen Elementary School	Emerging
DEPRIEST	Oscar DePriest Elementary School	Strong
DETT	Robert Nathaniel Dett Elementary School	Developing
DEVER	William E Dever Elementary School	Excelling
DEWEY	Dewey Elementary Academy of Fine Arts	Strong
DIRKSEN	Everett McKinley Dirksen Elementary School	Strong
DISNEY	Walt Disney Magnet Elementary School	Excelling
DISNEY II ES	Disney II Magnet School	Excelling
DIXON	Arthur Dixon Elementary School	Excelling
DOOLITTLE	James R Doolittle Jr Elementary School	Strong
DORE	John C Dore Elementary School	Strong
DRAKE	John B Drake Elementary School	Excelling
DRUMMOND	Thomas Drummond Elementary School	Strong
DUBOIS	William E B Dubois Elementary School	Emerging
DULLES	John Foster Dulles Elementary School	Incomplete Data

DUNNE	Dunne Technology Academy	Strong
DURKIN PARK	Durkin Park Elementary School	Excelling
DVORAK	Dvorak Technology Academy	Strong
EARHART	Amelia Earhart Options for Knowledge ES	Excelling
EARLE	Charles W Earle Elementary School	Strong
EBERHART	John F Eberhart Elementary School	Strong
EBINGER	Christian Ebinger Elementary School	Strong
EDGEBROOK	Edgebrook Elementary School	Strong
EDISON	Thomas A Edison Regional Gifted Center ES	Excelling
EDISON PARK	Edison Park Elementary School	Excelling
EDWARDS	Richard Edwards Elementary School	Strong
ELLINGTON	Edward K Ellington Elementary School	Excelling
ERICSON	Leif Ericson Scholastic Academy	Developing
ERIE	Erie Elementary Charter School	Strong
ESMOND	Esmond Elementary School	Developing
EVERETT	Edward Everett Elementary School	Strong
EVERGREEN	Evergreen Academy Middle School	Strong
EVERS	Medgar Evers Elementary School	Excelling
FAIRFIELD	Fairfield Elementary Academy	Developing
FALCONER	Laughlin Falconer Elementary School	Strong
FARADAY	Michael Faraday Elementary School	Emerging
FARNSWORTH	James B Farnsworth Elementary School	Strong
FERNWOOD	Fernwood Elementary School	Incomplete Data
FIELD	Eugene Field Elementary School	Excelling
FINKL	William F Finkl Elementary School	Excelling
FISHER	Dr Fisher Early Learning Center	Strong
FISKE	John Fiske Elementary School	Incomplete Data
FORT DEARBORN	Fort Dearborn Elementary School	Strong
FOSTER PARK	Foster Park Elementary School	Excelling
FRANKLIN	Franklin Elementary Fine Arts Center	Excelling
FRAZIER PROSPECTIVE	Frazier Prospective IB Magnet ES	Excelling
FULLER	Melville W Fuller Elementary School	Strong
FULTON	Robert Fulton Elementary School	Strong
FUNSTON	Frederick Funston Elementary School	Excelling
GALE	Stephen F Gale Elementary Community Academy	Strong
GALILEO	Galileo Math & Science Scholastic Academy ES	Strong
GALLISTEL	Matthew Gallistel Elementary Language Academy	Strong
GARVEY	Marcus Mozhiah Garvey Elementary School	Developing
GARVY	John W Garvy Elementary School	Strong
GARY	Joseph E Gary Elementary School	Strong
GILLESPIE	Frank L Gillespie Elementary School	Strong
GLOBAL CITIZENSHIP	Academy for Global Citizenship Elementary School	Strong
GOETHE	Johann W von Goethe Elementary School	Strong
GOUDY	William C Goudy Elementary School	Strong
GRAHAM ES	Alexander Graham Elementary School	Developing
GRAY	William P Gray Elementary School	Developing
GREAT LAKES	Great Lakes Academy Charter School	Strong
GREELEY	Horace Greeley Elementary School	Strong
GREEN	Wendell E Green Elementary School	Developing
GREENE	Nathanael Greene Elementary School	Strong





GREGORY	John Milton Gregory Elementary School	Emerging
GRESHAM	Walter Q Gresham Elementary School	Excelling
GRIMES	Robert L Grimes Elementary School	Developing
GRISSOM	Virgil Grissom Elementary School	Excelling
GUNSAULUS	Frank W Gunsaulus Elementary Scholastic Academy	Excelling
HAINES	John Charles Haines Elementary School	Excelling
