



STATE OF THE ARTS

in Chicago Public Schools

BASELINE REPORT 2012-2013



EXECUTIVE SUMMARY

Over the past three decades, countless educational, cultural, and philanthropic leaders have worked tirelessly to improve access to the arts for all students in Chicago Public Schools. Since its inception in 2011, Ingenuity has been working in partnership with these same leaders toward the goal of an arts education for every student in every CPS school.

Ingenuity underpins its work by gathering a deep set of data that provides a clear understanding of the specific arts needs of each school and the district as a whole. This report presents findings from the first year of comprehensive data collection, the 2012–13 school year, and sets the baseline against which Ingenuity will annually measure district-wide efforts to expand arts instruction. Nearly four hundred schools participated in this data collection, which makes this report the most current, comprehensive view of arts education in Chicago.

This report also offers an analysis of progress on the CPS Arts Education Plan⁶ and shows data related to its implementation in schools. The key to looking at the state of arts in the city’s schools is taking a closer look at some of the Plan’s high-level goals, which stand out as central to its overall progress:

- Make the arts a core subject by dedicating 120 minutes of arts instruction per week in elementary schools. (1a)
- Create a system to track the quantity of elementary-level arts instruction. (5a)
- Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio. (1d)
- Require each school to maintain a budget for the arts. (6a)
- Match at least one community arts partner to every school in collaboration with an arts, or other instructor. (4b)
- Launch the Creative Schools Certification to establish school and network-level supports to help principals plan for and implement the arts. (3c)
- Integrate the arts into the school progress report card. (5d)

SCHOOLS, INSTRUCTORS, AND PARTNERS

Prior to the approval of the CPS Arts Education Plan, the District often classified the arts as “enrichment” with no policy requiring weekly minutes of arts instruction at the elementary level. Chicago Public Schools subsequently elevated the arts to a core subject in the 2012–13 school year. Compared to the number of hours of weekly arts instruction in other school districts across the nation, CPS’s goal of two hours of weekly instruction for K–8 students is robust. If fully implemented with appropriate staffing levels to match, it would place Chicago schools among the leading schools nationally for arts staffing and instructional time. This report shows that 24 percent of CPS elementary schools reported meeting the goal in 2012–13, the first year of the Plan. Progress on this goal will be tracked and reported in subsequent reports beginning in the fall of 2014.

Weekly instruction cannot take place without an adequate number of credentialed instructors. On a positive note, this report shows that CPS has close to the number of credentialed arts instructors needed to meet the two hours of weekly instruction. However, they are unevenly distributed across schools. Some schools have an ample number of instructors on staff, while others have none. This disparity is often delineated across socioeconomic lines.

In addition to credentialed arts instructors, children also receive instruction from community arts partners who provide services that augment classroom instruction. When Ingenuity began its data tracking in 2011, it was believed about 250 partners worked with schools across Chicago. Today, our *artlook* Schools data shows that more than 550 partners exist, including independent teaching artists providing programs in visual, music, theatre, dance, and media arts. This volume of community arts partners far outpaces services available in other academic subjects. The greater challenge is assuring a more effective and efficient system to match community arts partner programs to concrete school, instructor, and student needs.

TRACKING VIA THE CREATIVE SCHOOLS INITIATIVE

The Creative Schools Initiative was launched at the end of the 2012–13 school year. The Initiative is the strategy that puts the CPS Arts Education Plan in motion and is designed to support school-level decision making around arts instruction. Ingenuity tracks progress through its *artlook* data systems, which aggregate information from both schools and community arts partners. There is now a better understanding than ever before of where arts resources exist in schools. The data in this report also shows where schools are lacking critical resources—arts instructors, community arts partners, or both.

The Creative Schools Initiative includes four connected supports for schools: (1) Arts Liaisons as leaders in each school, (2) data to help schools understand where the greatest needs are and to guide planning, (3) the Creative Schools Certification to provide a roadmap for progress, and (4) funding to support instructor-designed programs. The Initiative also sets important bars to reach, such as an arts instructor-to-student ratio of 1:350 in all elementary schools.

The anchor for this work is the Creative Schools Certification. This Certification is a five-rung ladder that helps schools to understand how to grow their arts programs. In the 2013–14 school year, the arts were for the first time added to the CPS school progress report cards alongside other core academic content areas, such as reading and math. The Certification now provides a public-facing metric to help understand and track arts growth across the district.

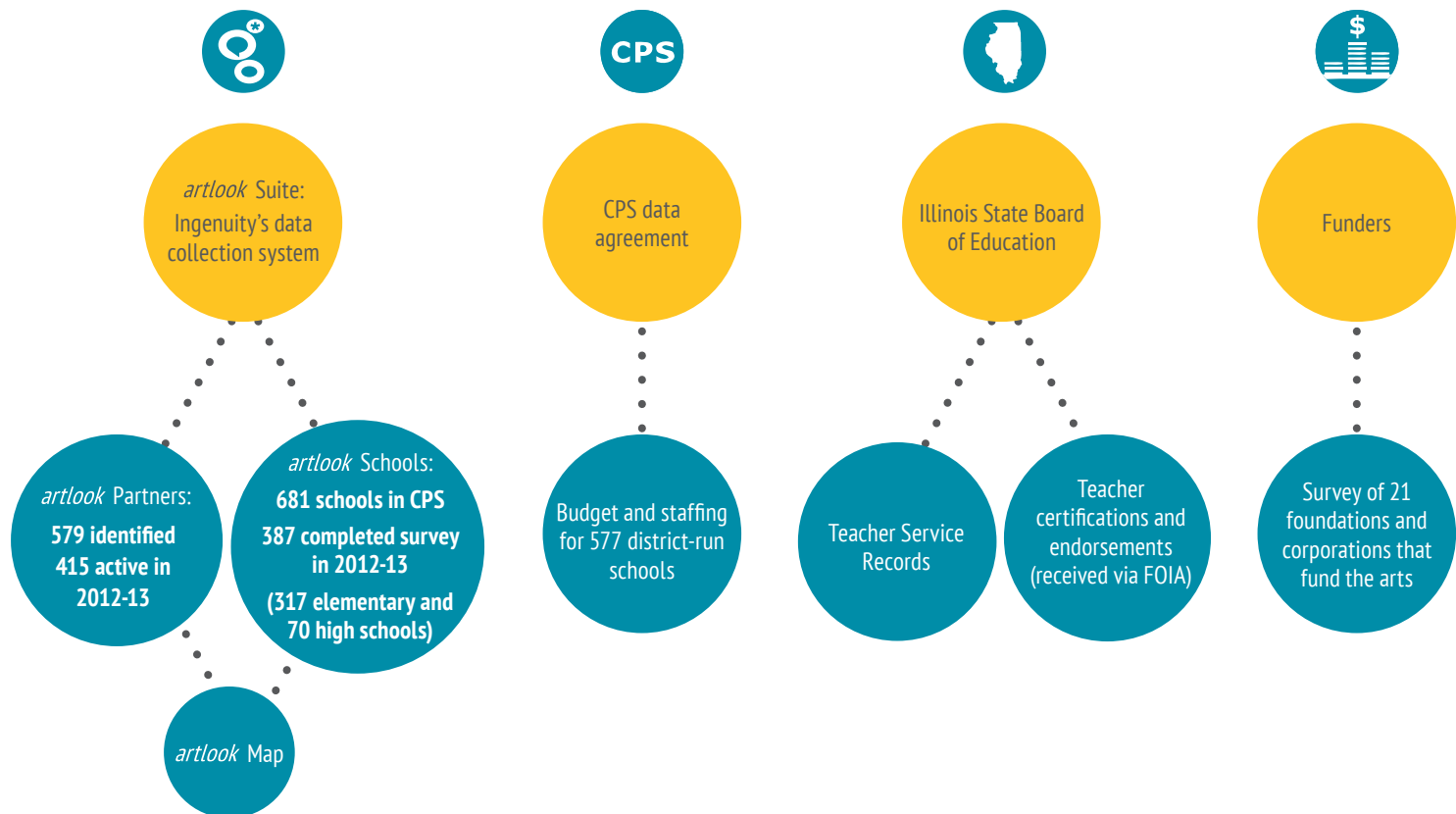
Lastly, this report provides an overview of arts education funding in Chicago, including district and community resources, and takes a look at how Chicago compares with urban districts across the country. One of the greatest challenges moving forward will be providing adequate funding at the school level to support the improved policies. This, too, will be tracked in forthcoming progress reports.

A NEW BEGINNING

The goal of the CPS Arts Education Plan is to bring arts education to every child in every CPS school. While the work to expand arts instruction across Chicago Public Schools is ongoing, this report can provide context and construct for a new beginning. By understanding what arts resources existed in schools during the first year of the CPS Arts Education Plan, Ingenuity has established the baseline and can now track progress each year. Beginning in the fall of 2014, annual progress reports will publish changes in instructional time, staffing, partnerships, and funding. Doing so will shed light on the progress achieved as well as areas of continued need. In closing, Ingenuity thanks the hundreds of arts champions, instructors, funders, and program providers for their willingness to share their data and, more importantly, for their commitment to act on behalf of the more than 400,000 CPS students. Chicago has made great strides—a city-wide Cultural Plan, the first CPS Arts Education Plan, the arts elevated to a core subject, expanded high school graduation requirements in the arts, a call for increased instructional minutes, and more. But there are countless more steps to be taken before arriving at tangible, sustained success for students in every school. This report sets us on that journey.

DATA SOURCES & LIMITATIONS

DATA REPORT SOURCES



Multiple sources of data from local and statewide entities were examined for this baseline report for the 2012–13 school year. The lead data source for analyses came from the Ingenuity *artlook* Suite—a set of systems that tracks information on school-based arts and community arts partner-provided arts education across the district.

CPS Arts Liaisons, the arts champions within each school, collect and report on the inventory of arts programming assets within their schools—information on instructors, instructional minutes, disciplines offered, and budget, among many other data points—via the *artlook* Schools online portal. Data reported by schools from the *artlook* Schools site directly informs each school's Creative Schools Certification category, which appears on CPS's fall progress report cards.

Museums, cultural institutions, community-based organizations, and individual teaching artists similarly report partnership and programming information on Ingenuity's *artlook* Partners survey site.

Together, these two sites provide a valuable lens into the landscape of arts education programs occurring in CPS as well as identify where gaps exist across the city. The results of this data collection will soon be available to the public via *artlook* Map.

This report also relies on public data sources, including the Illinois State Board of Education, to determine the number of arts instructors in CPS and which arts disciplines they are credentialed to teach. Ingenuity worked with CPS to report the public resources allocated for arts education including district- and school-level budget data. Additionally, CPS budget and talent files were used to identify schools with full- and part-time arts instructors. In examining these files, a focus was placed on the 577 district-run schools.

The report also examines federal data and data from other parts of the country to understand how Chicago fits into the national landscape.

Ingenuity recognizes that the knowledge of CPS's arts education landscape remains limited. There will be a continued effort to refine data collection methods with each report and expand the number and types of schools represented.

A Note on Contract and Charter Schools

This report did not include charter and contract schools in most of its analyses. Ingenuity received too few Creative Schools Certification responses from charter and contract schools for a quality sample. As the district works toward providing contract and charter schools with progress report cards similar to those used by district-operated schools, and as the Creative Schools Fund grows, an expected increase in participation by these schools is likely to occur.

KEY FINDINGS

This report examines Chicago's resources as they existed in the 2012–13 school year when the CPS Arts Education Plan and the Creative Schools Initiative were first launched. By surveying CPS schools, tracking all credentialed arts instructors, community arts partners, and the services they provide; and then looking more closely at the 387 schools that participated in the Creative Schools Certification, Ingenuity has mapped the baseline landscape of arts education in Chicago.

Establishing this benchmark will allow all stakeholders to track growth and progress of the CPS Arts Education Plan each year.

KEY FINDINGS

FROM THE FIRST YEAR OF BASELINE DATA



The district employs close to the number of credentialed instructors needed to fulfill new elementary and high school arts requirements, but there is uneven distribution of these instructors across the district.

See page 13



Less than 25 percent of CPS elementary schools provide the recommended 120 minutes of weekly instruction.

See page 27



CPS schools ranked as Excelling through the Creative Schools Certification are among the highest in the nation in terms of arts staffing and instructional time. Fourteen percent of all schools are Excelling.

See page 27



With the data now available, community arts partners have the opportunity to more efficiently align programming to CPS student needs.

See page 15



Many small grassroots partners have been identified through data collection. Those currently working in the district need access to improved supports, including capacity building and quality assessment, in order for the district to enhance the arts learning of every CPS student.

See page 15



The majority of in-school-time partner programs are one-time field trips or performances that—while valuable and may address an identified school need—signal little consistent or ongoing student access to partner programs.

See page 17



Although total arts education funding is over \$120 million annually, there is need for additional investments from the district if it is to meet the goals of the board-approved CPS Arts Education Plan.

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Philanthropic investments are deep but not broad. The greatest share of corporate and foundation funding goes toward arts residencies, which have a higher cost of provision. Just 28 percent of schools had an arts residency in 2012–13.

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INSTRUCTORS ANCHOR THE ARTS IN SCHOOLS

Students typically receive arts instruction from two primary sources: classroom arts instructors and community arts partners. School-based, credentialed arts instructors are the anchors for arts education for every student and the single source for sequential K–12 arts instruction. Community-based arts partners provide services that support these arts instructors, help integrate arts with academic content, and diversify the arts disciplines to which students are exposed.

At the end of the 2012–13 school year, 82 percent of the 577 district-run CPS schools had both an arts instructor and a community arts partner.^{7,14} Four percent had a community arts partner but no instructor, 12 percent had an arts instructor but no community arts partner, and two percent had neither.

ARTS EDUCATION IN CHICAGO

A BRIEF HISTORY

Like most school districts in the United States, Chicago Public Schools (CPS) has, for more than thirty years, struggled to provide quality arts education to all its students. In the 1980s, CPS shortened the school day. The shorter day, coupled with increasing pressures on schools to perform academically, meant that district and school leaders often chose to de-emphasize arts education.

In the 1990s, the rise of Local School Councils gave individual schools greater authority to determine their own budgets, curriculums, and programming. This allowed individual schools the choice to

develop unique arts programs in partnership with teaching artists and arts organizations.

Gradually, district leadership began testing out strategies to improve arts education more systematically. In 1999, the district's Magnet Cluster Initiative supported 60 schools to develop school-wide, curriculum-based programs focused on fine and performing arts. In 2003, with support from the Chicago Community Trust, the district launched 17 arts demonstration schools, modeling sequential instruction in visual arts, dance, theatre, and music; as well as the sharing

of resources across schools. The demonstration schools were intended to pave the way for all elementary school students to receive equitable, thoughtfully sequenced arts instruction. In 2006, local foundations privately funded a revamped CPS Office of Arts Education, signaling the growing importance of the arts to local civic and CPS leaders.

Yet arts education in Chicago was still falling short. In 2008, a Wallace Foundation national report on the state of arts education³ observed that Chicago's public schools remained weak in planning

1979

CPS shortens the school day

1990

First Local School Councils elected

1999

Magnet Cluster Initiative encourages schools to focus on fine and performing arts

2003

The Chicago Community Trust leads the launch of arts demonstration school sites across the city



and provision of arts. In response to the report, more than 400 representatives from schools, arts organizations, CPS, and local funders participated in the Chicago Arts Learning Initiative (CALI), which called for better coordination of resources to create sustainable access to the arts for children across the city.

