

STATE OF THE ARTS

IN CHICAGO PUBLIC SCHOOLS



PROGRESS REPORT • 2024-25

ingenuity



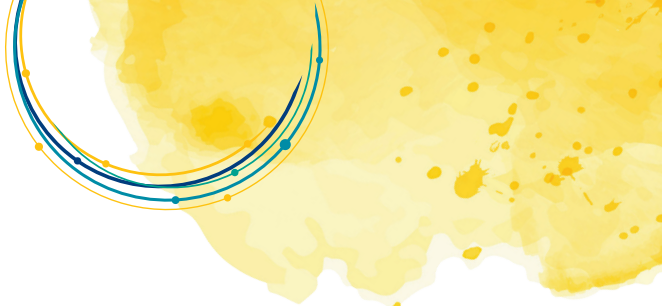
INTRODUCTION

Over the past several years, Chicago's arts education sector has demonstrated resilience, showing clear signs of recovery.

Findings from the 2023–24 State of the Arts highlighted meaningful progress across Creative Schools Certification (CSC) metrics, with several key metrics reaching their highest levels since the onset of the COVID-19 pandemic. This thirteenth State of the Arts report includes six years of data, from 2019–20 through 2024–25. Overall CSC ratings for Chicago Public Schools (CPS) in 2024–25 remain nearly unchanged from the prior year: 39% of all CPS schools were rated as Excelling in both 2023–24 and 2024–25. Did the underlying metrics remain consistent though? The short answer is no, and this report dives into the shifts that occurred across Access and Quality metrics.


The arts education landscape remains dynamic, shaped by persistent challenges and uncertainty. School discretionary budgets have been stripped back, and arts organizations continue to navigate funding loss and capacity challenges. Despite this, there are some encouraging indicators. For one, every single school in Chicago Public Schools — 645 out of 645 — submitted arts education data. This incredible achievement is a testament to the District's commitment to arts education. Also, Access metrics within the Creative Schools Certification remained stable overall alongside modest shifts across most metrics though significant gains in staffing, particularly among District-Managed elementary schools. School governance structures indicate whether a school is District-Managed or Non-District Managed, and Non-District Managed schools include charters, contracts, and options schools. Between 2019–20 and 2024–25, the percentage of District-Managed elementary schools meeting benchmarks of 350 or fewer students per arts instructor surged by 23 percentage points, rising from 60% to 83% across more than 400 CPS elementary schools.

At the same time, Quality metrics — those that measure conditions that go beyond staffing and coursework — showed greater variation. High schools reached their highest reported use of the Illinois Arts Learning Standards since the inception of this data collection in 2019–20, with 61% of high schools using them in 2024–25. In contrast, elementary school budgets saw sharp declines, with a 10 percentage point drop in schools that reported spending \$7.00 or more per student for arts materials, supplies, and programming.



Arts partnerships, a cornerstone of arts education across CPS, were among the most impacted areas in 2024–25, with declines across many indicators. Just under 400 arts organizations have partnered with CPS schools each year since 2021–22, though the number of partnerships in the past two years has declined by 8%, from 2,434 partnerships in 2023–24 to 2,241 partnerships in 2024–25. Non-District Managed high schools were significantly less likely than other high schools and elementary schools to have had partnerships. All partnership program types decreased between 2023–24 and 2024–25, with most decreases between 7% and 23%. These trends signal an urgency and renewed need to increase supports, capacity, and strategies for both schools and the arts partner community.

In May 2025, Chicago Public Schools launched the new 2025 CPS Arts Education Plan: Cultivating Creativity. Under this plan, Creative Schools Certification metrics remain a foundational shared measurement tool, with Goal 1 aligned directly to CSC indicators. The State of the Arts Report continues to hold a central role in tracking progress towards these goals.



At the core of Ingenuity’s data philosophy is the belief that data must be both transparent and accessible. This report, alongside the State of the Arts Dashboard and Toolkit, supports alignment and shared understanding across the sector. Yet data alone does not create change. In a district as large and complex as CPS, no single initiative can close equity gaps. Intentional and equitable strategies remain essential, as access to arts education continues to vary across student populations and communities throughout the city. In 2024–25, White and Asian students were around 75% more likely than Black students to be enrolled in an Excelling school. Schools that had more access to opportunity were also more likely to provide higher levels of access to arts education.

Despite continued progress in some areas, the latest data shows that 65,000 CPS students still lack access to high-quality arts education. These findings underscore an ongoing call to action — one that remains until all CPS schools are rated as Excelling. This reality underscores the work that remains and serves as a call for the entire sector to act, collaborate, and invest in ensuring that every student has access to a high-quality arts education.

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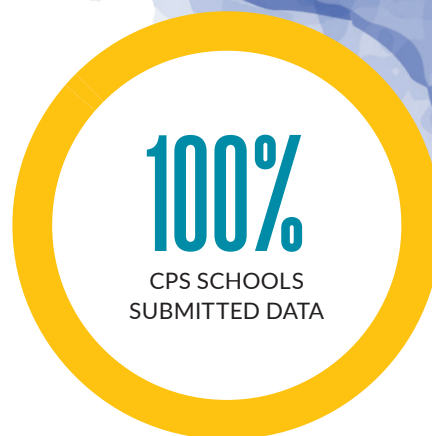
KEY FINDINGS IN 2024-25

Data in this report is as of April 22, 2026.

EVERY SINGLE CPS SCHOOL

645 OUT OF 645

SUBMITTED ARTS EDUCATION DATA



2024-25 THEMES:



Overall Creative Schools Certification ratings largely remained stable between 2023-24 and 2024-25.



Access to arts education continues to vary across student populations and communities across the city.



Access to arts education saw modest shifts across most metrics, yet notable gains in arts staffing. Quality metrics showed greater variation.



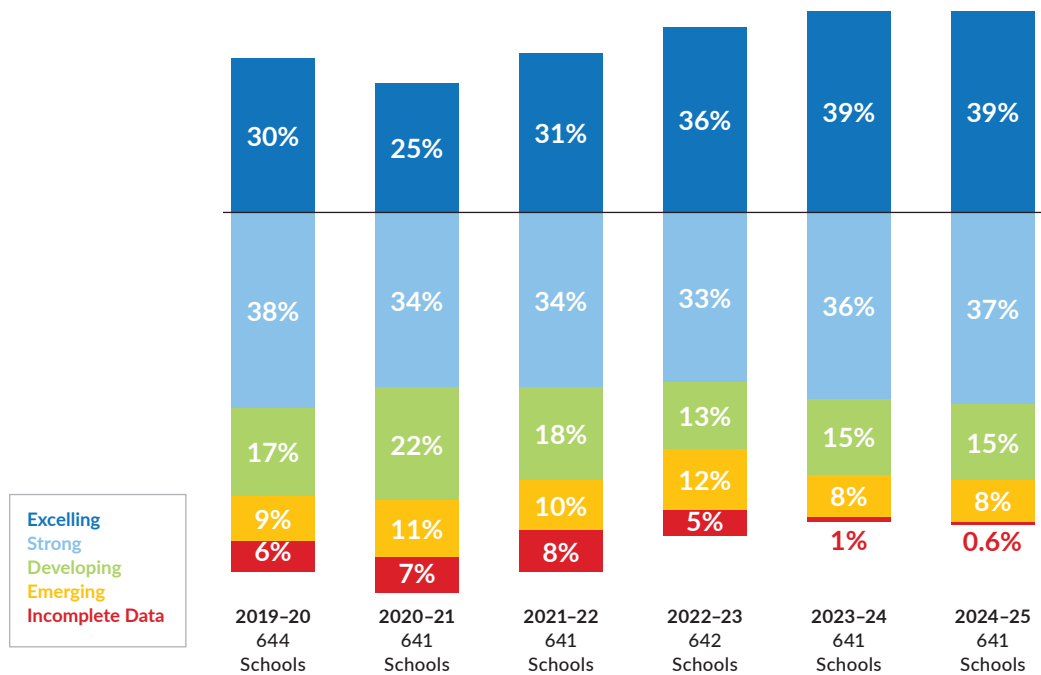
Arts partnerships saw declines across most metrics between 2023-24 and 2024-25.



Overall Creative Schools Certification ratings largely remained stable between 2023-24 and 2024-25.

- Excelling schools are those that meet the goals and priorities outlined in the [2025 CPS Arts Education Plan](#).
- The distribution of ratings between 2023-24 and 2024-25 was almost identical.
- **39% of all schools** were rated as Excelling in 2024-25.
- **29,000 more students** had access to Excelling programs in 2024-25 than in 2019-20.

RATINGS FOR ALL SCHOOLS





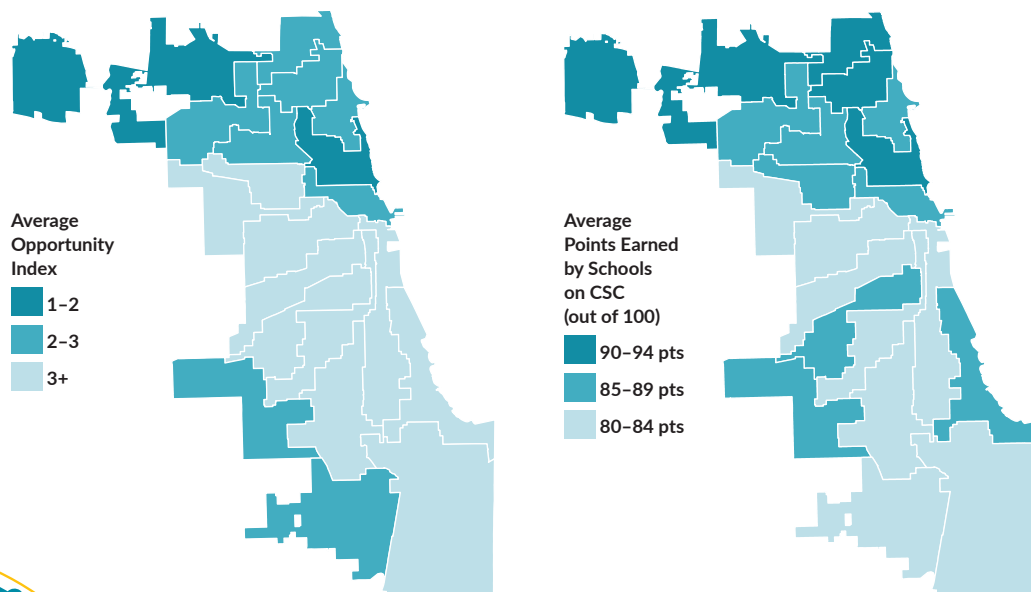
Access to arts education continues to vary across student populations and communities across the city.

Arts education cannot be analyzed in isolation; understanding equity in the arts requires understanding broader systems and structures that shape opportunity.

CPS OPPORTUNITY INDEX

- The **CPS Opportunity Index** measures each school's access to opportunity. When examined alongside average Creative Schools Certification points earned by school board districts, a clear pattern emerges. Schools with greater access to opportunity, reflected by lower Opportunity Index scores, were more likely to achieve higher ratings on the Creative Schools Certification. School board subdistricts on the north and northwest sides of the city tended to have both higher CSC ratings and greater access to opportunity. However, there are notable exceptions, particularly in some south and southwest subdistricts where access to opportunity and CSC ratings do not align as closely.
- A clear correlation emerges: **opportunity and access to arts education are positively intertwined**. This correlation is statistically significant at 27%, suggesting that opportunity, alongside other factors, shapes access.

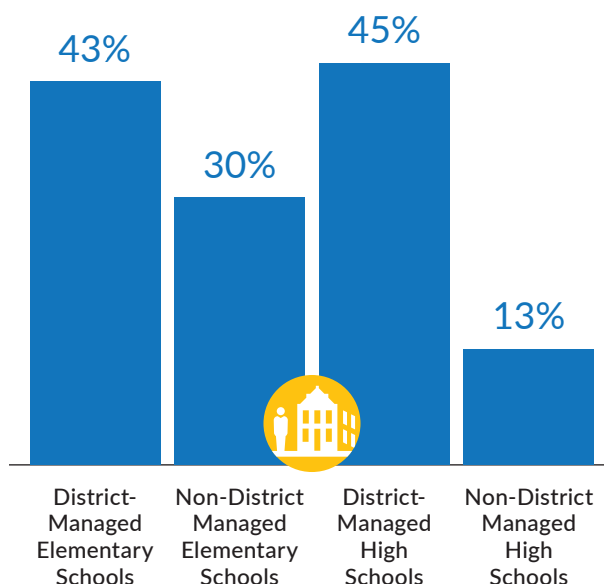
SCHOOL BOARD SUBDISTRICTS' 2024-25 AVERAGE OPPORTUNITY INDEX (LEFT) AND 2024-25 AVERAGE POINTS EARNED ON CSC (RIGHT)



SCHOOL GOVERNANCE

- School governance structure distinguishes between District-Managed and Non-District Managed schools. Non-District Managed schools include charters, contracts, and options schools. For more details, see the CPS website on [Non-District School Management](#).
- Creative Schools Certification ratings varied significantly by governance structure. In particular, **Non-District Managed high schools were the least likely to be rated as Excelling, with only 13% earning this designation in the 2024-25 school year.** Non-District Managed schools are located predominantly on the west and southwest sides of the city, concentrated in areas with also less access to opportunity (higher Opportunity Index scores). This suggests that Non-District Managed schools are facing intersectional challenges that may extend beyond arts education.

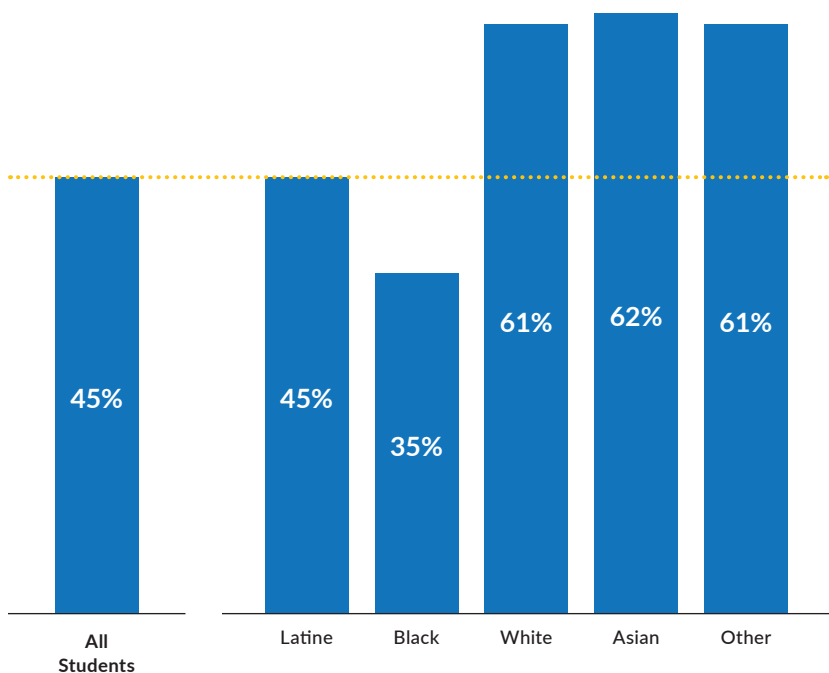
PERCENT OF SCHOOLS RATED AS EXCELLING IN 2024-25, BY SCHOOL CATEGORY AND GOVERNANCE



ACCESS TO EXCELLING SCHOOLS BY STUDENT RACIAL/ETHNIC DEMOGRAPHICS

- Black students were less likely than White, Asian, and Latine students to have access to high-quality arts education programming.
- **35% of Black students** in CPS had access to Excelling programs in 2024-25, compared to **45% of all students** in the district.
- White and Asian students were around **75% more likely** than Black students to be enrolled in an Excelling school.

PERCENTAGE OF STUDENTS ATTENDING EXCELLING SCHOOLS, BY RACE/ETHNICITY





Access to arts education saw modest shifts across most metrics, yet notable gains in arts staffing. Quality metrics showed greater variation.

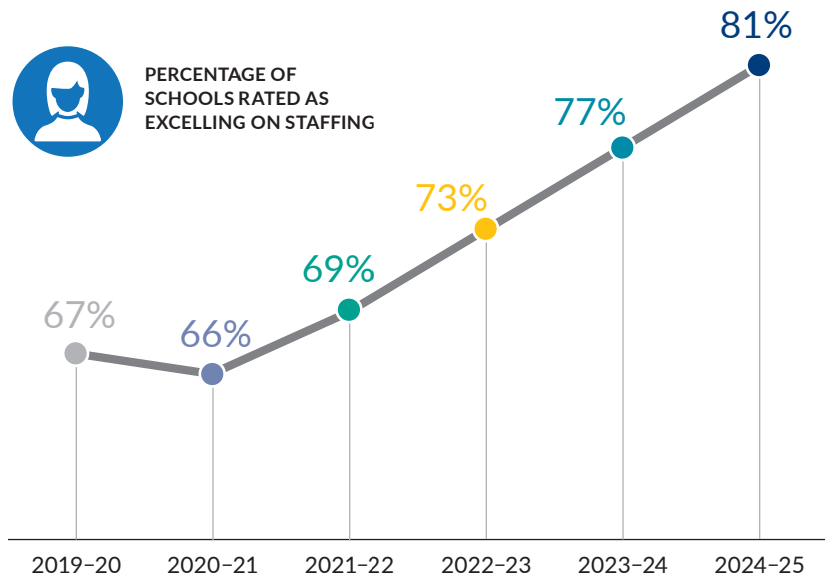
ACCESS METRICS

STAFFING

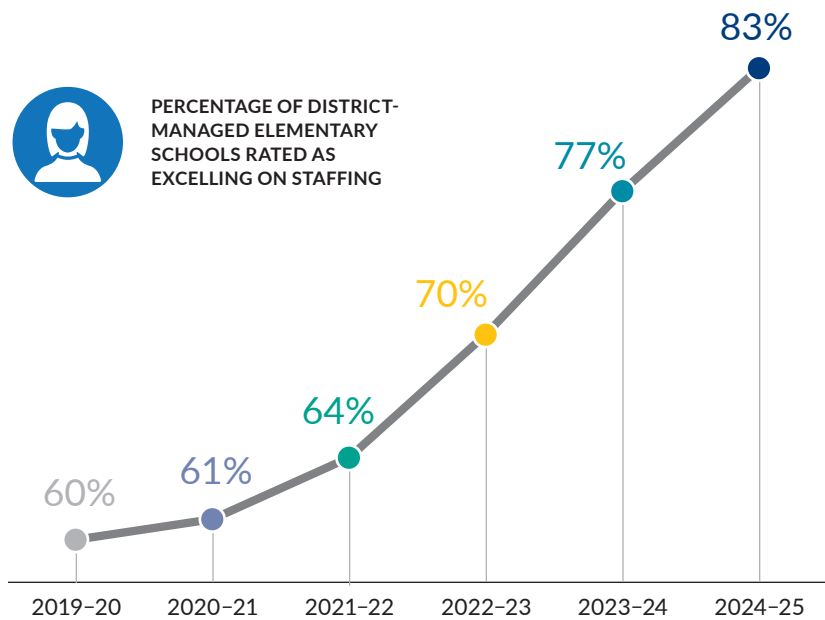
- Certified arts instructors are crucial** for embedding the arts in schools, providing both direct instruction and connections to the broader arts community. The ratio of arts teachers to students serves as a key factor in determining a school’s CSC rating, where a lower ratio (350 students or fewer per arts instructor) is considered meeting the standards outlined in the 2025 CPS Arts Education Plan.
- Significant gains have been made in arts staffing** since the onset of the COVID-19 pandemic in 2019–20.
- The largest gains were seen in District-Managed elementary schools.** Steady increases have been seen each year since 2019–20. The percentage of District-Managed elementary schools meeting staffing benchmarks has increased by an incredible 23 percentage points between 2019–20 and 2024–25 across more than 400 schools.



PERCENTAGE OF SCHOOLS RATED AS EXCELLING ON STAFFING



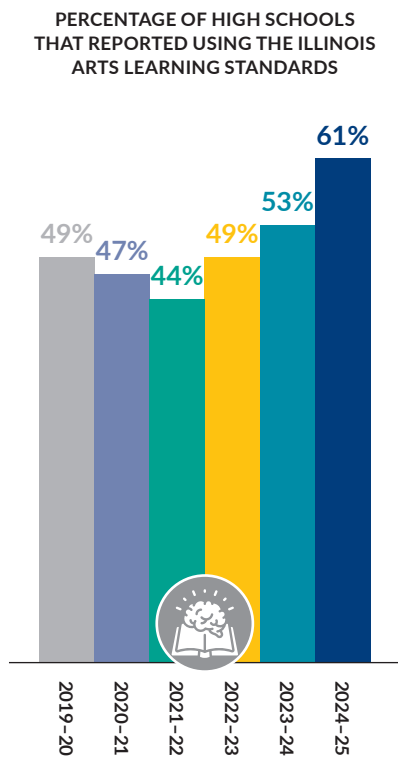
PERCENTAGE OF DISTRICT-MANAGED ELEMENTARY SCHOOLS RATED AS EXCELLING ON STAFFING



QUALITY METRICS

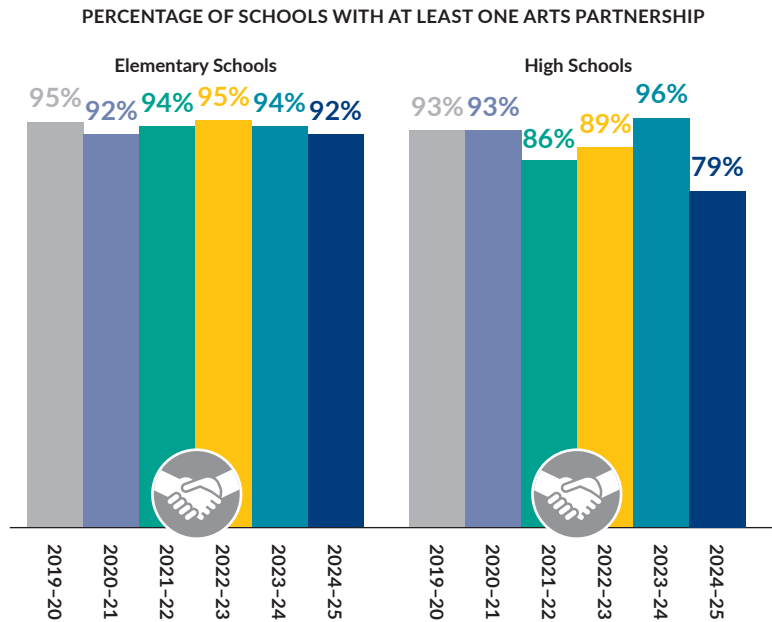
ARTS LEARNING STANDARDS

- High school adoption of the Illinois Arts Learning Standards has continued to increase, with the **highest recorded percentage in 2024-25** since the inception of this data collection.



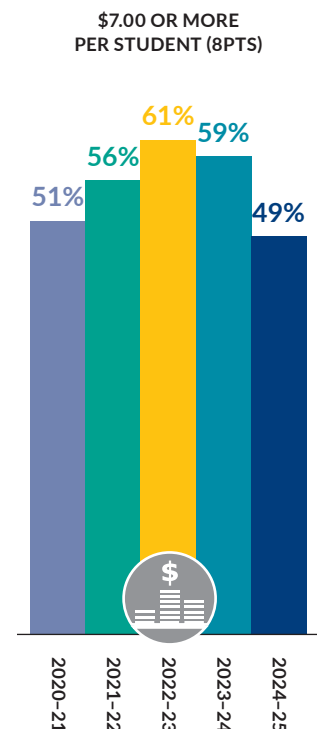
ARTS PARTNERSHIPS

- High schools saw steep declines in the percentage of schools with at least one arts partnership, from 96% in 2023-24 to 79% in 2024-25. The percentage of elementary schools with at least one arts partnership declined slightly between 2023-24 and 2024-25, though since 2019-20, over 90% of elementary schools had at least one partnership each year.



BUDGET

- Elementary schools saw a sharp decline in the percentage of schools reporting spending of \$7.00 or more per student on arts supplies, materials, and arts programming. Between 2023-24 and 2024-25, **the percentage of elementary schools meeting this benchmark declined by 10 percentage points**, from 59% to 49%. Similar levels were recorded in 2020-21 across the full year of remote learning during the COVID-19 pandemic.





Arts partnerships saw declines across most metrics between 2023-24 and 2024-25.

While arts partnership metrics generally showed recovery and growth between 2020-21 – the year of remote learning – and 2023-24, the most recent data from 2024-25 reveals a reversal across several key measures.

- Just under 400 arts partners were recorded working with CPS schools each year since 2021-22. **The number of arts partnerships recorded fell by 8%** between 2023-24 and 2024-25, from 2,434 to 2,241 partnerships.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Arts partner organizations working with CPS schools	445	297	388	393	378	383
Total distinct number of partnerships	2,787	1,938	2,193	2,437	2,434	2,241

- **The number of schools with no arts partnerships more than doubled between 2023-24 and 2024-25.** Seventy-one schools reported no arts partnerships in 2024-25, a large increase from 34 schools in 2023-24. However, this varies by school category and school governance, with Non-District Managed high schools disproportionately more likely than all other school types to not have had any arts partnerships in 2024-25.

NUMBER AND PERCENTAGE OF SCHOOLS WITHOUT ARTS PARTNERSHIPS IN 2024-25, BY SCHOOL CATEGORY AND GOVERNANCE

	ELEMENTARY SCHOOLS	HIGH SCHOOLS
District-Managed Schools	29 out of 424 (7%)	10 out of 95 (11%)
Non-District Managed Schools	7 out of 50 (14%)	25 out of 68 (37%)

- All partnership programming type counts decreased between 2023-24 and 2024-25. Aside from online/virtual programming, all partnership program types saw a decline between 7% and 23%, with residencies dropping by 12%.

PARTNERSHIP PROGRAM TYPE COUNTS AND PERCENT CHANGE BETWEEN 2023-24 AND 2024-25








PARTNERSHIP PROGRAM TYPE	2023-24	2024-25	PERCENT CHANGE
 Field Trip	1,139	1,059	-7%
 Resources	859	763	-11%
 In-School Performance	886	787	-11%
 Residency	780	684	-12%
 Professional Learning	439	364	-17%
 Out-of-School Time	575	440	-23%
 Online	184	104	-43%



Photo by Hubacker Photography.





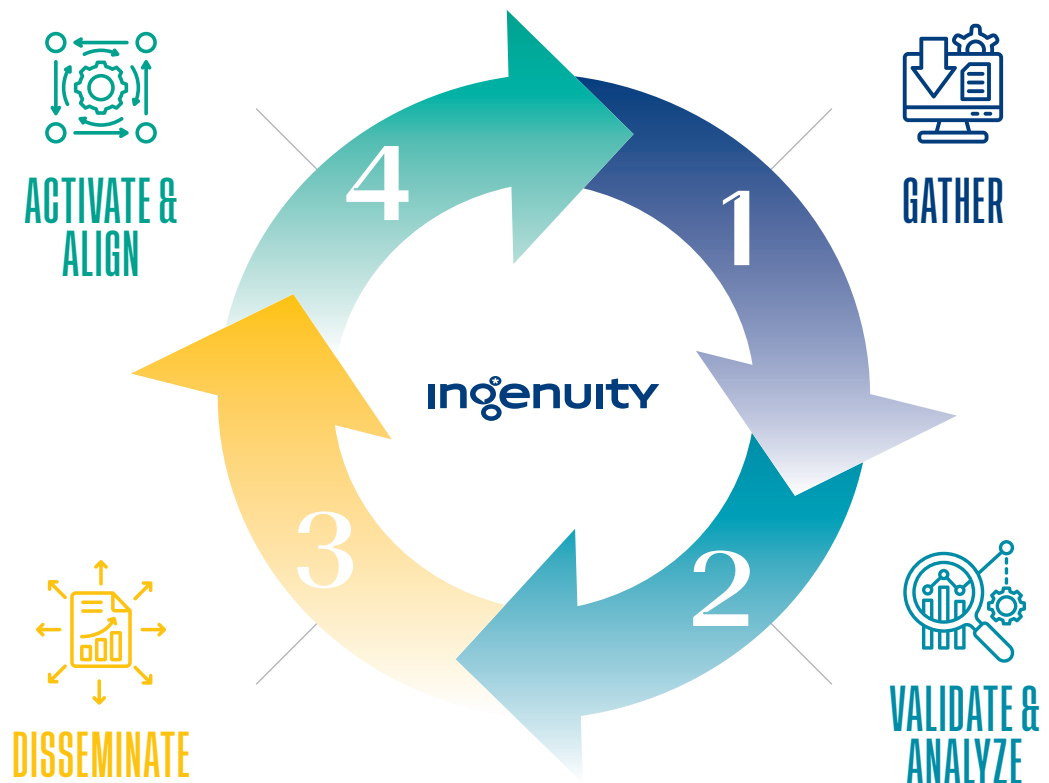
DATA & METHODOLOGY

DATA & METHODOLOGY

Ingenuity collects arts education data on behalf of the CPS Department of Arts Education and the District, and produces tools and reports, such as this one, to inform decision-making and drive sector-wide impact. As a backbone organization, Ingenuity fosters collaboration by championing shared measurement systems, aligning stakeholders around common goals, and ensuring consistent metrics to track progress. Since the 2016–17 school year, over 90% of CPS' 600+ schools have annually submitted comprehensive arts education data.

Ingenuity works across the entire data lifecycle, from data collection to reporting of findings. This lifecycle can be viewed through four components: Gather, Validate & Analyze, Disseminate, and Activate & Align. This section describes how Ingenuity approaches each component, particularly in relation to the Creative Schools Certification, the school-level arts indicator, and this report.

Ingenuity collaborates with stakeholders across the arts education sector as well as across internal departments, including Partnerships & Learning and the Creative Schools Fund. Through transparent data reporting, along with cross-sector partnerships and convenings, Ingenuity helps align resources and inform strategic action. These efforts advance Ingenuity's mission to ensure equitable access to high-quality arts education for all CPS students.





GATHER

Every year, Ingenuity and the CPS Department of Arts Education collaborate to gather data from multiple sources, including directly from Arts Liaisons representing their individual schools and administrative data from Chicago Public Schools. This strong partnership is essential to the success of the data collection process, as the CPS Department of Arts Education provides invaluable support and backing that helps ensure a high survey completion rate. For the most recent year of data collected for 2024–25 in the fall of 2025, 100% of CPS schools submitted arts education data through the Creative Schools Survey.

Arts Liaisons, nominated by principals, play a key role in championing the arts at their schools. In their pivotal role, Arts Liaisons ensure that their school's arts programs are represented and that the Creative Schools Survey is completed accurately and on time, typically at the start of each school year. Arts Liaisons report on the arts offerings provided during the previous school year, capturing essential data about the school's arts education landscape. This survey is administered through [artlook](#),[®] Ingenuity's online hub for arts education data.



VALIDATE AND ANALYZE

After data is collected through the Creative Schools Survey, it undergoes a rigorous validation process. A data audit is conducted for all schools that submitted their surveys, and any potential outliers or erroneous inputs are noted. Arts Liaisons are then asked to confirm or edit any data points that have been flagged. This process ensures that the data collected are as accurate as possible.



DISSEMINATE

Ingenuity has developed a range of data tools that are designed not only to share data transparently with the sector, but also to guide informed decision-making at all levels. These tools serve as critical resources for driving change within the arts education landscape, with each tool tailored to meet specific needs and audiences. In relation to the Creative Schools Certification, key tools include [artlook](#),[®] Creative Schools Roadmaps, and the State of the Arts Report, Dashboard, and Toolkit.

All analyses in this report, along with other processes such as validating data, generating Creative Schools Roadmaps, and creating the State of the Arts Dashboard are done in [R](#), a statistical computing language.

artlook[®]: Ingenuity's online hub for arts education data, [artlook](#),[®] is a public-facing platform that provides detailed profiles of schools and arts organizations across Chicago, showcasing their arts offerings. [artlook](#),[®] serves multiple purposes: It helps arts educators, school leaders, and community partners access and share information about arts programming, while promoting greater transparency in the sector. The Creative Schools Survey is also administered through this platform, and the database stores all data since the inception of the Creative Schools Certification in 2012–13.

Almost all information collected for the Creative Schools Certification is published annually on CPS school profiles and on [artlook](#),[®] school profiles.

Creative Schools Roadmaps: In early December, every school that completed the survey 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 CPS network and across the District. The 2025–26 school year marks the fifth year that Ingenuity and the CPS Department of Arts Education have published these Roadmaps. The Roadmaps were emailed to over 600 schools, addressed to their principals and Arts Liaisons, and were accompanied with an Arts Liaison Briefing to guide individuals on how to interpret and utilize their reports effectively. Schools were able to review the data they submitted and flag any items that may need correction.

Additionally, the Roadmaps serve as a tool for identifying areas of strength and opportunities for growth, offering recommendations for Creative Schools Supports to help schools improve on specific metrics. These supports include opt-in professional learning opportunities and grants for arts partnerships. Many 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. For more information, see Ingenuity's website on the Creative Schools Fund and read the [Creative Schools Fund Impact Report: 11 Years of Supporting Arts Education in Chicago Public Schools](#).

State of the Arts Report, Dashboard, and Toolkit: The State of the Arts Report, Dashboard, and Toolkit offer sector-wide insights and trends based on data collected through the Creative Schools Survey. Once the data has been finalized through the data audit and the Creative Schools Roadmaps, the analyses for the State of the Arts Report are then compiled. The report serves as a comprehensive landscape analysis, identifying key trends and opportunities within the arts education sector while helping stakeholders understand how arts education is evolving across Chicago Public Schools.

To complement the report, the State of the Arts Dashboard was introduced two years ago. This interactive tool allows users to explore the Creative Schools Certification data, offering customizable filters such as school category (elementary or high school), enrollment, student demographics, CPS networks, and community areas. The Dashboard provides a more granular look at the data, enabling stakeholders to explore specific trends.

The State of the Arts Toolkit was first released last year with the 2023–24 State of the Arts report and is once again provided as a resource alongside this year's publication. The Toolkit is designed for school leaders, arts partners, and funders, offering tailored talking points and curated data visualizations derived from the report.



Photo by Alayna Kudalis, courtesy of Urban Gateways.



ACTIVATE AND ALIGN

Analyses are shared with stakeholders across the sector to ensure transparency, facilitate dialogue, and drive strategy. These stakeholders include District leadership, the CPS Department of Arts Education, school leaders, funders, arts educators, and arts partner organizations. By sharing the data with these groups, a collaborative process is established, allowing the sector to align and develop a more nuanced, shared understanding of the data.

Each year, Ingenuity is committed to addressing the evolving data needs of the arts education sector. This includes refining data collection methods, enhancing reporting capabilities, and adopting new technologies and techniques to ensure that the information shared is timely, relevant, and actionable. Following are outlines of some of the changes made with this year's report.





LOOK OUT
FOR THIS
BADGE!

OVERVIEW OF ANALYTICAL UPDATES

Each year, the State of the Arts report evolves to incorporate newly available data, reflect changes in the arts education landscape, and respond to priorities identified across the sector. Additional analyses are introduced to deepen understanding of trends and patterns.

In this latest report, new heatmaps (choropleth maps) have been added to examine trends across CPS school board boundaries. For more on the CPS school board structure, see the [Chicago Board of Education's website](#). In 2021, legislation was passed to create a half-elected, half-appointed 21-member elected school board in Chicago by 2025, with a fully elected school board by 2027. Under this structure, Chicago was divided into 10 districts, and within those, 20 subdistricts. The districts and subdistricts provide an important and holistic understanding of geographic patterns in arts education.