HALE	Nathan Hale Elementary School	Excelling
HALEY	Alex Haley Elementary Academy	Excelling
HAMILTON	Alexander Hamilton Elementary School	Excelling
HAMLIN	John H Hamline Elementary School	Strong
HAMMOND	Charles G Hammond Elementary School	Developing
HAMPTON	Lionel Hampton Fine & Performing Arts ES	Strong
HANSON PARK	Hanson Park Elementary School	Developing
HARTE	Bret Harte Elementary School	Strong
HARVARD	John Harvard Elementary School of Excellence	Emerging
HAUGAN	Helge A Haugan Elementary School	Excelling
HAWTHORNE	Hawthorne Elementary Scholastic Academy	Excelling
HAY	John Hay Elementary Community Academy	Strong
HAYT	Stephen K Hayt Elementary School	Developing
HEALY	Robert Healy Elementary School	Developing
HEARST	Phoebe A Hearst Elementary School	Emerging
HEDGES	James Hedges Elementary School	Strong
HEFFERAN	Helen M Hefferan Elementary School	Emerging
HENDERSON	Charles R Henderson Elementary School	Strong
HENDRICKS	Thomas A Hendricks Elementary Community Academy	Developing
HENRY	Patrick Henry Elementary School	Strong
HERNANDEZ	Irene C Hernandez Middle School for the Advancement of the Sciences	Developing
HERZL	Theodore Herzl Elementary School	Excelling
HIBBARD	William G Hibbard Elementary School	Emerging
HIGGINS	Thomas J Higgins Elementary Community Academy	Excelling
HITCH	Rufus M Hitch Elementary School	Excelling
HOLDEN	Charles N Holden Elementary School	Excelling
HOLMES	Oliver Wendell Holmes Elementary School	Excelling
HOPE INSTITUTE	Hope Institute Learning Academy	Incomplete Data
HOWE	Julia Ward Howe Elementary School of Excellence	Emerging
HOYNE	Thomas Hoyne Elementary School	Excelling
HUGHES C	Charles Evans Hughes Elementary School	Emerging
HUGHES L	Langston Hughes Elementary School	Excelling
HURLEY	Edward N Hurley Elementary School	Excelling
INTER-AMERICAN	Inter-American Elementary Magnet School	Strong
IRVING	Washington Irving Elementary School	Strong
JACKSON M	Mahalia Jackson Elementary School	Emerging
JAHN	Friedrich Ludwig Jahn Elementary School	Excelling
JAMIESON	Minnie Mars Jamieson Elementary School	Strong
JENSEN	Jensen Elementary Scholastic Academy	Strong
JOHNSON	James Weldon Johnson Elementary School	Excelling
JOPLIN	Scott Joplin Elementary School	Emerging
JORDAN	Jordan Elementary Community School	Strong
JUNGMAN	Joseph Jungman Elementary School	Excelling



KANOON	Gerald Delgado Kanoon Elementary Magnet School	Strong
KELLER	Annie Keller Elementary Gifted Magnet School	Strong
KELLMAN	Joseph Kellman Corporate Community ES	Incomplete Data
KELLOGG	Kate S Kellogg Elementary School	Strong
KERSHAW	Joshua D Kershaw Elementary School	Strong
KILMER	Joyce Kilmer Elementary School	Excelling
KING ES	Dr Martin L King Jr Academy of Social Justice	Emerging
KINZIE	John H Kinzie Elementary School	Strong
KIPLING	Rudyard Kipling Elementary School	Strong
KIPP	KIPP One Academy	Developing
KIPP – ACADEMY	KIPP Academy Chicago Campus	Excelling
KIPP – ASCEND	KIPP Ascend Charter School	Strong
KIPP CHICAGO – BLOOM	KIPP Charter Bloom	Developing
KOZMINSKI	Charles Kozminski Elementary Community Academy	Developing
LANGFORD	Anna R Langford Community Academy	Excelling
LARA	Agustin Lara Elementary Academy	Excelling
LASALLE	LaSalle Elementary Language Academy	Strong
LASALLE II	LaSalle II Magnet Elementary School	Strong
LAVIZZO	Mildred I Lavizzo Elementary School	Excelling
LAWNDALE	Lawndale Elementary Community Academy	Emerging
LEARN – 7	Learn Charter 7 ES	Incomplete Data
LEARN – BUTLER	LEARN Charter ES – Romano Butler Campus	Strong
LEARN – CAMPBELL	LEARN Charter ES – Charles and Dorothy Campbell	Strong
LEARN – EXCEL	LEARN Charter ES – Excel	Excelling