Ingenuity was founded in 2011 to carry out CALI's vision.

In 2012, new Chicago leaders stepped up to the challenge of revitalizing arts education. The City of Chicago and the Department of Cultural Affairs

and Special Events led the creation of the first city-wide Cultural Plan in 25 years. After more than 40 public town hall sessions, Chicago's citizens spoke clearly in support of more arts in our schools. Heeding this call, Ingenuity and hundreds of community leaders helped CPS create its ambitious three-year Arts Education Plan, which led the Chicago Board of Education to declare the arts a core subject of equal importance with traditional academic subjects.

In 2013, CPS launched the Creative Schools Initiative. Developed in collaboration with

Ingenuity, the Initiative provides incentives and accountability measures as well as roadmaps and technical assistance to help schools grow their arts instruction. In an era of standardized testing, when non-tested subjects are too often pushed out of the school day, the Creative Schools Initiative is working to restore the arts to the classroom.

2006

The CPS Office of Arts Education is created with funding from local foundations

2008

The Wallace Foundation Report examines the arts in schools across the nation and acknowledges Chicago as weak in arts planning and provision

2010

The Chicago Arts Learning Initiative (CALI) convenes representatives from 200+ arts and cultural, and educational stakeholder groups who issue a call for more arts in schools

2011

Ingenuity is founded

Ingenuity's *artlook* Map is available to the public online

2012

The Chicago Cultural Plan is created

Arts education is highlighted as the number-one priority

Ingenuity and CPS lead the first CPS Arts Education Plan

CPS extends the length of the school day

2013

Creative Schools Initiative begins

Chicago Mayor Rahm Emanuel, makes \$1 million investment in arts education

First grants made from Creative Schools Fund directly to schools



THE LANDSCAPE



SCHOOLS



COMMUNITY ARTS PARTNERS



FUNDING



2012-13 AT A GLANCE

THE LANDSCAPE

Shown here is a selection of high-level findings from the 2012-13 school year related to the provision and funding of arts instruction in Chicago Public Schools. The following pages examine the baseline landscape of arts education for the district as they existed in the year of the creation and implementation of the CPS Arts Education Plan. By understanding this baseline for number of instructors in the system, student access to those instructors as well as instructional minutes, the scope of community services provided to schools, and the amount of funding invested in all of the above, we can begin to track annual progress and growth.

A SNAPSHOT

	ARTS INSTRUCTORS (full-time equivalents) ⁷	1,163.4
	NUMBER OF SCHOOLS IN THE DISTRICT	681
	NUMBER OF SCHOOLS COMPLETING CREATIVE SCHOOLS CERTIFICATION ⁹	387
	COMMUNITY ARTS PARTNERS ¹⁴	579
	ARTS PROGRAMS PROVIDED BY COMMUNITY ARTS PARTNERS ¹⁴	2,439

STAFFING

Schools with at least one full- or part-time arts instructor ⁷



95%

of elementary and middle schools

have at least one full- or part-time arts instructor



88%

of high schools

have at least one full- or part-time arts instructor

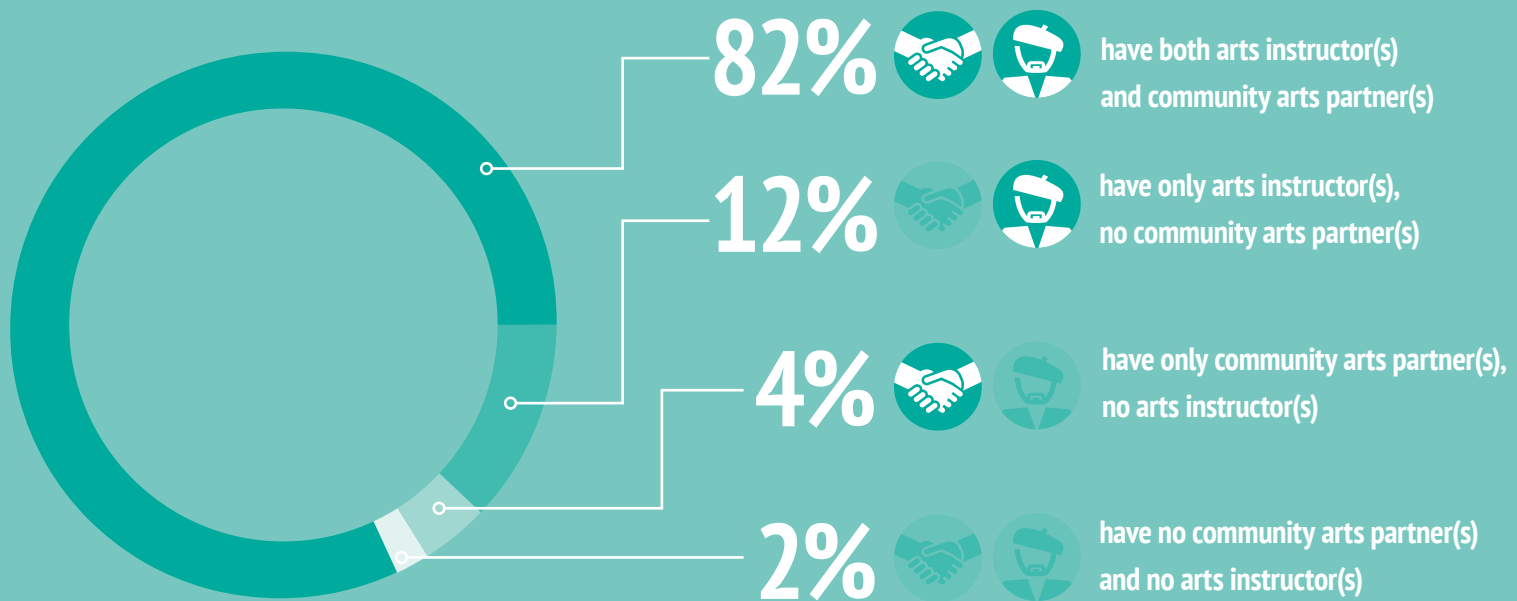


94%

overall

have at least one full- or part-time arts instructor

SCHOOLS WITH ARTS INSTRUCTORS AND/OR COMMUNITY ARTS PARTNERS ^{7, 14}



TIME ⁹



See page 28 for more information

The average weekly minutes for arts instruction

Reported by the 317 CPS elementary schools that completed the Creative Schools Certification survey

FUNDING ^{7, 9, 16}

**APPROXIMATELY \$122,000,000
WAS INVESTED IN ARTS EDUCATION.**

SCHOOLS & INSTRUCTORS

IS STAFFING ADEQUATE?

Ingenuity collected 2012–13 school year data on the total number of credentialed arts instructors in the district, the school-by-school distribution of these instructors, and specific arts disciplines taught.

The number of credentialed arts instructors in CPS has fluctuated over the past four years. The number increased during the 2012–13 school year when the Chicago Board of Education lengthened the school day and principals received funding that could be used to staff the additional classroom time. Though it dropped again shortly after, by approximately 100, arts staffing still ended the school year higher than previous years.

WHAT THE DISTRICT HAS

Total full-time equivalents (FTEs) by school year



CPS had 681 elementary, middle, and high schools⁷ in 2012–13, which were comprised of several governing structures, including district-run, charter, contract, performance, and options schools. Like most large urban districts, CPS struggled with budgetary challenges that affected its ability to deliver students a quality arts education.

Despite the budget challenges, most schools staffed at least one arts instructor as recommended in the CPS Arts Education Plan. However, six percent of schools did not staff an arts instructor in 2012–13.

WHAT THE DISTRICT NEEDS

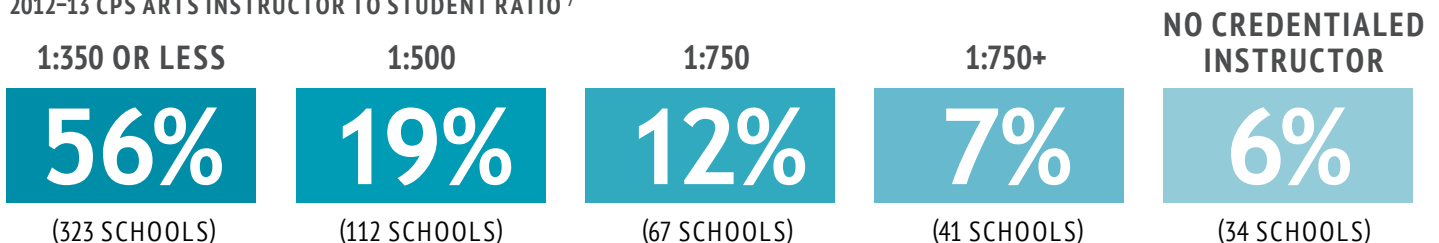
In 2012–13, Chicago Public Schools' arts-instructor-to-student ratio policy was 1:750. The Creative Schools Certification sets an ideal arts instructor to student ratio at 1:350. If met, this ratio would place CPS among the top districts nationally with respect to staffing and instructional time.

Given a student population of 403,498 students, to fulfill the Creative Schools Certification's goal for an arts instructor to student ratio of:

$$1:350 \quad \text{THE DISTRICT WOULD NEED} \geq 1,153 \quad \text{CREDENTIALLED ARTS INSTRUCTORS IN THE SYSTEM}$$

Although the district employs approximately the number of instructors needed to meet the ratio, the more intractable challenge is ensuring students have equitable access to them from school to school.

2012–13 CPS ARTS INSTRUCTOR TO STUDENT RATIO⁷

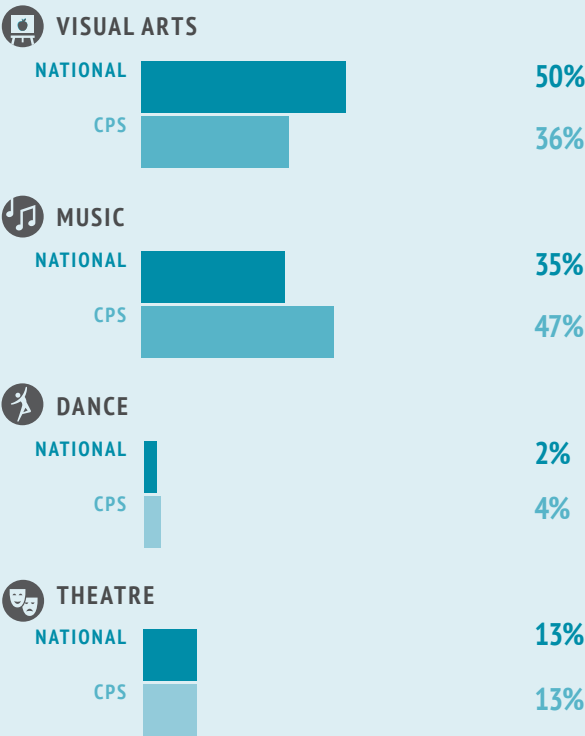


The 1:350 ratio was recommended by the Creative Schools Certification leadership committee of CPS leaders, higher education, philanthropy, and arts and cultural organizations. This ratio was vetted by the 40 member CPS Arts Education Plan Advisory Committee after an examination of national staffing ratios and is based on a general understanding of school size and instructor capacity.

WHAT CPS INSTRUCTORS CAN TEACH

The type of credentialed arts instructors in Chicago mirrors trends in other major urban school districts and reveals a familiar challenge. On average, an arts instructor holds two credentials in the arts, the most common of which are held in the disciplines of visual arts or music. Significantly fewer instructors hold credentials in dance and theatre.

Credentialed Arts Instructors ^{2,12}
National vs. CPS



KEY FINDINGS

The district employs close to the number of credentialed instructors needed to fulfill new elementary and high school arts requirements, but there is uneven distribution of these instructors across the district.

There is a need for more credentialed theatre and dance instructors to support the expanded high school graduation requirements in the arts, which now allow for those disciplines.

Schools must more adequately dedicate space for arts instruction.

WHERE ARTS INSTRUCTORS TEACH ⁹

Arts education thrives in dedicated spaces where students have room to create and instructors can store materials and take advantage of an environment appropriate to the arts (special ventilation, flooring, acoustics, lighting, etc.). Dedicated spaces also give arts instructors a permanent home within a school rather than having them travel from room to room, and often causing them to lose precious planning time.

OF CPS SCHOOLS REPORTING:

23%

have both dedicated and multi-purpose classroom(s)

58%

have dedicated arts classroom(s)

9% 10%

have multi-purpose classroom(s) have no dedicated spaces for the arts

Instructors without a dedicated classroom have expressed challenges compared to other disciplines and their instructors. Carting materials can mean teaching less robust curricula due to technologies, furniture setups, and classroom management techniques that vary from room to room. Arts instructors also note that establishing an arts dedicated environment, including materials and rules of conduct, is important to the structure of any classroom.

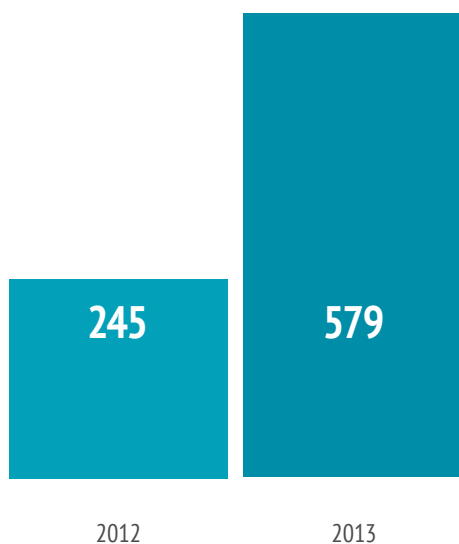
COMMUNITY ARTS PARTNERS

WHY ARE PARTNERSHIPS IMPORTANT?

The arts are best taught in a tiered approach with a credentialed instructor anchoring instruction that is supported by community arts partners. Community arts partners broaden the range of student arts experiences via field trips, performances, multi-week classroom residencies, and arts integration—as well as exposure to world-renowned artists and the opportunity to see, hear, and feel art. Partnerships are designed to supplement, but not replace, instruction by credentialed arts instructors. In a city with deep cultural resources like Chicago, giving schools and instructors access to these programs exponentially expands the depth and breadth of learning for students.