Historically, this report relied on heatmaps based on Chicago's 77 community areas (also known as Chicago neighborhoods). However, some community areas included very few schools, and sometimes only one school, making patterns potentially more susceptible to bias. School board districts included between 33 and 99 schools contributing data to this report, and school board subdistricts included between 14 to 62 schools each. These larger sample sizes provide a more comprehensive and reliable understanding of geospatial trends across the city while also aligning more directly with CPS governance structures.

Since the inception of the State of the Arts report in 2012–13, data has typically been disaggregated by school category (elementary and high schools). In more recent years, there has been increased awareness that school governance structure is also critical to understanding trends within arts education. School governance structure refers to whether a school is District-Managed or Non-District Managed. Non-District Managed schools include charters, contracts, and options schools. Additional information can be found on CPS' website for [Non-District School Management](#). The majority of schools in the district are District-Managed, with over 500 District-Managed schools and over 100 Non-District Managed schools.

As the State of the Arts has evolved, analyses have historically examined data by either school category (elementary or high school) or school governance structure (District-Managed or Non-District Managed). In this report, several analyses examine four subsets of schools: District-Managed elementary schools, District-Managed high schools, Non-District Managed elementary schools, and Non-District Managed high schools. Taking a closer look at these groupings allows a more nuanced understanding of trends and helps identify where targeted strategies may be needed to close gaps in arts education access.

In response to key findings around declines in arts partnership metrics, this report also includes additional analyses to explore potential contributing factors and relationships with other data points.

Ingenuity continues to evolve its data tools and publications to ensure that relevant, actionable, and robust data are transparently shared to support informed decision-making across the arts education sector.



CREATIVE SCHOOLS CERTIFICATION



CREATIVE SCHOOLS CERTIFICATION

The Creative Schools Certification (CSC) has served as a shared measurement system across Chicago Public Schools (CPS) since the 2012–13 school year. The CSC provides valuable insights to the school district and arts education sector, informing resource allocation and driving data-informed strategies that expand equitable access to the arts.



The Creative Schools Certification is the result of a collaboration between Ingenuity and the CPS Department of Arts Education, shaped by years of input from stakeholders including principals, teachers, and funders. The CSC offers a comprehensive assessment of the access to and conditions needed for arts education in every CPS school. Schools can earn up to 100 points on the rubric and are rated on a five-level scale. Each school's CSC rating is included on its CPS school profile as well as the artlook® platform. Schools designated as Excelling are those that meet the goals and priorities outlined in the new [2025 CPS Arts Education Plan](#), continuing the metrics first established by the 2012 CPS Arts Education Plan.



CSC ratings are based on two primary components: Access and Quality. Access metrics measure students' opportunities to participate in arts education and reflect resource-intensive investments such as staffing, instructional time, and course availability. Access measures make up the majority of the rubric, accounting for 64 out of 100 available points.



Quality elements in the CSC measure the conditions that go beyond access to arts teachers and courses. These elements account for 36 out of 100 available points in the CSC and include metrics such as learning standards usage and partnerships with arts organizations. The rubric is presented on the following pages.



Under the new 2025 CPS Arts Education Plan, Goal 1 aligns directly with Creative Schools Certification indicators. While these measures may reflect students' access to arts education, expanding equitable access remains an ongoing priority. The 2025 CPS Arts Education Plan leverages data from the State of the Arts report to understand the progress that has been made and identifies strategies to address remaining gaps. Goal 2 introduces new Quality priorities that may inform future indicators or another measurement system.

The second iteration of the Creative Schools Certification was implemented starting with the 2019–20 school year. The updated rubric leveraged more administrative data (including those for courses and instructors) for Access elements, and also expanded the data collection for Quality elements. A detailed description of the changes between the first and second CSC rubrics can be found [here](#).

This report presents six years of data from the second iteration of the Creative Schools Certification, beginning with the 2019–20 school year. The 2019–20 school year marked the first year of implementation for the new CSC scoring rubric, serving as the baseline for pre-COVID-19 pandemic data. This data reflects schools’ arts education offerings prior to the transition to remote instruction in March 2020, providing a snapshot of arts education access and conditions before pandemic-related impacts. The 2020–21 school year reflects data on arts offerings during the COVID-19 pandemic with remote learning. Students returned to in-person instruction in 2021–22, and by 2022–23 and 2023–24, data revealed key recovery trends. This thirteenth State of the Arts report analyzes arts offerings provided in 2024–25 and is the sixth report using the updated CSC rubric.

CREATIVE SCHOOLS CERTIFICATION RUBRIC

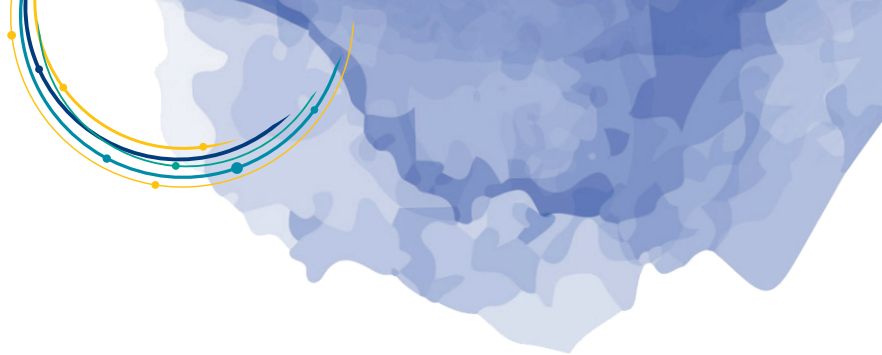
OVERALL SCORES

Here’s how scores are 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:





ACCESS



STAFFING

Ratio of students per arts teacher.

Score	Students per Arts Teacher	Elementary School Points	High School Points	Combo Schools (K-12) Points
Excelling	350 or fewer	20	30	20
Strong	351-600	17	25	17
Developing	601-1000	14	20	14
Emerging	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
Excelling	120 or more	24	15
Strong	90-119	20	13
Developing	45-89	16	11
Emerging	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
Excelling	100%	20	10
Strong	80%-99%	17	8
Developing	50%-79%	14	6
Emerging	Less than 50%	11	4



DISCIPLINES & 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
Excelling	6 or more	34	19
Strong	3-5	29	16
Developing	2	24	13
Emerging	Fewer 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 Illinois Arts Learning Standards	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 or Continuous Improvement Work Plan Committee)	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

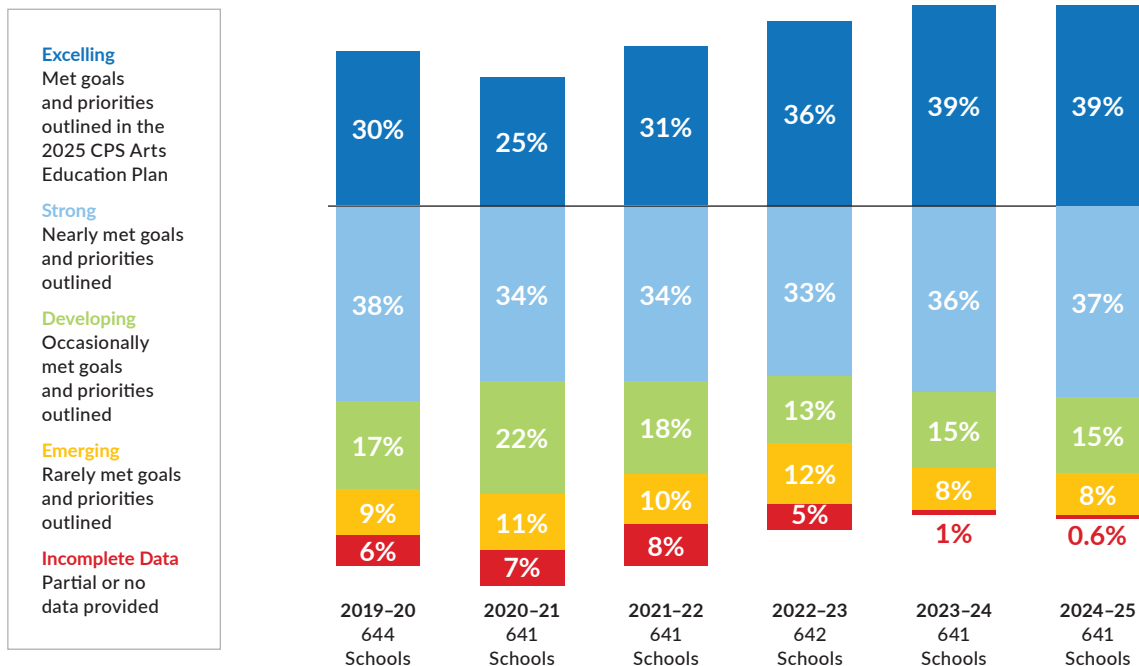
OVERALL CREATIVE SCHOOLS CERTIFICATION SCORES

In this section, Creative Schools Certification ratings are examined through multiple lenses: overall ratings across the District, by school category (elementary and high schools), by governance structure (District-Managed or Non-District Managed), and through combined views of both category and governance structure. Understanding how these ratings vary – or remain consistent – across these lenses provides a comprehensive view of the sector and allows for targeted strategies, especially as implementation of the new CPS Arts Education Plan is underway.

First, overall ratings across the entire school district are displayed. The distribution of annual ratings since 2019–20 are shown below; over 90% of all CPS schools have submitted data for the Creative Schools Certification each year. This high participation rate demonstrates both the District’s commitment to arts education and the comprehensive nature of the findings and trends presented throughout this report.

Given this exceptionally high data submission rate, Ingenuity has determined that confidence intervals – typically used to estimate the range of values for a given statistic – are not necessary for the State of the Arts. In the most recent year, 2024–25, 100% of CPS schools submitted data in fall 2025 for the Creative Schools Certification.¹

RATINGS FOR ALL SCHOOLS



¹ Four schools closed at the end of 2024–25 and are still included in the charts on overall Creative Schools Certification ratings. These schools are technically not counted in this statistic with data submission completion rates. All schools operating in 2025–26 submitted data for the Creative Schools Certification in the fall of 2025. Additionally, high schools with Alternative Learning Opportunities Programs (ALOP) governance are excluded from analyses done in this report due to different learning models.

Over the past six years, substantial progress has been made. Schools with Excelling ratings have increased from 30% to 39%. While this represents significant advances, considerable opportunity still remains – the goal of course is that 100% of CPS schools are rated as Excelling. When examining schools rated as either Excelling or Strong (meeting or nearly meeting the goals and priorities outlined in the 2025 CPS Arts Education Plan), 76% of 641 schools achieved such ratings in 2024–25. A dip in overall ratings occurred between 2019–20 and 2020–21 due to the COVID-19 pandemic and subsequent year of remote learning in 2020–21, but the percentage of Excelling schools has steadily risen since then.

Between 2023–24 and the latest year of data from 2024–25, the distribution of school ratings across the Creative Schools Certification remains nearly identical. The percentage of Excelling schools between 2023–24 and 2024–25 holds steady at 39%, and the percentage of Strong schools goes up slightly by one percentage point, from 36% in 2023–24 to 37% in 2024–25. The percentage of Developing and Emerging schools remained unchanged.

Did all underlying data points – including staffing, arts expenditures, and arts partnerships – also remain constant? The short answer is no. The remainder of the report dives into all the metrics from the Creative Schools Certification, revealing where shifts occurred even with the distribution of overall ratings remaining similar.

Historical analyses from previous State of the Arts and sector knowledge indicate that examining data through the lenses of school category and governance structure is essential. Throughout the report, four subsets of schools will be frequently analyzed: District-Managed elementary schools, District-Managed high schools, Non-District Managed elementary schools, and Non-District Managed high schools.

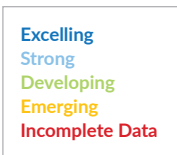
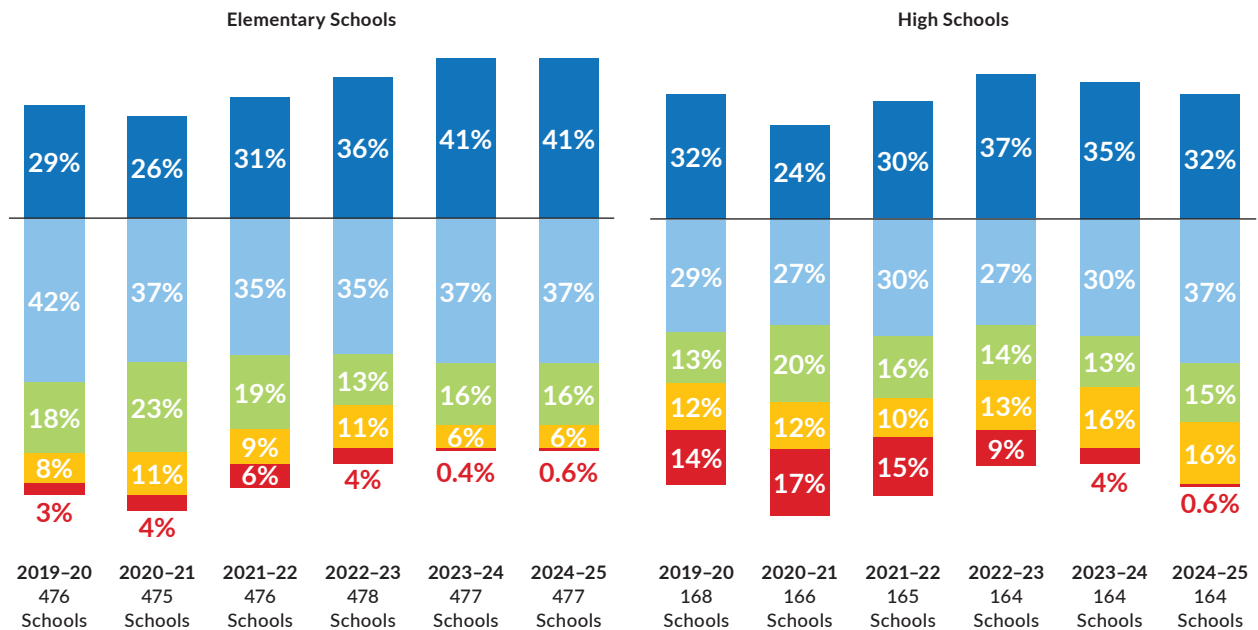


OVERALL CSC SCORES BY SCHOOL CATEGORY

The following analysis shows Creative Schools Certification ratings each year for elementary and high schools. Elementary schools have seen steady increases since 2020–21, though the latest two years of data look essentially identical. Forty-one percent of 477 elementary schools were rated as Excelling in 2024–25, with 37% rated as Strong. Only 6% of elementary schools were rated as Emerging. From 2019–20 through 2024–25, the percentage of schools rated as Excelling has increased significantly by 12 percentage points.

For high schools, there was more volatility in ratings over the years, though there were also significantly fewer high schools than elementary schools across the District. High schools were less likely than elementary schools to be rated as Excelling in 2024–25, with 32% of schools rated as such. High schools were also more likely to be rated as Emerging, with 16% of 164 schools achieving that rating. Since 2022–23, the percentage of high schools rated as Excelling has decreased.

RATINGS BY SCHOOL CATEGORY



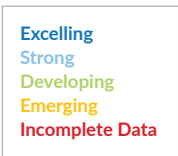
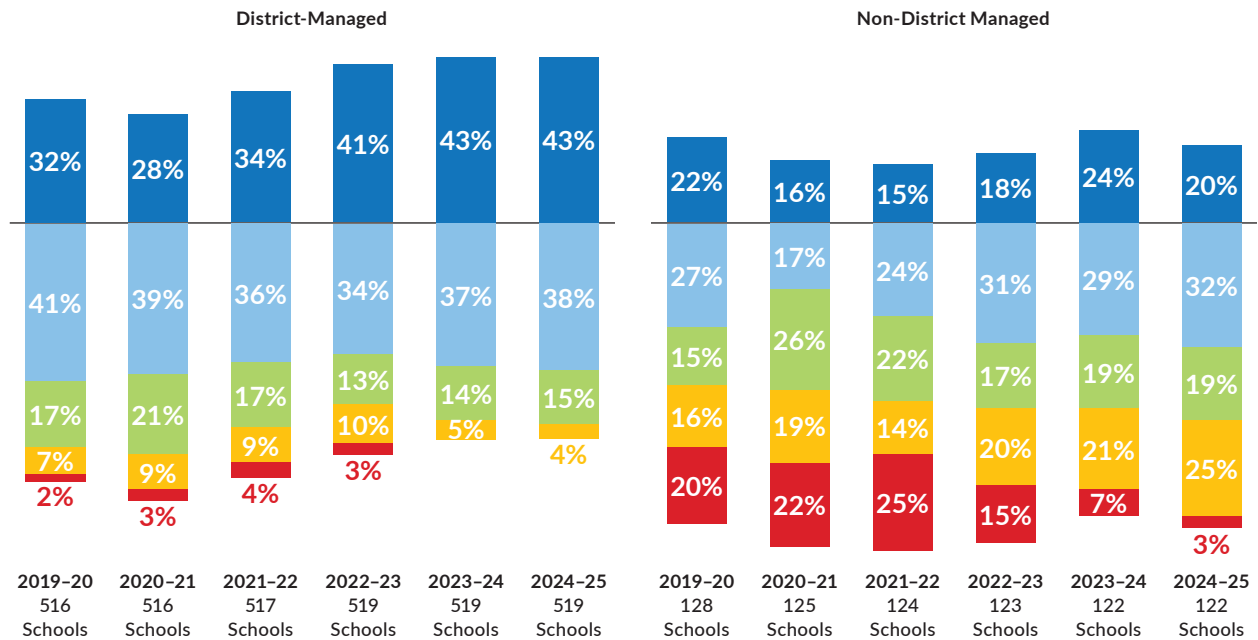
OVERALL CSC SCORES BY SCHOOL GOVERNANCE

Below, ratings are shown by school governance (whether a school is District-Managed or Non-District Managed). The majority of schools in the district are District-Managed, and over 100 schools that are Non-District Managed.

Ratings differed significantly by governance structure. In 2024–25, District-Managed schools were more than twice as likely as Non-District Managed schools to be rated as Excelling. Forty-three percent of District-Managed schools were rated as Excelling in 2024–25, compared to 20% of Non-District Managed schools. This pattern has held consistently since 2019–20, with District-Managed schools maintaining higher percentages of Excelling ratings than Non-District Managed schools. In the most recent year, one quarter of Non-District Managed schools were rated as Emerging.

How do these ratings differ by elementary and high school? The following subsections examine ratings through the combined lenses of school category and governance structure.

RATINGS BY SCHOOL GOVERNANCE

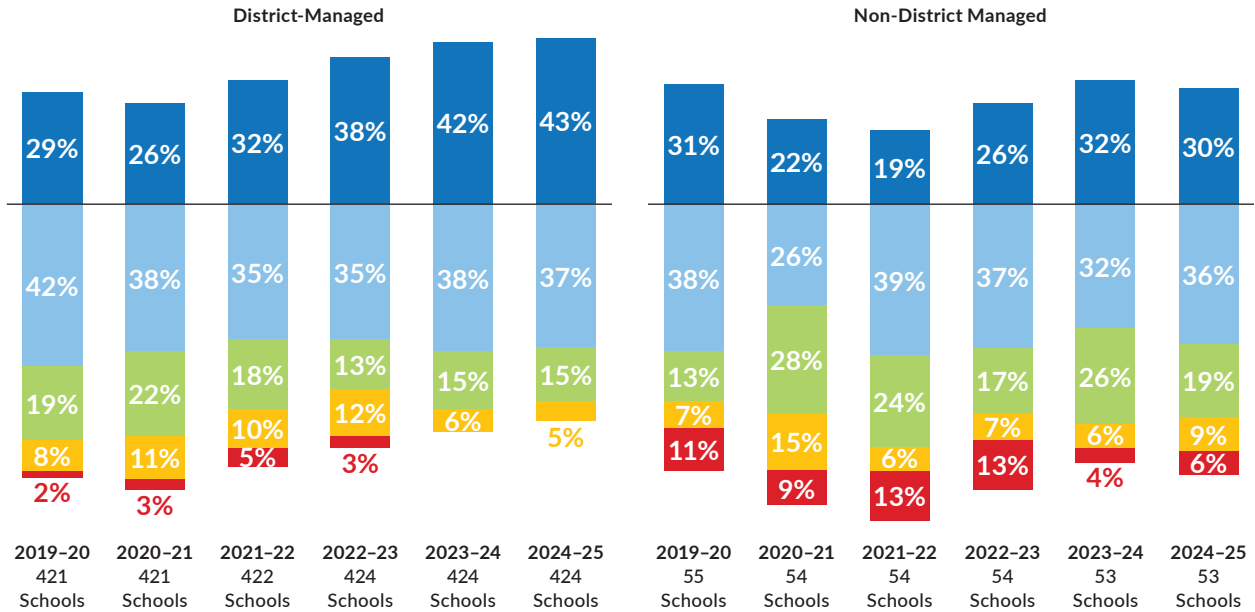




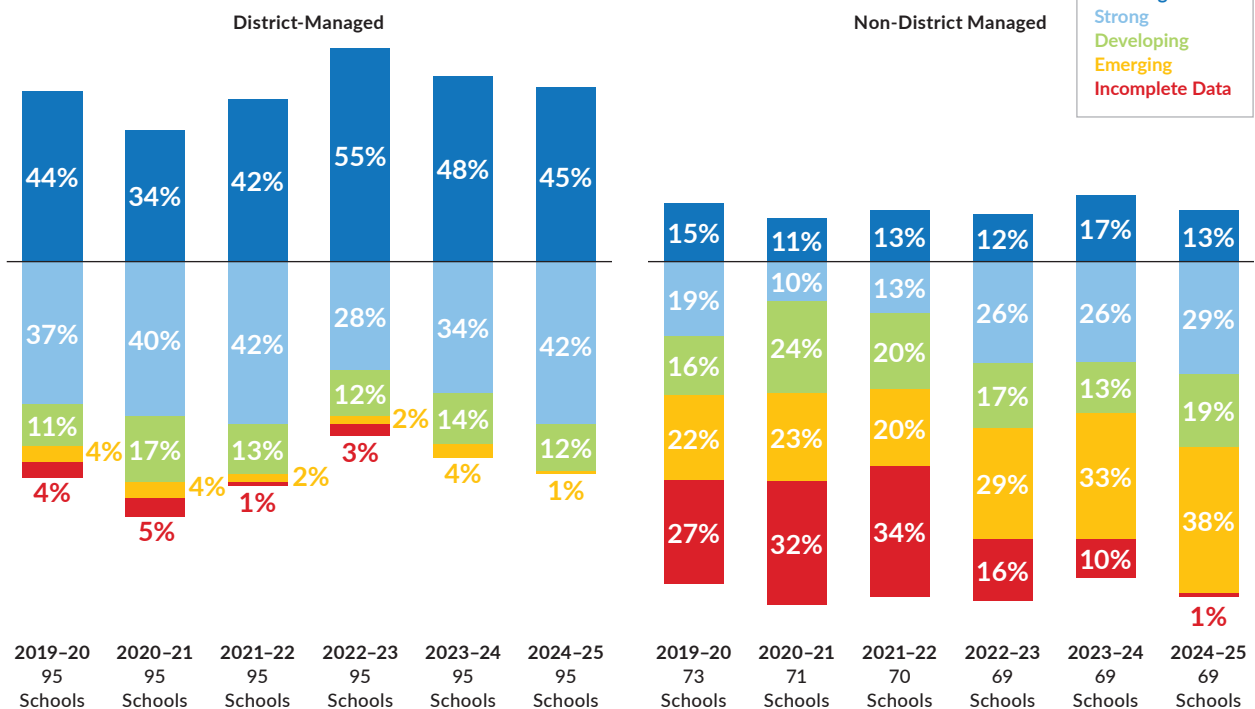
OVERALL CSC SCORES BY SCHOOL CATEGORY & SCHOOL GOVERNANCE

Recent State of the Arts publications have highlighted the importance of examining how school category and governance structure interact to better understand access to arts education. Below, Creative Schools Certification ratings are presented for four school subsets: District-Managed elementary schools, District-Managed high schools, Non-District Managed elementary schools, and Non-District Managed high schools.

RATINGS FOR ELEMENTARY SCHOOLS BY SCHOOL GOVERNANCE



RATINGS FOR HIGH SCHOOLS BY SCHOOL GOVERNANCE



These charts reveal additional patterns and clarify where gaps in access to arts education are occurring. For high schools, clear inequities exist based on governance structure. Since 2021–22, 40–55% of District-Managed high schools were rated as Excelling each year, compared to only 10–20% for Non-District Managed schools. These differences were less pronounced for elementary schools – the percentages of District-Managed and Non-District Managed elementary schools rated as Excelling have been closer since 2021–22, though District-Managed elementary schools still remained more likely to achieve an Excelling rating.

In 2024–25, only 13% of 69 Non-District Managed high schools were rated as Excelling, with over one-third rated as Emerging. Over the years, however, the percentage of Non-District Managed high schools that did not submit data (Incomplete Data rating) has decreased significantly.

CHANGES ACROSS ALL CSC METRICS FROM 2023–24 TO 2024–25

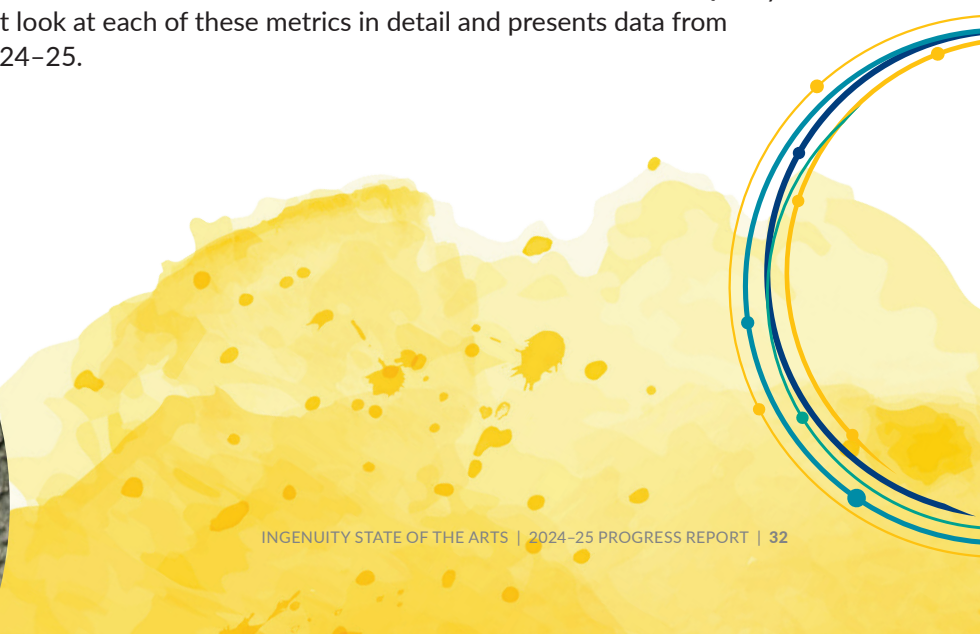
The following visualization displays the percentage of CPS schools that met the benchmark for each Creative Schools Certification metric in 2023–24 and 2024–25. The purpose of this new visualization is threefold: 1) to summarize the percentage of schools that met the benchmark across all metrics in a single view, 2) to understand areas where schools are performing well and where opportunities remain, and 3) to examine any shifts that occurred between the two years.

As noted earlier, 39% of schools were rated as Excelling, indicating that they met the benchmarks on the CSC, in both 2023–24 and 2024–25. Most other metrics showed only minor changes between 2023–24 and 2024–25, with the exceptions of Staffing, Budget, and Arts Partnerships. Staffing increased by four percentage points in schools rated as Excelling. Meanwhile, the percentage of schools spending \$7.00 or more per student for arts materials, supplies, and programming dropped by eight percentage points. Schools that met the benchmark for the Arts Partnership metric – indicating they had at least one arts partnership – decreased by six percentage points, from 95% to 89%.

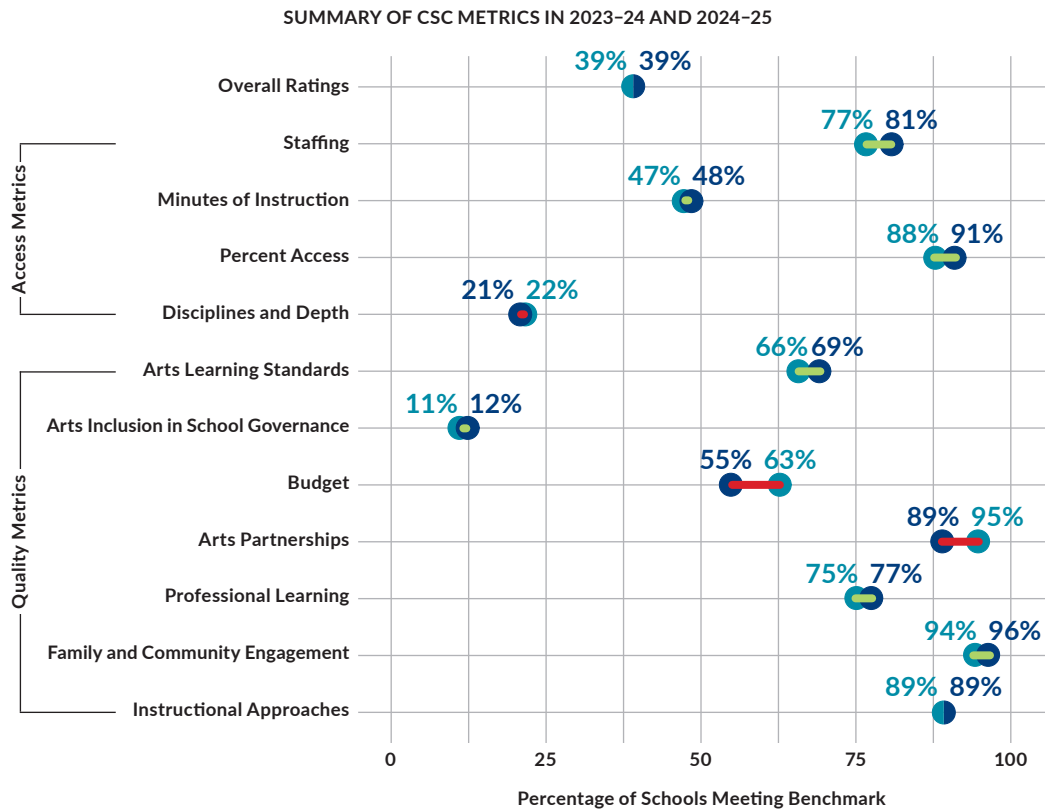
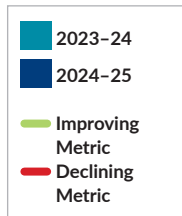
Overall, there are a number of metrics that schools are doing fairly well on, with 80% or more schools meeting the benchmark. These include Staffing, Percent Access, Arts Partnerships, Family and Community Engagement, and Instructional Approaches. On the other hand, the two most challenging metrics on the CSC are Disciplines & Depth for high schools and Arts Inclusion in School Governance. The Access and Quality sections of this report look at each of these metrics in detail and presents data from 2019–20 through 2024–25.



All-City Performing Arts 2018.



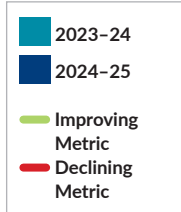
OVERALL CREATIVE SCHOOLS CERTIFICATION SCORES



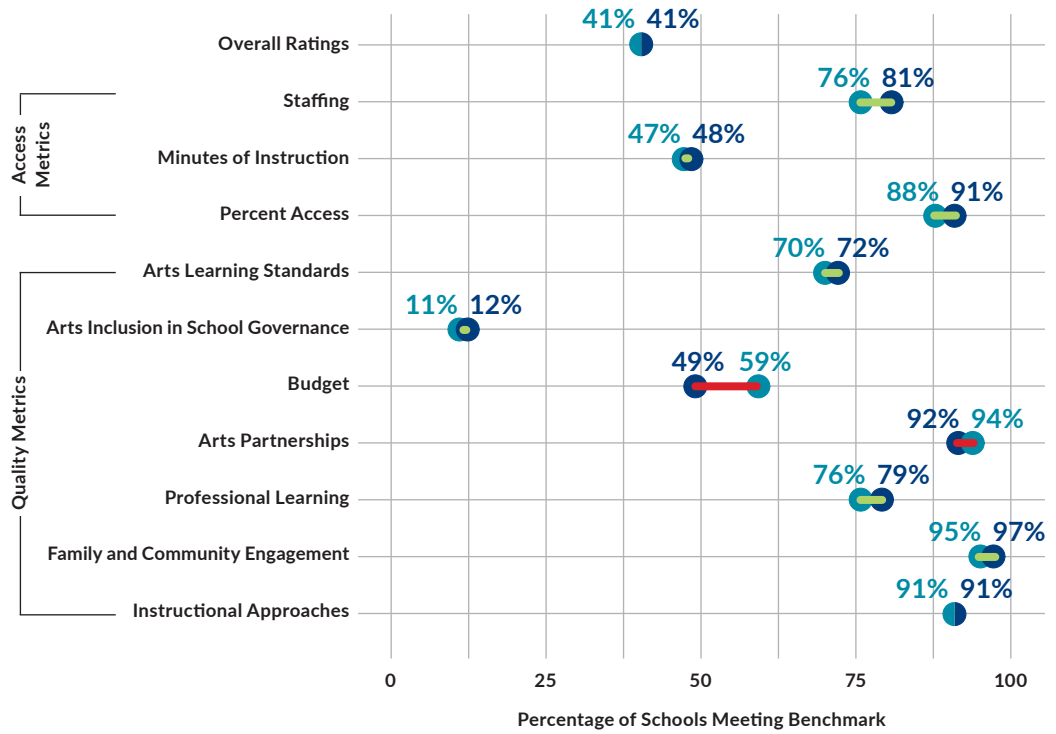
The following two charts show changes for elementary and high schools, respectively, providing a more nuanced view of trends. For elementary schools, the largest changes are in Staffing and Budget. Schools rated as Excelling in Staffing increased by five percentage points, from 76% in 2023-24 to 81% in 2024-25. Declines in the Budget metric appear to stem from elementary schools, which saw a decline of 10 percentage points in schools reporting \$7.00 or more per student in arts expenditures.

For high schools, the largest shifts occurred in Staffing, Arts Learning Standards, and Arts Partnerships. Schools rated as Excelling on Staffing increased by four percentage points, reaching 81% in 2024-25. There was an increase in high schools using the Illinois Arts Learning Standards, from 53% in 2023-24 to 61% in 2024-25. The most notable decline was seen in the Arts Partnerships metric, with a drop of 17 percentage points. Ninety-six percent of high schools had at least one arts partnership in 2023-24, but this dropped to 79% of high schools in 2024-25.