LEARN – MIDDLE	LEARN Charter – Middle School Campus (LEARN 8)	Incomplete Data
LEARN – PERKINS	LEARN Charter School – Hunter Perkins	Strong
LEARN – SOUTH CHICAGO	LEARN Charter School –South Chicago Campus	Strong
LEE	Richard Henry Lee Elementary School	Excelling
LEGACY	Legacy Charter Elementary School	Incomplete Data
LELAND	George Leland Elementary School	Developing
LENART	Lenart Elementary Regional Gifted Center	Strong
LEWIS	Leslie Lewis Elementary School	Emerging
LIBBY	Arthur A Libby Elementary School	Emerging
LINCOLN	Abraham Lincoln Elementary School	Excelling
LITTLE VILLAGE	Little Village Elementary School	Strong
LLOYD	Henry D Lloyd Elementary School	Developing
LOCKE A	Alain Locke Charter Elementary Academy	Strong
LOCKE J	Josephine C Locke Elementary School	Developing
LORCA	Federico Garcia Lorca Elementary School	Excelling
LOVETT	Joseph Lovett Elementary School	Strong
LOWELL	James Russell Lowell Elementary School	Strong
LOZANO	Rodolfo Lozano Bilingual & International Ctr ES	Emerging
LYON	Mary Lyon Elementary School	Developing
MADERO	Francisco I Madero Middle School	Excelling
MADISON	James Madison Elementary School	Excelling
MANIERRE	George Manierre Elementary School	Strong
MANN	Horace Mann Elementary School	Strong
MARQUETTE	Marquette Elementary School	Developing
MARSH	John L Marsh Elementary School	Strong
MASON	Roswell B Mason Elementary School	Strong

MAYER	Oscar F Mayer Elementary School	Excelling
MAYS	Benjamin E Mays Elementary Academy	Excelling
MCAULIFFE	Sharon Christa McAuliffe Elementary School	Excelling
MCCORMICK	Cyrus H McCormick Elementary School	Strong
MCCUTCHEON	John T McCutcheon Elementary School	Excelling
MCDADE	James E McDade Elementary Classical School	Strong
MCDOWELL	Mary E McDowell Elementary School	Emerging
MCKAY	Francis M McKay Elementary School	Strong
MCNAIR	Ronald E McNair Elementary School	Incomplete Data
MCPHERSON	James B McPherson Elementary School	Developing
MELODY	Genevieve Melody Elementary School	Emerging
METCALFE	Ralph H Metcalfe Elementary Community Academy	Incomplete Data
MIRELES	Arnold Mireles Elementary Academy	Strong
MITCHELL	Ellen Mitchell Elementary School	Strong
MIÑOSO	Minnie Miñoso Academy	Excelling
MOLLISON	Irvin C Mollison Elementary School	Strong
MONARCAS	Monarcas Academy	Strong
MONROE	James Monroe Elementary School	Strong
MONTESSORI ENGLEWOOD	The Montessori School of Englewood Charter	Developing
MOOS	Bernhard Moos Elementary School	Excelling
MORRILL	Donald Morrill Math & Science Elementary School	Strong
MORTON	Morton School of Excellence	Excelling
MOSAIC	Mosaic School of Fine Arts	Excelling
MOUNT GREENWOOD	Mount Greenwood Elementary School	Excelling
MOUNT VERNON	Mount Vernon Elementary School	Emerging
MOVING EVEREST	Moving Everest Charter School	Emerging
MOZART	Wolfgang A Mozart Elementary School	Excelling
MURPHY	John B Murphy Elementary School	Excelling
MURRAY	Phillip Murray Elementary Language Academy	Excelling
NAMASTE	Namaste Charter Elementary School	Incomplete Data
NASH	Henry H Nash Elementary School	Excelling
NATIONAL TEACHERS	National Teachers Elementary Academy	Excelling
NEIL	Jane A Neil Elementary School	Excelling
NETTELHORST	Louis Nettelhorst Elementary School	Excelling
NEW FIELD	New Field Elementary School	Excelling
NEW SULLIVAN	William K New Sullivan Elementary School	Strong
NEWBERRY	Walter L Newberry Math & Science Academy ES	Developing
NICHOLSON	Nicholson Technology Academy	Emerging
NIGHTINGALE	Florence Nightingale Elementary School	Developing
NIÑOS HEROES	Niños Heroes Elementary Academic Center	Strong
NIXON	William P Nixon Elementary School	Excelling
NOBEL	Alfred Nobel Elementary School	Strong
NORTH RIVER	North River Elementary School	Strong