WHO PARTNERS ARE ^{9, 14}

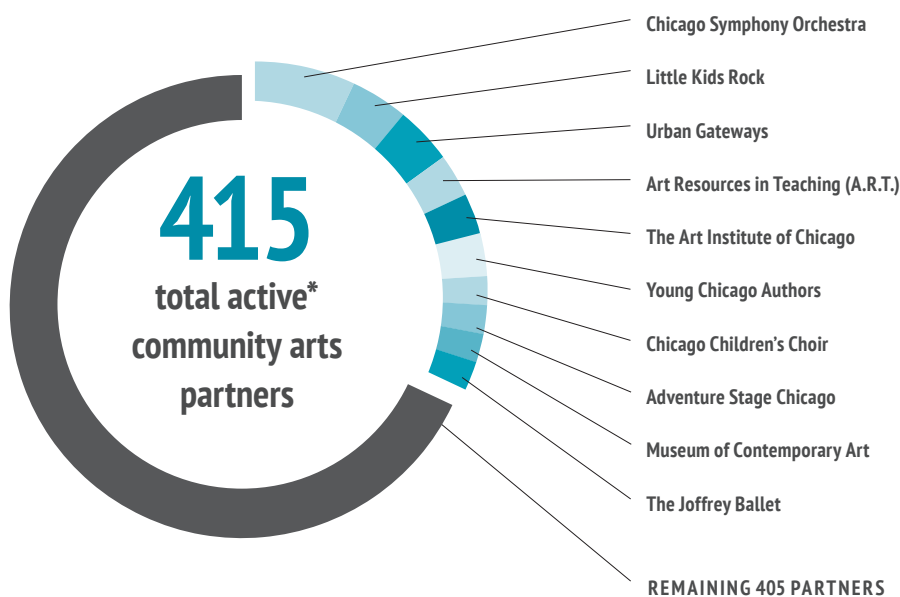
COMMUNITY ARTS PARTNERS IDENTIFIED THROUGH INGENUITY'S *artlook* SUITE



In the first year of *artlook* Schools data collection, school-based Arts Liaisons reported the presence of an additional 300+ community arts partners beyond what was previously identified.

TOP 10 PROVIDERS OF ARTS PROGRAMS IN 2012-13

Of the 415 active* partners, 10 partners provided nearly one-third of all arts programs offered in CPS. They were:

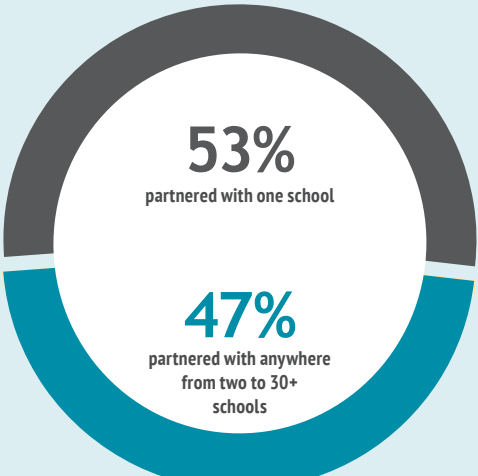


*Not every partner provides programming every year. For example, in the 2012-13 school year, 415 of 579 identified community arts partners provided programming to schools.

COMMUNITY ARTS PARTNER defines a broad spectrum of program providers ranging from individual teaching artists who work with a single school to grassroots and large nonprofits working with one to 50-plus schools and major cultural institutions like the Chicago Symphony Orchestra, which works with nearly 200 schools. To ensure all resources are captured, this report also includes nontraditional providers of arts-education resources—typically in-kind donations—such as materials and supplies, use of exhibitions spaces and volunteers.

REACH OF COMMUNITY ARTS PARTNERS IN SCHOOLS ^{9,14}

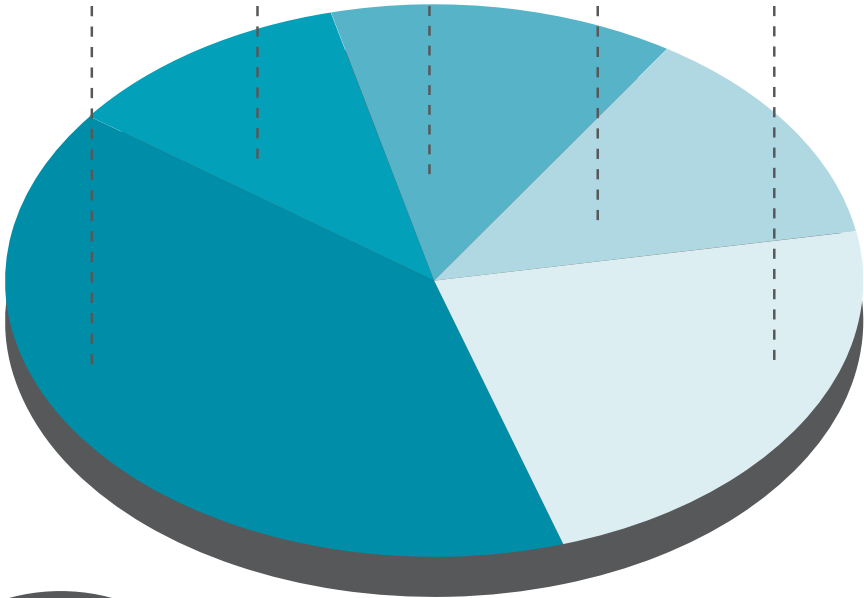
Of the 415 active community arts partners that worked with schools in 2012-13, 53 percent were small partners who served a single school, while the remaining 47 percent worked with two or more schools.



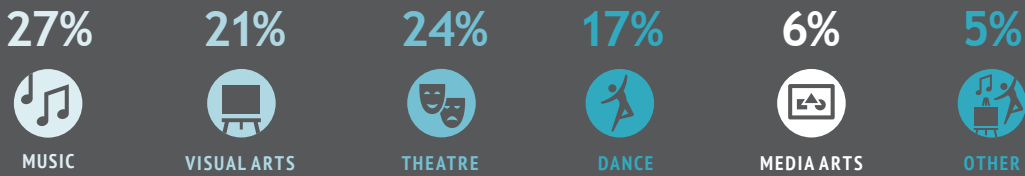
**KEY FINDINGS**

 With the data now available, community arts partners have the opportunity to more efficiently align programming to CPS student needs.

 Many small grassroots partners have been identified through data collection. Those currently working in the district need access to improved supports, including capacity building and quality assessment, in order for the district to enhance the arts learning of every CPS student.



WHAT PARTNERS OFFER ¹⁴



Note: Partners can and do offer programming in multiple arts disciplines, so the same partner may be counted in more than one category.

WHAT COMMUNITY ARTS PARTNERS OFFER, WHAT SCHOOLS USE

ARE STUDENT NEEDS BEING MET?

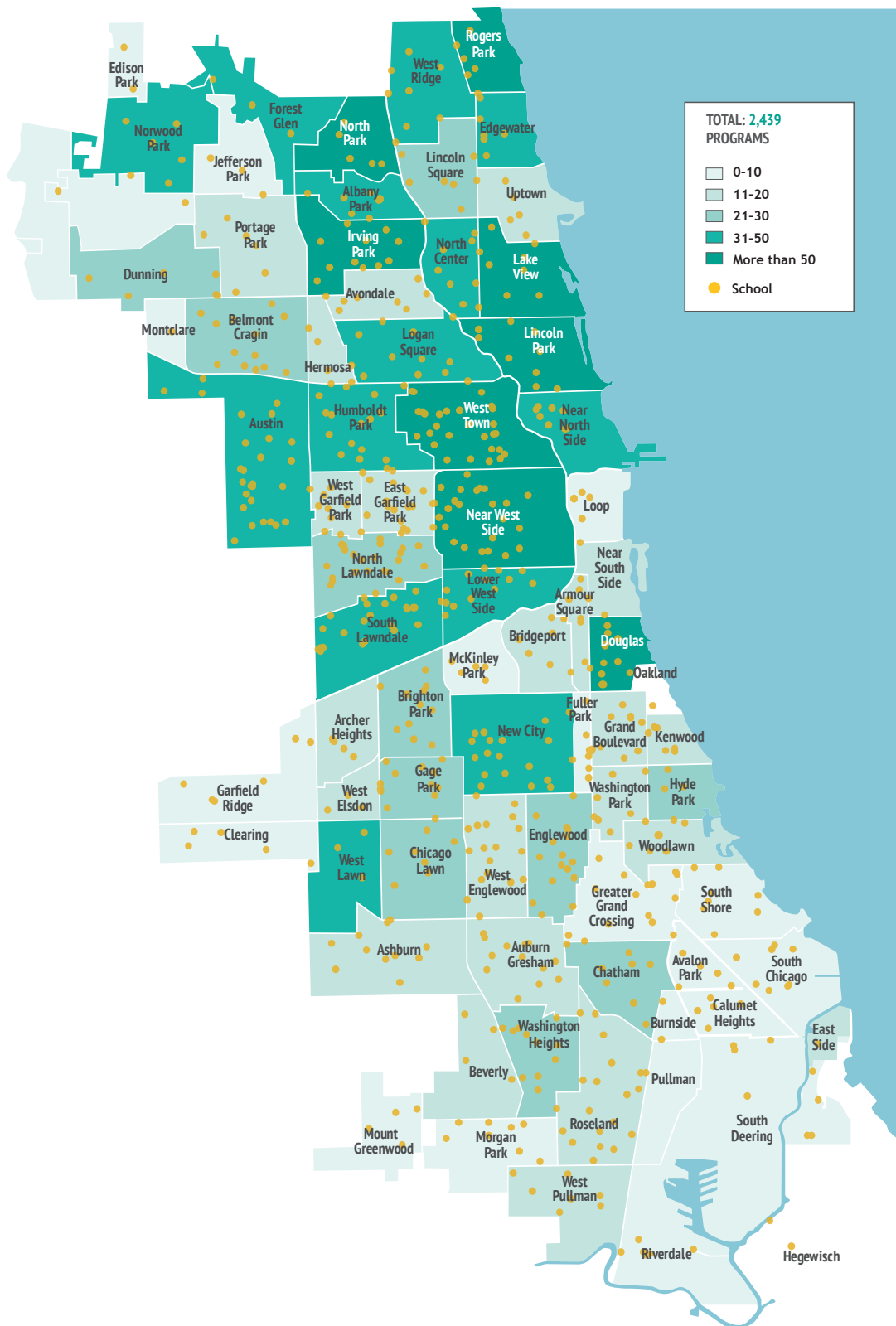
Community arts partners provide programs for students, instructor training, and professional development, as well as parent and family arts experiences. These partners commonly offer more than one type of program. When schools receive more than one program from a partner, the most common pairing is a residency and a field trip.

To gain a better understanding of the ways schools work with community arts partners to extend their students' arts experiences, Ingenuity collected data from both community arts partners and schools about the kinds of programs they offer and the most frequently-accessed arts experiences. For example, of the 579 partners, 34 percent offered residencies, which bring a teaching artist into the classroom regularly for an extended time period, typically integrating arts and academics. Ninety-five percent of those residencies occurred in schools with an arts instructor on staff.

When looking at the impact of community arts partners' programs on students, a recent national research study¹¹ showed students' academic growth was associated with their ongoing access to field trips. Additionally, artist-in-residence research⁴ showed an increase in critical thinking skills was associated with students' exposure to residency programs. Future Ingenuity reports will explore whether in-school performances lead to deeper partnerships in different forms and whether the frequency of partnerships impacts students experience and school climate.

The map to the right depicts the geographic distribution of the 2,439 programs provided by community arts partners during the 2012–13 school year. The dots represent the 681 schools in the CPS district. The map is not an indicator of the depth of programming or equity of access across schools within the same community area.

TOTAL NUMBER OF PARTNER PROGRAMS BY COMMUNITY AREA ^{9, 14}



ARTS PROGRAM OFFERINGS & UTILIZATIONS ^{9, 14}

Percentage of arts partners offering		Percentage of schools utilizing	KEY FINDINGS  The majority of in-school-time partner programs are one-time field trips or performances that—while valuable and may address an identified school need—signal little consistent or ongoing student access to partner programs. The in-classroom residency provides a deep arts learning opportunity, yet less than a third of all schools have an in-class residency. Of those schools that did, all but 10 paired the residencies with a pre-existing classroom instructor. 95% of schools with residencies have arts instructors on staff.
39%	 FIELD TRIP A classroom visit to a cultural institution, museum, or external arts partner's facilities for an arts-related education experience or performance.	29%	
20%	 PROFESSIONAL DEVELOPMENT Training for instructors and/or administrators that enables staff to learn more about developing arts-based lessons and best practices; it is often customized to specific classroom interests and goals.	22%	
51%	 OUT-OF-SCHOOL TIME Any arts-based programming in which CPS youth participate before or after the traditional school day.	33%	
28%	 RESOURCES An external provider supplies physical resources to supplement a school's arts education programming (arts supplies and instruments, etc.). Does not include grants or granting agencies as partners.	21%	
34%	 RESIDENCY An artistic program within a given school where a teaching artist implements an arts learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.	28%	
39%	 IN-SCHOOL PERFORMANCE An external arts organization comes into a school to provide a single-day performance, exhibit, lecture/demonstration, or event to a specific grade, class, or entire student body.	24%	
32%	 OTHER Services not captured in the other categories (e.g., parent and community programs and classes, planning services, and hosting exhibitions and competitions).	16%	

FUNDING

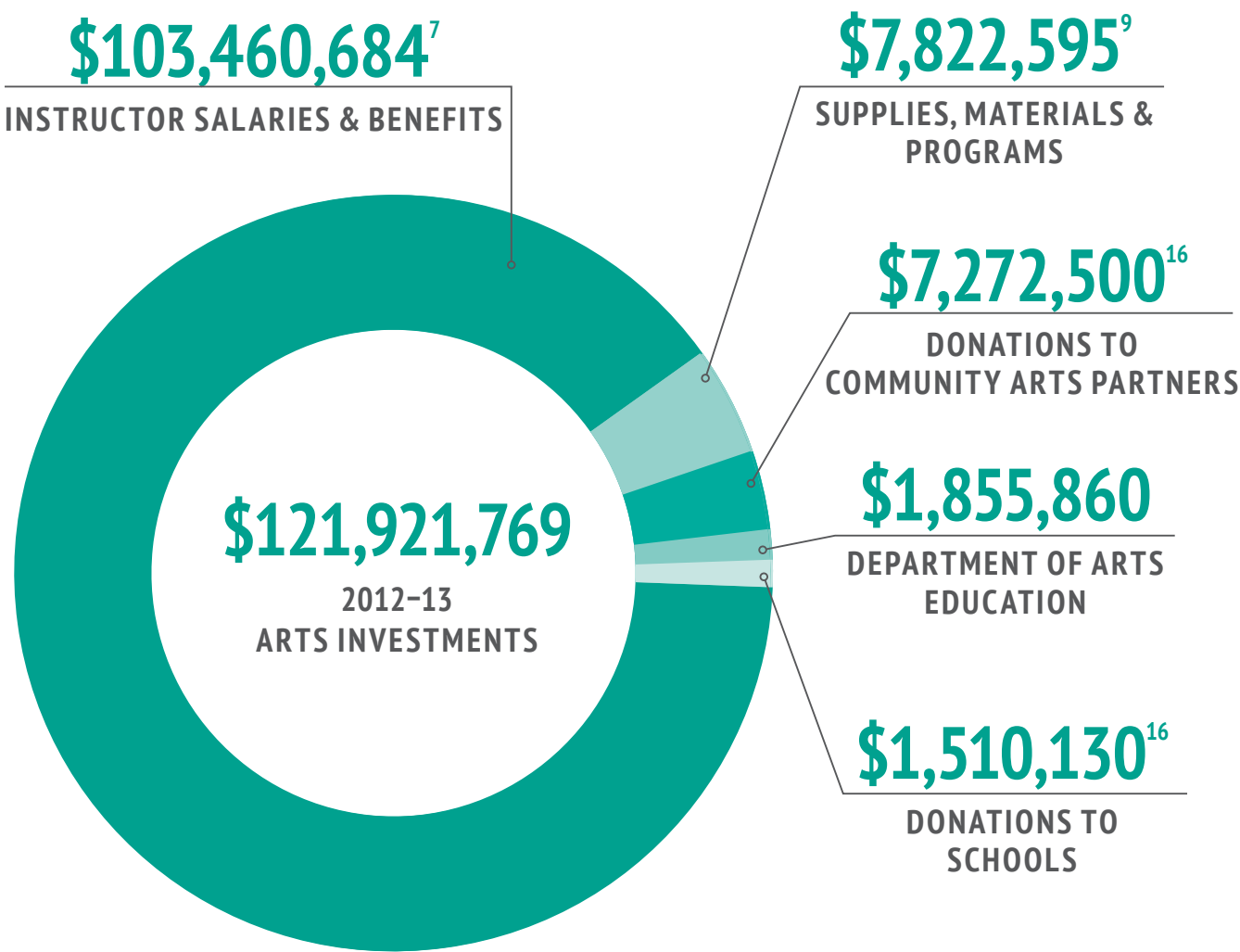
IS THERE ENOUGH?