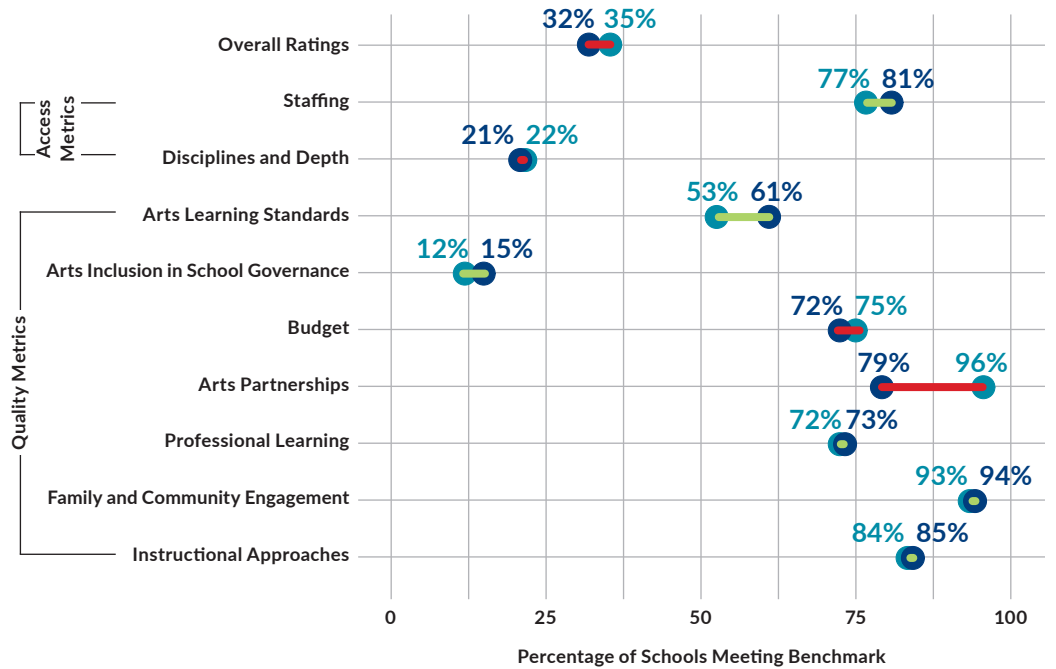
OVERALL CREATIVE SCHOOLS CERTIFICATION SCORES



SUMMARY OF CSC METRICS FOR ELEMENTARY SCHOOLS IN 2023-24 AND 2024-25



SUMMARY OF CSC METRICS FOR HIGH SCHOOLS IN 2023-24 AND 2024-25

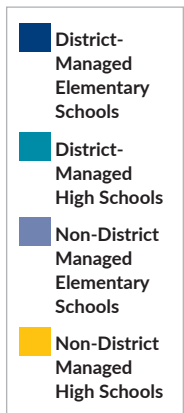


SUMMARY OF ALL CSC METRICS IN 2024-25 BY SCHOOL CATEGORY & SCHOOL GOVERNANCE

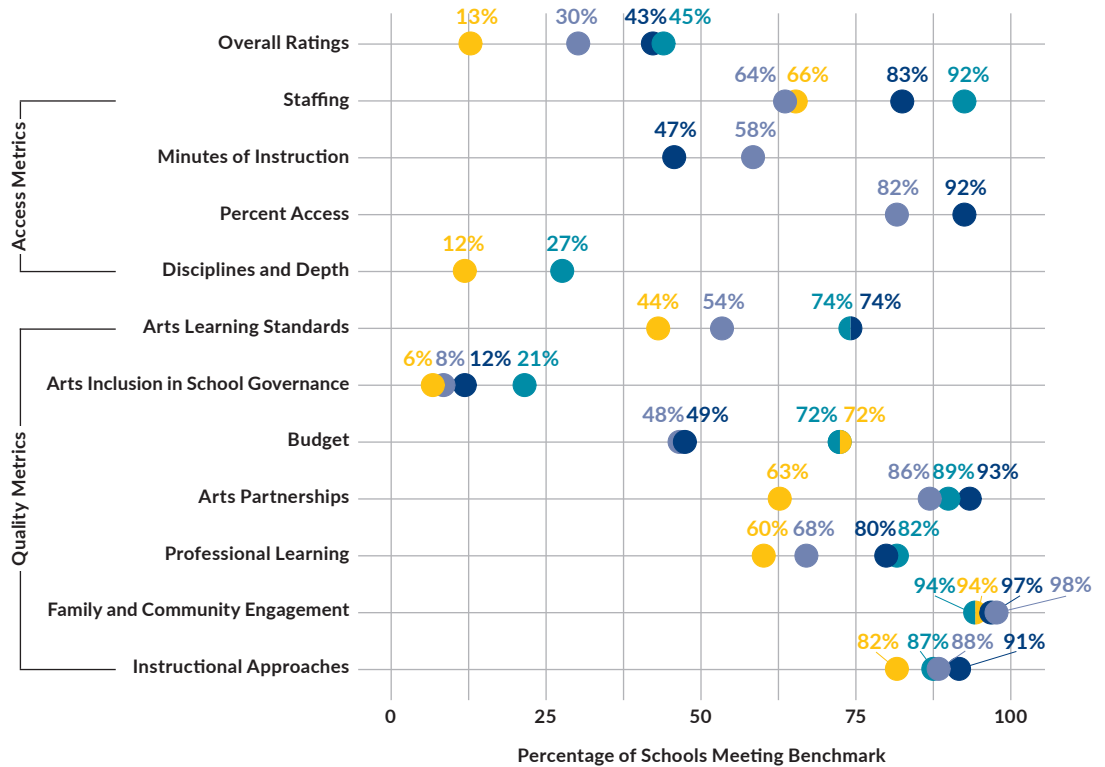
Similar to the previous visualizations, this chart summarizes the percentage of schools that met each CSC metric benchmark, but focuses on the latest data from 2024-25. Different colors represent the four school subsets: District-Managed elementary schools, District-Managed high schools, Non-District Managed elementary schools, and Non-District Managed high schools. This view highlights differences, if any, by school category and governance.

For some metrics, such as Instructional Approaches, all school types did fairly well. Other metrics showed more variation — for example, only 13% of Non-District Managed high schools were rated as Excelling, compared to 30% to 45% of the other school types. Significant differences also appear across several other metrics, including Staffing, Arts Learning Standards, Budget, Arts Partnerships, and Professional Learning. These suggest that school category and governance should guide the implementation of targeted strategies to address gaps in specific metrics and advance access.

This chart serves as a reference and provides a clear snapshot for many of the findings discussed later in the report.



SUMMARY OF CSC METRICS BY SCHOOL CATEGORY AND GOVERNANCE IN 2024-25





ADVOCATING FOR EQUITY IN ARTS EDUCATION

ADVOCATING FOR EQUITY IN ARTS EDUCATION

This section, first introduced in last year's report, continues to serve as an important component of the State of the Arts. It centers on a fundamental question: Who has access to arts education — and who does not?

Understanding equity in arts education requires examining more than arts-specific indicators alone. Access to arts education is shaped by broader school and community structures, resources, and systemic factors that influence opportunity across the city. To provide broader context, this section takes a look at the CPS Opportunity Index, a district-wide measure that assesses each school's access to opportunity using a range of school demographic, community, and school funding indicators. This section also explores how school governance structures intersect with access to arts education and overall opportunity metrics of the school.

As described in the Data & Methodology section, this State of the Arts report introduces heatmaps based on the new CPS school board districts and subdistricts. Compared with the Chicago community areas used in prior reports, these larger boundaries allow for a more representative view of geospatial trends across the city. The District is divided into 10 school board districts and 20 subdistricts, and the analyses in this section incorporate new maps based on these boundaries to provide additional insight into how arts education access varies across the District.

While the data presented throughout the report offers important insights, they also serve as a call to action. Data alone will not change outcomes. Addressing inequities in access to arts education requires coordinated effort across the sector. By collectively using these findings to inform strategy, allocate, and strengthen supports, the sector can work together to ensure all CPS students have equitable opportunities to experience high-quality arts education.



Photo by Dennis Thompson, courtesy of Guitars Over Guns Organization and CICS Lloyd Bond Elementary.

CPS OPPORTUNITY INDEX

The [CPS Opportunity Index](#) is a critical tool that summarizes access to opportunity for each Chicago Public School. This indicator is used to inform funding decisions across the District, ensuring that schools and communities most impacted by inequity receive the supports and resources necessary to address historical barriers. The CPS Opportunity Index was first introduced in the 2023–24 school year and was updated for the 2024–25 school year. The following analysis examines 2024–25 CPS Opportunity Index scores alongside Creative Schools Certification data from the same school year.

The Opportunity Index is composed of 11 indicators that capture school demographics, community factors such as the Chicago Hardship Index, and historical school funding factors such as school budget and changes in school budget. Lower Opportunity Index scores indicate more access to opportunity, while higher Opportunity Index scores signal that schools may require additional targeted supports and resources.

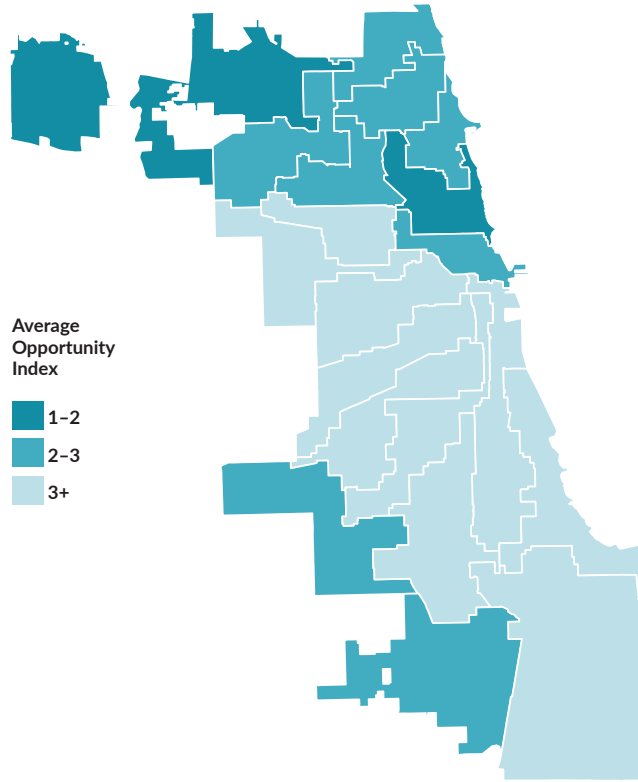
On the following page, the upper map displays average (mean) Opportunity Index ratings across the 20 school board subdistricts. The lower map displays average (mean) points earned by schools on the Creative Schools Certification, out of 100 possible points, across those same school board subdistricts. A clear relationship emerges between the two maps: subdistricts on the north and northwest sides tended to have the darkest shades, indicating both greater access to opportunity as well as higher levels of access to arts education. Analyses show that for each increase of +1.0 in the CPS Opportunity Index (indicating less access to opportunity), schools earned, on average, 3.8 fewer points on the Creative Schools Certification². The correlation between a school's access to opportunity and Creative Schools Certification is statistically significant at 27%. This suggests that opportunity, alongside other factors, shapes access to arts education.

These findings reinforce patterns observed in prior years and highlight the interconnected nature of educational opportunity and arts education access. As stated in last year's report, arts education cannot be examined in isolation. Inequity in access to arts education is deeply tied to historical disinvestment and structural inequities that continue to shape students' experiences. These data underscore the importance of aligning arts education strategies with broader district efforts to expand opportunity and support historically under-resourced communities.

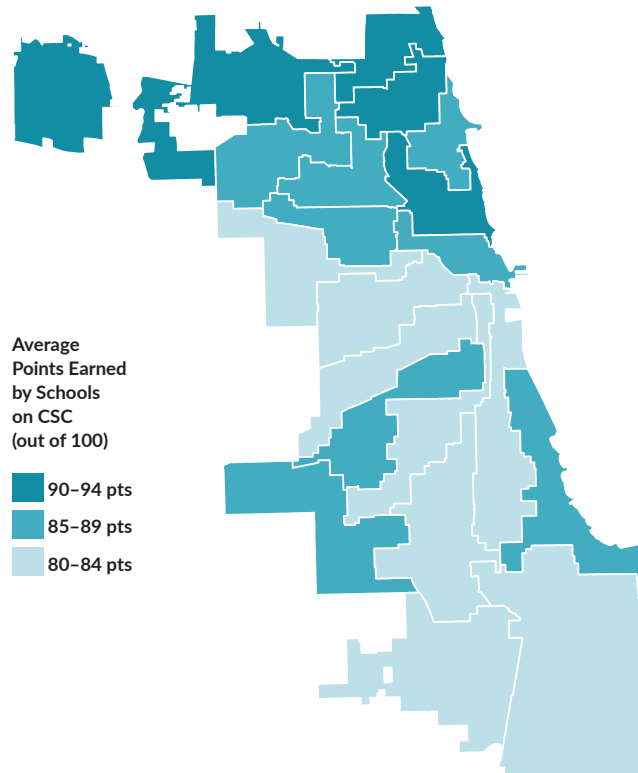
² A linear regression was run for all schools that completed the Creative Schools Survey, with the CPS Opportunity Index as an input variable, and the total CSC points earned as the output variable. This finding is statistically significant at a level of $p < 0.05$.



SCHOOL BOARD SUBDISTRICTS' 2024-25 AVERAGE OPPORTUNITY INDEX



SCHOOL BOARD SUBDISTRICTS' 2024-25 AVERAGE POINTS EARNED ON CSC

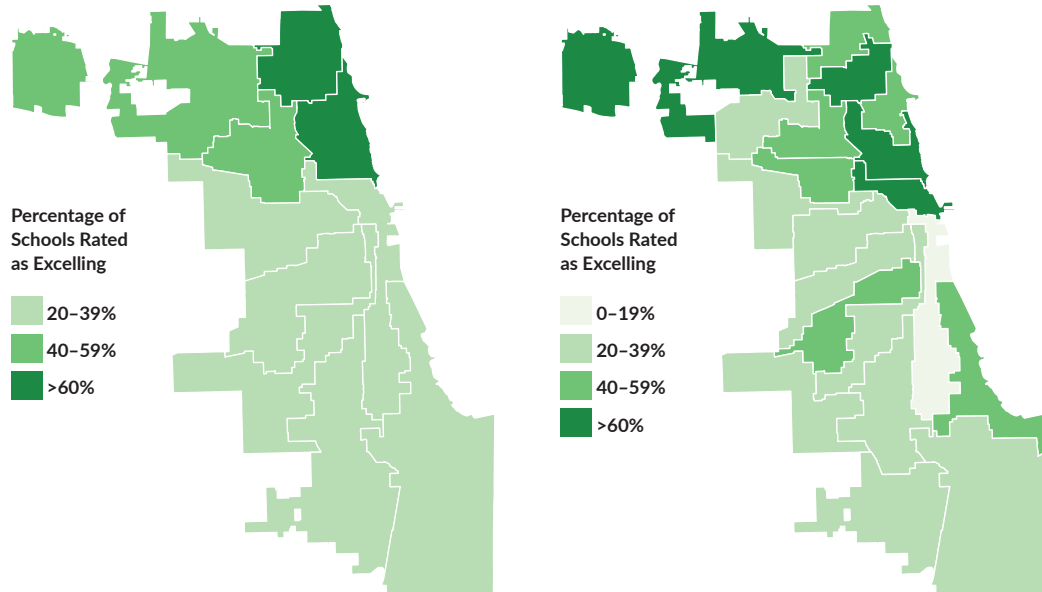


ACCESS TO EXCELLING SCHOOLS BY SCHOOL BOARD SUBDISTRICT

The following maps take a look at the percentage of Excelling schools within each school board district and subdistrict. School board districts with a higher percentage of Excelling schools show darker shades of green, with the darkest shade indicating that greater than 60% of schools were rated as Excelling in 2024–25.



PERCENTAGE OF SCHOOLS RATED AS EXCELLING IN 2024–25 BY SCHOOL BOARD DISTRICT (LEFT) AND SUBDISTRICT (RIGHT)



On the left, the larger school board districts provide a high-level view of geospatial trends in access to Excelling schools. Generally, school board districts with darker shades of green – indicating that 40–59% or over 60% schools were rated as Excelling – were concentrated on the north and northwest sides of the city. The right map, showing school board subdistricts, allows for a more nuanced look into these data.

At the subdistrict level, only one subdistrict (District 6b) had fewer than one-fifth of its schools rated as Excelling. Subdistricts with 40–59% of schools rated as Excelling were in the southwest, south along the lakefront, north, and northwest sides of the city. Only four school board subdistricts had 60% or more schools rated as Excelling, all located on the north and northwest sides of the city. These areas tend to also have lower Opportunity Index scores, indicating more access to opportunity.

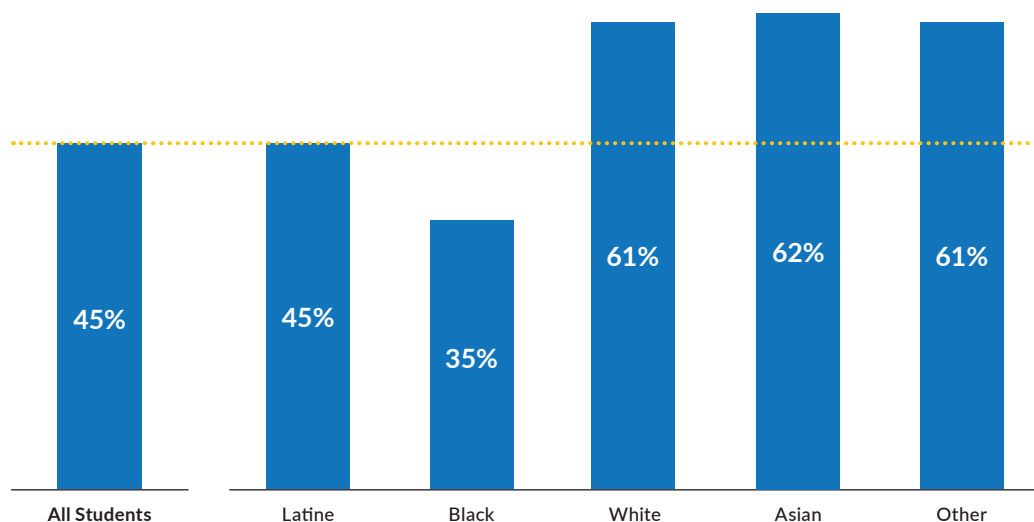
ACCESS TO EXCELLING SCHOOLS BY STUDENT DEMOGRAPHICS (RACE/ETHNICITY)

The following bar chart illustrates how students of different racial and ethnic backgrounds had access to Excelling schools in 2024–25. Each bar of the following graphic shows the percentage of students within each racial/ethnic demographic category that had access to Excelling arts programs.

In the 2024–25 school year, 45% of all CPS students were enrolled in Excelling schools. However, when disaggregated by student racial/ethnic background, access to Excelling schools was not evenly distributed. Black students were less likely than Latine, White, and Asian students to have access to Excelling schools. White and Asian students were around 75% more likely than Black students to be enrolled in an Excelling school. These patterns are consistent with trends observed in prior years and reflect broader distributions of opportunity across the city, as captured by the CPS Opportunity Index.

These inequities raise important questions about the systemic and structural factors that influence access to arts education across the city. Factors such as school resource allocation, staffing, investment, and broader neighborhood opportunity patterns contribute to these differences. Advancing equitable access to arts education requires coordinated action across the sector.

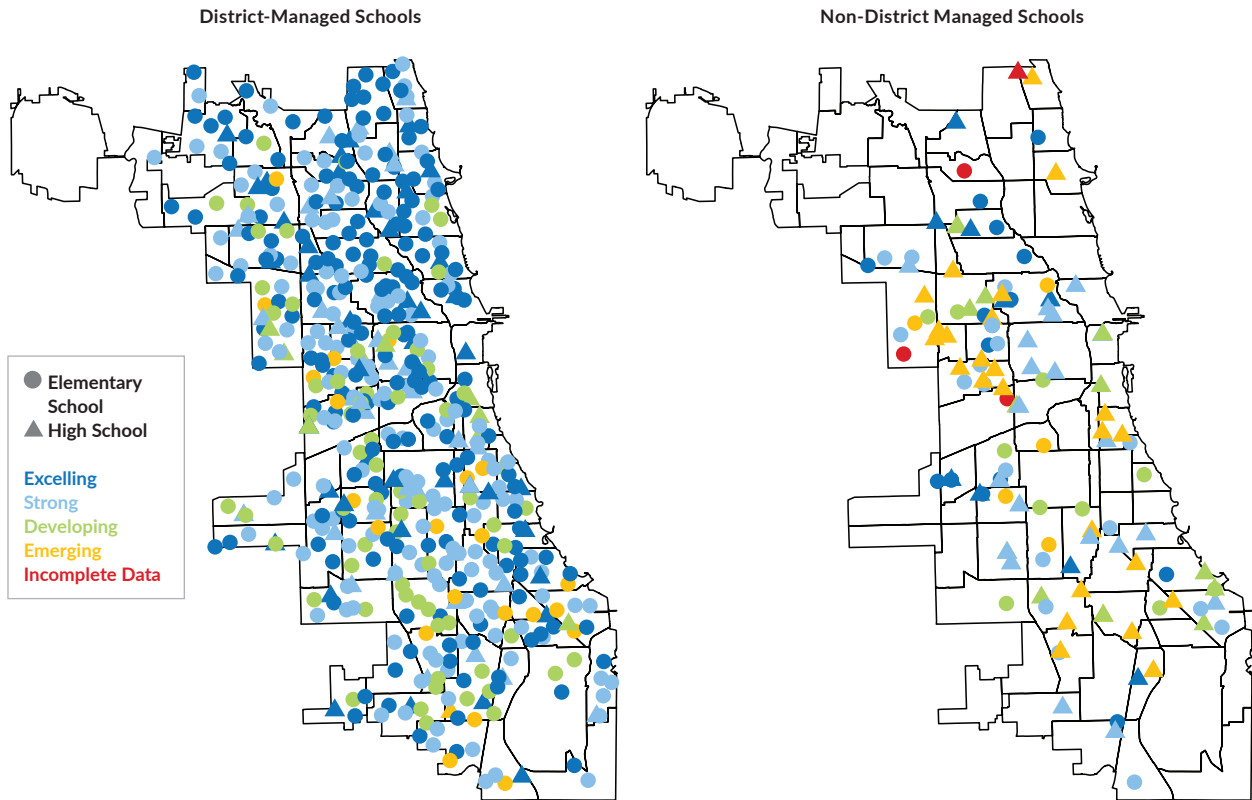
PERCENTAGE OF STUDENTS ATTENDING EXCELLING SCHOOLS, BY RACE/ETHNICITY



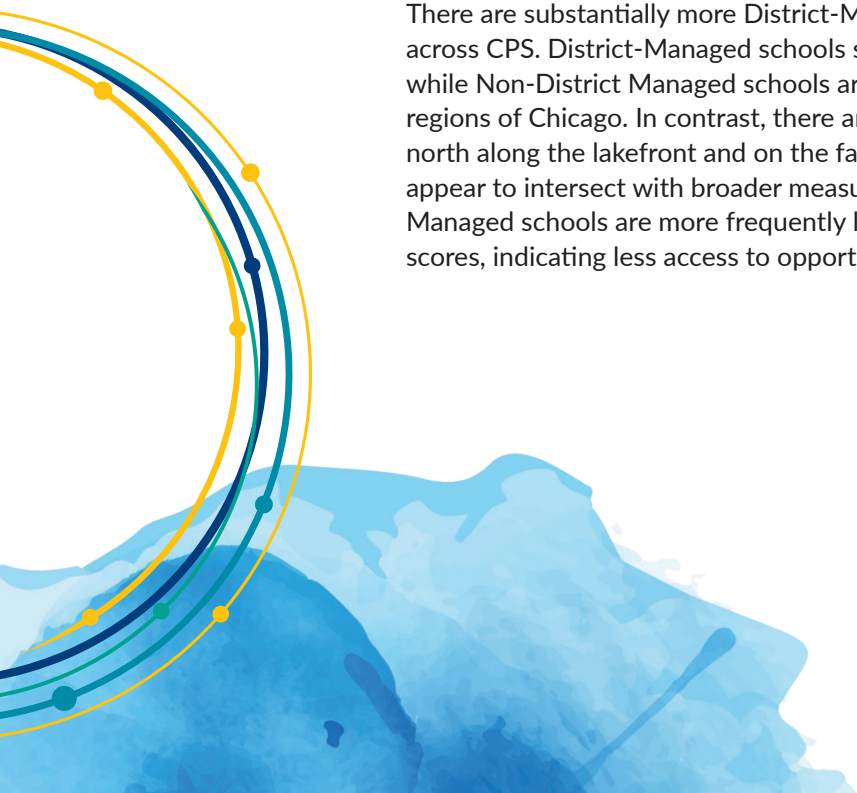
SCHOOL GOVERNANCE

School governance structure distinguishes between District-Managed and Non-District Managed schools. The following maps offer visual representation of the distribution of CSC ratings in 2024–25 based on each school’s governance structure.

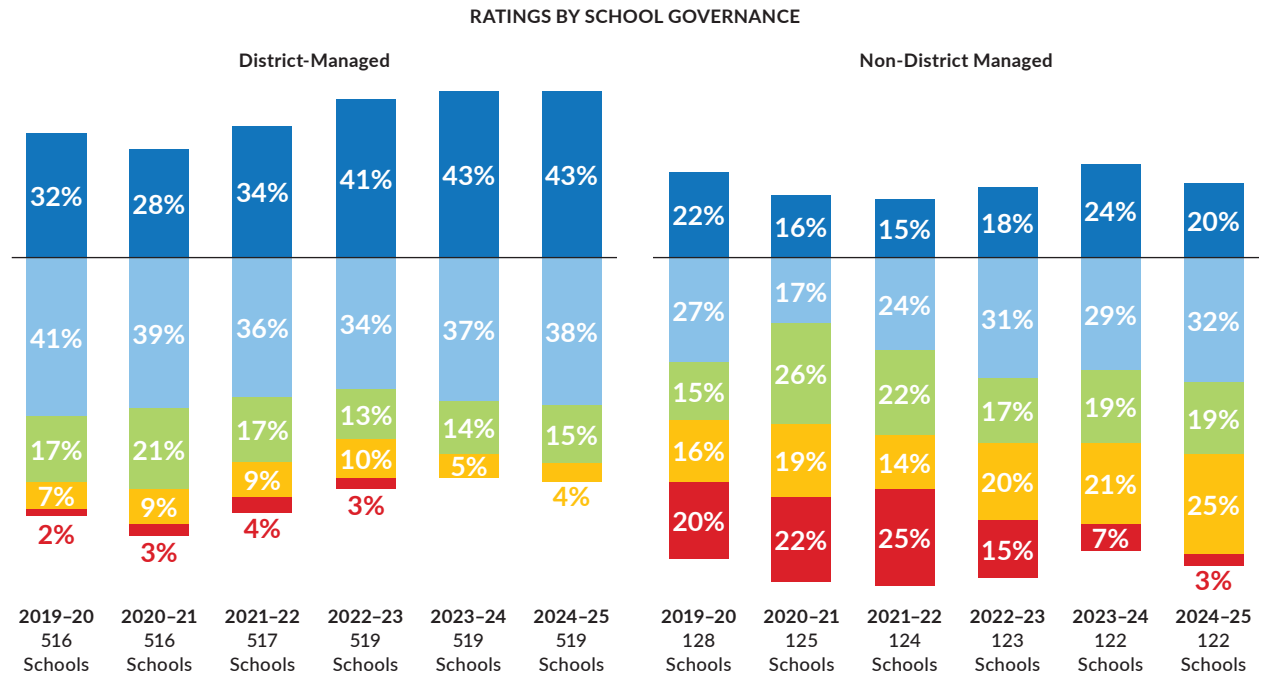
CSC RATINGS BY SCHOOL GOVERNANCE



There are substantially more District-Managed than Non-District Managed schools across CPS. District-Managed schools seem more evenly spread throughout the city, while Non-District Managed schools are more concentrated in the west and southwest regions of Chicago. In contrast, there are relatively fewer Non-District Managed schools north along the lakefront and on the far northwest. Patterns in school governance also appear to intersect with broader measures of access to opportunity, as Non-District Managed schools are more frequently located in areas with higher Opportunity Index scores, indicating less access to opportunity.



As highlighted earlier in the Overall Scores section, District-Managed schools were significantly more likely than Non-District Managed schools to be rated as Excelling. The chart below, replicated from that section, summarizes CSC ratings by school governance over time.



Excelling
Strong
Developing
Emerging
Incomplete Data

The analyses presented throughout this section – including access to opportunity, geospatial trends, student racial and ethnic demographics, and school governance structure – demonstrate the interconnected nature of arts education access. Inequities in access to high-quality arts education are shaped by multiple overlapping systems and conditions.




Photo by Justin Barbini, courtesy of Chicago Shakespeare Theater.





ACCESS TO THE ARTS


ACCESS TO THE ARTS

The elements that have the most weight in the 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

-  Average weekly minutes of arts instruction (among elementary schools)

-  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)

Arts education access has largely remained stable in the most recent year of data, reflecting sustained progress across the District. Over the past six years, notable gains have been achieved across multiple metrics, particularly in arts staffing. District-Managed elementary schools have made significant investments in staffing, increasing from 60% in 2019–20 to 83% in 2024–25 in meeting the benchmark of 350 or fewer students per arts instructor. For high schools, ensuring both breadth and depth of arts coursework continues to present challenges. This section examines each of the Access metrics in greater detail to better understand where progress has occurred and where gaps remain.

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 2024–25 school year, similar to 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.³

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.

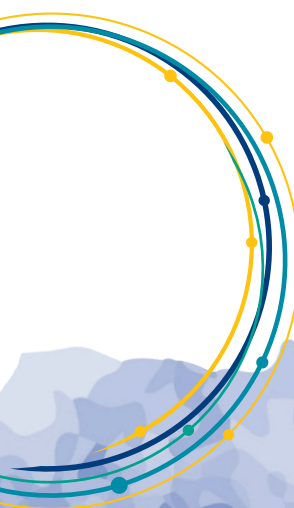
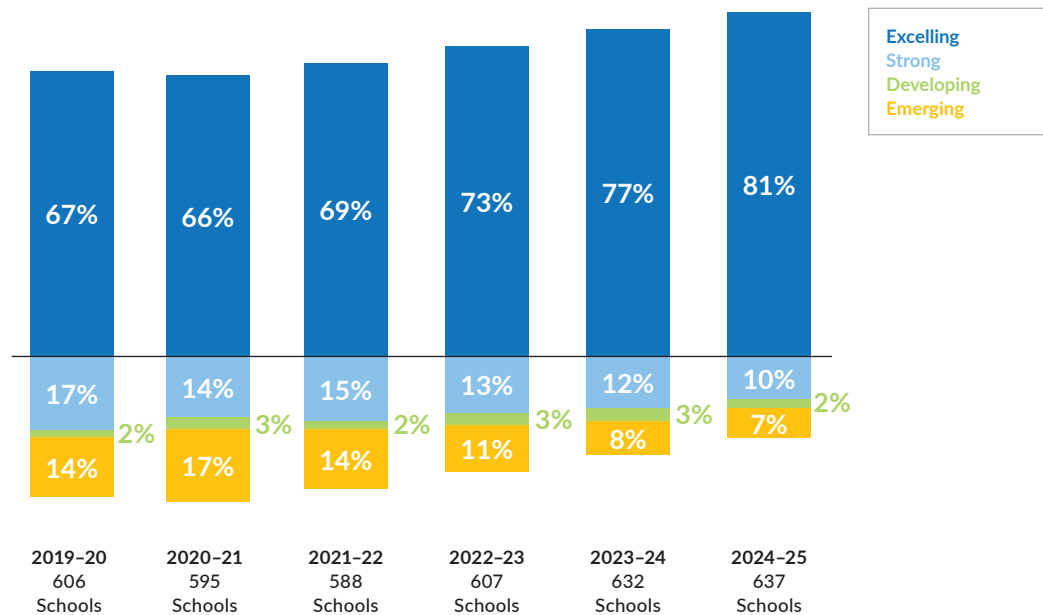
³ The presence of one additional certified arts teacher in a school was associated with an increase in the number of organizations the school partnered with by, on average, 0.27 in 2024–25.

The percentage of schools rated as Excelling on Staffing has significantly increased, from 67% in 2019–20 to 81% in 2024–25. This 14 percentage point increase over six years reflects strong recovery following the COVID-19 pandemic and represents the highest proportion of schools meeting the Excelling benchmark.

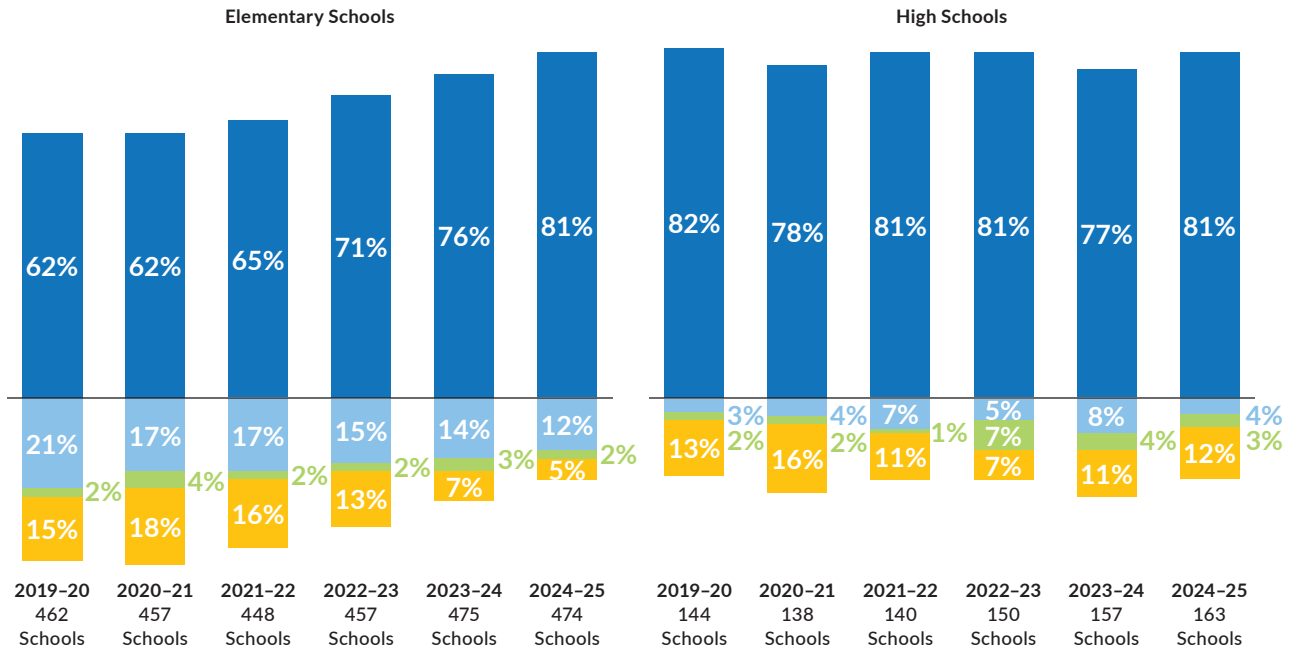
Notably, this increase occurred alongside a growth in the number of schools reporting their data, which rose from 606 to 637 schools. The rise in both participation and Excelling ratings suggests that improvements in staffing are not driven by changes in the reporting pool, but instead reflect district-wide progress in expanding access to certified arts educators.

The distribution of schools across other Staffing rating categories has shifted over time. The percentage of schools rated as Emerging declined from 14% in 2019–20 to 7% in 2024–25, indicating a reduction in the number of schools with the most limited, or no, arts staffing. These shifts demonstrate measurable progress in strengthening arts staffing and expanded student access to arts instruction.