NORTHWEST	Northwest Middle School	Excelling
NORWOOD PARK	Norwood Park Elementary School	Strong
OGDEN ES	William B Ogden Elementary School	Strong
OGLESBY	Richard J Oglesby Elementary School	Strong
OKEEFFE	Isabelle C O’Keeffe Elementary School	Strong
ONAHAN	William J Onahan Elementary School	Strong
ORIOLE PARK	Oriole Park Elementary School	Strong



OROZCO	Orozco Fine Arts & Sciences Elementary School	Strong
ORTIZ DE DOMINGUEZ	Josefa Ortiz de Dominguez Elementary School	Excelling
OTIS	James Otis Elementary School	Excelling
OTOOLE	Luke O'Toole Elementary School	Emerging
OWEN	William Bishop Owen Scholastic Academy ES	Excelling
OWENS	Jesse Owens Elementary Community Academy	Developing
PALMER	John Palmer Elementary School	Excelling
PARK MANOR	Park Manor Elementary School	Emerging
PARKER	Francis W Parker Elementary Community Academy	Developing
PARKSIDE	Parkside Elementary Community Academy	Strong
PASTEUR	Louis Pasteur Elementary School	Strong
PECK	Ferdinand Peck Elementary School	Strong
PEIRCE	Helen Peirce International Studies ES	Excelling
PENN	William Penn Elementary School	Incomplete Data
PEREZ	Manuel Perez Elementary School	Excelling
PERSHING	John J Pershing Elementary Humanities Magnet School	Strong
PETERSON	Mary Gage Peterson Elementary School	Excelling
PICCOLO	Brian Piccolo Elementary Specialty School	Excelling
PICKARD	Josiah Pickard Elementary School	Developing
PILSEN	Pilsen Elementary Community Academy	Strong
PIRIE	John T Pirie Fine Arts & Academic Center ES	Excelling
PLAMONDON	Ambrose Plamondon Elementary School	Developing
PLATO	Plato Learning Academy Elementary School	Excelling
POE	Edgar Allan Poe Elementary Classical School	Excelling
POLARIS	Polaris Charter Academy Elementary School	Excelling
PORTAGE PARK	Portage Park Elementary School	Excelling
POWELL	Adam Clayton Powell Paideia Community Academy ES	Excelling
PRESCOTT	William H Prescott Elementary School	Excelling
PRIETO	Dr Jorge Prieto Math & Science Academy	Excelling
PRITZKER	A N Pritzker School	Excelling
PROVIDENCE ENGLEWOOD	Providence Englewood Charter	Excelling
PRUSSING	Ernst Prussing Elementary School	Strong
PULASKI	Pulaski International School of Chicago	Strong
PULLMAN	George M Pullman Elementary School	Developing
RANDOLPH	Asa Philip Randolph Elementary School	Strong
RAVENSWOOD	Ravenswood Elementary School	Excelling
RAY	William H Ray Elementary School	Excelling
REAVIS	William C Reavis Math & Science Specialty ES	Excelling
REILLY	Frank W Reilly Elementary School	Strong
REINBERG	Peter A Reinberg Elementary School	Strong
REVERE	Paul Revere Elementary School	Strong
RICHARDSON	Robert J Richardson Middle School	Developing
ROBINSON	Jackie Robinson Elementary School	Excelling
ROGERS	Philip Rogers Elementary School	Excelling
ROWE	Rowe Elementary School	Strong
RUDOLPH	Wilma Rudolph Elementary Learning Center	Excelling
RUGGLES	Martha Ruggles Elementary School	Excelling
RUIZ	Irma C Ruiz Elementary School	Strong
RYDER	William H Ryder Math & Science Specialty ES	Strong
SABIN	Albert R Sabin Elementary Magnet School	Strong

SADLOWSKI	Edward E Sadlowski Elementary School	Excelling
SAFE ACHIEVE ES	Safe Achieve Academy Elementary School	Developing
SALAZAR	Ruben Salazar Elementary Bilingual Center	Excelling
SANDOVAL	Socorro Sandoval Elementary School	Excelling
SAUCEDO	Maria Saucedo Elementary Scholastic Academy	Strong
SAUGANASH	Sauganash Elementary School	Excelling
SAWYER	Sidney Sawyer Elementary School	Emerging
SAYRE	Harriet E Sayre Elementary Language Academy	Strong
SCAMMON	Jonathan Y Scammon Elementary School	Developing
SCHMID	Theophilus Schmid Elementary School	Excelling
SCHUBERT	Franz Peter Schubert Elementary School	Excelling