In its recent report on state-level arts policies across the United States²⁰, the Arts Education Partnership noted that strong policies must be combined with adequate local supports—including financial resources—to make those policies come alive in schools. A baseline analysis was conducted to examine the financial resources from CPS as well as external funders that went towards arts instruction in CPS in 2012–13.

In 2012–13, Chicago Public Schools’ investments included funds allocated at the district level for the Department of Arts Education, which manages arts programs and curricula, as well as arts instructor positions dispersed across the district using a quota formula. Individual schools’ investments, including any school-level public monies such as federal Title I and state supplements to high-poverty schools, were earmarked by principals from their individual budgets.

The external investments listed were reported by a dedicated group of foundations and corporations that provide grants and resources to either schools or community arts partners, and does not represent the complete universe of external investments, which is still unknown. Harder to track, and not represented in this report, is funding raised by individuals, parent groups, and small associations across all 681 schools. Additionally, data does not account for donations made by individual patrons to arts education organizations and institutions last year; these donations likely amount to several million dollars. Ingenuity’s goal is to capture and analyze these and other types of investments more closely in future reports.

DISTRICT AND COMMUNITY FUNDING FOR ARTS EDUCATION



Note: During Ingenuity’s 2012–13 data collection, most schools were still using quota formulas to allocate instructors and school administrative positions. Student Based Budgeting (SBB), introduced in FY2014, allocates core instruction funding to schools on a per-pupil basis. Funding data in Ingenuity’s next report will reflect the first year of SBB, which does not influence supplemental general state aid (SGSA), Title I funds, and positions for magnet, selective enrollment, International Baccalaureate, or STEM programs. In the graph above, funding for the Department of Arts Education includes \$350,000 from the US Department of Education.

PRIVATE PHILANTHROPY

WHERE FUNDS COME FROM ^{9, 16}

Sixty-one percent of schools that completed the Creative Schools Certification reported receiving external funding.

Chicago's philanthropic community has an extensive track record of investing in arts education. Ingenuity surveyed Chicago's leading institutional funders to determine their 2012-13 grantmaking in arts education and how it was allocated. These figures only reflect those 21 foundations and corporations that chose to provide information on their grantmaking and are therefore not comprehensive of all philanthropic arts education giving.

Grants reflect money directly applied for by schools, while foundations and businesses/corporations typically reflect donations given but not applied for. Many of these schools and parent communities displayed a great deal of community effort and commitment to obtaining other funds for arts instruction, including ticket and T-shirt sales, alumni association support, student fees, individual giving drives, book fairs, LSC support, and the allocation of parking lot funds.

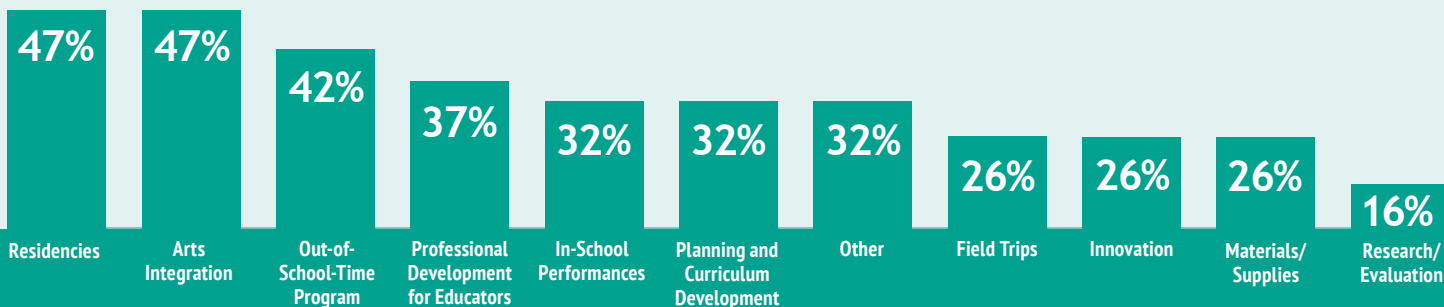
More than one-fifth of the CPS schools surveyed received some form of foundation or corporate grant for arts education. Ingenuity's survey shows that Chicago's arts funders made nearly 300 grants to support arts education in CPS.

OF THE 294 GRANTS
MADE TO 142 SCHOOLS,
THE AVERAGE GRANT WAS **\$18,734**¹⁶

WHAT FUNDS SUPPORT

Chicago's arts funders have historically supported arts education in a variety of ways, from large, systems-level initiatives to grassroots, neighborhood programs. Funders also support curriculum development, innovation, research, and evaluation, among other initiatives. The institutional funding shown in this report reflects grants for arts instruction that took place both during and outside the school day.

EXTERNAL GRANTS ¹⁶



ARTS PROGRAMS SUPPORTED

KEY FINDINGS

Although total arts education funding is over \$120 million annually, there is need for additional investments from the district if it is to meet the goals of the board-approved CPS Arts Education Plan.

Philanthropic investments are deep but not broad. The greatest share of corporate and foundation funding goes toward arts residencies, which have a higher cost of provision. Just 28 percent of schools had an arts residency in 2012-13.

Arts education funding comes from both the district and private community funding.

THE PLAN



CPS ARTS EDUCATION PLAN



CREATIVE SCHOOLS INITIATIVE



CREATIVE SCHOOLS CERTIFICATION



Photograph by David Saradin, CPS Office of Communications

CPS ARTS EDUCATION PLAN PROGRESS

In 2012, Chicago Public Schools created its first-ever Arts Education Plan. The three-year plan emphasized the need to provide every student with ongoing, sequenced arts each year from K–12 by a credentialed arts instructor. The Plan also immediately advanced key policy changes, including elevating arts to a core subject and adding arts education metrics to each CPS school progress report card.



NOT YET
ADOPTED



PARTIALLY
ADOPTED



ADOPTED



PARTIALLY
IMPLEMENTED



FULLY
IMPLEMENTED

GOAL 1: DISTRICT ARTS POLICY

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

- A** Make arts a core subject by dedicating 120 minutes of arts instruction per week for elementary schools. 
- B** Expand the number of arts forms offered to include visual arts, music, dance, and theatre at all grade levels. 
- C** Expand high school graduation requirements to include all four Illinois recognized art forms. 
- D** Set minimum staffing requirements in the arts at one certified full-time employee per school or an improved ratio such as one instructor for every 350 students. 
- E** Identify and activate an Arts Liaison in every school and network for improved coordination and communication in the arts. 

GOAL 2: ARTS CURRICULUM, INSTRUCTION, AND ASSESSMENT

Ensure district arts curriculum, instruction, and assessment are consistent, supports arts learning pathways from PreK–12, and utilizes both direct arts instruction and arts integration strategies.

- A** Map and align arts curriculum to the Common Core State Standards in order to support high school graduation, college entry, college graduation, and career readiness. 
- B** Align the "Chicago Guide for Teaching and Learning in the Arts" to the forthcoming Core Arts Standards. 
- C** Add additional art forms (i.e. media arts) to the curriculum in the "Chicago Guide." 
- D** Require that the arts be represented on each school's Continuous Improvement Work Plan (CIWP). 

GOAL 3: CAPACITY BUILDING

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

- A** Create a system for identifying professional development needs and growth areas in the arts. 
- B** Offer consistent and relevant professional development to all CPS stakeholders, including instructors, principals, chiefs of schools, parents, and arts partners. 
- C** Develop Creative Schools Certification to provide school- and network-level guidelines and structures that will support principals planning for and implementing the arts both in and out of their school day. 
- D** Identify opportunities to tie arts education to college and career readiness as well as workforce standards. 
- E** Write and disseminate "School Leadership Guide in the Arts" to establish a common vocabulary and understanding in the arts. 



The Plan also made a recommendation to elementary schools: provide two hours of weekly arts instruction to every elementary school student. For this report, the 317 Creative Schools–certified elementary schools reported offering an average of 99 minutes of weekly arts instruction in the 2012–13 school year.

The chart below details progress made since CPS began implementing the Plan in 2012–13.

GOAL 4: PARTNERSHIP		
Facilitate and support strategic partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and celebrate and honor student voice, culture, and traditions.		
A	Design and implement a request for proposal process that supports and elevates the quality of programs provided by arts partners and independent teaching artists.	🕒
B	Match at least one arts partner to every school in collaboration with an arts, classroom, or other content area instructor.	🕒
C	Design and implement a coordinated public/private strategy that will improve delivery of resources, opportunities, and partnerships at the school level through Arts Liaisons.	🕒
GOAL 5: DATA-DRIVEN DECISIONS		
Build sustainable system infrastructure to track, analyze, and disseminate standardized data on arts instruction and programming.		
A	Create a system to track elementary school-level arts data.	✅
B	Include the arts on measures of school success (i.e. principal evaluations) and in internal tracking mechanisms (i.e. staffing, courses, and additional benchmarks).	🕒
C	Measure reach, implementation, and effectiveness outcomes of arts partnerships, so schools can determine “quality” partnerships.	🕒
D	Integrate the arts into the school scorecard with multiple indicators, FAQs, an information portal, and a summary of data.	🕒
E	Create an assessment system that qualitatively and quantitatively captures, measures, and communicates arts learning outcomes that recognizes the uniqueness of arts and student learning.	🕒
GOAL 6: ACROSS ALL PRIORITIES		
Ensure adequate and sustainable arts education funding is equitably distributed across the district and additional funds are available to support arts innovation and school action plans.		
A	Require each school to maintain a budget for the arts set at a minimum percent of each school’s overall budget or a per-pupil or per-arts-formula.	🕒
B	Establish a district fund to provide all schools with adequate materials and resources.	🕒
C	Create an external Arts Expansion and Alignment Fund to support schools directly for external partnerships that are in addition to certified arts staff.	🕒
D	Develop and maintain external funding streams via previously untapped sources such as corporate and public donation.	🕒

THE CREATIVE SCHOOLS INITIATIVE

The creation of the CPS Arts Education Plan in 2012 was the first time Chicago Public Schools had set concrete long-term goals to bring arts instruction to all students. As a collection of policy changes and recommendations, the Plan's goal is to expand arts instruction across all schools over three years. The Creative Schools Initiative was launched to move the CPS Arts Education Plan from concept to action.

One of the most consistent issues in public education is how to attain growth in non-tested subjects. Designed with Ingenuity's support, the Creative Schools Initiative was set in motion to develop a district-level infrastructure consisting of strong policy and guidance, as well as technical supports at the school level, to promote growth in arts instruction.

The Initiative drives four interlocking strategies aimed at building leadership in every school, using data and information to plan more effectively and expanding the pool of financial resources to help schools bring the arts to more students throughout their school years. Each of these strategies responds to central issues and challenges that were identified by instructors, community arts partners, and others at town hall sessions held during the Arts Education Plan's creation.

THE CREATIVE SCHOOLS INITIATIVE FOCUSES ON:



SCHOOL LEADERSHIP

Arts-supportive leadership at the school level is critical for success. The long-term goal is to build a solid infrastructure in each CPS school that can support and nurture arts growth. New peer-to-peer principal and instructor professional development programs, along with blueprints for decision making, are being put in place.

Additionally, a new Arts Liaison leadership role has been created for individual schools. These existing staff members become the school's champion for all arts instruction, driving budgeting and planning, reporting progress through annual data updates, and coordinating curricula and programs, including partnerships.

DATA

To understand how to grow arts programs, schools must first recognize what already exists to build on. Ingenuity designed and manages the *artlook* Suite, which collects detailed information on arts instruction in every school. The goal is to identify student needs for each school, including additional staffing, minutes of instruction, disciplines taught, and partnerships.

THE CREATIVE SCHOOLS CERTIFICATION

The *artlook* Data is used to identify each school's position along the Creative Schools Certification continuum—now reflected on CPS school progress report cards—and provides a clear picture of the distribution and availability of arts education throughout the district. The Certification has five categories ranging from Incomplete Data to Emerging and Excelling. It creates a roadmap for expanding quality and access. Now principals can clearly understand the decisions needed to grow arts instruction in their school and move their school up the certification ladder.

THE CREATIVE SCHOOLS FUND

Growth almost always requires financial support. Although comprehensive, system-wide funding remains elusive, the Creative Schools Fund provides modest grants directly to schools based on needs identified through the Creative Schools Certification. Responding to feedback in the Arts Education Plan town hall sessions, grants made by the fund support instructor-designed arts programs that would otherwise go unfunded. The Fund exclusively supports programs involving school-based, credentialed arts instructors.



Photograph by David Saradin, CPS Office of Communications

CREATIVE SCHOOLS CERTIFICATION

The Creative Schools Certification is the centerpiece of the CPS Arts Education Plan and the Creative Schools Initiative. Certification data, which includes the amount of time and number of instructors allotted to arts education at each grade level, enables CPS to identify each school along a five-category continuum.

The 2012–13 Certification category for each district-run school was shared with parents and community when it appeared for the first time on each CPS school's annual progress report card in fall of 2013. Categories for schools that completed the certification range from Emerging to Excelling. A fifth category is given to schools with incomplete data.

A team of CPS leaders joined arts partners, higher education officials, and philanthropy leaders to develop the rubric, which was approved by the

40-member CPS Arts Education Plan advisory committee. The rubric measures each school's level of arts investments. The group, which was facilitated by Ingenuity and CPS, also considered the Arts Education Plan goals and recommendations, as well as real-time school data, to understand how schools were implementing programs given their varying spectrum of resources. This process provided a better understanding of school capacity and ensured that Creative Schools Certification goals were set neither too high nor too low.

THE BASELINE

In its first year, 387 schools completed the Creative Schools Certification survey. These schools represented 57 percent of Chicago's public schools and 64 percent of the district's enrollment.

CREATIVE SCHOOLS CERTIFICATION RUBRIC

Elementary Schools

ARE CATEGORIZED BASED ON



Staffing



Access



Minutes of Instruction

High Schools

ARE CATEGORIZED BASED ON



Staffing



Disciplines and Depth

AND

Elementary Schools and High Schools

ARE BOTH CATEGORIZED BASED ON



Budget



Professional Development



Arts Integration



Partnerships



Parent and Community Engagement

BASED ON THESE CRITERIA, SCHOOLS RECEIVE A CATEGORY RATING



Incomplete Data
schools that have either not responded completely; or at all.