STAFFING RATINGS (ALL SCHOOLS)



STAFFING RATINGS FOR ELEMENTARY SCHOOLS (LEFT) AND HIGH SCHOOLS (RIGHT)



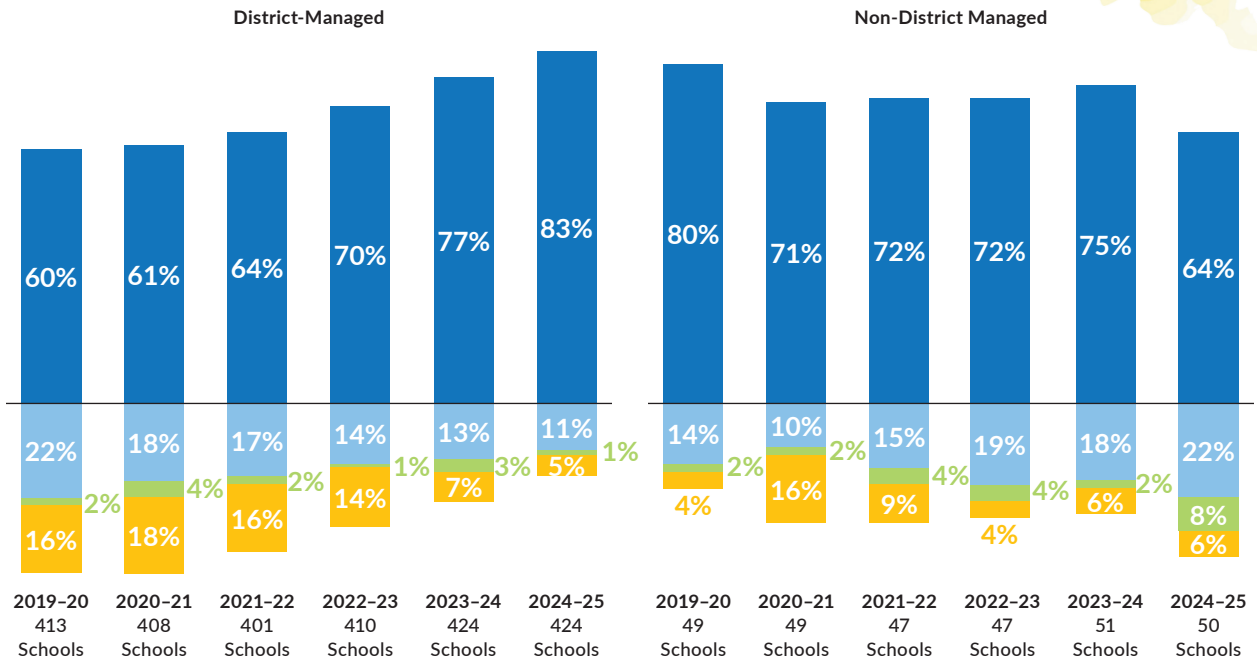
Excelling
Strong
Developing
Emerging

In 2024-25, elementary schools reached their highest proportion of Excelling ratings on Staffing, with over 80% of schools in this category. Compared to the previous school year, this represents a five percentage point increase and a 19 percentage point increase since 2019-20.

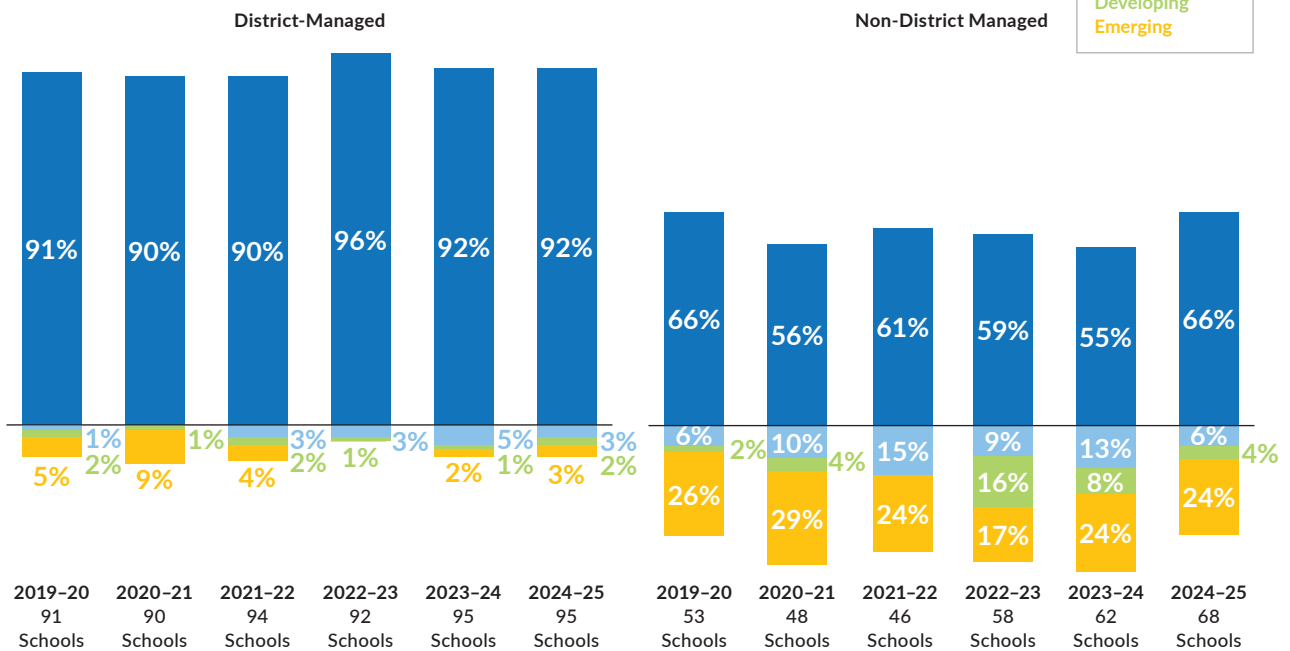
As the share of Excelling elementary schools has grown, the proportion of schools in lower rating categories has declined. The share of elementary schools rated as Emerging declined from 15% in 2019-20 to 5% in the most recent school year, while the share of schools rated as Developing has remained relatively small.

Historically, high schools have maintained better staffing ratios than elementary schools. Yet, in the latest year of data from 2024-25, the same percentage of elementary and high schools were rated as Excelling. Between 2023-24 and 2024-25, the share of high schools rated as Excelling increased by four percentage points from the previous school year. The following visualizations show how Staffing ratings vary by school category and school governance type.

STAFFING RATINGS FOR ELEMENTARY SCHOOLS BY SCHOOL GOVERNANCE



STAFFING RATINGS FOR HIGH SCHOOLS BY SCHOOL GOVERNANCE

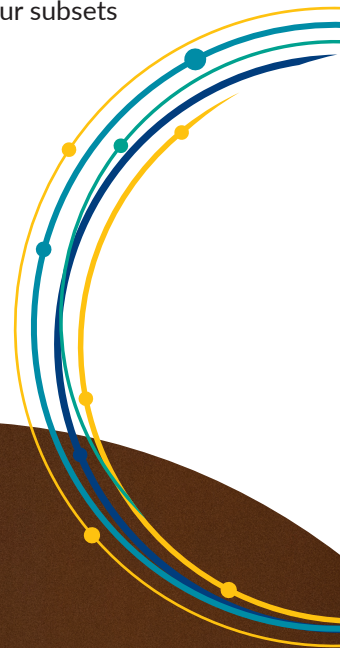


Excelling
Strong
Developing
Emerging

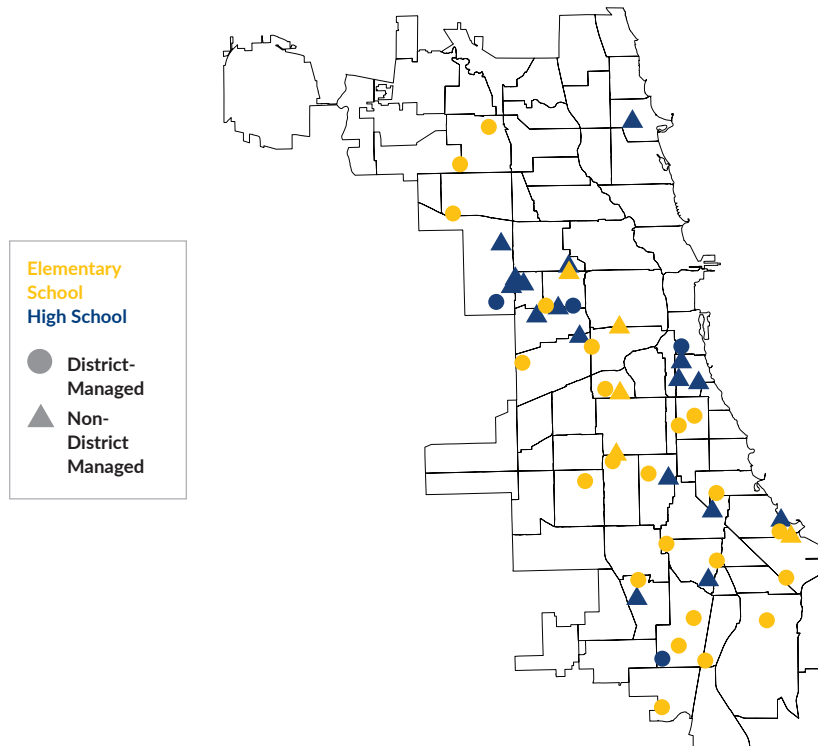
District-Managed elementary schools showed the most significant improvements in Staffing over time. Over the past six years, there has been a 23 percentage point increase in the percentage of schools meeting the Excelling benchmark, from 60% in 2019–20 to 83% in 2024–25. The steady increase in the share of District-Managed elementary schools rated as Excelling underscores increased and sustained staffing investments from the District.

Non-District Managed elementary schools exhibit a different pattern, characterized by greater variability and recent declines. In the 2024–25 school year, 64% of Non-District Managed elementary schools were rated as Excelling on Staffing, marking a decrease from the prior year and the lowest percentage recorded since 2019–20. While Non-District Managed elementary schools comprise a smaller share of CPS schools overall, the downward shift in Excelling ratings suggests growing challenges in maintaining staffing levels.

District-Managed high schools have consistently maintained strong staffing ratios, with over 90% rated as Excelling each year since 2019–20. Non-District Managed high schools had the lowest share of Excelling schools most years across these four subsets of schools, with approximately 55% to 70% each year.



SCHOOLS WITH NO ARTS INSTRUCTOR IN 2024-25



The map above illustrates the geographic distribution of schools without an arts instructor. Only 49 schools reported no arts instructor in 2024-25, down from 65 schools in 2022-23. This 25% reduction represents meaningful progress in expanding access to certified arts instructors across the District.

Schools without dedicated arts staffing were predominantly located on the west, south, and southwest sides of the city. This suggests that gaps in arts staffing are shaped by place-based conditions and community context, with certain areas potentially facing greater barriers in hiring and sustaining arts educators.

Only four District-Managed high schools reported no arts instructors, and they follow similar geographic patterns. There were 17 Non-District Managed high schools without an arts instructor, and these were situated in similar areas as District-Managed schools — primarily located on the west and southwest sides.



MINUTES OF INSTRUCTION

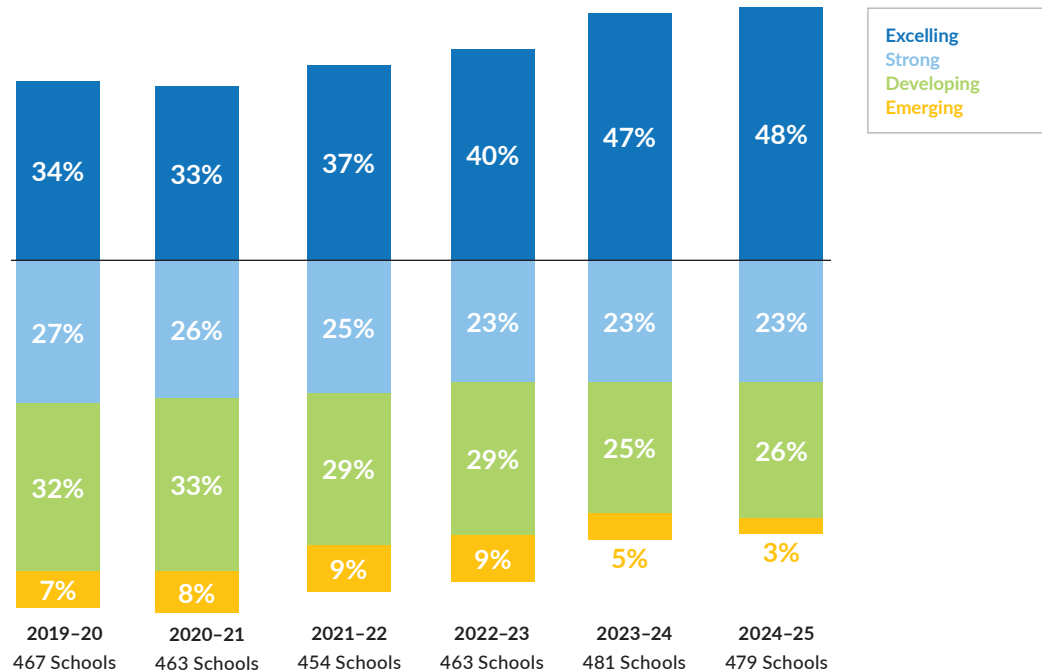
The second key element in the CSC rating for elementary schools is Minutes of Instruction, which is calculated as the average minutes of arts instruction students in elementary schools receive across the school year in any arts discipline, assuming they had access to at least one arts course. Instructional 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. It is worth noting that this measure captures the number of minutes of instruction offered to students and does not account for attendance.

The chart below shows the performance of the Minutes of Instruction metric in elementary schools. This metric shows sustained progress over the six-year period, with particularly notable improvement in the most recent years. In 2019–20, 34% of schools were rated as Excelling on this measure, indicating that roughly one-third of elementary schools provided 120 or more average weekly minutes of arts instruction. In the most recent school year 2024–25, the percentage reached 48%, marking the highest level observed across the period and representing a 14 percentage point increase from 2019–20.

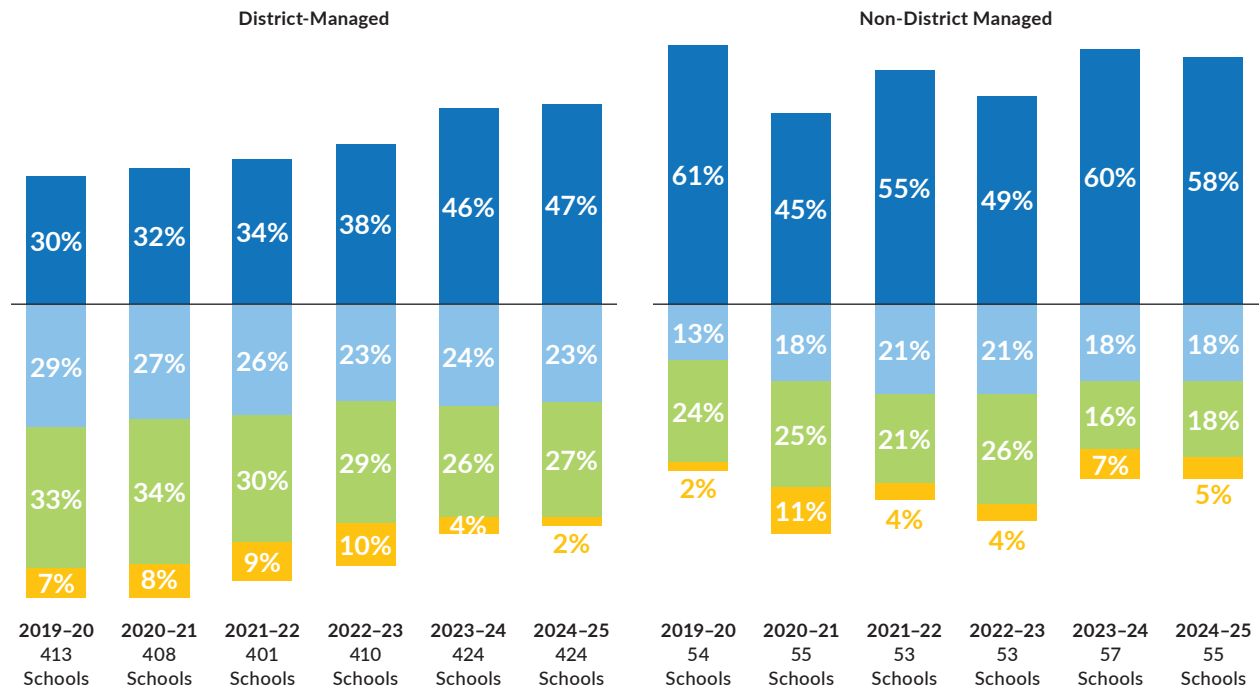
Over time, the share of schools rated as Developing on Minutes of Instruction declined from approximately one-third of schools in 2019–20 to about one-quarter in 2024–25. Schools rated as Developing on Minutes of Instruction provided 45–89 average weekly minutes of arts instruction.

Previous State of the Arts reports have found a positive correlation between arts staffing and instructional minutes. Both metrics have increased significantly over the past six years.

MINUTES OF INSTRUCTION RATINGS



MINUTES OF INSTRUCTION RATINGS FOR ELEMENTARY SCHOOLS



Excelling
Strong
Developing
Emerging

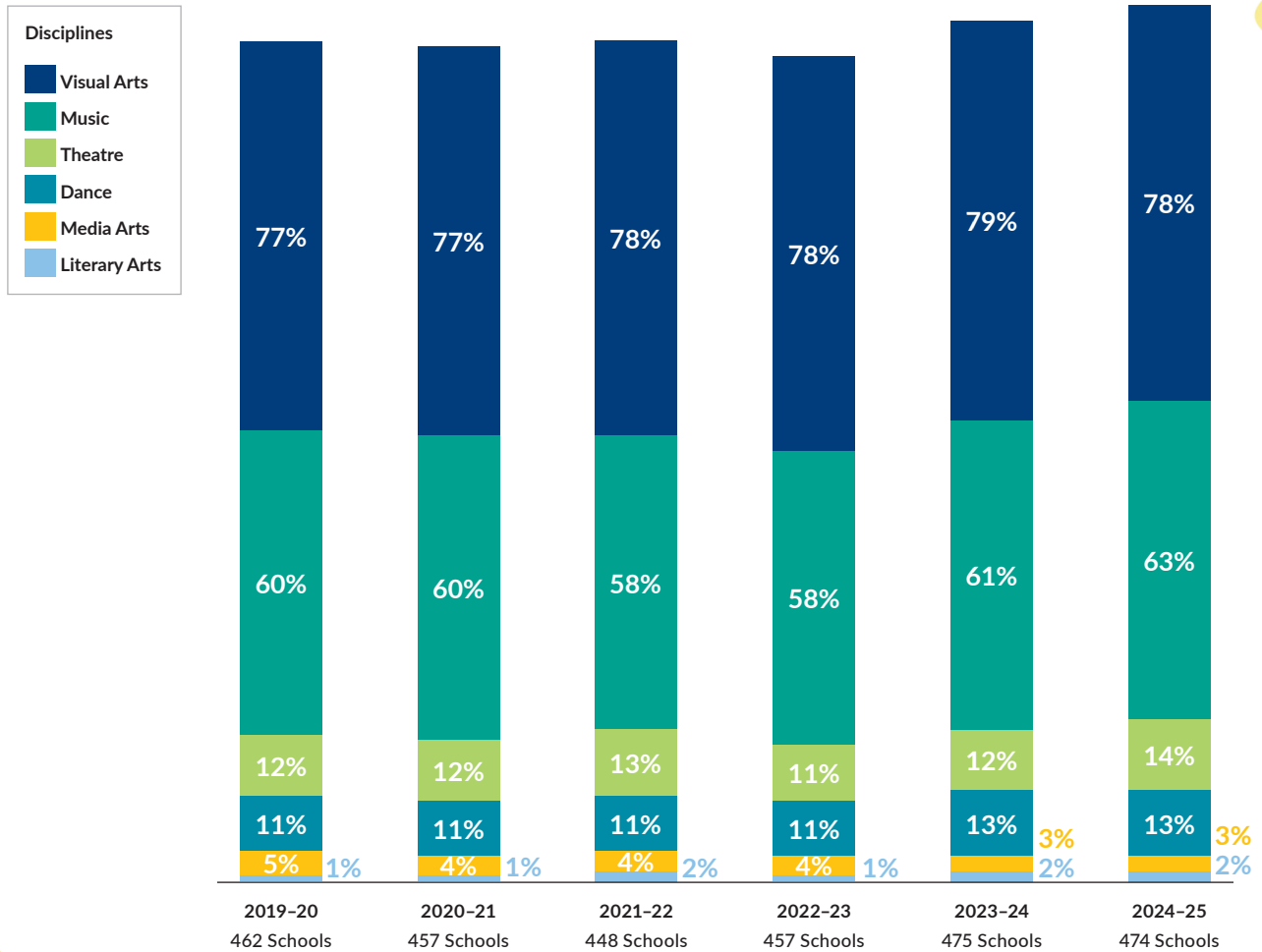
The chart above compares Minutes of Instruction ratings for District-Managed and Non-District Managed elementary schools, and highlights diverging patterns over the years. Among District-Managed elementary schools, the proportion rated as Excelling reached its highest level in the most recent school year, continuing a steady upward trend observed since 2019-20.

Non-District Managed elementary schools experienced a slight decline in the proportion rated as Excelling on Minutes of Instruction between 2023-24 and 2024-25. The share of schools meeting the Excelling benchmark decreased by two percentage points compared to the previous year, following several years of fluctuation. Overall, there is much more variation with Non-District Managed elementary school ratings on Minutes of Instruction over the years, though this might be attributed to the fact that there are relatively few Non-District Managed elementary schools. These schools have historically been more likely than District-Managed schools to provide more instructional minutes.



Photo by Nshan Cartman

DISCIPLINE OFFERINGS IN ELEMENTARY SCHOOLS



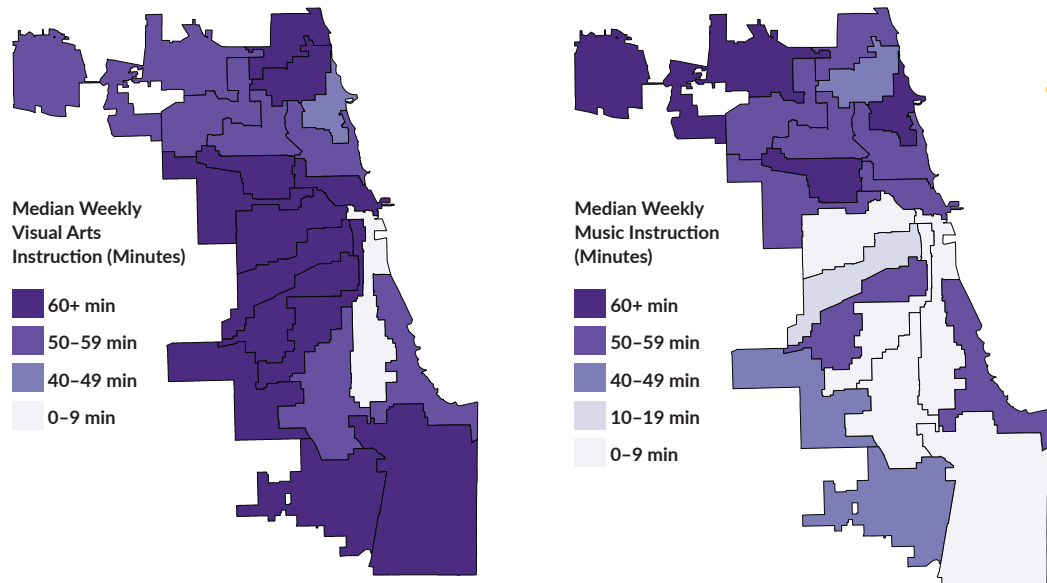
Discipline offerings in elementary schools have remained largely consistent over time, with modest shifts in availability across specific arts disciplines. Across the six-year period, Visual Arts continued to be the most widely offered discipline, with between 77% and 79% of elementary schools providing Visual Arts instruction each year. In 2024-25, 78% of schools offered Visual Arts, consistent with levels observed since 2019-20 and indicating sustained access to this discipline across the District.

Music has remained the second most prevalent discipline in elementary schools, though its availability has fluctuated slightly over time. In 2019-20 and 2020-21, 60% of schools offered Music, followed by a modest decline to 58% in 2021-22 and 2022-23. In recent years, access has risen again, with 61% of schools offering music in 2023-24 and 63% in 2024-25.

Other disciplines continued to be less commonly offered. Theatre has remained available in a small but consistent share of elementary schools, increasing from 12% in 2019-20 to 14% in 2024-25. Dance offerings have followed a similar pattern, rising slightly from 11% in earlier years to 13% in both 2023-24 and 2024-25. Media Arts and Literary Arts remained the least commonly offered disciplines, with minimal change over time, indicating limited expansion in these areas at the elementary level.



DOSAGE OF ARTS INSTRUCTION FOR VISUAL ARTS (LEFT) AND MUSIC (RIGHT) BY SCHOOL BOARD SUBDISTRICT



Visual Arts and Music were the two most widely offered art disciplines in elementary schools. The maps above illustrate dosage of arts instruction offered across the city in 2024–25 by showing the median weekly minutes of instruction by school board subdistrict. The median is used because it better represents a typical school’s instructional time by reducing the influence of extreme values, such as a small number of schools offering unusually high or low minutes of instruction. Subdistricts with darker shades of purple represent medians of 60 minutes or more of instruction per week. In contrast, lighter shades of purple indicate subdistricts where schools offer substantially less instructional time, with some areas providing as little as fewer than ten minutes per week.

For Visual Arts, schools on the south and southwest sides of the city had relatively higher access, averaging 60 or more minutes weekly. These areas demonstrated a particularly strong provision of visual arts opportunities.

Music instruction, by contrast, tells a different narrative. Higher levels of access were concentrated on the northwest and north sides of the city. In these areas, median weekly minutes of music instruction were higher and generally exceeded those in other areas. In many northwest and north subdistricts, typical instructional time fell in the range of 50–59 minutes and, in some neighborhoods, 40–49 minutes per week.

These contrasting patterns highlight the nuanced distribution of artistic disciplines across the city. Music instruction, which can often require additional resources such as instruments, appears more concentrated in areas that also have higher access to opportunity. In comparison, Visual Arts has a strong representation across the city, and particularly in the south and southwest.



PERCENT ACCESS

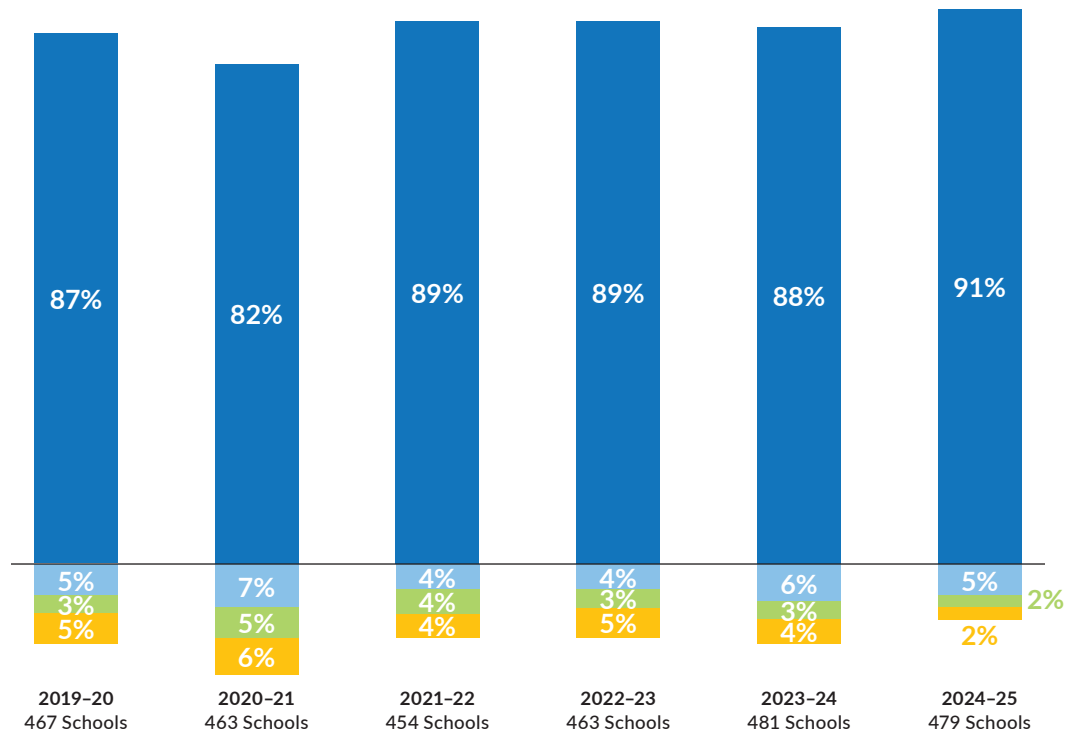
In addition to Staffing and Minutes of Instruction, the elementary school CSC rubric accounts for the share of students in K–8 grades who have access to any arts instruction. The Minutes of Instruction measure is focused on the amount of instruction offered to students who are enrolled in arts courses,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

Access to arts instruction remained consistently high across elementary schools, with the majority of schools meeting the Excelling benchmark, indicating that all students have access to at least one arts course during the school year. In 2019–20, 87% of schools were rated as Excelling on this measure, increasing to 91% in 2024–25, the highest level observed since the COVID-19 pandemic.

The rise in Excelling schools occurred alongside some changes in the number of schools reporting their data, increasing from 467 schools in 2019–20 to 479 schools in 2024–25. Despite some modest fluctuations in participation in the six-year period, the proportion of schools rated as Excelling remained consistently high, suggesting that access to at least one arts course has been broadly sustained across the District. The share of schools rated as Strong, Developing, or Emerging was less than 10% in 2024–25, highlighting that access to arts courses is widespread across elementary schools.

PERCENT ACCESS RATINGS

Excelling
Strong
Developing
Emerging





DISCIPLINES & DEPTH

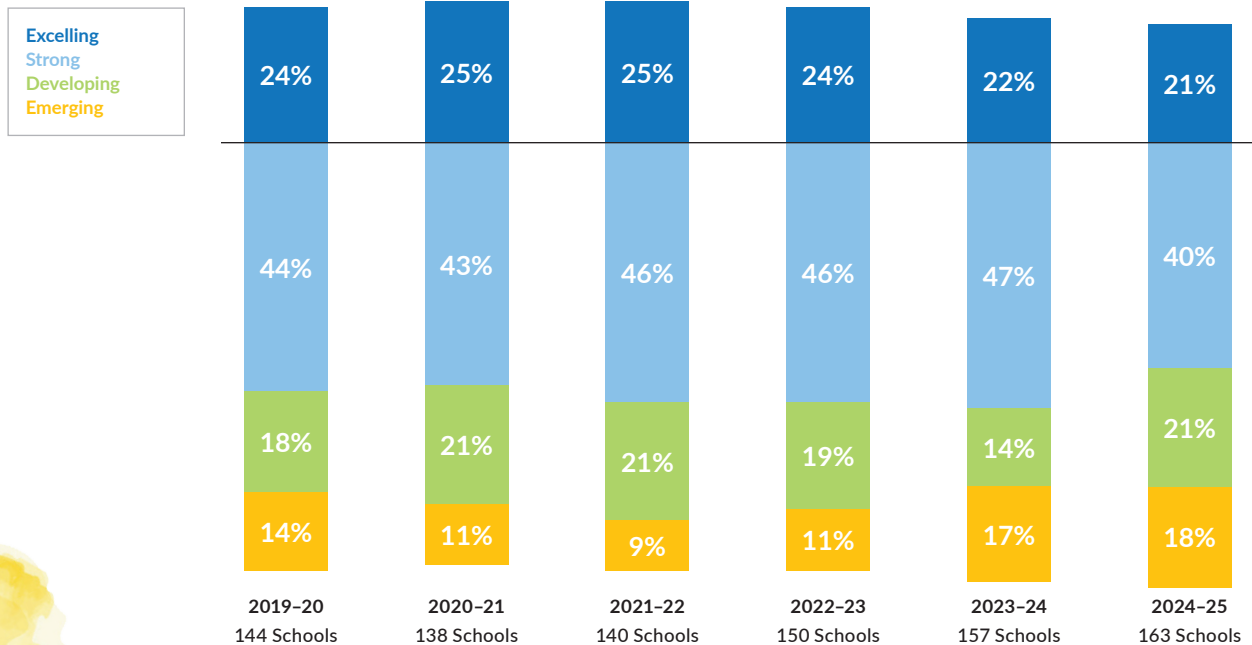
For high schools, Disciplines & Depth – the number of disciplines offered and the depth of coursework available – remains at the core of access to arts education. Both a range of offerings and sequential instruction in those offerings are key to a comprehensive and high-quality arts education. The Disciplines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

To be rated as Excelling, high schools generally have to offer courses in at least three artistic disciplines (out of Dance, Literary Arts, Media Arts, Music, Theatre, and Visual Arts) and provide multiple years of coursework (e.g., Beginning and Intermediate courses).

This access measure performs lowest relative to other access metrics, with almost 80% of schools falling below the Excelling benchmark. Looking across the full six-year period, high school performance on this metric has remained relatively flat for the Excelling rating, fluctuating within a narrow range between 21% and 25%. It reflects continued challenges in providing a variety of disciplines and sequential offerings within those disciplines.

At the same time, movement across the lower rating categories suggests a redistribution across lower-ranked ratings. The share of schools rated as Strong decreased noticeably in 2024–25, while the proportion of schools in the Developing category increased from 14% in 2023–24 to 21% in 2024–25.