SEWARD	William H Seward Communication Arts Academy ES	Excelling
SHERIDAN	Mark Sheridan Elementary Math & Science Academy	Developing
SHERMAN	William T Sherman Elementary School	Strong
SHERWOOD	Jesse Sherwood Elementary School	Excelling
SHIELDS	James Shields Elementary School	Excelling
SHIELDS MIDDLE	James Shields Middle School	Excelling
SHOESMITH	Beulah Shoesmith Elementary School	Strong
SHOOP	John D Shoop Math-Science Technical Academy ES	Strong
SKINNER	Mark Skinner Elementary School	Strong
SKINNER NORTH	Skinner North Classical School	Excelling
SMITH	Wendell Smith Elementary School	Emerging
SMYSER	Washington D Smyser Elementary School	Excelling
SMYTH	John M Smyth Elementary School	Developing
SOLOMON	Hannah G Solomon Elementary School	Excelling
SOR JUANA	Sor Juana Ines de la Cruz ES	Excelling
SOUTH LOOP	South Loop Elementary School	Excelling
SOUTH SHORE ES	South Shore Fine Arts Academy	Strong
SPENCER	Spencer Technology Academy	Strong
SPRY ES	John Spry Elementary Community School	Strong
STAGG	Amos Alonzo Stagg Elementary School	Emerging
STEM	STEM Magnet Academy	Excelling
STEVENSON	Adlai E Stevenson Elementary School	Developing
STOCK	Frederick Stock Elementary School	Incomplete Data
STONE	Stone Elementary Scholastic Academy	Excelling
STOWE	Harriet Beecher Stowe Elementary School	Excelling
SUDER	Suder Montessori Magnet ES	Strong
SUMNER	Charles Sumner Math & Science Community Acad ES	Excelling
SUTHERLAND	Elizabeth H Sutherland Elementary School	Developing
SWIFT	George B Swift Elementary Specialty School	Excelling
TALCOTT	Mancel Talcott Elementary School	Excelling
TALMAN	Talman Elementary School	Emerging
TANNER	Henry O Tanner Elementary School	Strong
TARKINGTON	Tarkington School of Excellence ES	Emerging
TAYLOR	Douglas Taylor Elementary School	Excelling
TELPOCHCALLI	Telpochcalli Elementary School	Excelling
THOMAS	Velma F Thomas Early Childhood Center	Excelling
THORP J	James N Thorp Elementary School	Developing
THORP O	Ole A Thorp Elementary Scholastic Academy	Strong
TILL	Emmett Louis Till Math & Science Academy	Excelling

TILTON	George W Tilton Elementary School	Strong
TURNER-DREW	Turner-Drew Elementary Language Academy	Emerging
TWAIN	Mark Twain Elementary School	Strong
TUBMAN	Harriet Tubman Elementary School	Excelling
U OF C – DONOGHUE	University of Chicago Charter – Donoghue	Strong
U OF C – NKO	University of Chicago Charter – NKO	Strong
VANDERPOEL	John H Vanderpoel Elementary Magnet School	Strong
VICK	Barbara Vick Early Childhood & Family Center	Developing
VIRTUAL ACADEMY ES	The Virtual Academy Elementary School	Excelling
VOLTA	Alessandro Volta Elementary School	Strong
VON LINNE	Carl von Linne Elementary School	Excelling
WACKER	Charles H Wacker Elementary School	Emerging
WADSWORTH	James Wadsworth Elementary School	Developing
WALSH	John A Walsh Elementary School	Excelling
WARD J	James Ward Elementary School	Excelling
WARD L	Laura S Ward Elementary School	Developing
WARREN	Joseph Warren Elementary School	Developing
WASHINGTON G ES	George Washington Elementary School	Strong
WASHINGTON H ES	Harold Washington Elementary School	Strong
WATERS	Thomas J Waters Elementary School	Excelling
WEBSTER	Daniel Webster Elementary School	Strong
WELLS ES	Ida B Wells Preparatory Elementary Academy	Emerging
WENTWORTH	Daniel S Wentworth Elementary School	Emerging
WEST PARK	West Park Elementary Academy	Excelling
WEST RIDGE	West Ridge Elementary School	Excelling
WESTCOTT	Oliver S Westcott Elementary School	Emerging
WHISTLER	John Whistler Elementary School	Strong
WHITE	Edward White Elementary Career Academy	Incomplete Data
WHITNEY	Eli Whitney Elementary School	Strong