Emerging
rarely meets goals.



Developing
occasionally meets goals.



Strong
nearly meets goals.

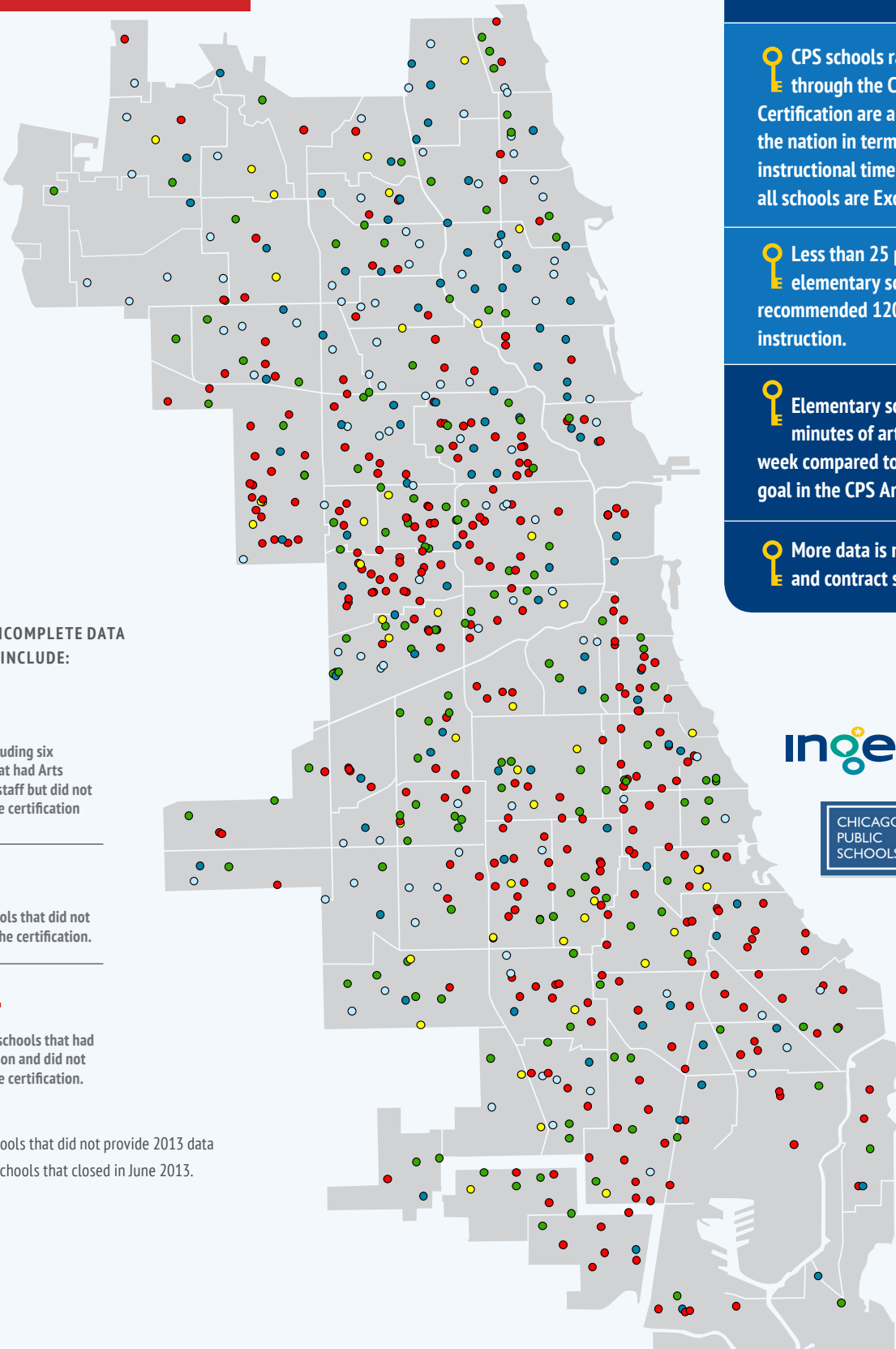


Excelling
meets CPS Arts Education Plan goals for arts instruction.

(For full information on the rubric, see page 40.)

2012-13 CPS SCHOOLS BY CREATIVE SCHOOLS CERTIFICATION CATEGORY ⁹

EXCELLING	97	14%
STRONG	99	15%
DEVELOPING	146	22%
EMERGING	44	6%
INCOMPLETE DATA	295	43%



THE 295 INCOMPLETE DATA SCHOOLS INCLUDE:

87
schools, including six charters, that had Arts Liaisons on staff but did not complete the certification in full.

84
charter schools that did not respond to the certification.

124
district-run schools that had no Arts Liaison and did not complete the certification.

Note:
The 295 schools that did not provide 2013 data include 37 schools that closed in June 2013.

KEY FINDINGS

- CPS schools ranked as Excelling through the Creative Schools Certification are among the highest in the nation in terms of arts staffing and instructional time. Fourteen percent of all schools are Excelling.
- Less than 25 percent of CPS elementary schools provide the recommended 120 minutes of weekly instruction.
- Elementary schools average 99 minutes of arts instruction per week compared to the 120 minute goal in the CPS Arts Education Plan.
- More data is needed from charter and contract schools.

ingenuity

CHICAGO PUBLIC SCHOOLS | CPS

CREATIVE SCHOOLS CERTIFICATION: BASELINE FINDINGS

WHAT ARE THE TRAITS OF A CREATIVE SCHOOL?

Three hundred eighty-seven Chicago public schools completed the Creative Schools Certification (CSC) survey in 2012–13. Together, the 317 elementary schools and 70 high schools represent 57 percent of district schools and enroll 64 percent of students in the district.

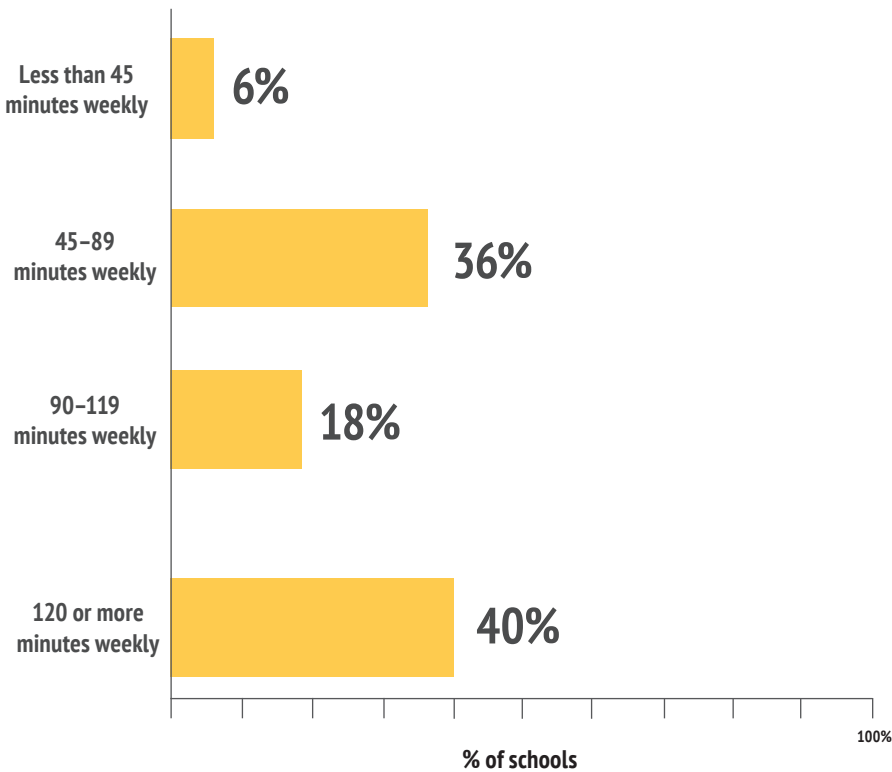
It is important to recognize that the 295 schools that did not complete the CSC process could fall anywhere on the spectrum from excelling to offering little or no arts. To offer a more accurate overall picture of CSC school practices, outlier schools—those with numbers significantly higher or lower than the average—were removed from these analyses.



MINUTES OF WEEKLY ARTS INSTRUCTION BY SCHOOL ⁹

The CPS Arts Education Plan recommends each student receive 120 minutes of weekly instruction by a credentialed arts instructor. The Creative Schools Certification survey requests Arts Liaisons report the average number of minutes provided at each grade level and percentage of students taught the arts in each grade. Three hundred seventeen elementary schools responded, and 127 schools, or 40 percent of respondents, reported offering their students 120 minutes or more of instruction during the 2012–13 school year.

These 127 schools that reported meeting the recommended minutes of instruction equate to nearly one quarter (24.2%) of all of CPS's 472 elementary schools.



INSTRUCTOR-TO-STUDENT RATIOS ⁹

1:208 1:398

for High School

for Elementary School

1:360

Average for Elementary and High School

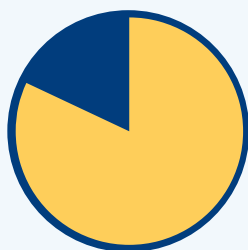
In 2009, Dallas Independent School District had district-wide ratios of one music instructor for every 699 students and one visual arts instructor for every 679 students.¹⁷ In 2013, the New York City Department of Education reported arts-instructor-to-student ratios of 1:522 in elementary schools and 1:511 in middle schools.¹ These arts instructors represented all disciplines and could be working either full or part time. By comparison, CPS's Excelling schools are among the leading schools nationally for providing dedicated staffing and arts instruction for students. The goal is to grow the number of schools with a 1:350 ratio.



On average, certified elementary schools provide 99 minutes of weekly arts instruction for their students by a credentialed CPS arts instructor. ⁹



ARTS INTEGRATION ⁹



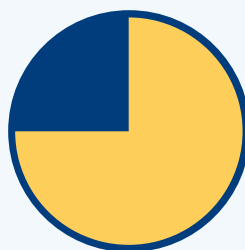
82%

OF SCHOOLS

report integrating arts with an academic subject to meet learning objectives in both areas.



PROFESSIONAL DEVELOPMENT ⁹



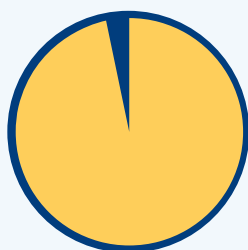
75%

OF SCHOOLS RECEIVED

arts-specific professional development.



PARENT AND COMMUNITY ENGAGEMENT ⁹



97%

OF CSC SCHOOLS

had student, parent, and community engagement in the arts.

Of the schools:

81% had school-based exhibits **54%** had volunteer opportunities

87% had performances **61%** had community events



DISCIPLINES AND DEPTH (HIGH SCHOOL) ⁹

AVERAGE NUMBER OF DISCIPLINES OFFERED:

2

MOST COMMON PAIRING:

MUSIC & VISUAL ARTS

EACH DISCIPLINE AVERAGES TWO DEPTH LEVELS:

BEGINNING, INTERMEDIATE, ADVANCED, HONORS, IB/AP



BUDGETING FOR THE ARTS ⁹

Creative Schools certified schools—especially Excelling schools—dedicate greater amounts of their school budgets to support arts education. The figures below reflect supplies, materials, and programs for the school year but not instructor salaries or capital expenses.

CATEGORY	AVERAGE INVESTMENT PER STUDENT
EXCELLING	\$67.73
STRONG	\$23.47
DEVELOPING	\$9.46
EMERGING	\$18.83

Note: Small sample sizes for certain categories may affect per-student investment figures. These figures will become stronger as more schools report in the future.

RECOMMENDATIONS

CPS Arts Education Plan:

The Chicago Public Schools Arts Education Plan was developed to guide arts education policy from 2012–2015. A set of goals and recommendations were laid out in the plan.

Ingenuity Key Findings:

Ingenuity began collecting data based on the goals and recommendations established in the CPS Arts Education Plan in order to understand the current state of arts education in Chicago as well as the progress of the Plan.

Ingenuity Recommendations:

Based on the goals of the CPS Arts Education Plan and Ingenuity's key findings, these recommendations have been developed, which are meant to support the achievement of the goals set forth in the Plan.

The following recommendations are based on the key findings and original goals of the CPS Arts Education Plan as presented in this report.

Listed below each recommendation are the CPS Arts Education Plan goal(s) it meets and the stakeholders who can play a role in its implementation.

Recommendation 1

Provide Students with Equitable Access to Arts Instruction

Aligns with Plan Goals 1 and 6

The CPS Arts Education Plan is designed to bring the arts to every child, in every grade and in every school. To achieve this, the district must take further steps in policy, practice, and funding. Ingenuity recommends the following:

A. Ensure Adequate Staffing Levels. More deeply adopt the Arts Education Plan's goal calling for staffing of at least one FTE arts instructor in each school. Provide stronger principal budget guidance and planning supports to help individual school leaders improve their staffing plans to meet the requirement of 120 minutes of instruction per week for elementary students and the opportunity to receive credit in two art disciplines for high school students.

Stakeholders: CPS District, Schools

B. Ensure Equitable Staffing School-by-School. The number of instructors in the district has increased, but significant staffing disparities remain between schools. The Creative Schools Certification sets a high bar for schools by calling for a 1:350 credentialed arts-instructor-to-student ratio. If achieved, this staffing level would exceed those of most comparable urban school districts. Reallocation of existing instructors seems a tenuous plan, and the hiring of large numbers of additional instructors is unlikely. Therefore, establish a public leadership committee to address and resolve the challenge of school-by-school student access to arts instructors. In addition, analyze the current ratio recommendation and its impact on access to sequential arts education.

Stakeholders: CPS District, Schools, Chicago Teachers Union

C. Deeper District Financial Investments. Increase the school-based investments in staffing, infrastructure, and supplies, in support of the CPS Arts Education Plan. Earmark additional funds for the Creative Schools Initiative, including funds for basic arts materials, supplies, and resources for schools. Funding for these basic supplies at the school level remains a significant challenge, as educators often pay out of pocket for supplies. A greater investment by the district would support the work of classroom instructors as well as underpin student learning in meaningful ways.

Stakeholders: CPS District, Philanthropy

D. Expand Funding for the Creative Schools Initiative. Locate public and private funding to advance the work of the Creative Schools Initiative, which will make greater financial resources available to educators and schools for necessities such as supplies, professional development, and

arts partnerships. Expanding public and private funding for the arts fulfills a recommendation of both the Chicago Cultural Plan and the CPS Arts Education Plan.

Stakeholders: CPS District, Philanthropy, Ingenuity

Recommendation 2

Elevate School Leadership

Aligns with Plan Goals 1 and 3

Creating arts-supportive policies is important, but along with funding, to institute true change school leadership must embrace arts instruction at the school level. Ingenuity recommends developing supports, including:

A. Improve Principal Support and Training. Increase principal training and mentorship around curriculum planning, budgeting, and instruction. District and network leadership should help drive greater adoption of the 120 minutes of weekly arts instruction for elementary schools. Stronger principal training and guidance documents, including broader use of the Creative Compass Program—as called for in the CPS Arts Education Plan—will help school leaders. This new program will assign principals who are strong in the arts to mentor principals with emerging programs.