DISCIPLINES & DEPTH RATINGS

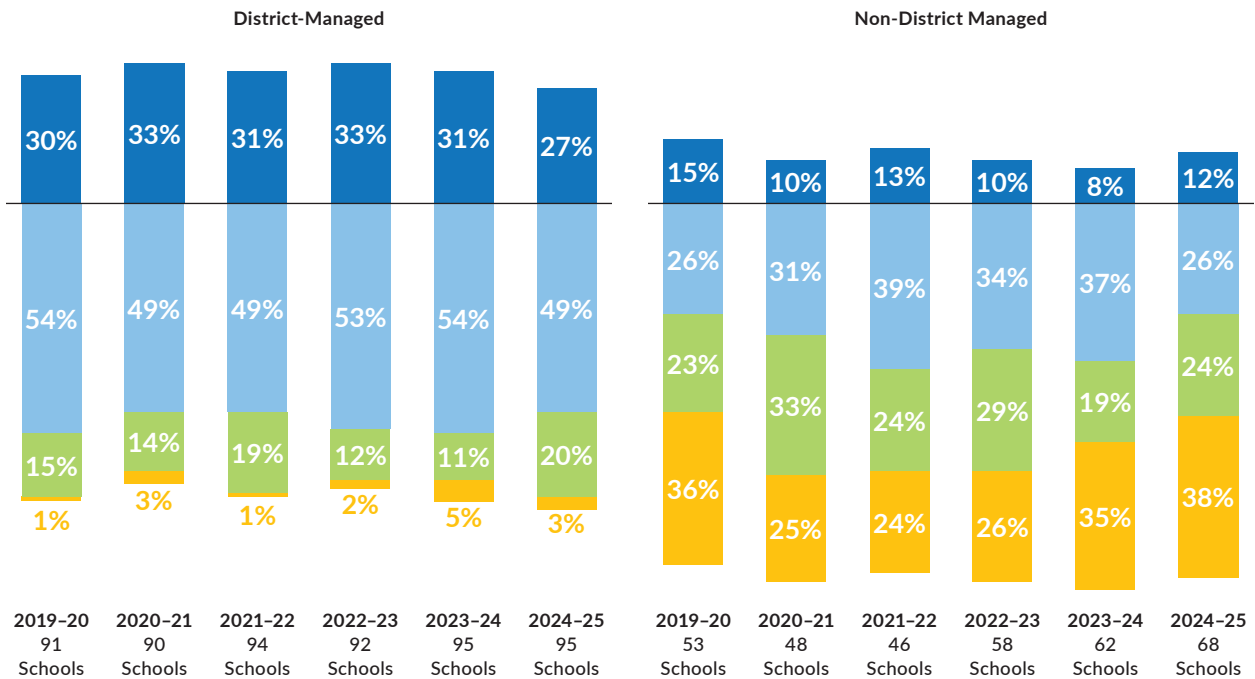


Did ratings differ by school governance? Among District-Managed high schools, ratings declined in the most recent school year. In 2024–25, 27% of schools were rated as Excelling, the lowest share observed since 2019–20. Between 2023–24 and 2024–25, the proportion of schools rated as Strong decreased by five percentage points, while the share rated as Developing increased by nine percentage points. This shift indicates that more District-Managed high schools have moved further from the benchmark, reflecting reductions in the variety of course offerings or in the number of subsequent levels available within arts disciplines.

Non-District Managed high schools have followed a slightly different pattern. In 2024–25, the share of schools rated as Excelling increased by four percentage points, suggesting modest improvement at the highest level. However, the percentage of Non-District Managed high schools rated as Excelling was significantly lower than the percentage of District-Managed high schools – below half that of District-Managed schools meeting the benchmark.



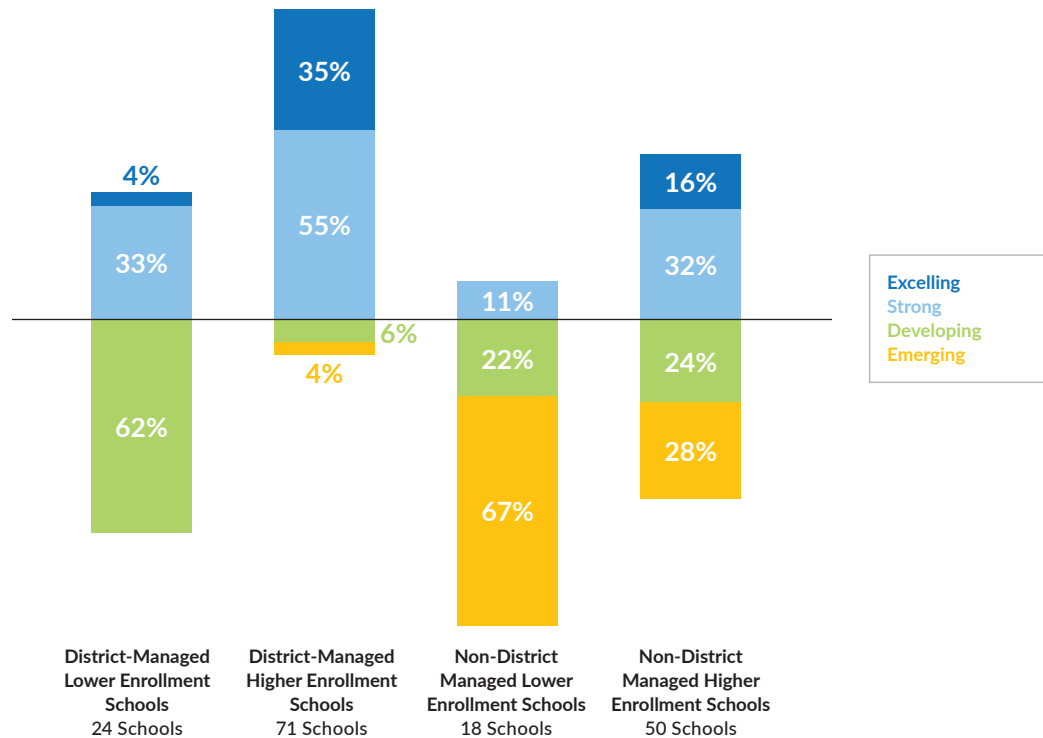
DISCIPLINES & DEPTH RATINGS BY SCHOOL GOVERNANCE



Excelling
Strong
Developing
Emerging

These patterns underscore ongoing challenges in sustaining depth and progression in high school arts offerings and highlight the role of governance context in shaping access. What are potential key factors that influence a high school’s ability to offer variety and depth of artistic disciplines?

DISCIPLINES & DEPTH RATINGS BY SCHOOL GOVERNANCE AND ENROLLMENT IN 2024-25



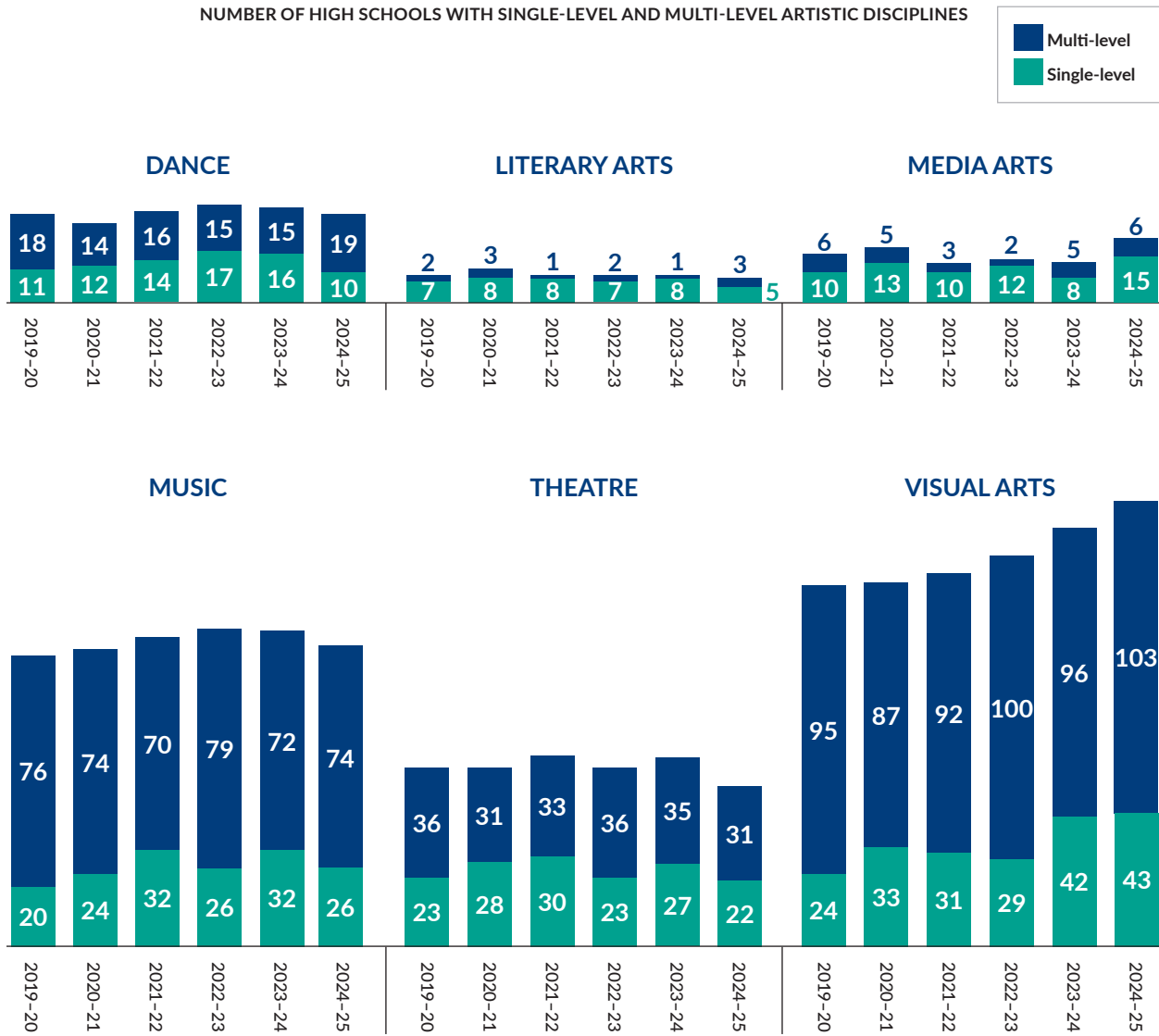
To explore this question, the data is disaggregated by both school governance structure and enrollment.⁴ The data reveals that schools with lower enrollment were significantly less likely to be rated as Excelling in Disciplines & Depth. In fact, nearly all high schools rated as Excelling on this metric were Higher Enrollment schools. Among District-Managed Lower Enrollment high schools, 62% were rated as Developing, 33% were rated as Strong, and only 4% met the Excelling benchmark. In contrast, District-Managed Higher Enrollment schools showed significantly higher ratings, with 35% rated as Excelling and 55% rated as Strong, indicating greater capacity to offer multiple courses and levels within each discipline. Schools with a larger student population may be able to staff more arts instructors offer coursework in multiple artistic disciplines. Additionally, schools with larger enrollment may more likely have the ability to build dedicated arts spaces, such as for dance or theatre programming.

⁴ The 25th percentile of enrollment was used to distinguish between lower and higher enrollment schools. This threshold was calculated for each of the four subsets of schools: District-Managed elementary schools, District-Managed high schools, Non-District Managed elementary schools, and Non-District Managed high schools.

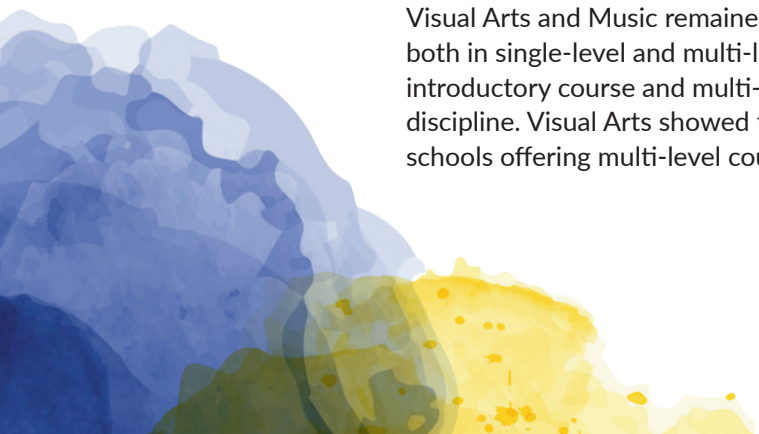


Non-District Managed high schools faced more significant challenges across both enrollment groups. Not even a single Non-District Managed Lower Enrollment school was rated as Excelling. Within this category of schools, more than two-thirds were rated as Emerging, reflecting very limited course offerings across disciplines. Higher Enrollment Non-District Managed schools performed somewhat better, but access remains constrained: 16% were rated as Excelling, nearly 25% were rated as Developing, and over a quarter were rated as Emerging.

NUMBER OF HIGH SCHOOLS WITH SINGLE-LEVEL AND MULTI-LEVEL ARTISTIC DISCIPLINES



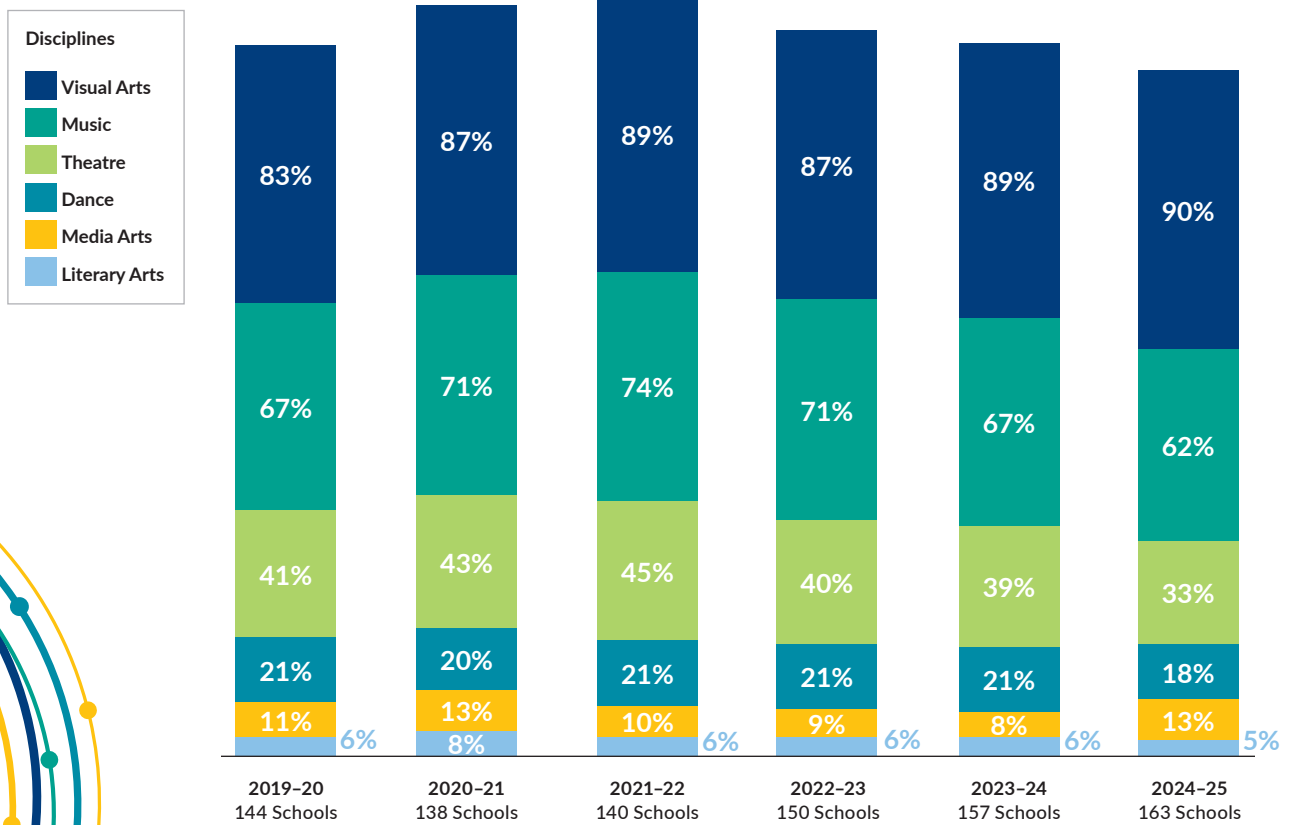
Visual Arts and Music remained the most widely offered high school disciplines, both in single-level and multi-level course offerings. Single-level refers to one introductory course and multi-level reflects multiple, sequenced courses within a discipline. Visual Arts showed the strongest growth in depth, with seven additional schools offering multi-level coursework between 2023-24 and 2024-25.



Other disciplines showed smaller but notable changes. The number of high schools offering Theatre generally decreased between 2023–24 and 2024–25, with a decrease in both single-level and multi-level coursework. The highest number of high schools offered Media Arts in 2024–25, with an increase in schools offering single-level coursework between 2023–24 and 2024–25.

Overall, the chart underscores that while arts offerings were available across disciplines, sustained and advanced pathways remain concentrated in Visual Arts and Music.

DISCIPLINE OFFERINGS IN HIGH SCHOOLS



Echoing trends seen in the prior chart, Visual Arts was the most commonly offered discipline in high schools, with 90% of schools providing coursework in 2024–25 – the highest level observed since 2019–20.

At the same time, access to several other disciplines declined in 2024–25. Music offerings decreased to 62% in 2024–25, a five percentage point drop from 67% in 2023–24. Theatre offerings also declined, falling to 33%, which represents a six percentage point decrease from 2023–24. Dance offerings remained more limited, with 18% of schools offering instruction in 2024–25, while Media Arts increased slightly to 13%. These trends indicate that, while Visual Arts access continues to hold steady and slightly increase, offerings in other disciplines have shrunk in the most recent year, narrowing the range of arts pathways available to high school students.





QUALITY OF ARTS INSTRUCTION


Photo by Liz Lauren, courtesy of Chicago Shakespeare Theater.


QUALITY OF ARTS INSTRUCTION


Quality elements in the Creative Schools Certification measure the conditions that go beyond access to arts teachers and courses. Collectively, these scoring elements account for 36 out of 100 total points in the CSC rubric. Both elementary and high schools are inventoried for the following measures. These elements measure how a school creates and sustains the conditions needed to bring rich arts learning opportunities to its students, including in measures of:


-  Arts learning standards alignment


-  Representation of the arts in individual school governance structures

-  School budget for the arts (materials, supplies, and programming)

-  Partnerships with external arts organizations and teaching artists

-  Participation in arts-specific professional learning

-  Opportunities for family and community engagement

-  A thoughtful and planned approach to instruction in the arts

Quality metrics experienced greater variation between the 2023–24 and 2024–25 school year compared to Access metrics. This section examines each Quality indicator in detail, highlighting where shifts occurred and what they may signal for arts education conditions across CPS. Adoption of the Illinois Arts Learning Standards continued to rise for both elementary and high schools, while median per-student arts expenditures in elementary schools and high schools declined. Additionally, the percentage of high schools that reported at least one arts partnership in 2024–25 reached its lowest level since 2019–20. Although overall Creative Schools Certification ratings remained consistent between 2023–24 and 2024–25, examining these underlying indicators provides important insight into the conditions shaping arts education.



Photo by Lucas Ann, courtesy of Urban Gateways



ARTS LEARNING STANDARDS

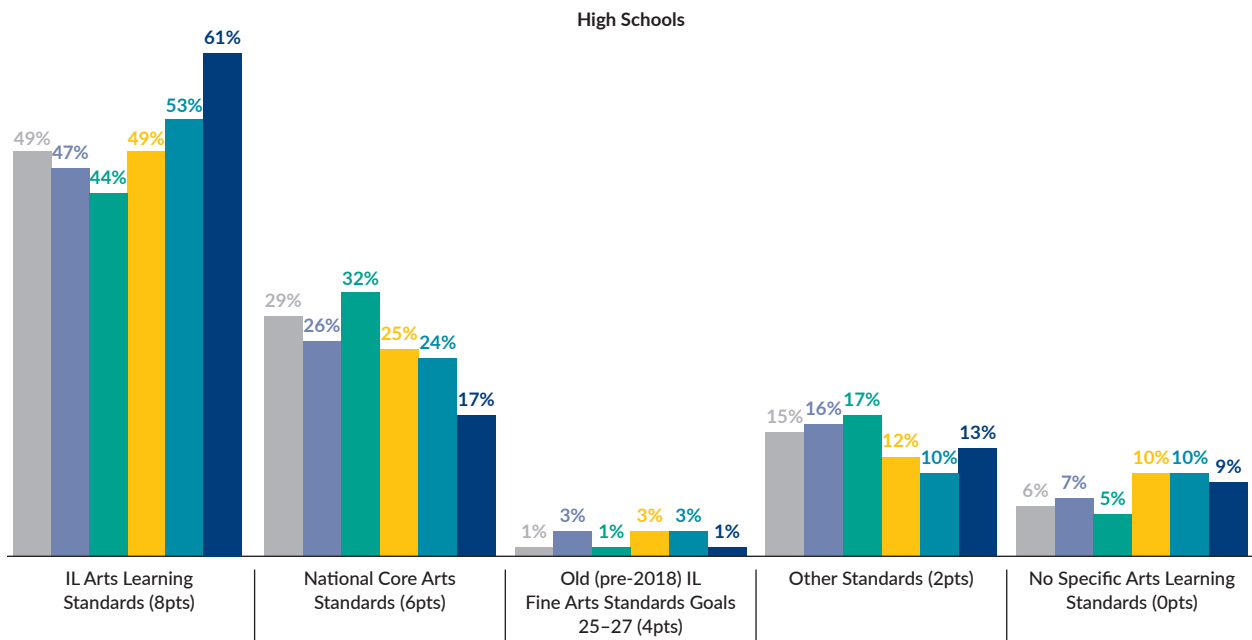
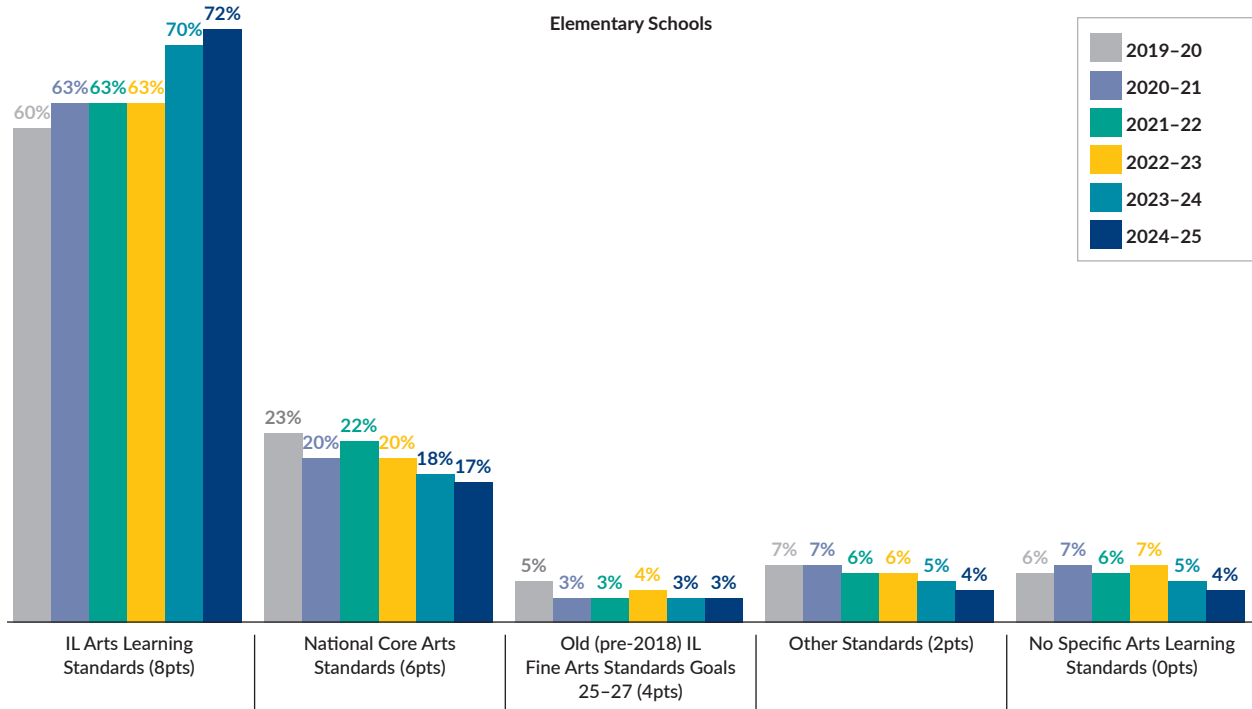
Arts learning standards are critical to a rigorous, high-quality arts education. They provide guidelines for schools and teachers as to what students should know and be able to do at each grade level and in each artistic discipline. While they do not prescribe exactly what teachers should do or the content 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 set of [Illinois Arts Learning Standards](#) was approved by the Illinois State Board of Education and implemented beginning with the 2018–19 school year. The CSC credits schools that use these learning standards to guide their curriculum and instruction.

High schools have demonstrated steady increases in the use of the latest standards — 49% of high schools reported using the Illinois Arts Learning Standards in 2019–20, which has increased to 61% in 2024–25. This represents the highest level of adoption to date, and the percentage of high schools reporting use of these updated standards has increased each year since 2021–22.

Elementary schools were generally more likely than high schools to report adopting the latest standards. In 2024–25, 72% of all elementary schools reported using the Illinois Arts Learning Standards. The next most commonly reported standards applied in both elementary schools and high schools were the National Core Arts Standards, used by 17% of schools in 2024–25. A small share of schools reported utilizing no specific arts learning standards, including 4% of elementary schools and 9% of high schools in 2024–25.



USE OF ARTS LEARNING STANDARDS





ARTS INCLUSION IN SCHOOL GOVERNANCE

Strong representation of the arts in a school’s individual governance increases the likelihood that arts education is meaningfully integrated into school priorities and decision-making. This representation can take several forms, including an arts teacher participating in a Local School Council,⁵ an arts-specific goal in a school’s Continuous Improvement Work Plan,⁶ or an arts teacher on the school’s curriculum team. These forms of representation ensure that there is both a platform and a voice that can help guide the school on making arts-positive decisions and policies.

Among elementary schools, the percentage reporting having an arts instructor on the school governance team, an arts instructor on the curriculum or instruction team, or the arts included in school-wide strategic planning remained roughly the same between 2023–24 and 2024–25. However, there was a slight increase in the percentage of elementary schools reporting no arts representation in governance, rising from 24% to 28%. Approximately 40% to 50% of elementary schools reported having an arts instructor on the curriculum or instruction team or having the arts included in the school-wide strategic plan.

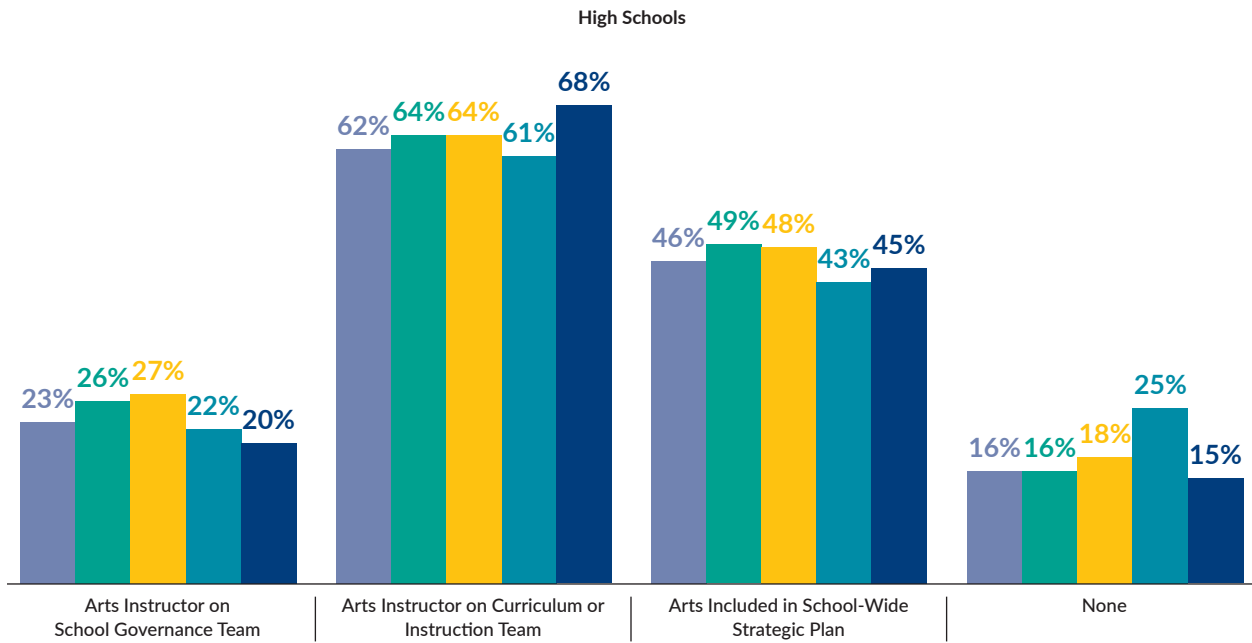
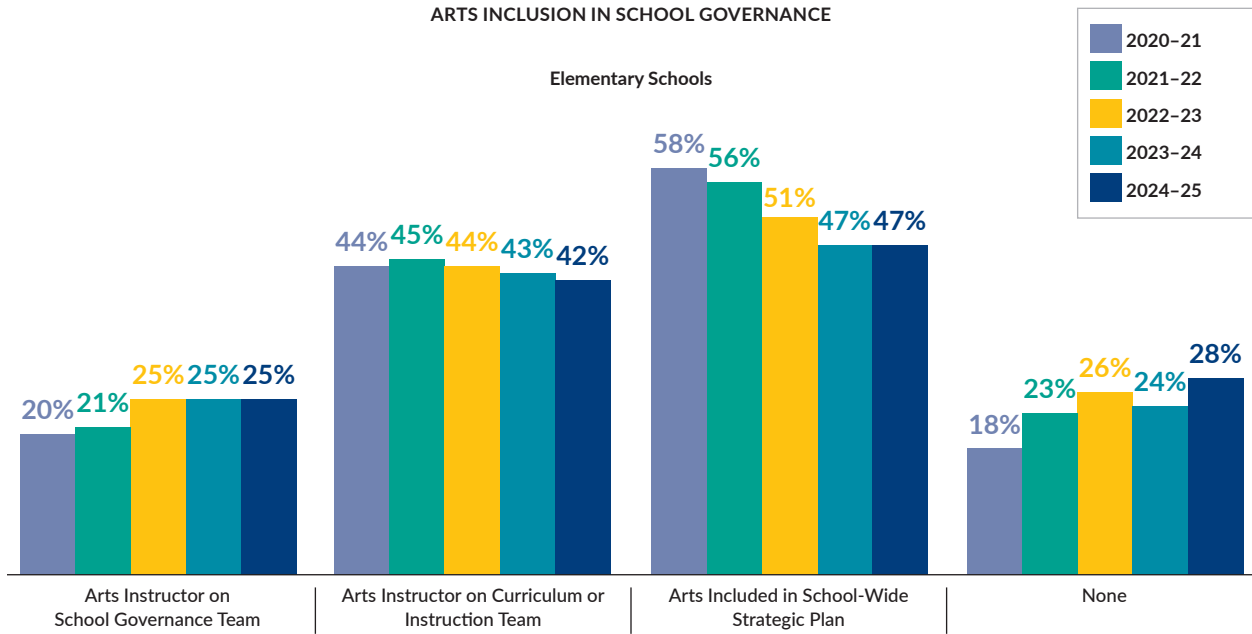
High schools were considerably more likely than elementary schools to have an arts instructor on the curriculum or instruction team, with 68% of high schools reporting so in the latest data from 2024–25. This represented a seven percentage point increase from 61% in 2023–24. However, 15% of high schools reported that their school had no form of arts inclusion in school governance.

⁵ See the CPS website on [Local School Councils](#).

⁶ 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.

QUALITY OF ARTS INSTRUCTION

ARTS INCLUSION IN SCHOOL GOVERNANCE



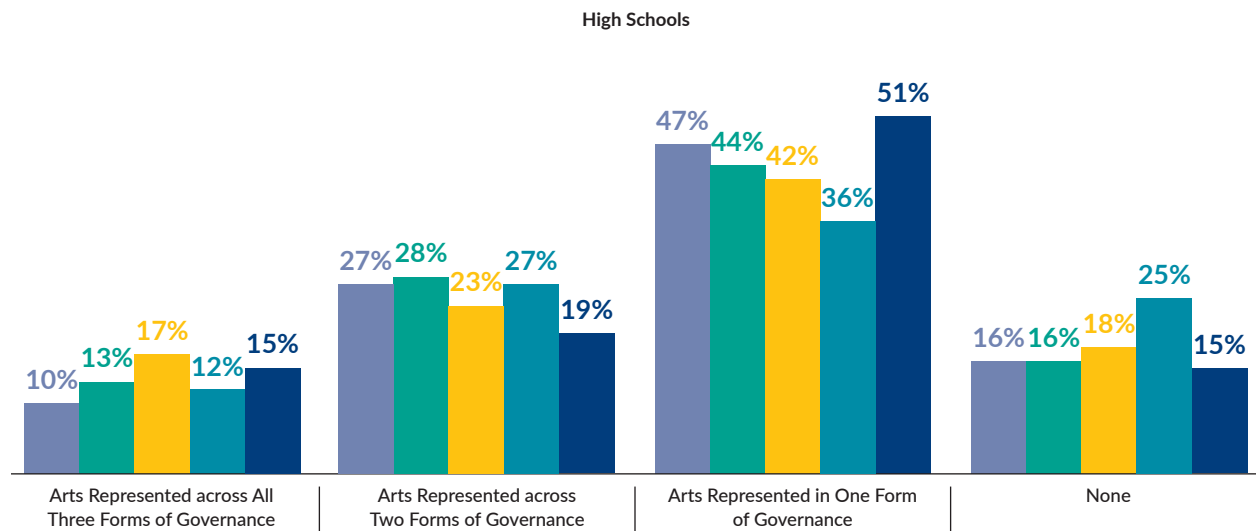
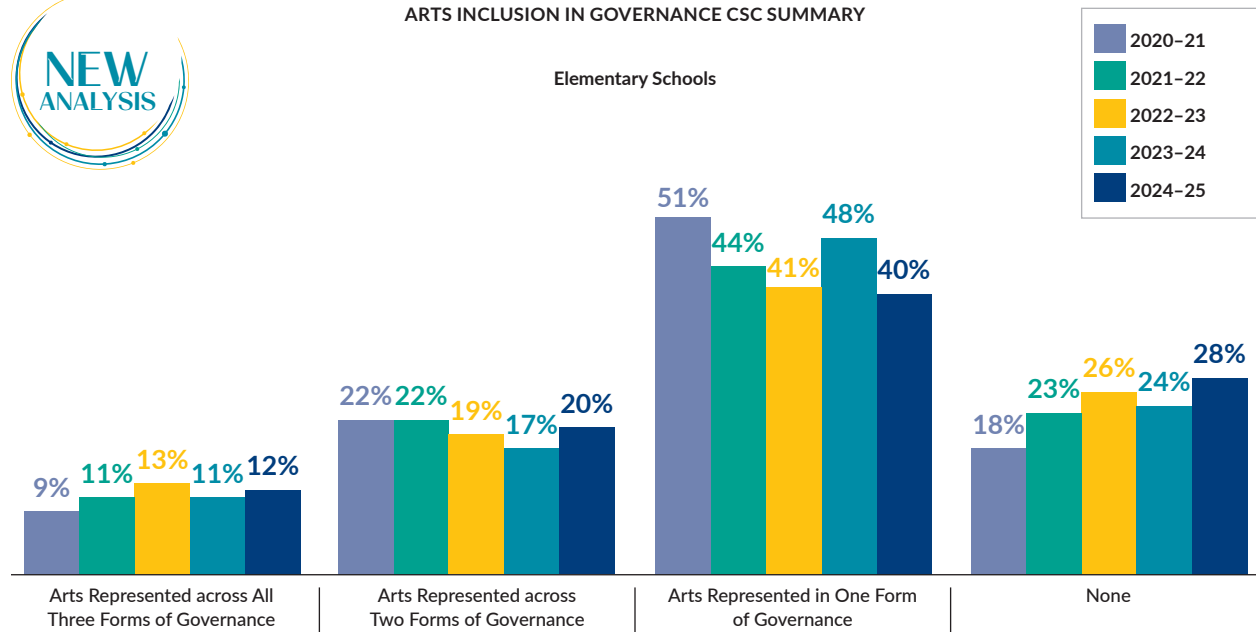
While schools incorporate the arts into individual school governance structures in various ways, the Creative Schools Certification benchmark requires representation across all three forms to earn the full eight points available. The following analysis summarizes how many schools received full, partial, or no credit on this metric.