WHITTIER	John Greenleaf Whittier Elementary School	Strong
WILDWOOD	Wildwood Elementary School	Excelling
WOODLAWN	Woodlawn Community Elementary School	Emerging
WOODSON	Carter G Woodson South Elementary School	Strong
YATES	Richard Yates Elementary School	Excelling
YOUNG ES	Ella Flagg Young Elementary School	Emerging
ZAPATA	Emiliano Zapata Elementary Academy	Developing







## 2022–23 LIST OF HIGH SCHOOLS AND CERTIFICATION RATINGS

Data as of March 26, 2024

SCHOOL	SCHOOL FULL NAME	CREATIVE SCHOOLS CERTIFICATION
ACERO – DE LA CRUZ	Acero Charter Schools – Sor Juana Inés de la Cruz	Excelling
ACERO – GARCIA HS	Acero Charter Schools – Major Hector P Garcia MD	Excelling
ACERO – SOTO HS	Acero Charter Schools – Victoria Soto	Strong
AIR FORCE HS	Air Force Academy High School	Developing
ALCOTT HS	Louisa May Alcott College Preparatory HS	Excelling
AMUNDSEN HS	Roald Amundsen High School	Strong
ASPIRA – BUSINESS & FINANCE HS	ASPIRA Business and Finance	Excelling
ASPIRA – EARLY COLLEGE HS	ASPIRA Charter – Early College	Developing
AUSTIN CCA HS	Austin College and Career Academy High School	Developing
BACK OF THE YARDS HS	Back of the Yards IB HS	Excelling
BOGAN HS	William J Bogan High School	Incomplete Data
BOWEN HS	Bowen High School	Strong
BRONZEVILLE HS	Bronzeville Scholastic Academy High School	Strong
BROOKS HS	Gwendolyn Brooks College Preparatory Academy HS	Excelling
CARVER MILITARY HS	George Washington Carver Military Academy HS	Excelling
CATALYST – MARIA	Catalyst – Maria Charter	Emerging
CATALYST – MARIA HS	Catalyst – Maria Charter HS	Strong
CHICAGO ACADEMY HS	Chicago Academy High School	Strong
CHICAGO AGRICULTURE HS	Chicago High School for Agricultural Sciences	Developing
CHICAGO ARTS HS	Chicago High School for the Arts	Excelling
CHICAGO COLLEGIATE	Chicago Charter Collegiate School	Developing
CHICAGO EXCEL HS	Chicago Excel Academy	Strong
CHICAGO MATH & SCIENCE HS	Chicago Math and Science Academy High School	Strong
CHICAGO MILITARY HS	Chicago Military Academy High School	Excelling
CHICAGO TECH HS	Chicago Technology Academy High School	Strong
CHICAGO VOCATIONAL HS	Chicago Vocational Career Academy High School	Excelling
CICS – ELLISON HS	Chicago Intl Charter – Ralph Ellison	Incomplete Data
CICS – LONGWOOD	Chicago Intl Charter – Longwood	Emerging
CICS – NORTHTOWN HS	Chicago Intl Charter – Northtown	Strong
CLARK HS	Michele Clark Academic Prep Magnet High School	Strong
CLEMENTE HS	Roberto Clemente Community Academy High School	Excelling
COLLINS HS	Collins Academy High School	Excelling
CORLISS HS	George H Corliss High School	Strong
CRANE MEDICAL HS	Richard T Crane Medical Preparatory HS	Developing
CURIE HS	Marie Sklodowska Curie Metropolitan High School	Excelling
DEVRY HS	DeVry University Advantage Academy HS	Strong
DISNEY II HS	Disney II Magnet High School	Strong
DOUGLASS HS	Frederick A Douglass Academy High School	Excelling
DUNBAR HS	Paul Laurence Dunbar Career Academy High School	Developing
DYETT ARTS HS	Walter Henri Dyett High School for the Arts	Excelling
ENGLEWOOD STEM HS	Englewood STEM High School	Incomplete Data
EPIC HS	EPIC Academy High School	Strong
EXCEL ENGLEWOOD HS	Excel Academy of Englewood	Excelling

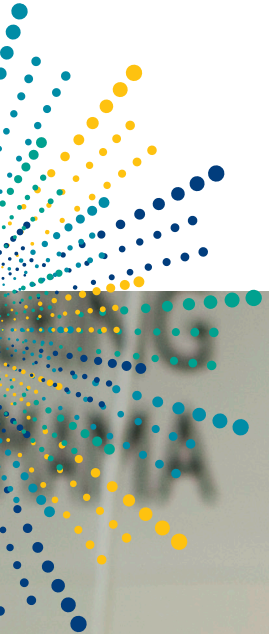
EXCEL SOUTH SHORE HS	Excel Academy of South Shore	Developing
EXCEL SOUTHWEST HS	Excel Academy of Southwest	Strong
FARRAGUT HS	David G Farragut Career Academy High School	Developing
FENGER HS	Christian Fenger Academy High School	Strong
FOREMAN HS	Edwin G Foreman High School	Excelling
GAGE PARK HS	Gage Park High School	Developing
GOODE HS	Sarah E Goode STEM Academy	Strong
GRAHAM HS	Ray Graham Training Center High School	Strong