Stakeholders: CPS District, Schools, Philanthropy, Higher Education

B. Increase Instructor Leadership Opportunities. Provide more opportunity for credentialed arts instructors to become leaders within their schools. Opportunities may include train-the-trainer professional development that helps non-arts classroom instructors work with arts instructors on arts integration techniques. The Common Core State Standards and the National Core Arts Standards can offer credentialed art instructors the opportunity to help their school peers utilize arts education to build student capacity in other subjects.

Stakeholders: CPS District, Schools, Chicago Teachers Union, Philanthropy, Higher Education

Recommendation 3

Improve Supports for Community Arts Partners

Aligns with Plan Goals 3 and 4

Data shows that community arts partners play a significant role in the ecosystem of providing arts learning to students in Chicago's public schools. Despite strength in numbers and many model programs, there is room to improve partner programs and services and to find a more efficient coordination and alignment of services to schools. Ingenuity recommends the following:



Photograph by John Booz Photography

A. Improve How and Why Partners Connect with Schools. Work with the arts partner community to establish new systems for identifying actual school, educator and student need, and more effectively coordinate partnerships that address those identified needs.

Stakeholders: CPS District, Schools, Philanthropy, Ingenuity, Community Arts Partners

B. Improve Professional Development Systems. Create and launch professional development programs targeted at building the capacity of community arts partners of any size to enhance partnership capacity, data tracking, assessment and evaluation, curriculum development, and more. Find efficiencies in sector-wide professional development for community arts partners to reduce duplication and expenses and reach more people.

Stakeholders: Philanthropy, Ingenuity, Community Arts Partners

C. Elevate Arts Liaison Leadership. Ensure the nomination of an Arts Liaison in every school and expand support, training, and resources for Arts Liaisons, including offering more in-depth technical assistance and enhanced financial supports to schools with Arts Liaisons.

Stakeholders: CPS District, Schools, Philanthropy

Recommendation 4

Elevate Quality of Instruction for Students

Aligns with Plan Goals 2, 3 and 4

Inherent in ensuring an arts education for every child in CPS is high-quality instruction. In reality, program and instructional quality can vary greatly. Ingenuity recommends full implementation of the CPS Arts Education Plan, which includes an examination of the quality of instruction, student learning, and programs provided. The goals of the Plan are as follows:

A. Create a System to Increase the Quality of Arts Learning through Classroom Instructors. As called for in the CPS Arts Education Plan, develop a system to measure arts learning and student outcomes. Student portfolios, performance, and more may contribute to the process. Launch a committee in 2014–15 representing all stakeholder groups to create a student assessment system for learning in the arts. Examine any existing quality models from other districts and set a concrete strategic course for action toward student assessment.

Stakeholders: CPS District, Chicago Teachers Union, Philanthropy, Higher Education, Instructors

B. Create a System to Increase the Quality of Arts Learning offered by Community Partners. Work with community arts partners and the school district to explore how to assess and increase the quality of community arts partner programs. Examine existing quality models from other districts and set a course for action that includes concrete strategies.

Stakeholders: Philanthropy, Higher Education, Community Arts Partners, Instructors

Recommendation 5

Improve Data Infrastructure to Track Progress and Analyze Gaps

Aligns with Plan Goals 3 and 5

Quality data remains the building block for creating both a measurement process and producing progress reports each year. Improvements are needed in each aspect of arts data collection. Ingenuity recommends the following:

A. Expand the Number of Schools Participating in the Certification Process.

There were 295 schools that were placed in the Incomplete Data category on the Creative Schools Certification continuum for the 2012–13 school year. A more robust data set will aid the analyses of necessary staffing and student access to instruction.

Stakeholders: CPS District, Schools, Ingenuity

B. Motivate School-Level Progress via the Creative Schools Certification.

The placement of each school's certification category on its progress report card informs schools, communities, and parents as to where it is along the Creative Schools continuum. Principals and school leaders can utilize road maps for decision making, and increasing parent and community awareness of this school-level data can elevate the placement of credentialed arts instructors in the school and improve coordination and alignment of community partnerships and resources to the school.

Stakeholders: CPS District, Schools, Ingenuity

C. Provide a Better Understanding of Staffing Needs. Year-to-year data will clarify districtwide arts staffing including the geographic distribution and student-to-instructor ratio, and will help to pinpoint arts education “deserts.” In future reports, a clearer understanding of the size of the challenges and the types of resources needed to mitigate them will be available.

Stakeholders: CPS District, Schools, Ingenuity



Photograph by David Saradin, CPS Office of Communications

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2012–2013 LIST OF SCHOOLS & CERTIFICATION CATEGORIES

Creative Schools Category

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

- | | | |
|---|---|---|
| 1 A.N. Pritzker School | 5 Austin O Sexton Elementary School | 3 Charles Sumner Math & Science Community Acad ES |
| 5 Abraham Lincoln Elementary School | 4 Austin Polytechnical Academy High School | 5 Charles W. Earle Elementary School |
| 5 Academy for Global Citizenship Elementary School | 5 Avalon Park Elementary School | 3 Chicago Academy Elementary School |
| 5 Adam Clayton Powell Paideia Community Academy ES | 5 Banner Academy South | 5 Chicago Academy High School |
| 3 Adlai E. Stevenson Elementary School | 5 Banner Academy West | 5 Chicago Excel Academy |
| 3 Agustin Lara Elementary Academy | 5 Banner North Elementary School | 5 Chicago High School for Agricultural Sciences |
| 3 Air Force Academy High School | 5 Banner North High School | 1 Chicago High School for the Arts |
| 4 Al Raby High School | 4 Barbara Vick Early Childhood & Family Center | 5 Chicago Int'l Charter – Avalon / South Shore |
| 5 Alain Locke Charter Elementary Academy | 3 Belmont-Cragin Elementary School | 5 Chicago Int'l Charter – Basil |
| 1 Albany Park Multicultural Academy | 5 Benito Juarez Community Academy High School | 5 Chicago Int'l Charter – Bucktown |
| 1 Albert G. Lane Technical High School | 5 Benjamin Banneker Elementary School | 5 Chicago Int'l Charter – Chicago Quest North |
| 5 Albert R. Sabin Elementary Magnet School | 3 Benjamin E. Mays Elementary Academy | 5 Chicago Int'l Charter – Irving Park |
| 4 Alcott High School for the Humanities | 1 Bernhard Moos Elementary School | 5 Chicago Int'l Charter – Larry Hawkins |
| 2 Alessandro Volta Elementary School | 5 Betsy Ross Elementary School | 1 Chicago Int'l Charter – Lloyd Bond |
| 4 Alex Haley Elementary Academy | 5 Betty Shabazz Int'l Charter | 5 Chicago Int'l Charter – Longwood |
| 2 Alexander Graham Bell Elementary School | 5 Betty Shabazz Int'l Charter – Barbara A. Sizemore | 2 Chicago Int'l Charter – Loomis Primary |
| 4 Alexander Graham Elementary School | 5 Betty Shabazz Int'l Charter – DuSable Leadership | 5 Chicago Int'l Charter – Northtown |
| 1 Alexander Hamilton Elementary School | 3 Beulah Shoesmith Elementary School | 5 Chicago Int'l Charter – Prairie |
| 5 Alexander von Humboldt Elementary School | 2 Blair Early Childhood Center | 5 Chicago Int'l Charter – Ralph Ellison |
| 3 Alfred David Kohn Elementary School | 3 Bowen High School | 5 Chicago Int'l Charter – Washington Park |
| 2 Alfred Nobel Elementary School | 2 Bret Harte Elementary School | 5 Chicago Int'l Charter – West Belden |
| 4 Alice L. Barnard Computer Math & Science Ctr ES | 5 Brian Piccolo Elementary Specialty School | 5 Chicago Int'l Charter – Wrightwood |
| 5 Amandla Charter High School | 3 Brighton Park Elementary School | 3 Chicago Math and Science Academy High School |
| 1 Ambrose Plamondon Elementary School | 5 Bronzeville Lighthouse Charter Elementary School | 5 Chicago Military Academy High School |
| 5 Amelia Earhart Options for Knowledge ES | 3 Bronzeville Scholastic Academy High School | 5 Chicago Talent Development HS |
| 3 Ames Middle School | 2 Burnham Elementary Inclusive Academy | 3 Chicago Technology Academy High School |
| 4 Amos Alonzo Stagg Elementary School | 5 Burnside Elementary Scholastic Academy | 5 Chicago Virtual Charter High School |
| 3 Ana Roque de Duprey Elementary School | 3 Calmecca Academy of Fine Arts and Dual Language | 2 Chicago Vocational Career Academy High School |
| 3 Andrew Carnegie Elementary School | 2 Carl Schurz High School | 2 Christian Ebinger Elementary School |
| 4 Andrew Jackson Elementary Language Academy | 1 Carl von Linne Elementary School | 3 Christian Fenger Academy High School |
| 2 Anna R. Langford Community Academy | 3 Carrie Jacobs Bond Elementary School | 1 Christopher Columbus Elementary School |
| 3 Annie Keller Elementary Gifted Magnet School | 3 Carroll-Rosenwald Specialty Elementary School | 2 Clara Barton Elementary School |
| 5 Anthony Overton Elementary School | 1 Carter G. Woodson South Elementary School | 5 Claremont Academy Elementary School |
| 5 Architecture, Construction, and Engineering (ACE) Technical Charter | 5 Catalyst Charter ES – Howland | 5 Collins Academy High School |
| 2 Ariel Elementary Community Academy | 5 Catalyst Elementary School - Circle Rock | 3 Columbia Explorers Elementary Academy |
| 5 Arna Wendell Bontemps Elementary School | 5 Catalyst-Maria Charter School | 5 Community Services West Academy |
| 5 Arnold Mireles Elementary Academy | 4 Cesar E. Chavez Multicultural Academic Center ES | 5 Consuela B. York Alternative High School |
| 4 Arthur A. Libby Elementary School | 1 Charles Allen Prosser Career Academy High School | 5 Countee Cullen Elementary School |
| 2 Arthur Dixon Elementary School | 1 Charles Evans Hughes Elementary School | 5 Crispus Attucks Elementary School |
| 2 Arthur E. Canty Elementary School | 4 Charles G. Hammond Elementary School | 1 Crown Community Academy of Fine Arts Center ES |
| 5 Arthur R. Ashe Elementary School | 2 Charles Gates Dawes Elementary School | 3 Cyrus H. McCormick Elementary School |
| 4 Asa Philip Randolph Elementary School | 5 Charles H. Wacker Elementary School | 1 Daniel Boone Elementary School |
| 1 Ashburn Community Elementary School | 3 Charles Kozminski Elementary Community Academy | 1 Daniel C. Beard Elementary School |
| 5 Asian Human Services - Passages Charter School | 3 Charles N. Holden Elementary School | 3 Daniel Hale Williams Prep School of Medicine |
| 5 ASPIRA Charter – Early College | 5 Charles P. Caldwell Academy of Math & Science ES | 3 Daniel J. Corkery Elementary School |
| 5 ASPIRA Charter – Haugan Campus | 3 Charles P. Steinmetz College Preparatory HS | 2 Daniel R. Cameron Elementary School |
| 5 ASPIRA Charter – Mirta Ramirez Computer Science | 3 Charles R. Darwin Elementary School | 3 Daniel S. Wentworth Elementary School |
| 3 Augustus H. Burley Elementary School | 5 Charles R. Henderson Elementary School | 5 Daniel Webster Elementary School |
| 4 Austin Business and Entrepreneurship Academy HS | 5 Charles S. Brownell Elementary School | 3 David G. Farragut Career Academy High School |
| | 3 Charles S. Deneen Elementary School | 3 DeVry University Advantage Academy HS |