Overall, relatively few schools received full points on this metric. Fewer than one-fifth of both elementary and high schools had the arts represented across all three forms of governance. Instead, many schools demonstrated partial representation. In 2024–25, 40% of elementary schools and 51% of high schools reported that the arts were represented in one form of governance. Among high schools, this represents an increase from 36% in 2023–24 to 51% in 2024–25. This metric continues to be one of the most challenging Quality indicators for schools to fully meet, highlighting opportunities to further arts representation within school leadership and planning structures.





ARTS INCLUSION IN GOVERNANCE CSC SUMMARY





BUDGET

The 2025 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.⁷ To receive full points on this metric, a school must report \$7.00 or more per student on arts expenditures during the school year. 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.

Across all elementary school metrics, the Budget metric experienced one of the most significant declines between 2023–24 and 2024–25. In 2023–24, 59% of elementary schools reported spending \$7.00 or more per student in arts expenditures; this figure declined by 10 percentage points to 49% in 2024–25. This shift is also reflected in the median per-student arts expenditures, which dropped between 2023–24 to 2024–25 by 30%, from \$9.71 to \$6.83. There is also an uptick of seven percentage points, from 21% to 28%, of elementary schools reporting spending \$0.01–\$3.99 per student.

These declines were not as pronounced among high schools — in fact, 2024–25 marked the lowest percentage of high schools reporting no budget per student, at just 1%. Additionally, 72% of high schools reported meeting the benchmark of \$7.00 or more per student in 2024–25. Median per-student arts expenditures for high schools did decline between 2023–24 and 2024–25, falling by 18% from \$12.83 to \$10.54, but this decrease was smaller than the drop observed in elementary schools.

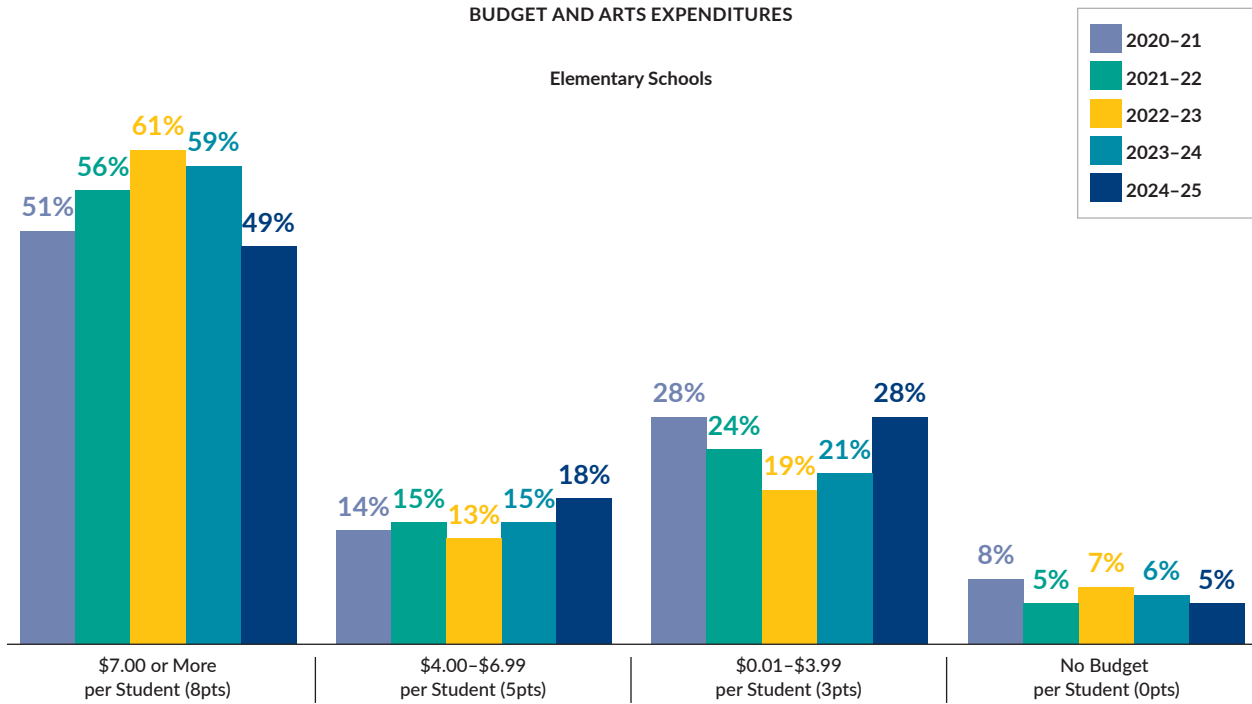
Across both elementary and high schools, median per-student arts expenditures recorded in 2024–25 reflected levels not seen since the COVID-19 pandemic in 2020–21. High schools generally have larger budgets than elementary schools and may have had more flexibility with allocating resources. This may have allowed high schools to continue meeting the per-student arts spending benchmark or reallocate funds to sustain arts programming. At the same time, fiscal pressures and ongoing uncertainty surrounding CPS discretionary school budgets in recent years may have affected schools across the District, shaping funding decisions.

	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	\$15.78
2022–23	\$10.70	\$15.13
2023–24	\$9.71	\$12.83
2024–25	\$6.83	\$10.54

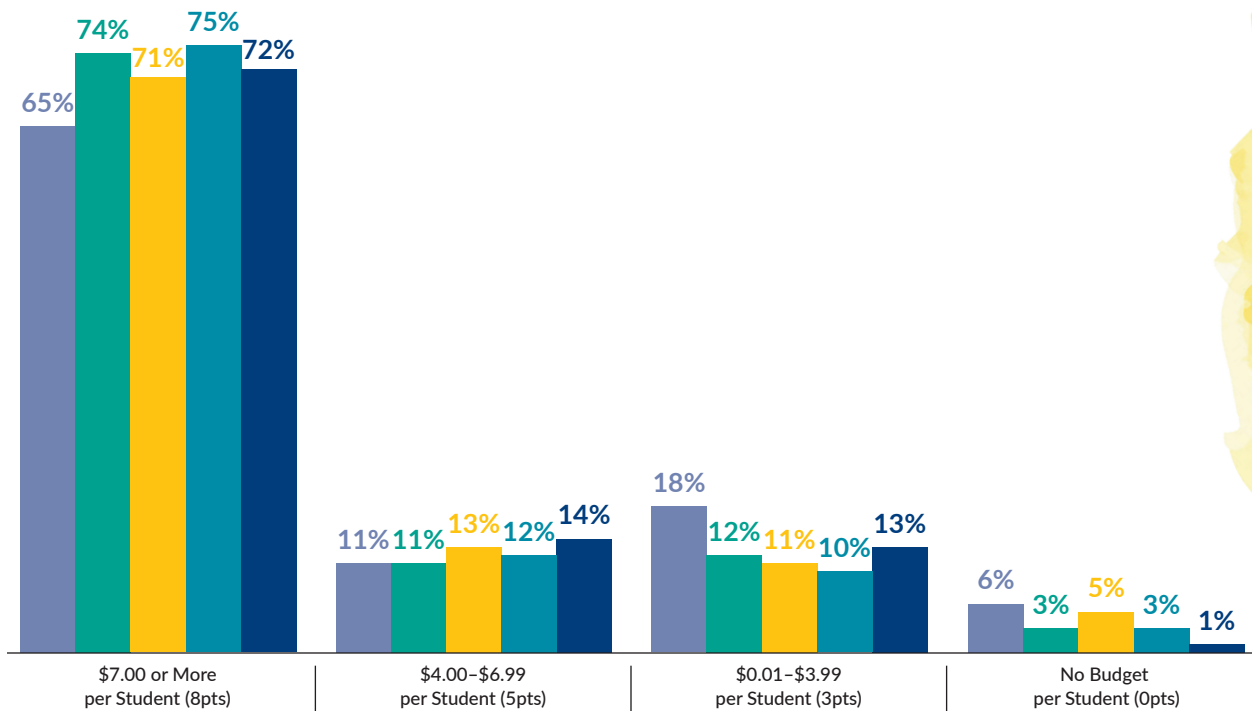
⁷ With the 2020–21 school survey, the budget question was modified to include funding from all sources. The prior 2019–20 survey asked respondents to report only on District funding. Due to this wording change, only data since 2020–21 is reported.

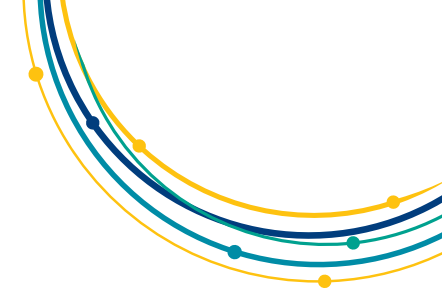
BUDGET AND ARTS EXPENDITURES

Elementary Schools



High Schools





ARTS PARTNERSHIPS, PROFESSIONAL LEARNING, AND FAMILY/COMMUNITY ENGAGEMENT

Three elements within the Creative Schools Certification are evaluated on a binary basis – schools earn full points when the asset is present and zero points when it is not. Outlines of the three metrics are as follows:



- Arts-specific professional learning 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 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.

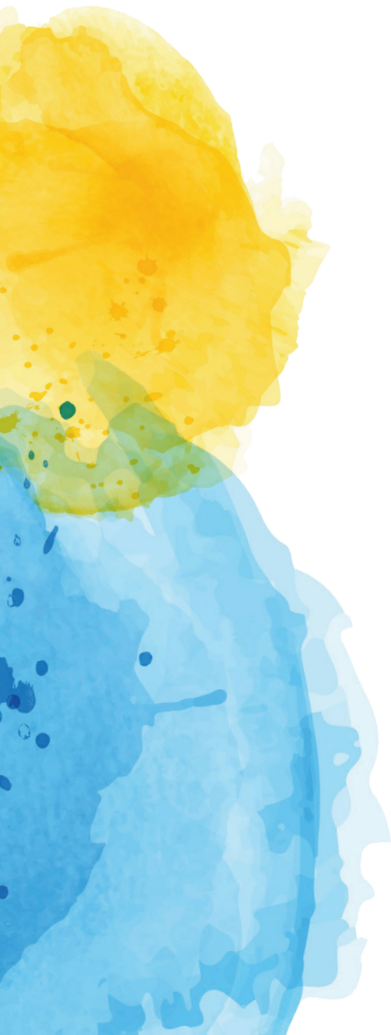


- Arts partnerships:** Partnerships with community arts organizations are important to sustain, complement, and enhance quality arts learning. Historically, the vast majority of schools in the District have at least one arts partner throughout the school year. An in-depth exploration of partnerships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

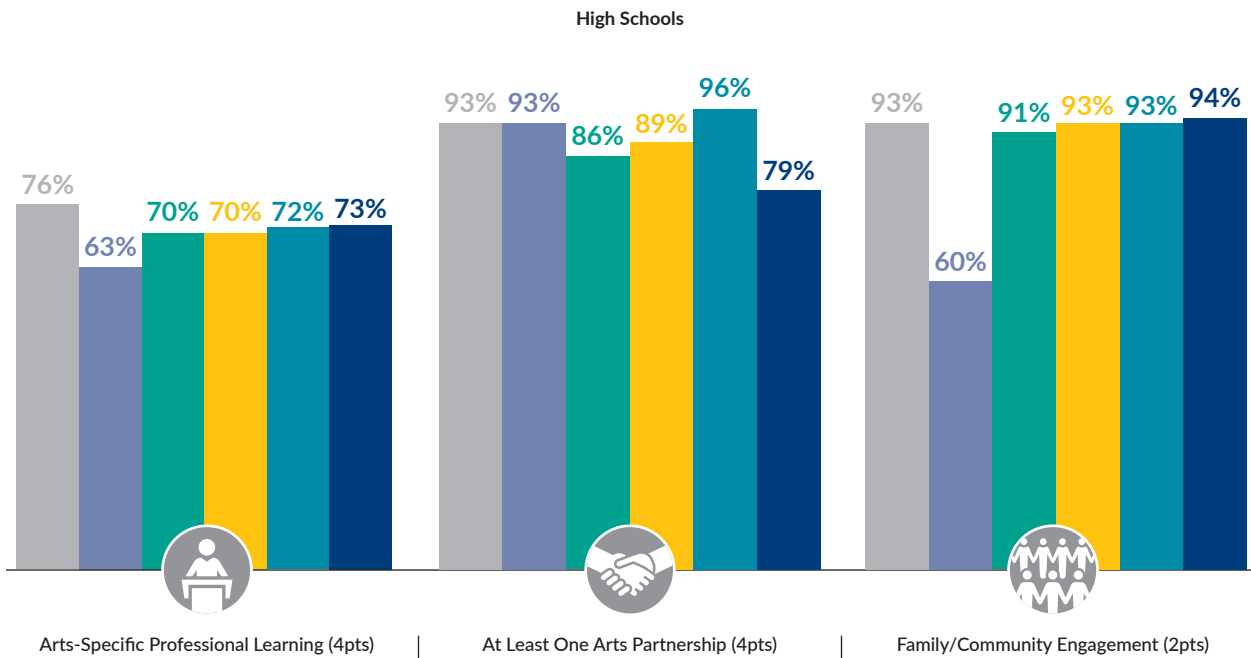
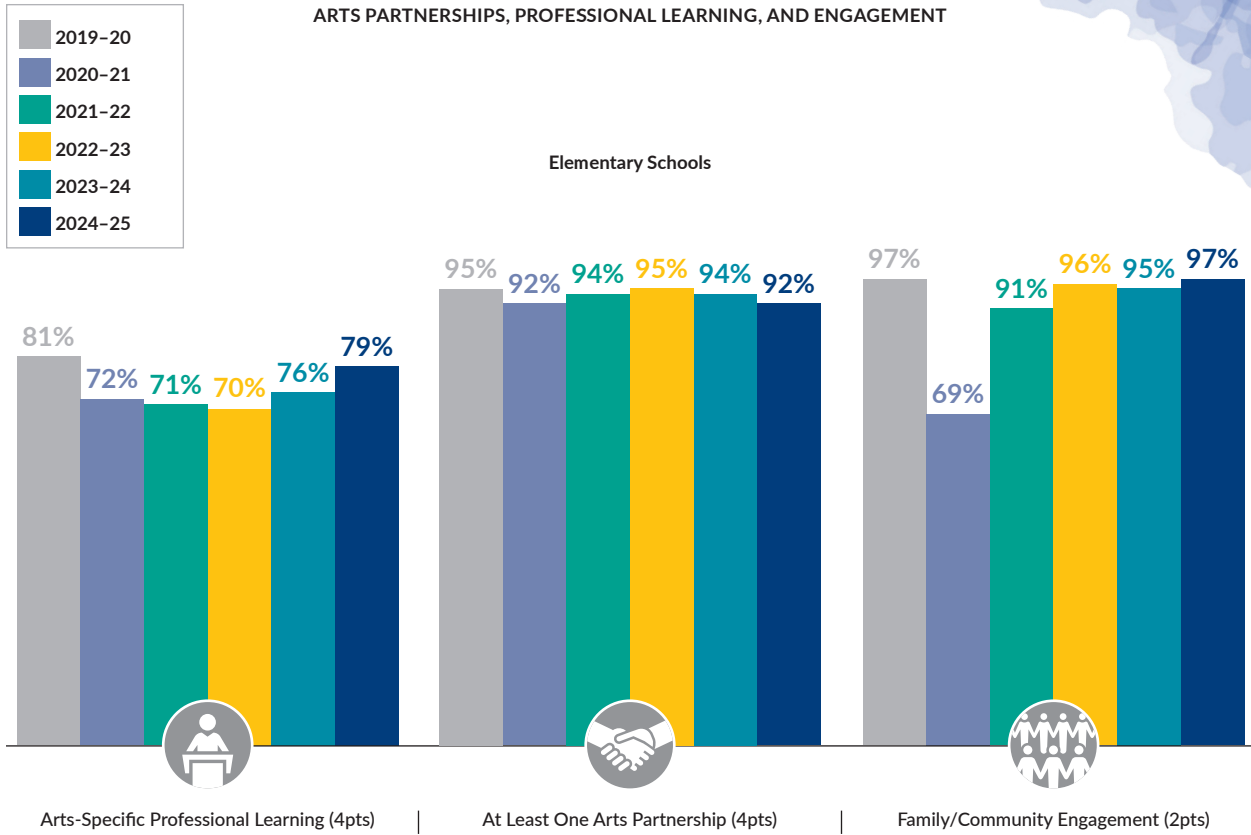
Seventy-nine percent of elementary schools and 73% of high schools reported that their administrators and/or teachers participated in arts-specific professional learning in 2024–25. These levels are approaching pre-pandemic rates observed in 2019–20 for both elementary and high schools.

Elementary schools have maintained consistently high levels of engagement with arts partnerships since 2019–20, with more than 90% of all elementary schools reporting at least one partnership each year. High schools, however, have experienced significant drops in arts partnerships in the most recent school year. While the share of high schools with arts partnerships has generally been close to or above 90% since 2019–20, only 79% of high schools reported having arts partnerships in 2024–25. Further details on arts partnerships are provided in the following *Partners and Partnerships* section of this report.

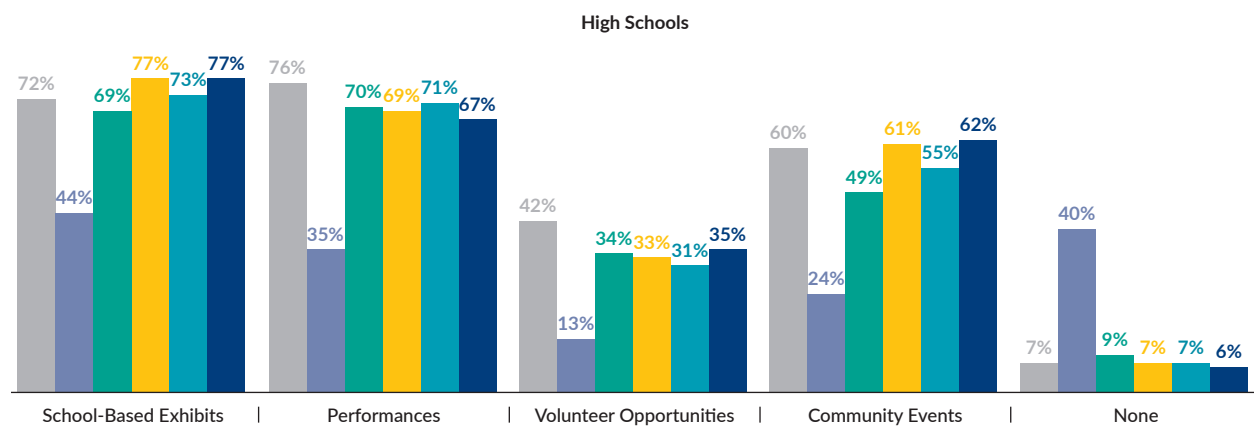
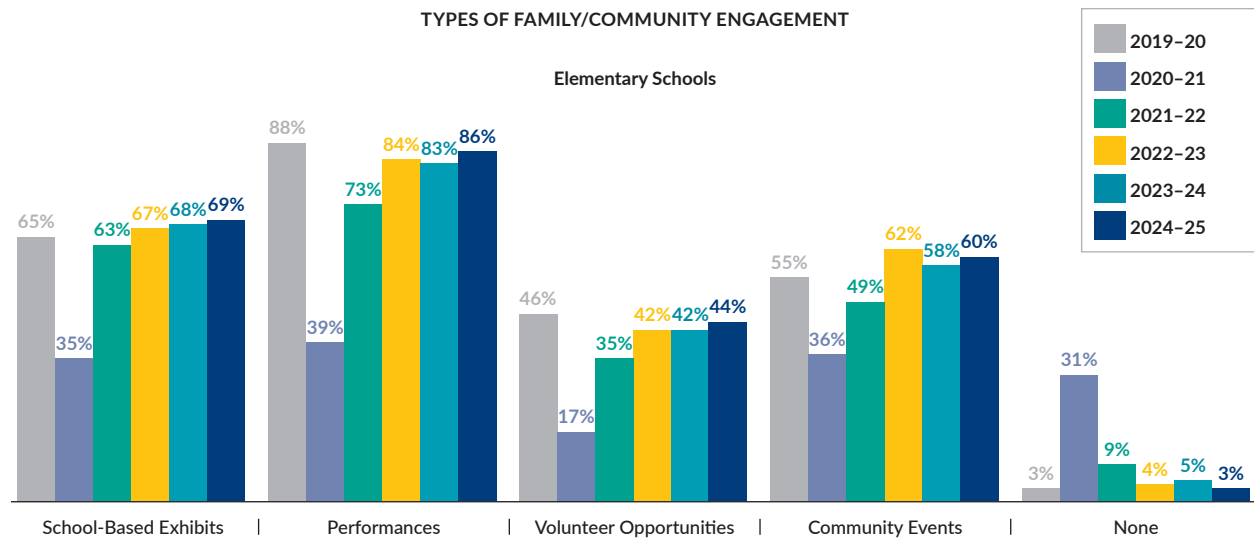
Family and community engagement in the arts has remained relatively steady each year since 2021–22. There was a stark drop in 2020–21, during the shift to virtual learning, when fewer than 70% of schools reported any family or community engagement. Since then, this percentage has rebounded, exceeding 90% again each year. In 2024–25, 97% of elementary and 94% of high schools reported some form of family or community engagement in the arts.



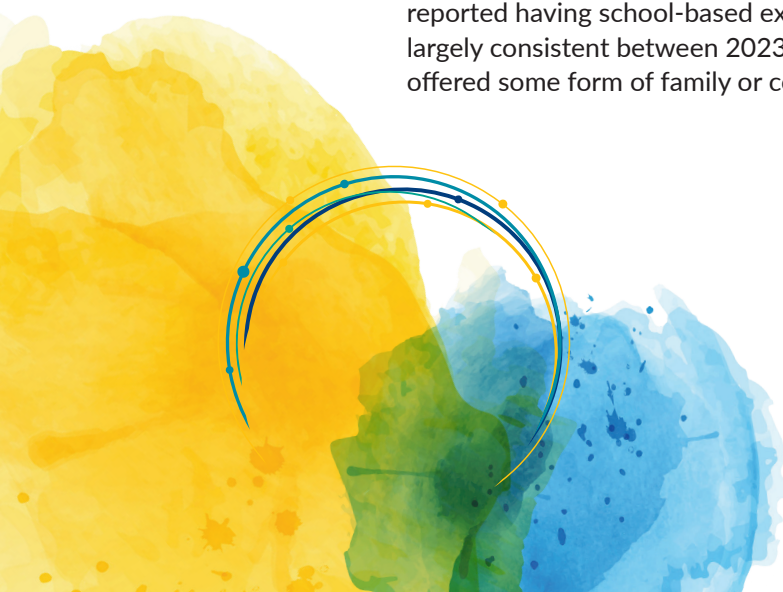
ARTS PARTNERSHIPS, PROFESSIONAL LEARNING, AND ENGAGEMENT



TYPES OF FAMILY/COMMUNITY ENGAGEMENT



The chart above illustrates the types of family and community engagement reported by schools. Across all engagement types, there were notable declines in 2020-21, with the shift to remote learning due to the COVID-19 pandemic, followed by metrics jumping upward starting in 2021-22. The majority of elementary schools and high schools reported having school-based exhibits or performances. Engagement patterns remained largely consistent between 2023-24 and 2024-25. In 2024-25, over 90% of schools offered some form of family or community engagement in the arts.



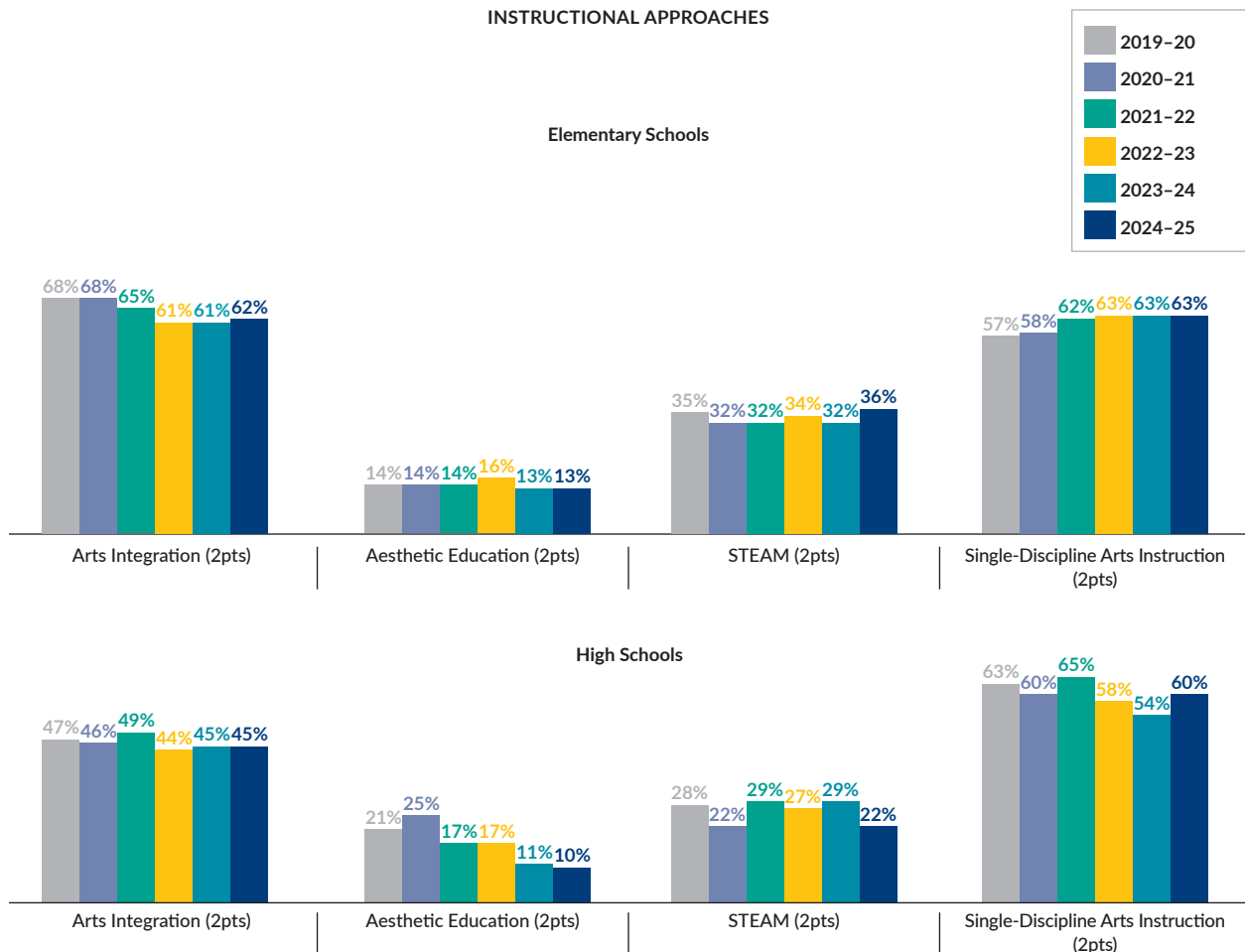


INSTRUCTIONAL APPROACH

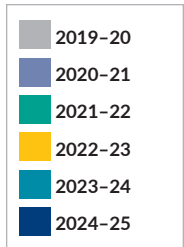
The Instructional Approach element of the Creative Schools Certification focuses on the approach(es) a school takes in arts instruction. From arts integration to Science, Technology, Engineering, Arts, and Mathematics (STEAM) to single-discipline arts instruction, schools use different (and sometimes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

Single-Discipline Arts Instruction remains the most commonly reported instructional approach for both high schools and elementary schools. For elementary schools, over 60% reported using Single-Discipline Arts Instruction or Arts Integration. Forty-one percent of elementary schools reported using Arts Enhancement.

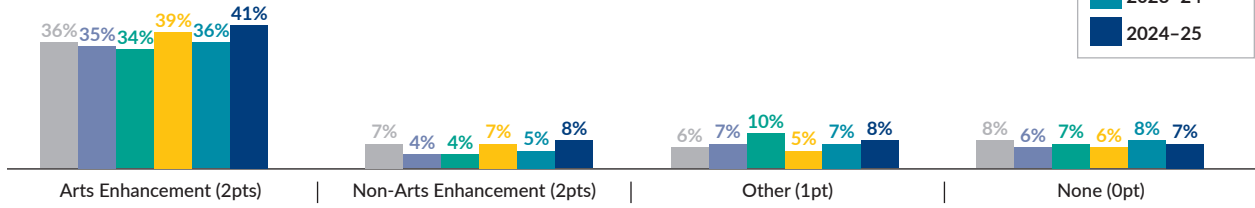
For high schools, Arts Integration was the second most commonly utilized instructional approach, with 45% of high schools reported using it. Overall, the distribution of instructional approaches usage has remained largely consistent since 2021–22. A small percentage of schools reported using no instructional approach in 2024–25, which includes 7% of elementary schools and 13% of high schools.



INSTRUCTIONAL APPROACHES (CONTINUED)



Elementary Schools



High Schools

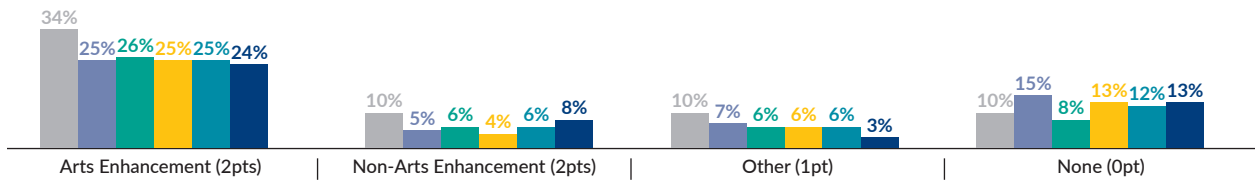


Photo by Joslyn Villalpando.



PARTNERS AND PARTNERSHIPS

PARTNERS AND PARTNERSHIPS

Arts partners and organizations have always been a vital part of the tapestry of arts education across Chicago Public Schools. Chicago's arts organizations work across all artistic disciplines, and provide programming in a variety of formats including field trips and residencies.

Arts partnerships were significantly impacted by the COVID-19 pandemic, particularly during the 2020–21 school year when schools shifted to remote learning. Since these data have been consistently tracked every year since 2019–20, it is possible to examine in-depth the shifts in landscape both before and after the pandemic. Between 2019–20 and 2020–21, the number of organizations working with CPS schools dropped 33%, from 445 to 297. Since then, the number of organizations has generally been consistent at just under 400 arts organizations. Since 2020–21, many arts partnership metrics showed indications of recovery through 2023–24, including increases in both the number of schools with at least one partner along with the total number of partnerships across the District.

In the most recent data from 2024–25, however, several reversals in these trends have emerged. Partnership metrics declined across multiple measures, including the number of schools with at least one arts partner and the total number of partnerships. The number of schools without any arts partnerships in 2024–25 more than doubled from 2023–24. Non-District Managed high schools in particular were much less likely to have an arts partnership. Additionally, all programming types, ranging from professional learning to residencies, saw decreases, with most metrics dropping between 7% and 23%. These declines are the most significant the District has seen since the COVID-19 pandemic.

This data aligns with the concerns and experiences shared by schools, educators, and arts partners. Discretionary budget decreases and ongoing uncertainty have likely affected schools' abilities to fund or allocate resources for partnerships, while arts organizations may also be navigating decreases in funding and capacity.

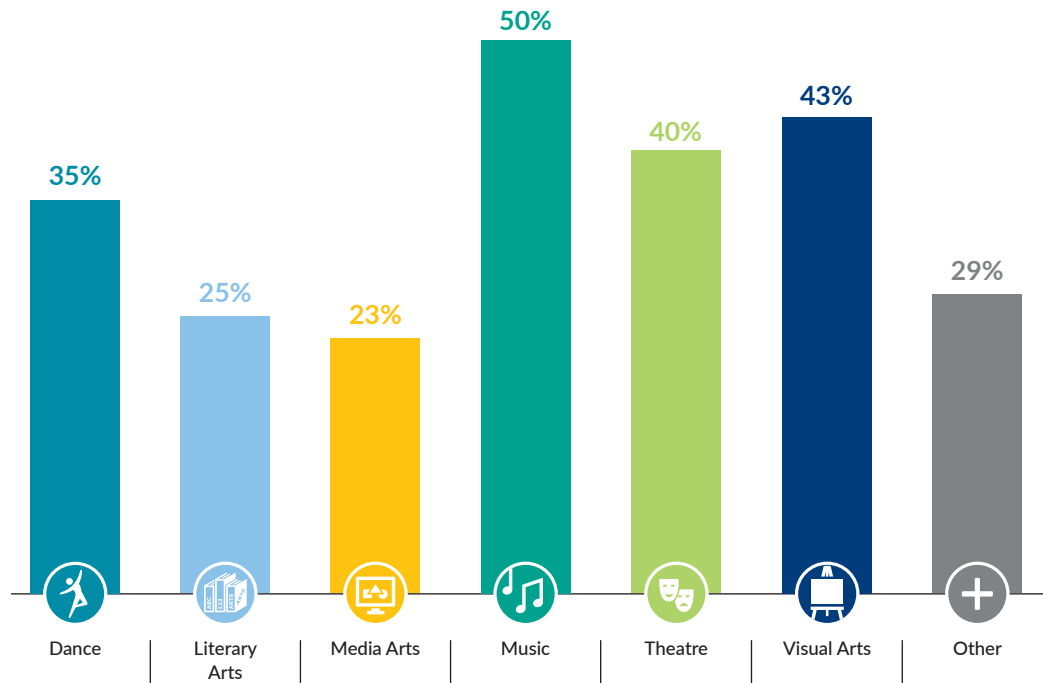


All-City Visual Arts 2018.

ARTS PARTNERS

Across the sector, arts partners deliver programming across all artistic disciplines: Dance, Literary Arts, Media Arts, Music, Theatre, and Visual Arts. Similar to previous years, Music and Visual Arts remain the most frequently reported disciplines. Half of organizations reported Music as their artistic discipline, while 30–45% of arts organizations reported Visual Arts, Theatre, or Dance. Literary Arts and Media Arts were the least commonly reported discipline, with 25% or fewer organizations reporting programming in these areas.