HANCOCK HS	John Hancock College Preparatory High School	Excelling
HARLAN HS	John M Harlan Community Academy High School	Strong
HIRSCH HS	Emil G Hirsch Metropolitan High School	Strong
HORIZON – SOUTHWEST	Horizon Science Academy Southwest Chicago Charter	Strong
HUBBARD HS	Gurdon S Hubbard High School	Excelling
HYDE PARK HS	Hyde Park Academy High School	Excelling
INFINITY HS	Infinity Math Science and Technology High School	Excelling
INSTITUTO – HEALTH	Instituto Health Sciences Career Academy HS	Developing
INSTITUTO – LOZANO HS	Instituto – Justice Lozano	Developing
INTRINSIC HS	Intrinsic Charter School	Developing
JEFFERSON HS	Nancy B Jefferson Alternative High School	Strong
JONES HS	William Jones College Preparatory High School	Excelling
JUAREZ HS	Benito Juarez Community Academy High School	Strong
JULIAN HS	Percy L Julian High School	Excelling
KELLY HS	Thomas Kelly High School	Excelling
KELVYN PARK HS	Kelvyn Park High School	Excelling
KENNEDY HS	John F Kennedy High School	Excelling
KENWOOD HS	Kenwood Academy High School	Excelling
KING HS	Dr Martin Luther King Jr College Prep HS	Excelling
LAKE VIEW HS	Lake View High School	Strong
LANE TECH HS	Albert G Lane Technical High School	Excelling
LEGAL PREP HS	Legal Prep Charter Academy	Strong
LINCOLN PARK HS	Lincoln Park High School	Excelling
LINDBLOM HS	Robert Lindblom Math & Science Academy HS	Excelling
LITTLE BLACK PEARL HS	Little Black Pearl Art and Design Academy	Incomplete Data
MANLEY HS	Manley Career Academy High School	Strong
MANSUETO	Noble Mansueto High School	Incomplete Data
MARINE LEADERSHIP AT AMES HS	Marine Leadership Academy at Ames	Strong
MARSHALL HS	John Marshall Metropolitan High School	Developing
MATHER HS	Stephen T Mather High School	Excelling
MORGAN PARK HS	Morgan Park High School	Excelling
MULTICULTURAL HS	Multicultural Arts High School	Excelling
NOBLE – ACADEMY HS	Noble Street Charter – The Noble Academy Campus	Emerging
NOBLE – BAKER HS	Noble Street Charter – Baker College Prep	Strong
NOBLE – BULLS HS	Noble Street Charter – Chicago Bulls College Prep	Excelling
NOBLE – BUTLER HS	Noble Street Charter – Butler College Prep	Developing
NOBLE – COMER	Noble Street Charter – Gary Comer College Prep	Emerging
NOBLE – DRW HS	Noble Street Charter – DRW College Prep	Developing
NOBLE – GOLDER HS	Noble Street Charter – Golder College Prep	Incomplete Data
NOBLE – HANSBERRY HS	Noble Street Charter – Hansberry College Prep	Incomplete Data
NOBLE – ITW SPEER HS	Noble Street Charter – ITW David Speer Academy Campus	Strong
NOBLE – JOHNSON HS	Noble Street Charter – Johnson HS	Strong





NOBLE – MUCHIN HS	Noble Street Charter – Muchin College Prep	Excelling
NOBLE – NOBLE HS	Noble Street Charter – Noble Street College Prep	Strong
NOBLE – PRITZKER HS	Noble Street Charter – Pritzker College Prep	Emerging
NOBLE – RAUNER HS	Noble Street Charter – Rauner College Prep	Incomplete Data
NOBLE – ROWE CLARK HS	Noble Street Charter – Rowe-Clark Math & Sci Acad	Incomplete Data
NOBLE – UIC HS	Noble Street Charter – UIC College Prep	Excelling
NORTH LAWNSDALE – CHRISTIANA HS	North Lawndale College Prep Charter – Christiana	Emerging
NORTH LAWNSDALE – COLLINS HS	North Lawndale College Prep Charter – Collins	Emerging
NORTH-GRAND HS	North-Grand High School	Excelling
NORTHSIDE LEARNING HS	Northside Learning Center High School	Developing
NORTHSIDE PREP HS	Northside College Preparatory High School	Excelling
OGDEN HS	Ogden International High School	Excelling
ORR HS	Orr Academy High School	Incomplete Data
PAYTON HS	Walter Payton College Preparatory High School	Excelling
PEACE AND EDUCATION HS	Peace & Education Coalition High School	Strong
PERSPECTIVES – JOSLIN HS	Perspectives Charter – Rodney D Joslin	Incomplete Data