- 3 Dewey Elementary Academy of Fine Arts
- 1 DeWitt Clinton Elementary School
- 1 Disney II Magnet School
- 2 Donald Morrill Math & Science Elementary School
- 5 Douglas Taylor Elementary School
- 1 Dr. Martin Luther King, Jr., College Prep HS
- 2 Dr. Jorge Prieto Math and Science
- 5 Dumas Technology Academy
- 5 Dunne Technology Academy
- 2 Durkin Park Elementary School
- 5 Dvorak Technology Academy
- 5 Dyett High School
- 3 Edgar Allan Poe Elementary Classical School
- 3 Edgebrook Elementary School
- 2 Edison Park Elementary School
- 5 Edmund Burke Elementary School
- 5 Edward A. Bouchet Math & Science Academy ES
- 2 Edward Beasley Elementary Magnet Academic Center
- 4 Edward C. Delano Elementary School
- 5 Edward Coles Elementary Language Academy
- 5 Edward Everett Elementary School
- 1 Edward Jenner Elementary Academy of the Arts
- 5 Edward K. Ellington Elementary School
- 1 Edward N. Hurley Elementary School
- 3 Edward Tilden Career Community Academy HS
- 5 Edward White Elementary Career Academy
- 1 Edwin G. Foreman High School
- 5 Elaine O. Goodlow Elementary Magnet School
- 2 Eli Whitney Elementary School
- 5 Elihu Yale Elementary School
- 1 Eliza Chappell Elementary School
- 2 Elizabeth H. Sutherland Elementary School
- 5 Elizabeth Peabody Elementary School
- 5 Ella Flagg Young Elementary School
- 5 Ellen H. Richards Career Academy High School
- 1 Ellen Mitchell Elementary School
- 3 Emil G. Hirsch Metropolitan High School
- 2 Emiliano Zapata Elementary Academy
- 3 Emmett Louis Till Math and Science Academy
- 5 Enrico Fermi Elementary School
- 3 Enrico Tonti Elementary School
- 5 EPIC Academy High School
- 3 Eric Solorio Academy High School
- 5 Erie Elementary Charter School
- 3 Ernst Prussing Elementary School
- 3 Esmond Elementary School
- 5 Eugene Field Elementary School
- 3 Everett McKinley Dirksen Elementary School
- 5 Evergreen Academy Middle School
- 5 Fairfield Elementary Academy
- 2 Federico Garcia Lorca Elementary School
- 2 Ferdinand Peck Elementary School
- 5 Fernwood Elementary School
- 2 Florence Nightingale Elementary School
- 3 Fort Dearborn Elementary School
- 1 Foster Park Elementary School
- 3 Francis M. McKay Elementary School
- 3 Francis Parkman Elementary School
- 5 Francis Scott Key Elementary School
- 3 Francis W. Parker Elementary Community Academy
- 1 Francisco I. Madero Middle School
- 5 Frank I. Bennett Elementary School
- 3 Frank L. Gillespie Elementary School
- 1 Frank W. Gunsaulus Elementary Scholastic Academy
- 2 Frank W. Reilly Elementary School
- 2 Franklin Elementary Fine Arts Center
- 5 Franz Peter Schubert Elementary School
- 5 Frazier Preparatory Academy Elementary School
- 4 Frazier Prospective IB Magnet ES
- 5 Frederic Chopin Elementary School
- 5 Frederick A. Douglass Academy High School
- 2 Frederick Funston Elementary School
- 5 Frederick Stock Elementary School
- 3 Friedrich Ludwig Jahn Elementary School
- 4 Friedrich W. von Steuben Metropolitan Science HS
- 3 Gage Park High School
- 5 Galapagos Elementary Charter School
- 3 Galileo Math & Science Scholastic Academy ES
- 5 Garfield Park Preparatory Academy ES
- 5 Garrett A. Morgan Elementary School
- 1 Genevieve Melody Elementary School
- 4 George Armstrong International Studies ES
- 1 George B. McClellan Elementary School
- 1 George B. Swift Elementary Specialty School
- 1 George F. Cassell Elementary School
- 5 George H. Corliss High School
- 1 George Leland Elementary School
- 5 George M. Pullman Elementary School
- 5 George Manierre Elementary School
- 2 George Rogers Clark Elementary School
- 5 George W. Curtis Elementary School
- 5 George W. Tilton Elementary School
- 5 George Washington Carver Military Academy HS
- 5 George Washington Carver Primary School
- 1 George Washington Elementary School
- 5 George Washington High School
- 1 George Westinghouse College Prep
- 5 Gerald Delgado Kanoon Elementary Magnet School
- 5 Graeme Stewart Elementary School
- 5 Granville T. Woods Math & Science Academy ES
- 5 Greater Lawndale High School for Social Justice
- 2 Grover Cleveland Elementary School
- 2 Guglielmo Marconi Elementary Community Academy
- 3 Gurdon S. Hubbard High School
- 2 Gwendolyn Brooks College Preparatory Academy HS
- 2 Hannah G. Solomon Elementary School
- 5 Hanson Park Elementary School
- 1 Harold Washington Elementary School
- 1 Harriet Beecher Stowe Elementary School
- 5 Harriet E. Sayre Elementary Language Academy
- 2 Hawthorne Elementary Scholastic Academy
- 3 Helen M. Hefferan Elementary School
- 2 Helen Peirce International Studies ES
- 3 Helge A. Haugan Elementary School
- 3 Henry Clay Elementary School
- 3 Henry D. Lloyd Elementary School
- 5 Henry Ford Academy Power House Charter HS
- 3 Henry H. Nash Elementary School
- 4 Henry O. Tanner Elementary School
- 3 Henry R. Clissold Elementary School
- 5 High School of Leadership at South Shore
- 3 Hiram H. Belding Elementary School
- 5 Hope College Preparatory High School
- 5 Hope Institute Learning Academy
- 2 Horace Greeley Elementary School
- 5 Horace Mann Elementary School
- 5 Horatio May Elementary Community Academy
- 5 Hyde Park Academy High School
- 3 Hyman G. Rickover Naval Academy High School
- 5 Ida B. Wells Preparatory Elementary Academy
- 4 Ignace Paderewski Elementary Learning Academy
- 3 Infinity Math Science and Technology High School
- 5 Instituto Health Sciences Career Academy HS
- 5 Instituto Justice and Leadership Acad Charter HS
- 2 Inter-American Elementary Magnet School
- 3 Ira F. Aldridge Elementary School
- 5 Irene C. Hernandez Middle School for the Advancem
- 2 Irma C. Ruiz Elementary School
- 3 Irvin C. Mollison Elementary School
- 5 Isabelle C. O'Keeffe Elementary School
- 4 Jackie Robinson Elementary School
- 3 Jacob Beidler Elementary School
- 5 Jacqueline B. Vaughn Occupational High School
- 4 James B. Farnsworth Elementary School
- 3 James B. McPherson Elementary School
- 1 James E. McDade Elementary Classical School
- 1 James G. Blaine Elementary School
- 1 James Hedges Elementary School
- 1 James Madison Elementary School
- 2 James Monroe Elementary School
- 3 James N. Thorp Elementary School
- 5 James Otis Elementary School
- 3 James R Doolittle, Jr., Elementary School
- 1 James Russell Lowell Elementary School
- 4 James Shields Elementary School
- 5 James Shields Middle School
- 4 James Wadsworth Elementary School
- 2 James Ward Elementary School
- 2 James Weldon Johnson Elementary School
- 5 Jane A. Neil Elementary School
- 3 Jane Addams Elementary School
- 4 Jean Baptiste Beaubien Elementary School
- 3 Jean D. Lafayette Elementary School
- 5 Jensen Elementary Scholastic Academy
- 5 Jesse Owens Elementary Community Academy
- 1 Jesse Sherwood Elementary School
- 5 Johann W. von Goethe Elementary School
- 4 John A. Walsh Elementary School
- 3 John B. Drake Elementary School
- 1 John B. Murphy Elementary School
- 1 John Barry Elementary School
- 3 John C. Burroughs Elementary School
- 1 John C. Coonley Elementary School
- 1 John C. Dore Elementary School
- 5 John Calhoun North Elementary School
- 3 John Charles Haines Elementary School
- 3 John D. Shoop Math-Science Technical Academy ES
- 2 John F. Eberhart Elementary School
- 5 John F. Kennedy High School
- 5 John Fiske Elementary School
- 1 John Foster Dulles Elementary School
- 5 John Greenleaf Whittier Elementary School
- 1 John H. Hamline Elementary School

- 5 John H. Kinzie Elementary School
- 4 John H. Vanderpoel Elementary Magnet School
- 1 John Hancock College Preparatory High School
- 5 John Harvard Elementary School of Excellence
- 1 John Hay Elementary Community Academy
- 1 John J. Audubon Elementary School
- 5 John J. Pershing Elementary Humanities Magnet
- 3 John L. Marsh Elementary School
- 5 John M. Harlan Community Academy High School
- 1 John M. Smyth Elementary School
- 3 John Marshall Metropolitan High School
- 5 John Milton Gregory Elementary School
- 5 John P. Altgeld Elementary School
- 1 John Palmer Elementary School
- 1 John Spry Elementary Community School
- 2 John T. McCutcheon Elementary School
- 1 John T. Pirie Fine Arts & Academic Center ES
- 5 John W. Cook Elementary School
- 3 John W. Garvy Elementary School
- 5 John Whistler Elementary School
- 3 Johnnie Coleman Elementary Academy
- 3 Jonathan Burr Elementary School
- 2 Jonathan Y. Scammon Elementary School
- 3 Jordan Elementary Community School
- 5 Jose De Diego Elementary Community Academy
- 2 Josefa Ortiz De Dominguez Elementary School
- 3 Joseph Brennemann Elementary School
- 2 Joseph E. Gary Elementary School
- 2 Joseph Jungman Elementary School
- 3 Joseph Kellman Corporate Community ES
- 3 Joseph Lovett Elementary School
- 4 Joseph Stockton Elementary School
- 5 Joseph Warren Elementary School
- 3 Josephine C Locke Elementary School
- 3 Joshua D. Kershaw Elementary School
- 3 Josiah Pickard Elementary School
- 2 Joyce Kilmer Elementary School
- 5 Julia Ward Howe Elementary School of Excellence
- 2 Kate S. Buckingham Special Education Center
- 3 Kate S. Kellogg Elementary School
- 2 Kelvyn Park High School
- 3 Kenwood Academy High School
- 5 KIPP Ascend Academy Charter Elementary School
- 5 KIPP Charter Create
- 5 Kwame Nkrumah Academy Elementary School
- 1 Lake View High School
- 5 Langston Hughes Elementary School
- 2 LaSalle Elementary Language Academy
- 5 LaSalle II Magnet Elementary School
- 2 Laughlin Falconer Elementary School
- 3 Laura S. Ward Elementary School
- 5 Lawndale Elementary Community Academy
- 3 Lazaro Cardenas Elementary School
- 5 LEARN Charter School-South Chicago Campus
- 5 LEARN Charter ES – Charles and Dorothy Campbell
- 5 LEARN Charter ES – Excel
- 5 LEARN Charter ES – Romano Butler Campus
- 5 LEARN Charter School – Hunter Perkins
- 5 Legacy Charter Elementary School
- 5 Legal Prep Charter Academy
- 3 Leif Ericson Elementary Scholastic Academy
- 5 Lenart Elementary Regional Gifted Center
- 3 Leslie Lewis Elementary School
- 1 Lincoln Park High School
- 3 Lionel Hampton Fine & Performing Arts ES
- 5 Little Village Elementary School
- 4 Logandale Middle School
- 5 Lorenz Brentano Math & Science Academy ES
- 1 Louis A. Agassiz Elementary School
- 5 Louis Armstrong Math & Science Elementary School
- 1 Louis Nettelhorst Elementary School
- 2 Louis Pasteur Elementary School
- 1 Louisa May Alcott Elementary School
- 5 Ludwig Van Beethoven Elementary School
- 5 Luke O'Toole Elementary School
- 5 Luther Burbank Elementary School
- 3 Lyman A. Budlong Elementary School
- 5 Lyman Trumbull Elementary School
- 3 Mahalia Jackson Elementary School
- 1 Mancel Talcott Elementary School
- 3 Manley Career Academy High School
- 1 Manuel Perez Elementary School
- 3 Marcus Moziah Garvey Elementary School
- 3 Maria Saucedo Elementary Scholastic Academy
- 2 Mariano Azuela Elementary School
- 5 Marie Sklodowska Curie Metropolitan High School
- 3 Marine Military Math and Science Academy
- 2 Mark Sheridan Elementary Math & Science Academy
- 2 Mark Skinner Elementary School
- 3 Mark Twain Elementary School
- 2 Marquette Elementary School
- 4 Martha Ruggles Elementary School
- 5 Martin A. Ryerson Elementary School
- 2 Marvin Camras Elementary School
- 2 Mary E. Courtenay Elementary Language Arts Center
- 3 Mary E. McDowell Elementary School
- 1 Mary Gage Peterson Elementary School
- 2 Mary Lyon Elementary School
- 3 Mary Mapes Dodge Elementary Renaissance Academy
- 5 Mary McLeod Bethune Elementary School
- 5 Mason High School
- 5 Matthew A. Henson Elementary School
- 5 Matthew Gallistel Elementary Language Academy
- 2 Medgar Evers Elementary School
- 5 Melville W. Fuller Elementary School
- 5 Michael Faraday Elementary School
- 3 Michael M. Byrne Elementary School
- 5 Michele Clark Academic Prep Magnet High School
- 5 Mildred I. Lavizzo Elementary School
- 5 Milton Brunson Math & Science Specialty ES
- 2 Minnie Mars Jamieson Elementary School
- 3 Miriam G. Canter Middle School
- 5 Morgan Park High School
- 2 Morton School of Excellence
- 5 Moses Montefiore Special Elementary School
- 3 Mount Greenwood Elementary School
- 3 Mount Vernon Elementary School
- 1 Multicultural Academy of Scholarship
- 5 Myra Bradwell Communications Arts & Sciences ES
- 4 Namaste Charter Elementary School
- 5 Nancy B. Jefferson Alternative High School
- 3 Nathan Hale Elementary School
- 5 Nathan R. Goldblatt Elementary School
- 3 Nathan S. Davis Elementary School
- 5 Nathanael Greene Elementary School
- 5 Nathaniel Pope Elementary School
- 5 National Teachers Elementary Academy
- 3 Neal F. Simeon Career Academy High School
- 5 Near North Elementary School
- 3 New Field Elementary School
- 2 Newton Bateman Elementary School
- 2 Nicholas Senn High School
- 5 Nicholson Technology Academy
- 2 Ninos Heroes Elementary Academic Center
- 5 Noble Street Charter – Chicago Bulls College
- 5 Noble Street Charter – Gary Comer College Prep
- 5 Noble Street Charter – Golder College Prep
- 5 Noble Street Charter – Muchin College Prep
- 5 Noble Street Charter – Noble Street College Prep
- 5 Noble Street Charter – Pritzker College Prep
- 5 Noble Street Charter – Rauner College Prep
- 5 Noble Street Charter – Rowe-Clark Math & Sci Acad
- 5 Noble Street Charter – UIC College Prep
- 5 Noble Street Charter School – Hansberry College Prep
- 5 Noble Street Charter School – Johnson HS
- 5 Noble Street Charter School – Purple
- 2 Norman A. Bridge Elementary School
- 5 North Lawndale College Prep Charter – Christiana
- 5 North Lawndale College Prep Charter – Collins
- 2 North River Elementary School
- 5 North-Grand High School
- 3 Northside College Preparatory High School
- 4 Northside Learning Center High School
- 5 Northwest Middle School
- 4 Norwood Park Elementary School
- 3 Ogden International High School
- 2 Ole A. Thorp Elementary Scholastic Academy
- 5 Oliver S. Westcott Elementary School
- 5 Oliver Wendell Holmes Elementary School
- 2 Oriole Park Elementary School
- 3 Orozco Fine Arts & Sciences Elementary School
- 3 Orr Academy High School
- 5 Orville T. Bright Elementary School
- 4 Oscar DePriest Elementary School
- 1 Oscar F. Mayer Elementary School
- 2 Pablo Casals Elementary School
- 3 Park Manor Elementary School
- 1 Parkside Elementary Community Academy
- 4 Pathways in Education
- 3 Patrick Henry Elementary School
- 5 Paul Cuffe Math-Science Technology Academy ES
- 5 Paul Laurence Dunbar Career Academy High School
- 5 Paul Revere Elementary School
- 4 Paul Robeson High School
- 5 Peace & Education Coalition High School
- 2 Percy L. Julian High School
- 5 Perkins Bass Elementary School
- 5 Pershing West Middle School
- 5 Perspectives Charter – Calumet Technology
- 5 Perspectives Charter – IIT Math & Science Academy
- 5 Perspectives Charter – Rodney D Joslin
- 5 Perspectives Charter Leadership Academy HS
- 5 Peter A. Reinberg Elementary School