ARTS DISCIPLINES REPRESENTED BY PARTNER ORGANIZATIONS



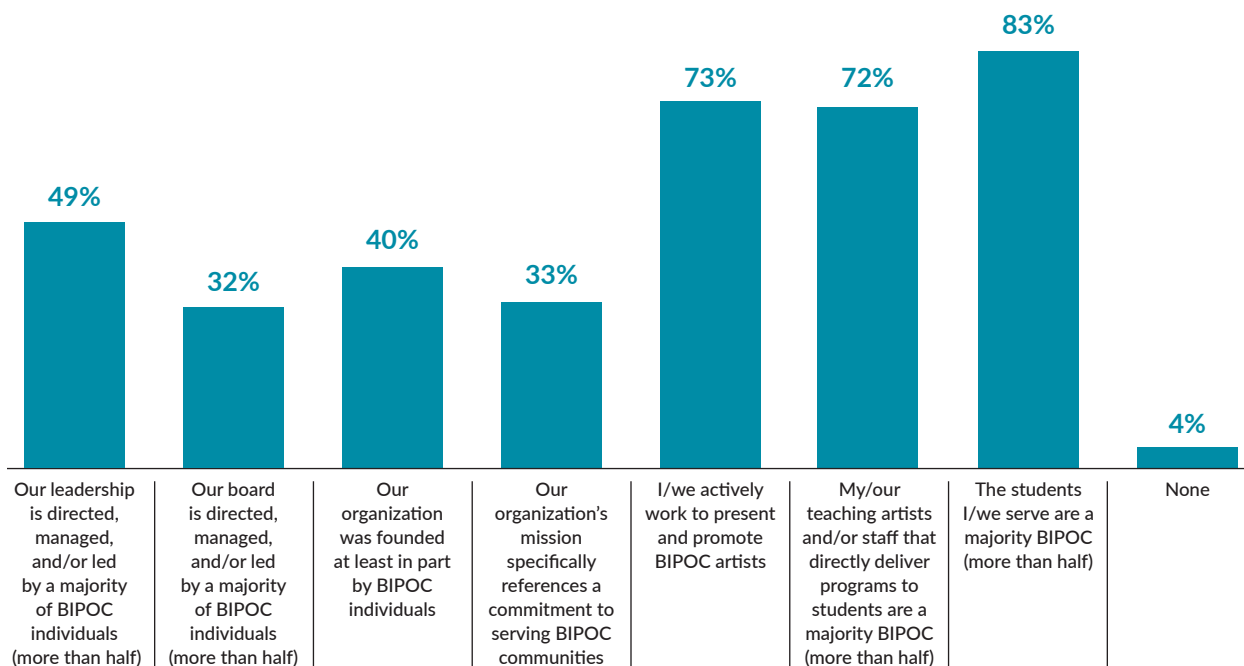


Since the 2019–20 school year, Ingenuity has collected annual data on BIPOC (Black, Indigenous, and/or People of Color) representation within arts organizations across multiple dimensions. Organizations and teaching artists report on representation on different facets, including leadership, board, student-facing personnel, and organizational mission.

Among reporting organizations, just under half indicated that their leadership is majority BIPOC. Most organizations reported that they actively present and promote BIPOC artists (73%), have majority BIPOC student-facing staff (72%), and served student populations that were majority BIPOC (83%). Fewer than half of organizations reported that their board is majority BIPOC. Only 4% of organizations reported they have no BIPOC representation across all these categories.

While these data reflect a subset of the arts partner community, with 75 organizations providing responses, they still offer valuable insights for tracking trends in BIPOC representation over time.

BIPOC REPRESENTATION IN ARTS ORGANIZATIONS



2024–25 | 75 Organizations



PARTNERSHIP REACH

The table below summarizes key statistics on partners and partnerships, providing insights into how the landscape has evolved over the years since the onset of the COVID-19 pandemic in 2019–20. For the past four years, just under 400 arts partners have worked with CPS schools each year. However, the number of schools with at least one arts partner has now dropped from 598 in 2023–24 to 566 in 2024–25. This marks the first drop in this metric since the return to in-person learning in 2021–22.

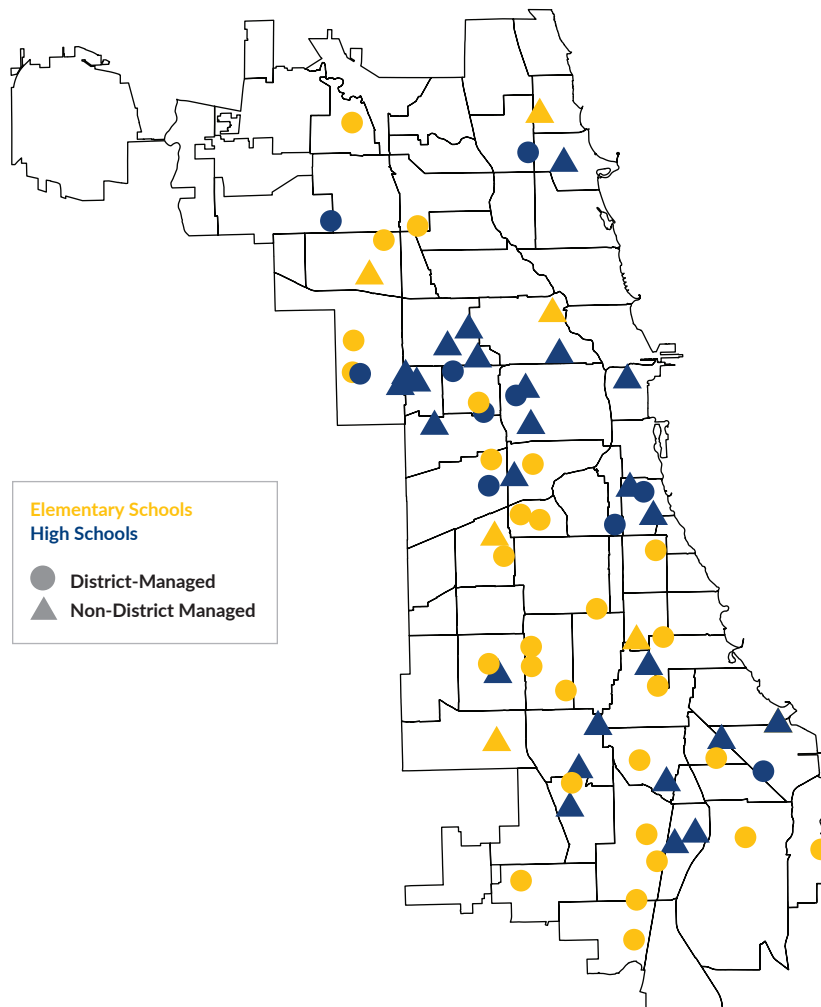
Additionally, the median number of organizations working with each school fell for the first time since 2019–20, dropping from 3 to 2 with the most recent year of data. The total number of partnerships recorded in 2024–25 was 2,241 — an 8% drop from 2,434 partnerships recorded in 2023–24. These declines in multiple partnership metrics represent changes not seen since the pandemic.

	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25
Arts partner organizations working with CPS schools	445	297	388	393	378	383
Schools with at least one partner	573	547	540	568	598	566
Median number of organizations working with each school	3	3	3	3	3	2
Median number of schools served by each organization	1	1	1	1	2	2
Total distinct number of partnerships	2,787	1,938	2,193	2,437	2,434	2,241



Which schools did not have arts partnerships in 2024–25? Were all schools equally likely to not have arts partnerships? The map and table below highlight schools that recorded no arts partnerships during the year. The table further breaks down these schools by category and governance structure, providing insight into where gaps in partnership were most concentrated.

SCHOOLS WITH NO ARTS PARTNERSHIPS IN 2024–25





SCHOOLS WITH NO ARTS PARTNERSHIPS, BY SCHOOL CATEGORY AND SCHOOL GOVERNANCE

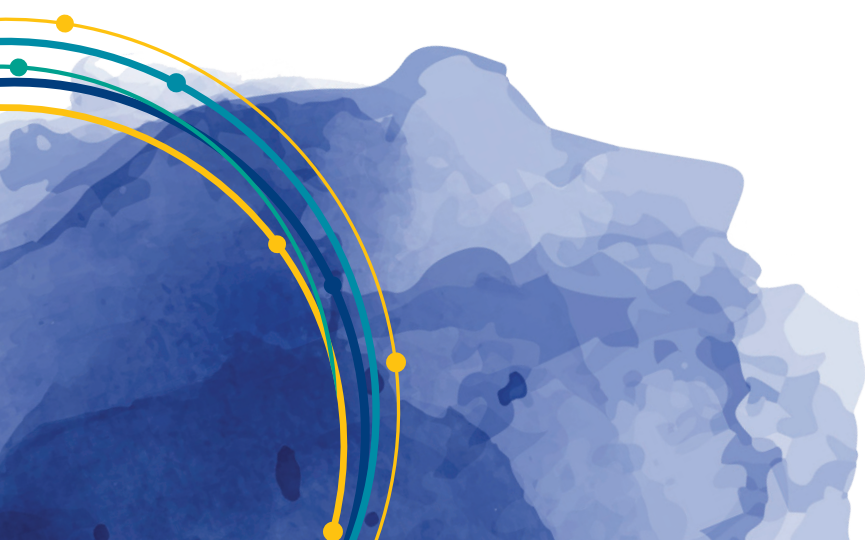
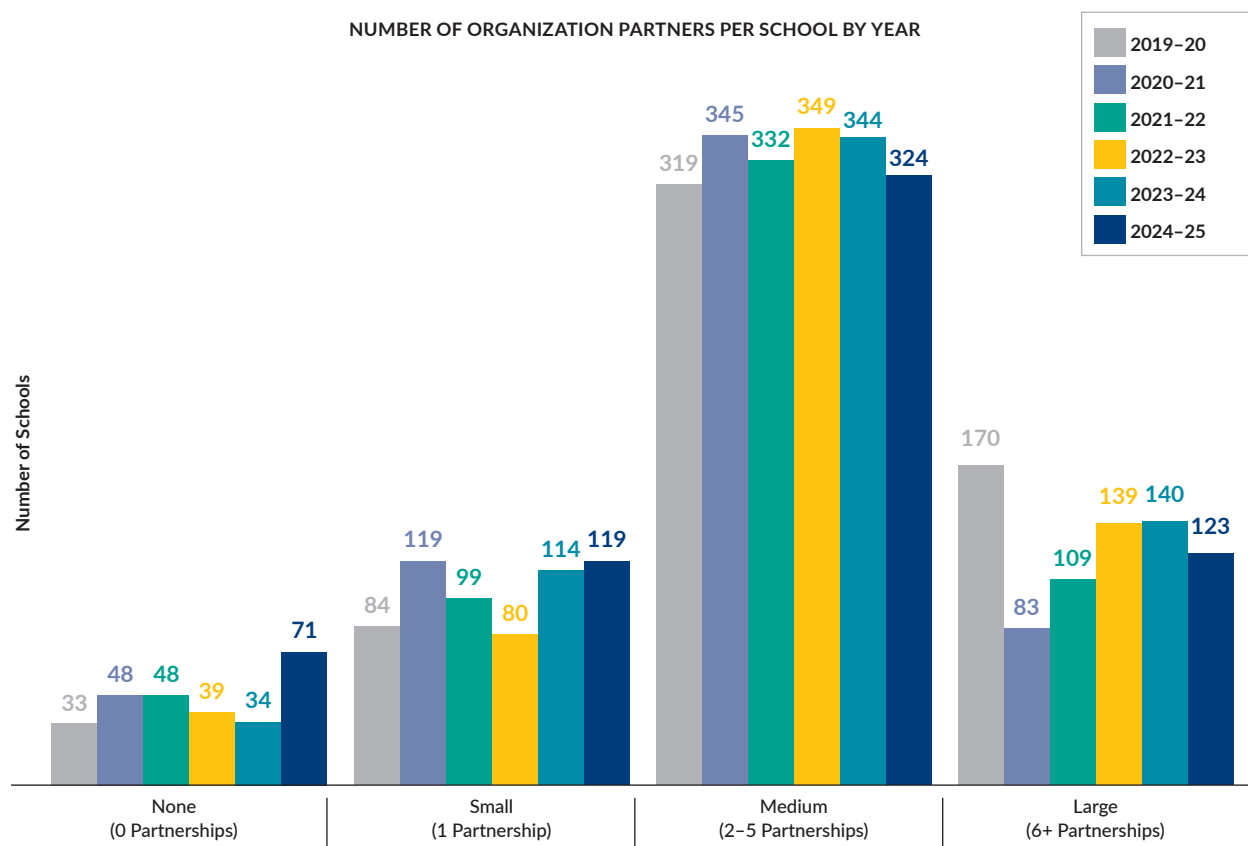
	ELEMENTARY SCHOOLS	HIGH SCHOOLS
District-Managed Schools	29 out of 424 (7%)	10 out of 95 (11%)
Non-District Managed Schools	7 out of 50 (14%)	25 out of 68 (37%)

Non-District Managed high schools were the most likely to report no arts partnerships in 2024–25, with 37% of these schools indicating no partnerships. While the map shows that a similar number of elementary schools and high schools technically lacked arts partnerships, the District has a much larger number of elementary schools overall. Across elementary and high schools, Non-District Managed schools were more likely than their District-Managed counterparts to report no arts partnerships.

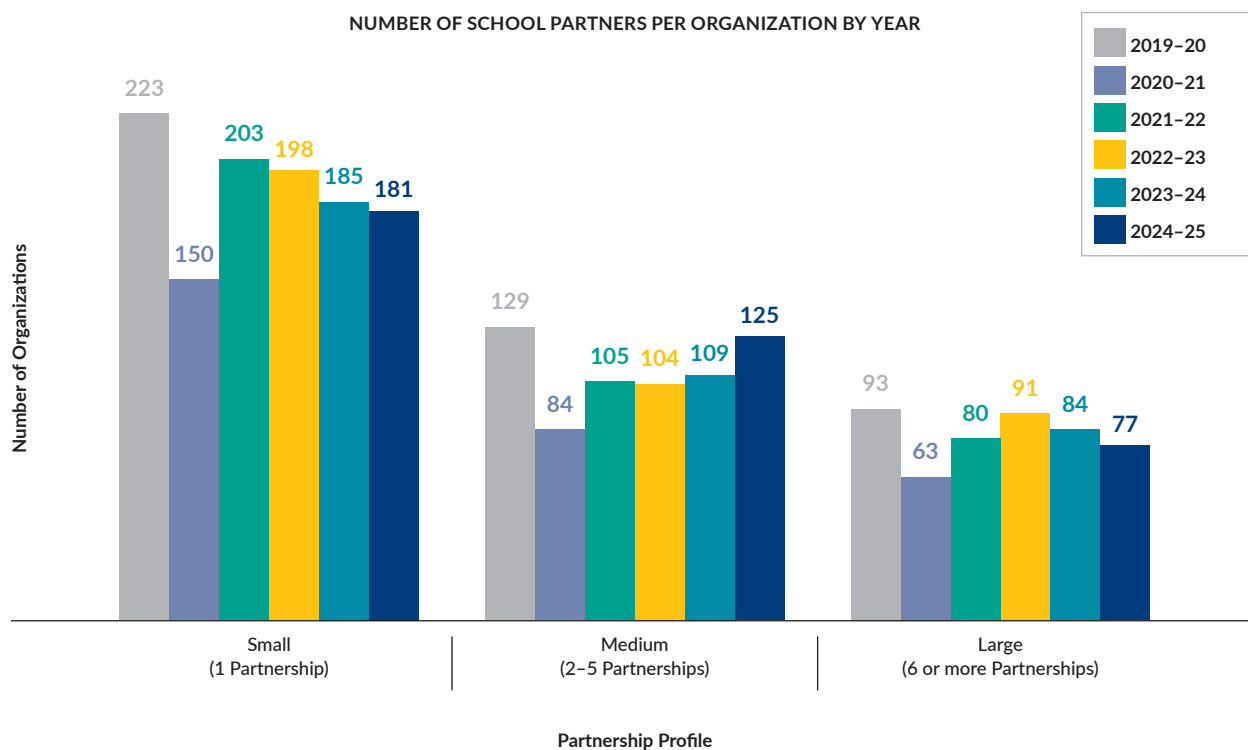


The following two visualizations provide a closer look at partnerships from two perspectives: the number of organization partners per school and the number of schools each organization partners with each year.

In looking at the number of organization partners per school over time, 2024–25 data shows that the number of schools with no arts partnerships more than doubled from 34 in 2023–24 to 71 in 2024–25. This is by far the highest number of schools recorded with no arts partnerships since the onset of the COVID-19 pandemic. Although there was a slight increase in schools with just one arts partnership in 2024–25 compared to 2023–24, the declines in schools with a medium number (two to five) or large number (six or more) of partnerships were much larger. Schools had fewer arts partnerships across the District in 2024–25.



The following visualization examines partnerships from the perspective of arts organizations, and specifically how many schools each organization partnered with. Between 2023–24 and 2024–25, the number of organizations with a medium number (two to five) of partnerships increased by 15%, rising from 109 organizations to 125 organizations. Organizations with exactly one partnership saw a slight decrease over the same time period. A similar number of arts organizations have worked across CPS each year since 2021–22.



All-City Visual Arts 2019.

PARTNERSHIP PROGRAM TYPES








The following analyses provide a closer look at the types of programming delivered through arts partnerships. Arts partnerships can be categorized as professional learning, resources, field trips, out-of-school time, in-school performances, residency, and online/virtual. Some partnerships may include multiple forms of programming, so individual partnerships can be counted across more than one category.

Across all partnership program types, the most recent data reveals declines in overall program counts. A new summary table is added to show these percentages. Residencies dropped by 12%, from 780 in 2023–24 to 684 in 2024–25. Professional learning declined to 364 partnerships in 2024–25, marking their lowest level since 2019–20. Resources have also generally trended negatively since 2019–20. Although in-person engagements such as field trips and in-school performances had seen an uptick between 2020–21 and 2023–24, counts for both of these program types declined in the latest data from 2024–25. Almost all program types declined between 7% to 23% with the latest data.

These findings signal an important moment for reflection and action across the sector. Declines of this magnitude have largely not been seen since the year of remote learning in 2020–21.

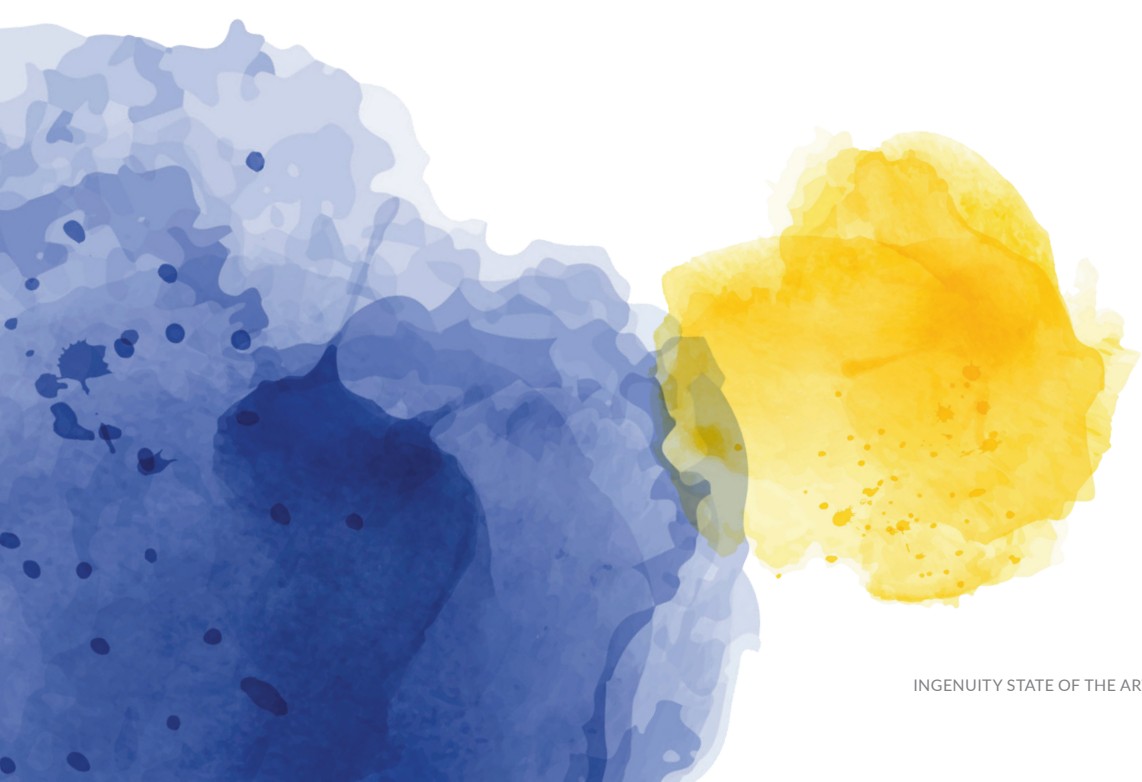
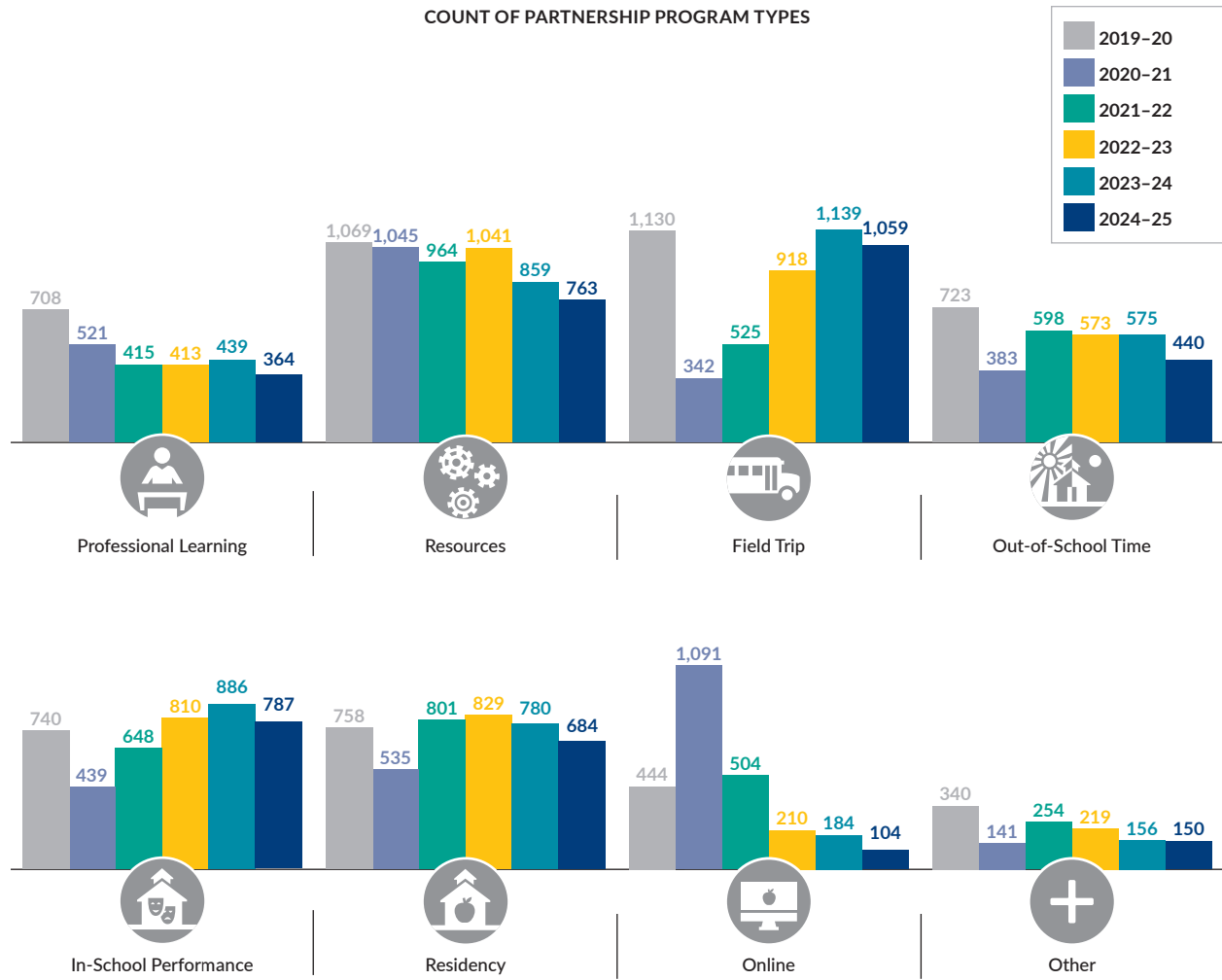


SUMMARY OF PROGRAM TYPE COUNTS CHANGES BETWEEN 2023–24 AND 2024–25

PARTNERSHIP PROGRAM TYPE	2023-24	2024-25	PERCENT CHANGE
 Field Trip	1,139	1,059	-7%
 Resources	859	763	-11%
 In-School Performance	886	787	-11%
 Residency	780	684	-12%
 Professional Learning	439	364	-17%
 Out-of-School Time	575	440	-23%
 Online	184	104	-43%

PARTNERS AND PARTNERSHIPS

COUNT OF PARTNERSHIP PROGRAM TYPES



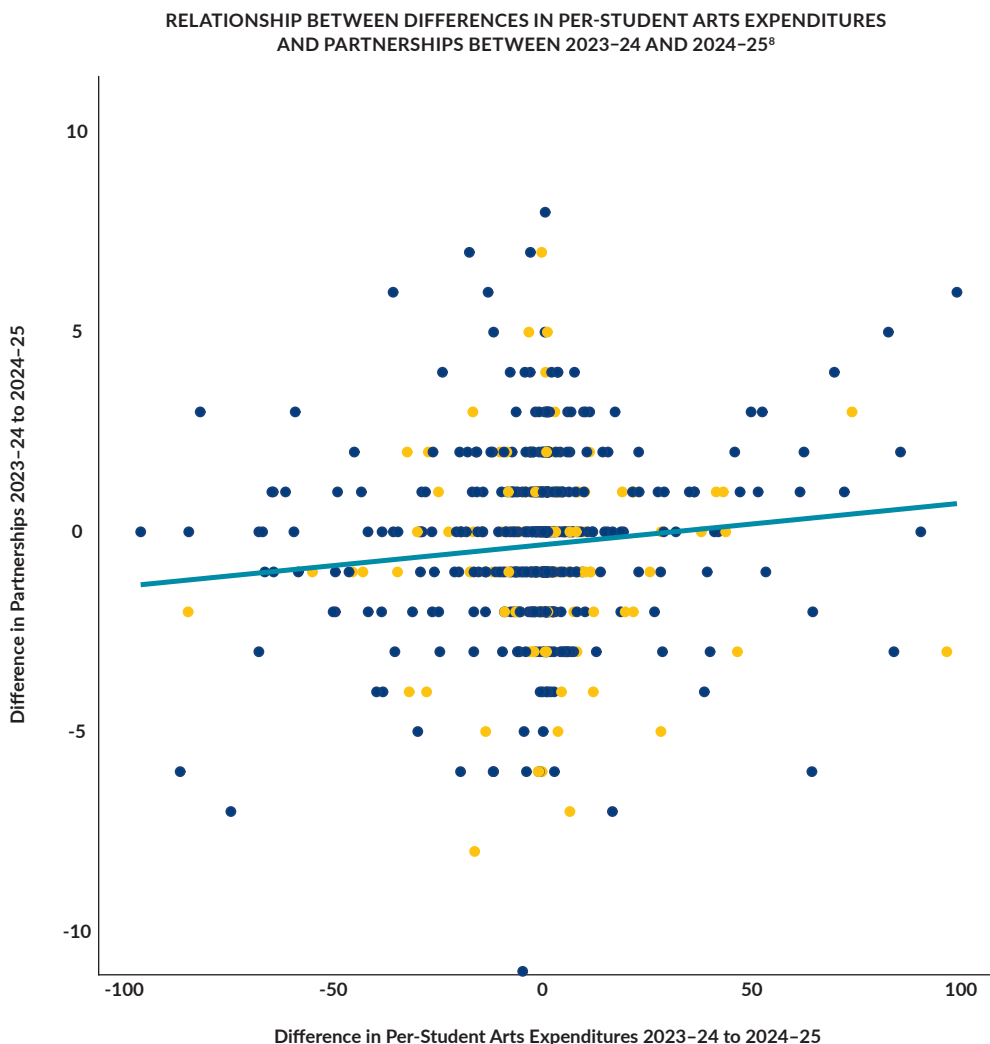
PARTNERSHIPS AND ARTS EXPENDITURES

The question arises: Is there any correlation between the decreases seen in arts expenditures – measured within the Quality section of the CSC – and decreases in arts partnerships? Did schools with decreased per-student arts expenditures also have fewer partnerships?

For the following analysis, each school is represented as a dot. The horizontal axis shows the change in per-student arts expenditures between 2023–24 and 2024–25. The vertical axis indicates a school's change in the number of arts partnerships between 2023–24 and 2024–25. The scatterplot does not seem to clearly show any pattern, though the trend line is weakly positive. Schools that had decreases in per-student arts expenditures between 2023–24 and 2024–25 did tend to also have fewer arts partnerships during the same time period; however, the decrease in budget alone does not fully explain the drop in arts partnerships. As noted earlier, multiple factors could be at play, including funding decreases in the arts partner community that extend beyond school discretionary budgets.



Elementary Schools
High Schools
Trend Line



⁸ Schools with per-student arts expenditures differences from 2023–24 to 2024–25 that were between -\$100.00 and +\$100.00 were included in this analysis.

PROGRAMMING DOSAGE

Considering the various types of programming through the lens of their dosage can be valuable for both community arts partners and schools when planning and understanding how to best deliver programming to students. Certain programs may have broader reach with fewer touchpoints, while others may offer deeper, ongoing engagement with a smaller group of students.

The program types are categorized below by degree of dosage. By categorizing programs in this way, valuable insights can be gained into how these programs may impact student learning and engagement. However, access to a range of programs is crucial to ensuring that students have both the breadth and depth of arts experiences. How were these different program types accessed and delivered across the city, and how does their distribution affect student experiences?

Higher Dosage

These programs typically reach fewer students but create enduring relationships between the school, the students, and the arts partner, sustaining a meaningful understanding of arts and curriculum over an extended period of time.



Residencies: Artistic programs within a given school in which a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.



Professional Learning: Training for instructors and/or administrators that enables staff to learn more about developing arts-based lessons and best practices; often customized to serve specific classroom interests and goals.

Moderate Dosage

These programs do not necessarily establish long-term collaborations; however, they still provide important opportunities for students to experience the arts.



Resources: External providers supply physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). This can benefit the classroom's ability to have the tools teachers need to incorporate the arts into the classroom.

Lower Dosage

These programs may reach a larger number of students but reflect the least amount of collaboration between schools and partners over an extended period of time and do not usually integrate both content and arts within the classroom; however, when paired with instruction by a certified arts instructor, or partnerships in the mid-level or higher dosage, student learning in the arts can be maximized.



Field Trips: A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts-related educational experience or performance allows students to see the arts in the community but may or may not directly transfer the experience back into the classroom.



In-School Performances: External arts organizations come into a school to provide a single-day performance, exhibit, lecture, demonstration, or event to a specific grade or class, or an entire student body. While this can give students context within the arts, it is removed from the classroom integration of the arts.



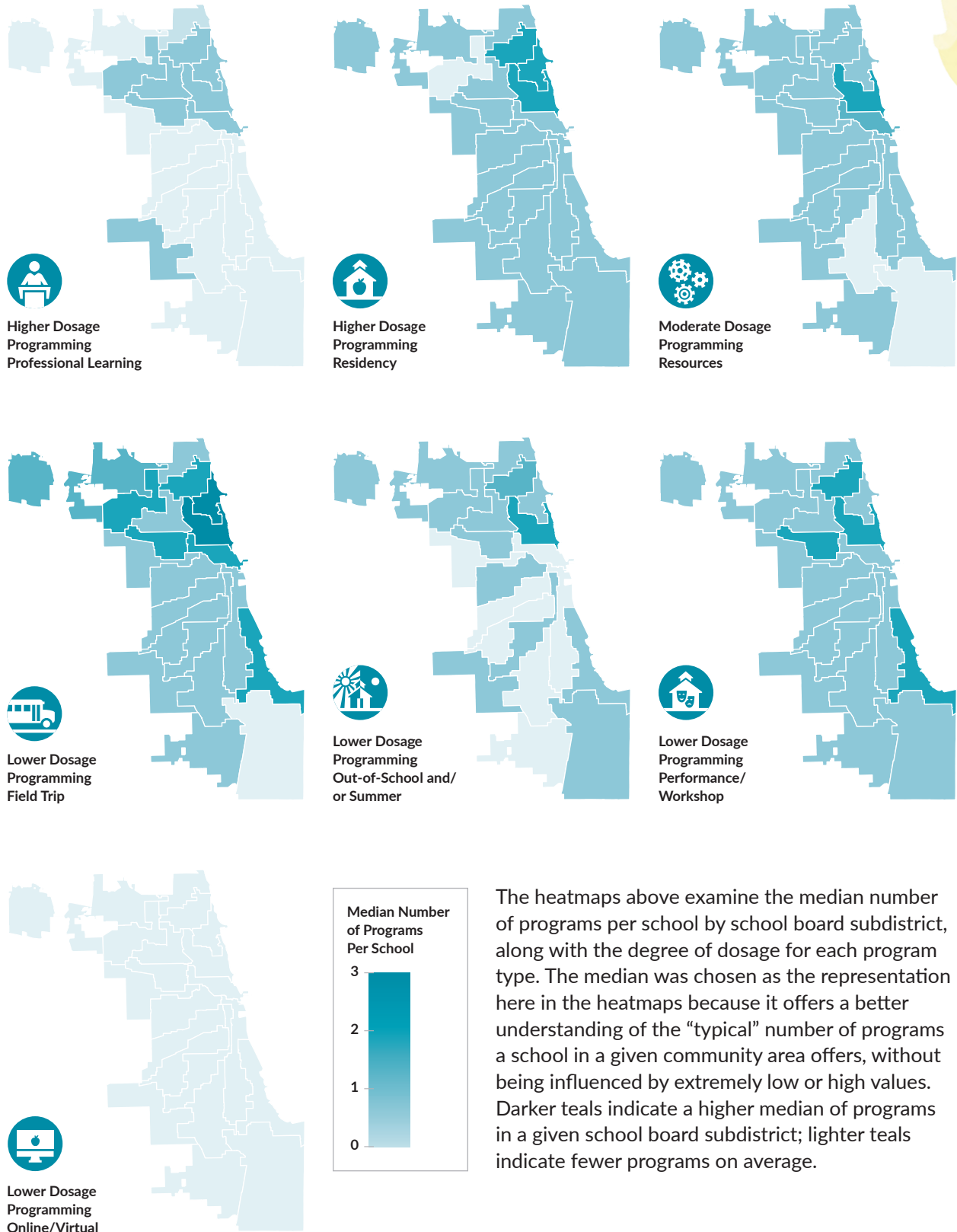
Online/Virtual: This program type definition was added during the COVID-19 pandemic in the 2019–20 school year. Online/Virtual programs ensure continued access to arts education, even while schools transitioned to remote learning. Included are arts education programs, resources, or performances that can be accessed or delivered online. While online/virtual programs play a crucial role in keeping students engaged and connected to the arts, they may have a lower dosage compared to in-person experiences due to limited opportunities for collaboration or engagement.



Out-of-School and/or Summer: CPS students participate in programming outside of the traditional school day. This gives students the ability to see the arts work outside of the classroom, but is not necessarily in conjunction with classroom goals. While a particular out-of-school program may be considered a high-level, five-day-a-week program, it may have a lower dosage because not every student has access to these opportunities.



ACCESS TO PARTNERSHIP PROGRAMS IN 2024-25, BY DOSAGE AND SCHOOL BOARD SUBDISTRICT



The heatmaps above examine the median number of programs per school by school board subdistrict, along with the degree of dosage for each program type. The median was chosen as the representation here in the heatmaps because it offers a better understanding of the “typical” number of programs a school in a given community area offers, without being influenced by extremely low or high values. Darker teals indicate a higher median of programs in a given school board subdistrict; lighter teals indicate fewer programs on average.