PERSPECTIVES – LEADERSHIP HS	Perspectives Charter Leadership Academy HS	Emerging
PERSPECTIVES – MATH & SCI HS	Perspectives Charter – IIT Math & Science Academy	Incomplete Data
PERSPECTIVES – TECH HS	Perspectives Charter – High School of Technology	Emerging
PHILLIPS HS	Wendell Phillips Academy High School	Excelling
PHOENIX MILITARY HS	Phoenix Military Academy High School	Excelling
PROSSER HS	Charles Allen Prosser Career Academy High School	Excelling
RABY HS	Al Raby High School	Emerging
RICHARDS HS	Ellen H Richards Career Academy High School	Excelling
RICKOVER MILITARY HS	Hyman G Rickover Naval Academy High School	Strong
ROOSEVELT HS	Theodore Roosevelt High School	Excelling
SAFE ACHIVE HS	Safe Achieve Academy High School	Developing
SCHURZ HS	Carl Schurz High School	Excelling
SENN HS	Nicholas Senn High School	Excelling
SIMEON HS	Neal F Simeon Career Academy High School	Strong
SIMPSON HS	Simpson Academy High School for Young Women	Developing
SOCIAL JUSTICE HS	Greater Lawndale High School For Social Justice	Strong
SOLORIO HS	Eric Solorio Academy High School	Excelling
SOUTH SHORE INTL HS	South Shore Intl College Prep High School	Excelling
SOUTHSIDE HS	Southside Occupational Academy High School	Developing
SPRY HS	Spry Community Links High School	Emerging
STEINMETZ HS	Charles P Steinmetz College Preparatory HS	Excelling
SULLIVAN HS	Roger C Sullivan High School	Excelling
TAFT HS	William Howard Taft High School	Excelling
TILDEN HS	Edward Tilden Career Community Academy HS	Excelling
U OF C – WOODLAWN HS	University of Chicago Charter – Woodlawn	Developing
UPLIFT HS	Uplift Community High School	Excelling
URBAN PREP – BRONZEVILLE HS	Urban Prep Academy for Young Men – Bronzeville	Emerging
URBAN PREP – ENGLEWOOD HS	Urban Prep Acad for Young Men Charter – Englewood	Emerging
VAUGHN HS	Jacqueline B Vaughn Occupational High School	Excelling
VIRTUAL ACADEMY HS	The Virtual Academy High School	Strong
VON STEUBEN HS	Friedrich W von Steuben Metropolitan Science HS	Excelling
WASHINGTON HS	George Washington High School	Strong
WELLS HS	Wells Community Academy High School	Excelling
WESTINGHOUSE HS	George Westinghouse College Prep	Excelling

WILLIAMS HS	Daniel Hale Williams Prep School of Medicine	Strong
WORLD LANGUAGE HS	World Language Academy High School	Strong
YCCS – ASPIRA PANTOJA	YCCS – ASPIRA, Antonia Pantoja Alternative HS	Emerging
YCCS – ASSOCIATION HOUSE	YCCS – Association House HS	Emerging
YCCS – CAMPOS	YCCS – Dr Pedro Albizu Campos Puerto Rican HS	Emerging
YCCS – CCA ACADEMY	YCCS – CCA Academy HS	Strong
YCCS – CHATHAM	YCCS – Chatham Academy HS	Strong
YCCS – INNOVATIONS	YCCS – Innovations of Arts Integration HS	Strong
YCCS – LATINO YOUTH	YCCS – Latino Youth Alternative HS	Emerging
YCCS – MCKINLEY	YCCS – Ada S McKinley – Lakeside HS	Emerging
YCCS – OLIVE HARVEY	YCCS – Olive Harvey Middle College HS	Incomplete Data
YCCS – PROGRESSIVE LEADERSHIP	YCCS – Progressive Leadership Academy HS	Strong
YCCS – SCHOLASTIC ACHIEVEMENT	YCCS – Academy of Scholastic Achievement HS	Emerging
YCCS – SULLIVAN	YCCS – Sullivan House Alternative HS	Developing
YCCS – TRUMAN	YCCS – Truman Middle College HS	Incomplete Data
YCCS – WEST TOWN	YCCS – West Town Academy Alternative HS	Emerging
YCCS – WESTSIDE HOLISTIC	YCCS – Westside Holistic Leadership Academy HS	Developing
YCCS – YOUTH CONNECTION	YCCS – Youth Connection Leadership Academy HS	Emerging
YCCS – YOUTH DEVELOPMENT	YCCS – Community Youth Development Institute HS	Emerging
YORK HS	Consuella B York Alternative High School	Strong
YOUNG HS	Whitney M Young Magnet High School	Excelling





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