- 2 Peter Cooper Elementary Dual Language Academy
- 2 Philip Rogers Elementary School
- 3 Phillip D. Armour Elementary School
- 3 Phillip Murray Elementary Language Academy
- 3 Phobe Apperson Hearst Elementary School
- 3 Phoenix Military Academy High School
- 3 Pilsen Elementary Community Academy
- 5 Plato Learning Academy Elementary School
- 5 Polaris Charter Academy Elementary School
- 1 Portage Park Elementary School
- 5 Prologue Early College High School
- 5 Prologue-Joshua Johnston Charter School
- 5 Providence Englewood Charter - Bunche
- 2 Pulaski International School of Chicago
- 3 Rachel Carson Elementary School
- 5 Ralph H. Metcalfe Elementary Community Academy
- 1 Ravenswood Elementary School
- 5 Ray Graham Training Center High School
- 1 Richard Edwards Elementary School
- 2 Richard Henry Lee Elementary School
- 3 Richard J. Daley Elementary Academy
- 3 Richard J. Oglesby Elementary School
- 5 Richard T. Crane Technical Preparatory HS
- 2 Richard Yates Elementary School
- 2 Roald Amundsen High School
- 5 Robert A. Black Magnet Elementary School
- 5 Robert Emmet Elementary School
- 2 Robert Fulton Elementary School
- 5 Robert H. Lawrence Elementary School
- 1 Robert Healy Elementary School
- 5 Robert L. Grimes Elementary School
- 1 Robert Lindblom Math & Science Academy HS
- 3 Robert Nathaniel Dett Elementary School
- 2 Roberto Clemente Community Academy High School
- 3 Rodolfo Lozano Bilingual & International Ctr ES
- 2 Roger C. Sullivan High School
- 5 Ronald Brown Elementary Community Academy
- 5 Ronald E. McNair Elementary School
- 4 Rosario Castellanos Elementary School
- 5 Roswell B. Mason Elementary School
- 1 Rowe Elementary School
- 1 Rudyard Kipling Elementary School
- 5 Rueben Salazar Elementary Bilingual Center
- 2 Rufus M. Hitch Elementary School
- 2 Salmon P. Chase Elementary School
- 1 Samuel Gompers Fine Arts Options ES
- 4 Sarah E. Goode STEM Academy
- 5 Sauganash Elementary School
- 2 Scott Joplin Elementary School
- 3 Sharon Christa McAuliffe Elementary School
- 3 Sidney Sawyer Elementary School
- 3 Simpson Academy High School for Young Women
- 5 Sir Miles Davis Magnet Elementary Academy
- 1 Skinner North Classical School
- 4 Socorro Sandoval Elementary School
- 5 Songhai Elementary Learning Institute
- 1 South Loop Elementary School
- 5 South Shore Fine Arts Academy
- 5 South Shore Int'l College Prep High School
- 3 Southside Occupational Academy High School
- 5 Spencer Technology Academy
- 5 Spry Community Links High School
- 5 STEM Magnet Academy
- 1 Stephen Decatur Classical Elementary School
- 5 Stephen F. Gale Elementary Community Academy
- 3 Stephen K. Hayt Elementary School
- 1 Stephen T. Mather High School
- 2 Stone Elementary Scholastic Academy
- 2 Suder Montessori Magnet ES
- 3 Talman Elementary School
- 2 Tarkington School of Excellence ES
- 5 TEAM Englewood Community Academy High School
- 5 Telpochcalli Elementary School
- 5 The Montessori School of Englewood Charter
- 5 Theodore Herzl Elementary School
- 1 Theodore Roosevelt High School
- 1 Theophilus Schmid Elementary School
- 1 Thomas A. Edison Regional Gifted Center ES
- 5 Thomas A. Hendricks Elementary Community Academy
- 5 Thomas Chalmers Specialty Elementary School
- 1 Thomas Drummond Elementary School
- 1 Thomas Hoyne Elementary School
- 3 Thomas J. Higgins Elementary Community Academy
- 1 Thomas J. Waters Elementary School
- 1 Thomas Kelly High School
- 5 Thurgood Marshall Middle School
- 3 Turner-Drew Elementary Language Academy
- 5 University of Chicago Charter – Carter G Woodson
- 5 University of Chicago Charter – Donoghue
- 5 University of Chicago Charter – NKO
- 5 University of Chicago Charter – Woodlawn
- 5 UNO 51st and Homan Charter Elementary School
- 5 UNO Charter – Bartolome de Las Casas
- 5 UNO Charter – Carlos Fuentes
- 5 UNO Charter – Near West Elementary
- 5 UNO Charter – Octavio Paz Campus
- 5 UNO Charter – Rogers Park ES
- 5 UNO Charter – Rufino Tamayo
- 5 UNO Charter – Sandra Cisneros
- 5 UNO Charter Elementary School St Marks
- 5 UNO Charter School – Major Hector P.Garcia MD Cam
- 5 UNO Charter School – Officer Donald J. Marquez
- 5 UNO Charter School – PFC Omar E.Torres Campus
- 5 UNO Charter School – SPC Daniel Zizumbo Campus
- 3 Uplift Community High School
- 5 Urban Prep Acad for Young Men Charter – Englewood
- 5 Urban Prep Academy for Young Men – Bronzeville
- 5 Urban Prep Academy for Young Men – West
- 5 Velma F. Thomas Early Childhood Center
- 5 Victor Herbert Elementary School
- 1 Virgil Grissom Elementary School
- 5 Vivian E. Summers Alternative High School
- 5 VOISE Academy High School
- 1 Walt Disney Magnet Elementary School
- 1 Walter L. Newberry Math & Science Academy ES
- 1 Walter Payton College Preparatory High School
- 4 Walter Q. Gresham Elementary School
- 5 Walter S. Christopher Elementary School
- 2 Washington D. Smyser Elementary School
- 5 Washington Irving Elementary School
- 2 Wells Community Academy High School
- 2 Wendell E. Green Elementary School
- 3 Wendell Phillips Academy High School
- 1 Wendell Smith Elementary School
- 1 West Park Elementary Academy
- 5 West Pullman Elementary School
- 2 West Ridge Elementary School
- 5 Whitney M. Young Magnet High School
- 1 Wildwood Elementary School
- 5 Willa Cather Elementary School
- 4 William A. Hinton Elementary School
- 3 William B. Ogden Elementary School
- 3 William Bishop Owen Scholastic Academy ES
- 2 William C. Goudy Elementary School
- 5 William C. Reavis Math & Science Specialty ES
- 5 William E. B. Dubois Elementary School
- 2 William E. Dever Elementary School
- 3 William F. Finkl Elementary School
- 5 William G. Hibbard Elementary School
- 2 William H. Brown Elementary School
- 1 William H. King Elementary School
- 5 William H. Prescott Elementary School
- 3 William H. Ray Elementary School
- 5 William H. Ryder Math & Science Specialty ES
- 3 William H. Seward Communication Arts Academy ES
- 1 William Howard Taft High School
- 1 William J. & Charles H. Mayo Elementary School
- 3 William J. Bogan High School
- 5 William J. Onahan Elementary School
- 1 William Jones College Preparatory High School
- 5 William K. New Sullivan Elementary School
- 4 William P. Gray Elementary School
- 5 William P. Nixon Elementary School
- 5 William Penn Elementary School
- 4 William Rainey Harper High School
- 5 William T. Sherman Elementary School
- 5 William W. Carter Elementary School
- 5 Williams Multiplex Elementary School
- 5 Williams Preparatory Academy Middle School
- 2 Wilma Rudolph Elementary Learning Center
- 2 Wolfgang A. Mozart Elementary School
- 4 Woodlawn Community Elementary School
- 3 World Language Academy High School
- 3 Young Women's Leadership Charter High School
- 3 Young Women's Leadership Charter Middle School
- 5 Youth Connection Charter School

GLOSSARY

Arts Integration

The meaningful connection of essential content in an art discipline subject with essential content in another subject area such that student achievement in both subject areas increases.

Arts Liaison

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

artlook Suite

The Ingenuity-created data suite of services made up of Schools, Partners, and Map. The *artlook* Schools system collects each CPS school's number of arts instructors, community arts partnerships, disciplines taught, and relevant budget data. The *artlook* Partners system collects data from arts partners, shows the schools and communities where they work, and gathers the demographic information on the students they serve. Both systems help to populate *artlook* Map, an interactive online tool for the public to view all reported arts education-related activities.

Charter School

A public school open to all Chicago children that is approved by the Chicago Board of Education but operates independently from the Board and from other charter schools.

Chicago Arts Education Collaborative

A group of 21 Chicago funders committed to arts learning in Chicago Public Schools. The group partnered with CPS to develop an Office of Arts Education as a curricular office.

Chicago Public Schools Arts Education Plan

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

Community Arts Partner

Any one of a broad spectrum of program providers ranging from an individual teaching artist working with a single school, to grassroots and large nonprofits working with one to 150 schools, to major cultural institutions like the Chicago Symphony Orchestra, which works with nearly 200 schools. Community arts partners might also include providers of arts education resources—

mostly in-kind donations of materials and supplies, exhibition space, volunteers, and so on.

Common Core State Standards

New standards adopted by 46 states, including Illinois, that outline a higher bar for what students need to know in order to succeed in college and careers.

Contract School

Public schools open to all CPS students and operated by private entities—community organizations, foundations, educators, and universities. Each has a curriculum, calendar, schedule, and admissions procedure that may differ from other public schools.

Core Subject

A body of knowledge that all students are expected to learn—not an elective subject.

Creative Compass Program

A program which helps Emerging (Category 4) schools move up the Creative Schools Certification ladder, increase leaders' knowledge in the arts, and receive ongoing support for building more robust arts programs. School principals from Emerging schools are paired with principals from Excelling (Category 1) schools who share best practices as well as effective and innovative real-life models for arts planning and implementation. As a result, the Emerging schools' principals build strategic partnerships, increase resources, and have direct support in making arts-based decisions through one-on-one technical assistance.

Creative Schools Certification

Identifies the level of arts instruction provided in each CPS school based on data regarding staffing, minutes of instruction, budget, culture, and partnerships.

Creative Schools Certification Categories

Excelling

Schools that meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Strong

Schools that nearly meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Developing

Schools that occasionally meet the goals and

priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Emerging

Schools that rarely meet the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning.

Incomplete Data

Schools in which data is incomplete to calculate the goals and priorities outlined in the CPS Arts Education Plan, including Staffing and Instruction Partnerships, Community and Culture, and Budget and Planning.

Creative Schools Fund

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

Creative Schools Initiative

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

Credentialed Arts Instructor

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

Dance

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

District-run School

A public school managed by the Chicago Public Schools central office. Among other commonalities, these schools share an academic calendar, discipline code, and budgeting procedures.

Field Trip

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

FTE (Full-Time Equivalent)

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

In-School Performance

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

International Baccalaureate

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

Local School Council

The body established to carry out the Illinois legislature's intent to make the individual, local school the essential unit for educational governance and improvement, and to place the primary responsibility for school governance and improvement in the hands of parents, community residents, school staff members and principals.

Magnet Cluster Schools

More than 100 specialized neighborhood schools that focus their curriculum on one of four subject areas: fine and performing arts, world language, International Baccalaureate, or technology. Fine and performing arts magnet cluster schools integrate the arts into all subject areas.

Music

A student's music education experience may include but is not limited to general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) music theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) music, music history, marching band, drum line, multicultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.

National Core Arts Standards

National standards for arts that are designed to align with Common Core State Standards.

Other Services

External community arts partner services not captured in traditional arts programming categories (e.g., parent and community programs and classes,

planning services, and hosting exhibitions and competitions).

Out-of-School Time Program

Any programming in which CPS youth participate outside of the traditional school day.

Professional Development

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

Residency

An artistic program within a given school where a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.

Resources

An external provider supplies physical resources to supplement a school's arts education programming (e.g., arts supplies or instruments). Does not include grants or granting agencies as partners.

Rubric

A performance-scoring scale that lists multiple criteria for performance and provides values for performance levels, such as numbers or a range of descriptors from excellent to poor.

Selective Enrollment

Chicago public elementary and high schools that require testing as part of the admissions process.

Sequential (in the context of arts education)

Occurring year-to-year from kindergarten through twelfth grade.

STEM Program

A program that focuses on science, technology, engineering, and mathematics.

Student-Based Budgeting

The practice of assigning dollars to schools based on a per-student formula. This is a shift from traditional budgeting, which assigns dollars to schools in the form of numbers of instructor positions on the basis of student enrollment. Under student-based budgeting,

schools have more flexibility to determine how they spend their money and bear the direct cost of paying for instructors.

Supplemental General State Aid

Illinois state education funds targeted to support low-income students. In Chicago, schools budget these funds at their own discretion.

Theatre

A student's theatre education experience may include but is not limited to acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) theatre.

Title I Funds

Federal monies given to school districts to provide extra support for low-income children. Federal law requires districts to prioritize the funds for their highest-poverty schools. In Chicago, schools budget these funds at their own discretion.

Visual Arts

A student's visual arts education experience may include but is not limited to drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.

CREATIVE SCHOOLS CERTIFICATION

ELEMENTARY SCHOOL RUBRIC

HOW IS MY SCHOOL'S CREATIVE SCHOOLS CERTIFICATION DETERMINED?

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

ELEMENTARY SCHOOL RUBRIC

PHASE 1

ARTS LIAISON ENTERS PRELIMINARY CRITERIA



STAFFING

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



0
FTE



.5
FTE



1
FTE



1
FTE/350
STUDENTS



MINUTES OF INSTRUCTION

Average minutes of instruction per week throughout the school year.



44
MINUTES
AND BELOW



45-89
MINUTES



90-119
MINUTES



120+
MINUTES



ACCESS

Percentage of grade levels having access to art classes.



49%
AND BELOW



50-79%



80-99%



100%



The highest-numbered category score from the above questions is your Phase 1 Rating.

Continue to phase 2

PHASE 2

ARTS LIAISON ANSWERS FIVE QUESTIONS



BUDGET

Does the school dedicate funding to the arts?

Y

N



PROFESSIONAL DEVELOPMENT

Do instructors have arts-specific PD during the school year?

Y

N



ARTS INTEGRATION

Does the school utilize arts integration strategies?

Y

N



PARTNERSHIPS

Does the school collaborate with at least one external community arts partner?

Y

N



PARENT COMMUNITY ENGAGEMENT

Does the school have exhibits, performances, or volunteer opportunities for students, parents, and the community?

Y

N

CALCULATE FINAL CATEGORY

If a school answers YES to three or more Phase 2 questions, it keeps its score from Phase 1. This is its final Category Rating.

PHASE 1 + 0

If a school answers NO to three or more Phase 2 questions, it must add one to its Phase 1 score. This becomes its final Category Rating.

PHASE 1 + 1

FINAL CATEGORY RATING

* This school's Creative Schools Category will become final after an audit of the self-reported data is completed.

CREATIVE SCHOOLS CERTIFICATION

HIGH SCHOOL RUBRIC

HOW IS MY SCHOOL'S CREATIVE SCHOOLS CERTIFICATION DETERMINED?

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

HIGH SCHOOL RUBRIC

PHASE 1

ARTS LIAISON ENTERS PRELIMINARY CRITERIA



STAFFING

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



0
FTE



.5
FTE



1
FTE



1
FTE/350
STUDENTS



DISCIPLINES AND DEPTH

Number of disciplines offered and number of levels per discipline.



0 or 1
DISCIPLINES
OFFERED



2
DISCIPLINES
OFFERED



3
DISCIPLINES
OFFERED



3+
MULTI-LEVEL
DISCIPLINES
OFFERED



The highest-numbered category score from the above questions is your Phase 1 Rating. _____

Continue to phase 2

PHASE 2

ARTS LIAISON ANSWERS FIVE QUESTIONS



BUDGET

Does the school dedicate funding to the arts?

Y

N



PROFESSIONAL DEVELOPMENT

Do instructors have arts-specific PD during the school year?

Y

N



ARTS INTEGRATION

Does the school utilize arts integration strategies?

Y

N



PARTNERSHIPS

Does the school collaborate with at least one external arts partner?

Y

N



PARENT COMMUNITY ENGAGEMENT

Does the school have exhibits, performances, or volunteer opportunities for students, parents, and the community?

Y

N

CALCULATE FINAL CATEGORY

If a school answers YES to three or more Phase 2 questions, it keeps its score from Phase 1. This is its final Category Rating.

PHASE 1 + 0

If a school answers NO to three or more Phase 2 questions, it must add one to its Phase 1 score. This becomes its final Category Rating.

PHASE 1 + 1

FINAL CATEGORY RATING

* This school's Creative Schools Category will become final after an audit of the self-reported data is completed.

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||||||| 2013 |||||
COLLABORATION AWARD



||||||| 2013 |||||
GAME CHANGER AWARD



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

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