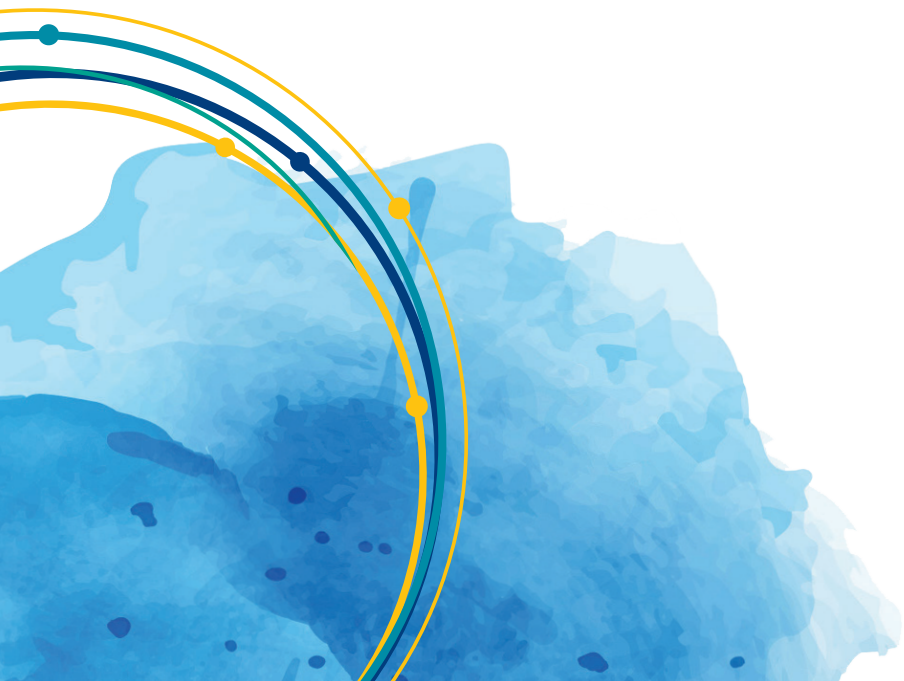
These heatmaps help illustrate how access to different partnership program types varied across the city. Higher-dosage programming, such as professional learning, was primarily concentrated on the north and northwest sides of the city along with Ashburn, Garfield Ridge, West Lawn, Clearing neighborhoods (District 8a).

Residency programs, by comparison, were relatively equally distributed across the city, with almost all school subdistricts reporting a median of one partnership per school. One northwest subdistrict (District 1b) had a median of zero residency partnerships, while three subdistricts on the north side had medians greater than one.

The relatively equitable distribution of residency programming reflects intentional investment strategies. Ingenuity's Creative Schools Fund supports residences and prioritizes those in under-resourced schools with the least systemic access to arts education, leveraging Creative Schools Certification data and findings from the State of the Arts. These data-informed investments funded almost 20% (133 out of 684) of residencies across the entire District in 2024–25, fueling the more equitable distribution of arts partnership programming across the city. Additionally, as higher-dosage programming, residencies ensure that students have access to deep arts learning experiences.

In contrast, out-of-school and/or summer programming was not equally distributed across the city – certain subdistricts had more programs than others. In general, west and southwest subdistricts were more likely to have a median of zero out-of-school partnership programs per school. The southmost subdistricts (District 9a and 10b) tended to have the least access to partnership programs that included resources. Field trips were generally concentrated on the north and northwest sides of the city. Online programming increased during remote learning but has declined sharply since the return to in-person instruction in 2021–22, which is reflected in the consistently low median values across subdistricts.

Overall, these patterns highlight important geographic differences in how arts partnership opportunities are accessed.





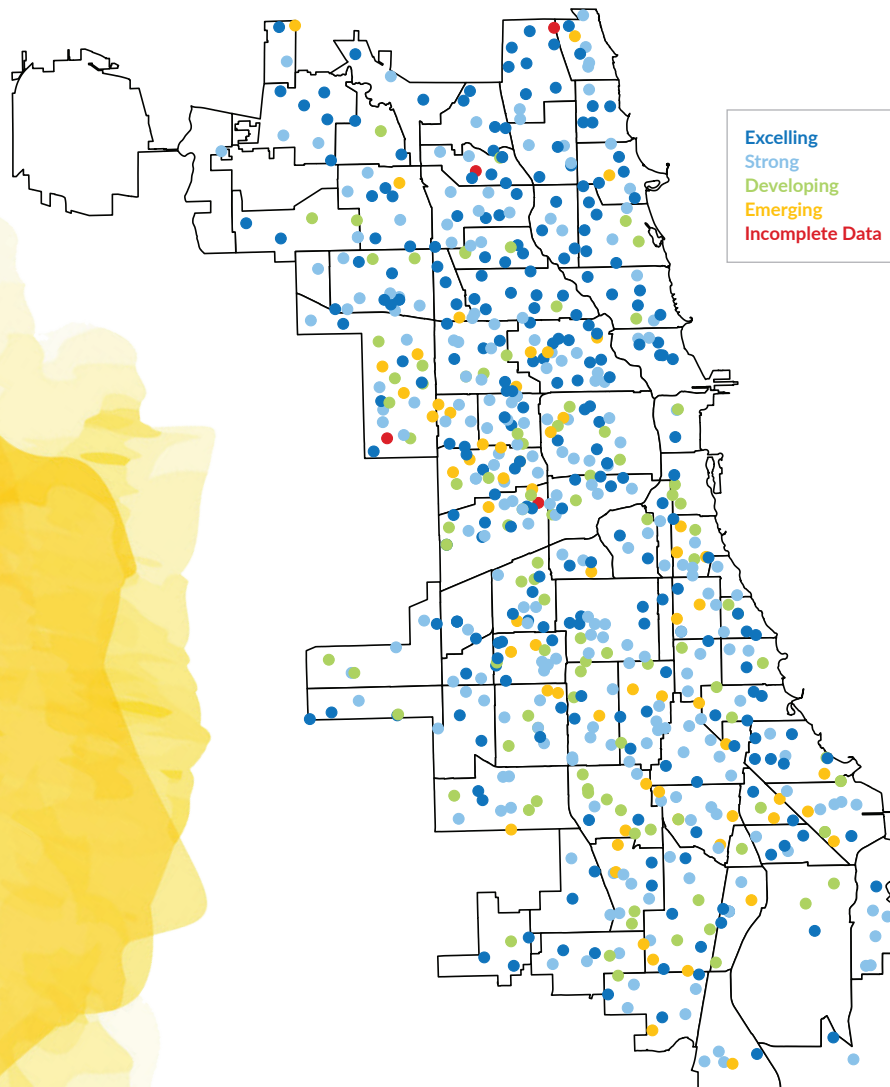
CONCLUSION

CONCLUSION

The past several years in Chicago Public Schools have been shaped by the COVID-19 pandemic, recovery, ongoing transitions, and continued uncertainty. Fluctuations in funding for both schools and arts partner organizations have significantly influenced the arts education landscape. The latest data from the 2024–25 school year showed that many Access metrics remained stable, with notable gains in arts staffing across the District. At the same time, several Quality metrics experienced greater shifts. The percentage of elementary schools that reported \$7.00 or more per student in arts expenditures declined between 2023–24 and 2024–25, from 59% to 49%. Median per-student arts expenditures for both elementary schools and high schools also declined between 2023–24 and 2024–25. Arts partnerships experienced some of the most significant decreases, with 2024–25 reflecting the lowest percentage of schools reporting any arts partnerships since the 2019–20 school year.

These findings illustrate both the progress and opportunities within CPS arts education. The share of schools rated as Excelling has risen to 39% – a notable increase from 30% in 2019–20 – demonstrating the dedication of the District to arts education. Additionally, the fact that 100% of 645 CPS schools submitted data is a strong reflection of the District's commitment. All that being said, there have been substantial declines in arts expenditures and partnerships, and access to the arts is not equitable across the city. The data reinforce the need for targeted strategies that strengthen conditions and sustain partnerships. The path forward requires intentional, equity-driven action across the sector to strengthen both schools and arts organizations and ensure that progress reaches every school and every community.





APPENDIX

2024-25 CREATIVE SCHOOLS CERTIFICATION RATINGS

2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

Data as of April 22, 2026

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

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

BLAINE	James G Blaine Elementary School	Excelling
BLAIR	Blair Early Childhood Center	Excelling
BOND	Carrie Jacobs Bond Elementary School	Developing
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	Developing
BRIGHT	Orville T Bright Elementary School	Excelling
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	Strong
BURBANK	Luther Burbank Elementary School	Strong
BURKE	Edmond Burke Elementary School	Strong
BURLEY	Augustus H Burley Elementary School	Excelling
BURNHAM	Burnham Elementary Inclusive Academy	Developing
BURNSIDE	Burnside Elementary Scholastic Academy	Strong
BURR	Jonathan Burr Elementary School	Excelling
BURROUGHS	John C Burroughs Elementary School	Developing
BYRNE	Michael M Byrne Elementary School	Developing
CALMECA	Calmecca Academy of Fine Arts and Dual Language	Strong
CAMERON	Daniel R Cameron Elementary School	Excelling
CAMRAS	Marvin Camras Elementary School	Developing
CANTY	Arthur E Canty Elementary School	Excelling
CARDENAS	Lazaro Cardenas Elementary School	Emerging
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	Strong
CARVER G	George Washington Carver Primary School	Emerging
CASALS	Pablo Casals Elementary School	Strong
CASELL	George F Cassell Elementary School	Excelling
CATALPA	Catalpa Early Childhood Center	Emerging
CATALYST - CIRCLE ROCK	Catalyst Elementary School - Circle Rock	Strong
CATHER	Willa Cather Elementary School	Excelling
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	Developing
CHOPIN	Frederic Chopin Elementary School	Strong
CHRISTOPHER	Walter S Christopher Elementary School	Excelling
CHRISTOPHER HOUSE	Christopher House Charter School ES	Strong
CICS - AVALON/SOUTH SHORE	Chicago Intl Charter - Avalon / South Shore	Developing
CICS - BASIL	Chicago Intl Charter - Basil	Developing



APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

CICS - BOND	Chicago Intl Charter - Lloyd Bond	Strong
CICS - BUCKTOWN	Chicago Intl Charter - Bucktown	Excelling
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	Strong
CICS - WEST BELDEN	Chicago Intl Charter - West Belden	Strong
CICS - WRIGHTWOOD	Chicago Intl Charter - Wrightwood	Developing
CLAREMONT	Claremont Academy Elementary School	Excelling
CLARK ES	George Rogers Clark Elementary School	Excelling
CLAY	Henry Clay Elementary School	Strong
CLEVELAND	Grover Cleveland Elementary School	Strong
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	Excelling
COOK	John W Cook Elementary School	Developing
COONLEY	John C Coonley Elementary School	Excelling
COOPER	Peter Cooper Elementary Dual Language Academy	Strong
CORKERY	Daniel J Corkery Elementary School	Excelling
COURTENAY	Mary E Courtenay Elementary Language Arts Center	Excelling
CROWN	Crown Community Academy of Fine Arts Center ES	Excelling
CUFFE	Paul Cuffe Math-Science Technology Academy ES	Developing
CULLEN	Countee Cullen Elementary School	Developing
CURTIS	George W Curtis Elementary School	Emerging
DAISY BATES	Daisy Bates Academy of Social Justice	Emerging
DALEY	Richard J Daley Elementary Academy	Developing
DARWIN	Charles R Darwin Elementary School	Excelling
DAVIS M	Sir Miles Davis Magnet Elementary Academy	Strong
DAVIS N	Nathan S Davis Elementary School	Developing
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	Strong
DEPRIEST	Oscar DePriest Elementary School	Strong
DETT	Robert Nathaniel Dett Elementary School	Emerging
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	Strong
DOOLITTLE	James R Doolittle Jr Elementary School	Excelling
DORE	John C Dore Elementary School	Excelling
DRAKE	John B Drake Elementary School	Excelling
DRUMMOND	Thomas Drummond Elementary School	Excelling
DUBOIS	William E B Dubois Elementary School	Strong
DULLES	John Foster Dulles Elementary School	Emerging
DUNNE	Dunne Technology Academy	Strong

DURKIN PARK	Durkin Park Elementary School	Strong
DVORAK	Dvorak Technology Academy	Developing
EARHART	Amelia Earhart Options for Knowledge ES	Excelling
EARLE	Charles W Earle Elementary School	Developing
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	Strong
ERIE	Erie Elementary Charter School	Strong
ESMOND	Esmond Elementary School	Strong
EVERETT	Edward Everett Elementary School	Strong
EVERGREEN	Evergreen Academy Middle School	Excelling
EVERS	Medgar Evers Elementary School	Excelling
FAIRFIELD	Fairfield Elementary Academy	Strong
FALCONER	Laughlin Falconer Elementary School	Developing
FARADAY	Michael Faraday Elementary School	Excelling
FARMER	James Farmer Jr Elementary School	Strong
FARNSWORTH	James B Farnsworth Elementary School	Developing
FERNWOOD	Fernwood Elementary School	Strong
FIELD	Eugene Field Elementary School	Strong
FINKL	William F Finkl Elementary School	Strong
FISHER	Dr. Fisher Early Learning Center	Excelling
FISKE	John Fiske Elementary School	Developing
FORT DEARBORN	Fort Dearborn Elementary School	Emerging
FOSTER PARK	Foster Park Elementary School	Excelling
FRANKLIN	Franklin Elementary Fine Arts Center	Excelling
FRAZIER PROSPECTIVE	Frazier Prospective IB Magnet ES	Excelling
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	Excelling
GILLESPIE	Frank L Gillespie Elementary School	Excelling
GINSBURG	Ruth Bader Ginsberg Elementary School	Strong
GLOBAL CITIZENSHIP	Academy for Global Citizenship Elementary School	Excelling
GOETHE	Johann W von Goethe Elementary School	Excelling
GOUDY	William C Goudy Elementary School	Strong
GRAHAM ES	Alexander Graham Elementary School	Excelling
GRAY	William P Gray Elementary School	Strong
GREAT LAKES	Great Lakes Academy Charter School	Strong
GREELEY	Horace Greeley Elementary School	Strong
GREEN	Wendell E Green Elementary School	Strong
GREENE	Nathanael Greene Elementary School	Strong

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

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	Strong
HAINES	John Charles Haines Elementary School	Excelling
HALE	Nathan Hale Elementary School	Strong
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	Strong
HARTE	Bret Harte Elementary School	Developing
HARVARD	John Harvard Elementary School of Excellence	Excelling
HAUGAN	Helge A Haugan Elementary School	Excelling
HAWTHORNE	Hawthorne Elementary Scholastic Academy	Strong
HAY	John Hay Elementary Community Academy	Excelling
HAYT	Stephen K Hayt Elementary School	Strong
HEALY	Robert Healy Elementary School	Strong
HEARST	Phoebe A Hearst Elementary School	Strong
HEDGES	James Hedges Elementary School	Excelling
HEFFERAN	Helen M Hefferan Elementary School	Strong
HENDERSON	Charles R Henderson Elementary School	Developing
HENDRICKS	Thomas A Hendricks Elementary Community Academy	Excelling
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	Developing
HIGGINS	Thomas J Higgins Elementary Community Academy	Strong
HITCH	Rufus M Hitch Elementary School	Excelling
HOLDEN	Charles N Holden Elementary School	Excelling
HOLMES	Oliver Wendell Holmes Elementary School	Strong
HOWE	Julia Ward Howe Elementary School of Excellence	Developing
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	Developing
IRVING	Washington Irving Elementary School	Excelling
JACKSON M	Mahalia Jackson Elementary School	Developing
JAHN	Friedrich Ludwig Jahn Elementary School	Excelling
JAMIESON	Minnie Mars Jamieson Elementary School	Strong
JENSEN	Jensen Elementary Scholastic Academy	Developing
JOHNSON	James Weldon Johnson Elementary School	Excelling
JOPLIN	Scott Joplin Elementary School	Developing
JORDAN	Jordan Elementary Community School	Excelling
JUNGMAN	Joseph Jungman Elementary School	Excelling
KANOON	Gerald Delgado Kanoon Elementary Magnet School	Strong

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

KELLER	Annie Keller Elementary Gifted Magnet School	Excelling
KELLMAN	Joseph Kellman Corporate Community ES	Strong
KELLOGG	Kate S Kellogg Elementary School	Strong
KERSHAW	Joshua D Kershaw Elementary School	Excelling
KILMER	Joyce Kilmer Elementary School	Strong
KING ES	Dr Martin L King Jr Academy of Social Justice	Strong
KINZIE	John H Kinzie Elementary School	Developing
KIPLING	Rudyard Kipling Elementary School	Excelling
KIPP - ACADEMY	KIPP Academy Chicago Campus	Developing
KIPP - ASCEND	KIPP Ascend Charter School	Strong
KIPP - BLOOM	KIPP Chicago Charter School - KIPP Bloom	Developing
KIPP - ONE	KIPP One Academy	Developing
KOZMINSKI	Charles Kozminski Elementary Community Academy	Strong
LANGFORD	Anna R Langford Community Academy	Strong
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	Developing
LAWNDALE	Lawndale Elementary Community Academy	Strong
LEARN - 7	Learn Charter 7 ES	Strong
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)	Strong
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	Strong
LELAND	George Leland Elementary School	Strong
LENART	Lenart Elementary Regional Gifted Center	Strong
LEWIS	Leslie Lewis Elementary School	Strong
LIBBY	Arthur A Libby Elementary School	Developing
LINCOLN	Abraham Lincoln Elementary School	Excelling
LITTLE VILLAGE	Little Village Elementary School	Excelling
LLOYD	Henry D Lloyd Elementary School	Strong
LOCKE A	Alain Locke Charter Elementary Academy	Excelling
LOCKE J	Josephine C Locke Elementary School	Strong
LOGAN SQUARE	Logan Square Elementary School	Excelling
LORCA	Federico Garcia Lorca Elementary School	Strong
LOVETT	Joseph Lovett Elementary School	Excelling
LOWELL	James Russell Lowell Elementary School	Excelling
LOZANO	Rodolfo Lozano Bilingual & International Ctr ES	Excelling
LYON	Mary Lyon Elementary School	Excelling
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	Developing
MASON	Roswell B Mason Elementary School	Developing



APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

MAYER	Oscar F Mayer Elementary School	Excelling
MAYS	Benjamin E Mays Elementary Academy	Strong
MCAULIFFE	Sharon Christa McAuliffe Elementary School	Strong
MCCORMICK	Cyrus H McCormick Elementary School	Developing
MCCUTCHEON	John T McCutcheon Elementary School	Excelling
MCDADE	James E McDade Elementary Classical School	Excelling
MCDOWELL	Mary E McDowell Elementary School	Strong
MCKAY	Francis M McKay Elementary School	Excelling
MCNAIR	Ronald E McNair Elementary School	Developing
MCPHERSON	James B McPherson Elementary School	Excelling
MELODY	Genevieve Melody Elementary School	Strong
METCALFE	Ralph H Metcalfe Elementary Community Academy	Excelling
MIRELES	Arnold Mireles Elementary Academy	Emerging
MITCHELL	Ellen Mitchell Elementary School	Excelling
MIÑOSO	Minnie Miñoso Academy	Excelling
MOLLISON	Irvin C Mollison Elementary School	Emerging
MONARCAS	Monarcas Academy	Excelling
MONTESSORI ENGLEWOOD	The Montessori School of Englewood Charter	Strong
MOOS	Bernhard Moos Elementary School	Excelling
MORRILL	Donald Morrill Math & Science Elementary School	Emerging
MORTON	Morton School of Excellence	Excelling
MOSAIC	Mosaic School of Fine Arts	Excelling
MOUNT GREENWOOD	Mount Greenwood Elementary School	Developing
MOUNT VERNON	Mount Vernon Elementary School	Developing
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	Strong
NAMASTE	Namaste Charter Elementary School	Emerging
NASH	Henry H Nash Elementary School	Excelling
NATIONAL TEACHERS	National Teachers Elementary Academy	Developing
NEIL	Jane A Neil Elementary School	Strong
NETTELHORST	Louis Nettelhorst Elementary School	Developing
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
NINOS HEROES	Ninos Heroes Elementary Academic Center	Strong
NIXON	William P Nixon Elementary School	Excelling
NOBEL	Alfred Nobel Elementary School	Strong
NORTH RIVER	North River Elementary School	Excelling
NORTHWEST	Northwest Middle School	Excelling
NORWOOD PARK	Norwood Park Elementary School	Excelling
OGDEN ES	William B Ogden Elementary School	Excelling
OGLESBY	Richard J Oglesby Elementary School	Strong
OKEEFFE	Isabelle C O’Keeffe Elementary School	Excelling
ONAHAN	William J Onahan Elementary School	Excelling
ORIOLE PARK	Oriole Park Elementary School	Strong
OROZCO	Orozco Fine Arts & Sciences Elementary School	Excelling

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

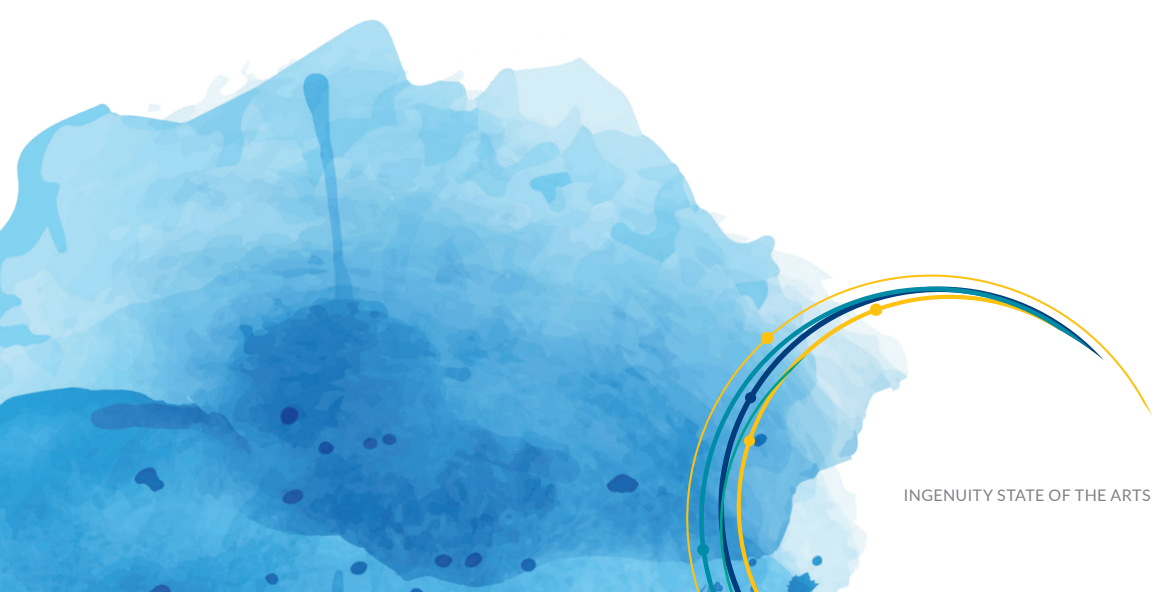
ORTIZ DE DOMINGUEZ	Josefa Ortiz de Dominguez Elementary School	Strong
OTIS	James Otis Elementary School	Strong
OTOOLE	Luke O'Toole Elementary School	Excelling
OWEN	William Bishop Owen Scholastic Academy ES	Strong
OWENS	Jesse Owens Elementary Community Academy	Strong
PALMER	John Palmer Elementary School	Strong
PARK MANOR	Park Manor Elementary School	Strong
PARKER	Francis W Parker Elementary Community Academy	Strong
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	Strong
PEREZ	Manuel Perez Elementary School	Excelling
PERSHING	John J Pershing Elementary Humanities Magnet	Strong
PETERSON	Mary Gage Peterson Elementary School	Excelling
PICCOLO	Brian Piccolo Elementary Specialty School	Excelling
PICKARD	Josiah Pickard Elementary School	Strong
PILSEN	Pilsen Elementary Community Academy	Excelling
PIRIE	John T Pirie Fine Arts & Academic Center ES	Strong
PLAMONDON	Ambrose Plamondon Elementary School	Strong
PLATO	Plato Learning Academy Elementary School	Incomplete Data
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	Excelling
PRITZKER	A.N. Pritzker School	Excelling
PROVIDENCE ENGLEWOOD	Providence Englewood Charter	Emerging
PRUSSING	Ernst Prussing Elementary School	Strong
PULASKI	Pulaski International School of Chicago	Developing
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	Strong
REILLY	Frank W Reilly Elementary School	Strong
REINBERG	Peter A Reinberg Elementary School	Excelling
REVERE	Paul Revere Elementary School	Excelling
RICHARDSON	Robert J Richardson Middle School	Strong
ROBINSON	Jackie Robinson Elementary School	Strong
ROGERS	Philip Rogers Elementary School	Excelling
ROWE	Rowe Elementary School	Emerging
RUDOLPH	Wilma Rudolph Elementary Learning Center	Excelling
RUGGLES	Martha Ruggles Elementary School	Excelling
RUIZ	Irma C Ruiz Elementary School	Excelling
RYDER	William H Ryder Math & Science Specialty ES	Developing
SABIN	Albert R Sabin Elementary Magnet School	Excelling
SADLOWSKI	Edward E Sadlowski Elementary School	Strong

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

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	Excelling
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	Strong
SCHMID	Theophilus Schmid Elementary School	Strong
SCHUBERT	Franz Peter Schubert Elementary School	Excelling
SEWARD	William H Seward Communication Arts Academy ES	Strong
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	Developing
SHIELDS MIDDLE	James Shields Middle School	Excelling
SHOESMITH	Beulah Shoesmith Elementary School	Excelling
SHOOP	John D Shoop Math-Science Technical Academy ES	Developing
SKINNER	Mark Skinner Elementary School	Strong
SKINNER NORTH	Skinner North Classical School	Excelling
SMITH	Wendell Smith Elementary School	Excelling
SMYSER	Washington D Smyser Elementary School	Strong
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	Excelling
SPENCER	Spencer Technology Academy	Strong
SPRY ES	John Spry Elementary Community School	Developing
STAGG	Amos Alonzo Stagg Elementary School	Strong
STEM	STEM Magnet Academy	Excelling
STEVENSON	Adlai E Stevenson Elementary School	Developing
STOCK	Frederick Stock Elementary School	Excelling
STONE	Stone Elementary Scholastic Academy	Excelling
STOWE	Harriet Beecher Stowe Elementary School	Strong
SUDER	Suder Montessori Magnet ES	Developing
SUMNER	Charles Sumner Math & Science Community Acad ES	Excelling
SUTHERLAND	Elizabeth H Sutherland Elementary School	Excelling
SWIFT	George B Swift Elementary Specialty School	Excelling
TALCOTT	Mancel Talcott Elementary School	Excelling
TALMAN	Talman Elementary School	Strong
TANNER	Henry O Tanner Elementary School	Strong
TARKINGTON	Tarkington School of Excellence ES	Developing
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	Excelling
THORP O	Ole A Thorp Elementary Scholastic Academy	Developing
TILL	Emmett Louis Till Math & Science Academy	Excelling
TILTON	George W Tilton Elementary School	Strong

APPENDIX | 2024-25 CSC RATINGS FOR ELEMENTARY SCHOOLS

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



2024-25 CSC RATINGS FOR HIGH SCHOOLS

Data as of April 22, 2026

SCHOOL	SCHOOL FULL NAME	CREATIVE SCHOOLS CERTIFICATION
ACERO - DE LA CRUZ	Acero Charter Schools - Sor Juana Inés de la Cruz	Incomplete Data
ACERO - GARCIA HS	Acero Charter Schools - Major Hector P Garcia MD	Excelling
ACERO - SOTO HS	Acero Charter Schools - Victoria Soto	Excelling
AIR FORCE HS	Air Force Academy High School	Strong
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	Excelling
BOWEN HS	Bowen High School	Developing
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	Strong
CATALYST - MARIA HS	Catalyst-Maria Charter HS	Developing
CHICAGO ACADEMY HS	Chicago Academy High School	Strong
CHICAGO AGRICULTURE HS	Chicago High School for Agricultural Sciences	Excelling
CHICAGO ARTS HS	Chicago High School for the Arts	Excelling
CHICAGO COLLEGIATE	Chicago Charter Collegiate School	Strong
CHICAGO EXCEL HS	Chicago Excel Academy	Strong
CHICAGO MATH & SCIENCE HS	Chicago Math and Science Academy High School	Emerging
CHICAGO MILITARY HS	Chicago Military Academy High School	Developing
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	Developing
CICS - LONGWOOD	Chicago Intl Charter - Longwood	Emerging
CICS - NORTH TOWN HS	Chicago Intl Charter - Northtown	Excelling
CLARK HS	Michele Clark Academic Prep Magnet High School	Developing
CLEMENTE HS	Roberto Clemente Community Academy High School	Strong
COLLINS STEAM HS	Collins Academy STEAM 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	Strong
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	Strong
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	Strong
FENGER HS	Christian Fenger Academy High School	Emerging
FOREMAN HS	Edwin G Foreman High School	Excelling
GAGE PARK HS	Gage Park High School	Strong
GOODE HS	Sarah E Goode STEM Academy	Strong
GRAHAM HS	Ray Graham Training Center High School	Developing
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	Strong
HYDE PARK HS	Hyde Park Academy High School	Excelling
INFINITY HS	Infinity Math Science and Technology High School	Developing
INSTITUTO - HEALTH	Instituto Health Sciences Career Academy HS	Developing
INSTITUTO - JUSTICE HS	Instituto - Justice and Leadership	Strong
INTRINSIC HS	Intrinsic Charter School	Excelling
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	Strong
KELLY HS	Thomas Kelly High School	Excelling
KELVYN PARK HS	Kelvyn Park High School	Excelling
KENNEDY HS	John F Kennedy High School	Strong
KENWOOD HS	Kenwood Academy High School	Excelling
KING HS	Dr Martin Luther King Jr College Prep HS	Developing
LAKE VIEW HS	Lake View High School	Excelling
LANE TECH HS	Albert G Lane Technical High School	Excelling
LEGAL PREP HS	Legal Prep Charter Academy	Emerging
LINCOLN PARK HS	Lincoln Park High School	Excelling
LINDBLOM HS	Robert Lindblom Math & Science Academy HS	Excelling
MANLEY HS	Manley Career Academy High School	Developing
MARINE LEADERSHIP AT AMES HS	Marine Leadership Academy at Ames	Strong
MARSHALL HS	John Marshall Metropolitan High School	Strong
MATHER HS	Stephen T Mather High School	Strong
MORGAN PARK HS	Morgan Park High School	Excelling
MULTICULTURAL ARTS HS	Multicultural Arts High School	Excelling
NLCP - CHRISTIANA HS	North Lawndale College Prep - Christiana	Emerging
NLCP - COLLINS HS	North Lawndale College Prep - Collins	Emerging
NOBLE - ACADEMY HS	Noble Street Charter - The Noble Academy Campus	Strong
NOBLE - BAKER HS	Noble Street Charter - Baker College Prep	Developing
NOBLE - BULLS HS	Noble Street Charter - Chicago Bulls College Prep	Strong
NOBLE - BUTLER HS	Noble Street Charter - Butler College Prep	Excelling
NOBLE - COMER	Noble Street Charter - Gary Comer College Prep	Emerging
NOBLE - DRW HS	Noble Street Charter School - DRW College Prep	Emerging
NOBLE - GOLDER HS	Noble Street Charter - Golder College Prep	Strong
NOBLE - HANSBERRY HS	Noble Street Charter - Hansberry College Prep	Emerging
NOBLE - ITW SPEER HS	Noble Street Charter - ITW David Speer Academy Campus	Strong
NOBLE - JOHNSON HS	Noble Street Charter - Johnson HS	Strong

NOBLE - MANSUETO HS	Noble Mansueto High School	Strong
NOBLE - MUCHIN HS	Noble Street Charter - Muchin College Prep	Strong
NOBLE - NOBLE HS	Noble Street Charter - Noble Street College Prep	Excelling
NOBLE - PRITZKER HS	Noble Street Charter - Pritzker College Prep	Emerging
NOBLE - RAUNER HS	Noble Street Charter - Rauner College Prep	Strong
NOBLE - ROWE CLARK HS	Noble Street Charter - Rowe-Clark Math & Sci Acad	Developing
NOBLE - UIC HS	Noble Street Charter - UIC College Prep	Strong
NORTH-GRAND HS	North-Grand High School	Excelling
NORTHSIDE LEARNING HS	Northside Learning Center High School	Strong
NORTHSIDE PREP HS	Northside College Preparatory High School	Excelling
OGDEN HS	Ogden International High School	Excelling
OMBUDSMAN - NORTHWEST HS	Ombudsman - Chicago Northwest	Emerging
OMBUDSMAN - ROSELAND HS	Ombudsman Chicago - Roseland HS	Emerging
OMBUDSMAN - SOUTH HS	Ombudsman - Chicago South	Emerging
OMBUDSMAN - WEST HS	Ombudsman - Chicago West	Emerging
ORR HS	Orr Academy High School	Strong
PATHWAYS - ASHBURN HS	Pathways in Education - Ashburn	Emerging
PATHWAYS - AVONDALE HS	Pathways in Education Avondale	Developing
PATHWAYS - BRIGHTON PARK HS	Pathways in Education Brighton Park	Emerging
PATHWAYS - HUMBOLDT PARK HS	Pathways in Education - Humboldt Park HS	Emerging
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	Developing
PERSPECTIVES - LEADERSHIP HS	Perspectives Charter Leadership Academy HS	Emerging
PERSPECTIVES - MATH & SCI HS	Perspectives Charter - IIT Math & Science Academy	Strong
PERSPECTIVES - TECH HS	Perspectives Charter - High School of Technology	Developing
PHILLIPS HS	Wendell Phillips Academy High School	Strong
PHOENIX MILITARY HS	Phoenix Military Academy High School	Strong
PROSSER HS	Charles Allen Prosser Career Academy High School	Excelling
RABY HS	Al Raby High School	Strong
RICHARDS HS	Ellen H Richards Career Academy High School	Strong
RICKOVER MILITARY HS	Hyman G Rickover Naval Academy High School	Excelling
ROOSEVELT HS	Theodore Roosevelt High School	Excelling
SAFE ACHIEVE HS	Safe Achieve Academy High School	Developing
SAFE ACHIEVE WEST HS	Safe Achieve Academy West HS	Emerging
SCHURZ HS	Carl Schurz High School	Strong
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	Strong
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	Strong
SPRY HS	Spry Community Links High School	Strong
STEINMETZ HS	Charles P Steinmetz College Preparatory HS	Strong
SULLIVAN HS	Roger C Sullivan High School	Strong
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	Strong
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	Excelling
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	Excelling
WORLD LANGUAGE HS	World Language Academy High School	Developing
YCCS - ASPIRA PANTOJA	YCCS-ASPIRA, Antonia Pantoja Alternative HS	Developing
YCCS - ASSOCIATION HOUSE	YCCS-Association House HS	Developing
YCCS - CAMPOS	YCCS-Dr Pedro Albizu Campos Puerto Rican HS	Emerging
YCCS - CCA ACADEMY	YCCS-CCA Academy HS	Emerging
YCCS - CHATHAM	YCCS-Chatham Academy HS	Emerging
YCCS - INNOVATIONS	YCCS-Innovations of Arts Integration HS	Developing
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	Emerging
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	Emerging
YCCS - TRUMAN	YCCS-Truman Middle College HS	Emerging
YCCS - WEST	YCCS-West HS	Emerging
YCCS - WEST TOWN	YCCS-West Town Academy Alternative HS	Emerging
YCCS - YOUTH CONNECTION	YCCS-Youth Connection Leadership Academy HS	Emerging
YCCS - YOUTH DEVELOPMENT	YCCS-Community Youth Development Institute HS2	Emerging
YORK HS	Consuella B York Alternative High School	Strong
YOUNG HS	Whitney M Young Magnet High School	Excelling



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